Bartow Middle School

2019-20 Schoolwide Improvement Plan

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Bartow Middle School

550 CLOWER ST E, Bartow, FL 33830

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

Demographics

Principal: Dwayne Johnson

Start Date for this Principal: 6/15/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (49%) 2016-17: D (37%) 2015-16: D (37%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	98%

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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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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	Job Duties and Responsibilities
Roberts, Christopher	Principal	School leadership is responsible for the day to day operations of the school from school plant to curriculum. Chris Roberts is the Principal and is responsible for all aspects of the school. Accountability area is Social Studies and Electives. Katie Shytle, AP, oversees guidance as well as ELA and Reading. Dwayne Johnson, AP, is over facilities, discipline as well as Math and ESE. Chandra Johsnon, AP, handles discipline and oversees Science and Fine Arts Electives. Rhea Cleveland is out LEA facilitator. Barb Muren is our Network Manager. Shawn Tyre is our Testing Coordinator. Earnest Peavey is our Dean of Students and handles discipline. All others listed are department chairs and coaches that support classroom instruction.
Shytle, Katie	Assistant Principal	
Johnson, Dwayne	Assistant Principal	
Peavey, Earnest	Other	
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	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	326	301	331	0	0	0	0	958
Attendance below 90 percent	0	0	0	0	0	0	45	63	50	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	10	9	13	0	0	0	0	32
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	63	60	82	0	0	0	0	205

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	34	30	34	0	0	0	0	98

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	4	1	7	0	0	0	0	12

FTE units allocated to school (total number of teacher units)
60

Date this data was collected or last updated
Monday 10/14/2019

Prior Year - 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	0	0	0	0	0	0	0	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	56	87	64	0	0	0	0	207

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	59	66	83	0	0	0	0	208
One or more suspensions	0	0	0	0	0	0	38	72	99	0	0	0	0	209
Course failure in ELA or Math	0	0	0	0	0	0	8	21	26	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	0	0	0	129	113	150	0	0	0	0	392

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	58	73	107	0	0	0	0	238

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	48%	54%	31%	48%	52%
ELA Learning Gains	46%	52%	54%	43%	51%	54%
ELA Lowest 25th Percentile	46%	48%	47%	41%	43%	44%
Math Achievement	43%	50%	58%	28%	47%	56%
Math Learning Gains	51%	50%	57%	33%	50%	57%
Math Lowest 25th Percentile	52%	48%	51%	33%	46%	50%
Science Achievement	42%	44%	51%	31%	44%	50%
Social Studies Achievement	83%	72%	72%	60%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	326 (0)	301 (0)	331 (0)	958 (0)
Attendance below 90 percent	45 (0)	63 (0)	50 (0)	158 (0)
One or more suspensions	10 (0)	9 (0)	13 (0)	32 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	63 (56)	60 (87)	82 (64)	205 (207)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	41%	48%	-7%	54%	-13%
	2018	33%	41%	-8%	52%	-19%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	32%	42%	-10%	52%	-20%
	2018	32%	42%	-10%	51%	-19%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
08	2019	42%	48%	-6%	56%	-14%
	2018	38%	49%	-11%	58%	-20%
Same Grade Comparison		4%				
Cohort Comparison		10%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	38%	47%	-9%	55%	-17%
	2018	30%	40%	-10%	52%	-22%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	33%	39%	-6%	54%	-21%
	2018	32%	40%	-8%	54%	-22%
Same Grade Comparison		1%				
Cohort Comparison		3%				
08	2019	37%	35%	2%	46%	-9%
	2018	18%	34%	-16%	45%	-27%
Same Grade Comparison		19%				
Cohort Comparison		5%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	42%	41%	1%	48%	-6%
	2018	39%	42%	-3%	50%	-11%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	70%	13%	71%	12%
2018	83%	84%	-1%	71%	12%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	50%	31%	61%	20%
2018	67%	60%	7%	62%	5%
Compare		14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	95%	41%	54%	56%	39%
Compare		5%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	15	38	41	23	50	50	20	61			
ELL	10	40	38	26	46	52	17	67			
BLK	30	50	58	24	46	46	29	72	53		
HSP	42	49	40	44	53	51	47	82	72		
MUL	59	44		59	41						
WHT	38	42	41	50	53	58	44	88	73		
FRL	35	47	47	37	49	52	39	81	69		

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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

6th grade Learning Gains in Math, 6th grade Learning Gains of Bottom 25% in Math, 7th grade Learning Gains of Bottom 25% in ELA. Negative 6th grade Learning Gains and Bottom 25% Learning Gains continues to be a trend for Bartow Middle School. Contributing factors are: teacher instability, lack of rigorous and ambitious instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

At this time we do not have a component that had a decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

7th grade ELA and 7th grade Math had the greatest gaps when compared to the state average. Contributing factors are: teacher instability, lack of rigorous and ambitious instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

8th grade Math proficiency (thus improved dramatically in Learning Gains and Bottom 25% Learning Gains), Civics, and Accelerated in the areas of Algebra 1 and Geometry. In 8th grade math proficiency we supplied ESE inclusion to support the teacher, scheduled students in the correct class and period, provided tutoring daily. In Civics, Algebra 1, and Geometry there was ambitious instruction, tutoring, Saturday boot camps.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and Course Failure

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ESE subgroup
2. ELL subgroup
3. Attendance students and staff
4. Course Failure
5. Discipline

Part III: Planning for Improvement

Areas of Focus:

#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.
State the measurable outcome the school plans to achieve	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. If this is done with fidelity each of our school grade cells should increase up to 5 points.
Person responsible for monitoring outcome	Christopher Roberts (christopher.roberts@polk-fl.net)
Evidence-based Strategy	Instructional enhancement tool. This also is a means to expand student learning opportunities and allow students to explore and create new learning.
Rationale for Evidence-based Strategy	Increase teacher and student engagement. We will look at cells in school grade calculation to determine if this was a success.

Action Step	
Description	Technology will be infused in core content classrooms to impact student learning and increase student engagement 1. Purchase technology to support the students with remediation, credit recovery, and acceleration opportunities 2. Inventory, track, and organize all purchased technology. Laptops and iPads will be housed in carts in each teacher's room. 3. Teachers and staff will be trained by district level technology staff and attend PDs to build capacity in the area of using technology in the classroom for instructional purposes. 5.
Person Responsible	Barbara Murren (barbara.murren@polk-fl.net)

#2	
Title	Teacher Engagement
Rationale	If we nurture teacher engagement, student academic proficiency will improve as measured by FSA and EOC student achievement data and teacher retention.

State the measurable outcome the school plans to achieve	Teacher retention at the end of 19-20 school year will increase, Journey walk-thrus will show an overall improvement in the area of student engagement, progress monitoring of school and district data will show an increase.
Person responsible for monitoring outcome	Christopher Roberts (christopher.roberts@polk-fl.net)
Evidence-based Strategy	Building school culture
Rationale for Evidence-based Strategy	Building a positive culture leads to teacher retention. We have seen an increase in teacher retention over the past 3 years. This has a direct correlation with school improvement, because our school grade has increased each year for the past 3 years by over 140 points.

Action Step	
Description	1. PD focusing on teacher efficacy 2. Teachers will have the opportunity to attend conferences to build capacity in their content area during the 19-20 school year. 3. Purchase books or resources that focus on school culture 4. MOU for teacher/staff retention stipend 5. Teacher and staff incentives for things such as Teacher of the Year, SREOY, Staff Appreciation Lunch, Star Staff 6. Literacy Coach and Math Coach will work directly with teachers weekly in the classroom, during collaborative planning, and PLCs to help support and build capacity. Coaching cycles will be implemented on an as need basis to support teachers based on classroom observations conducted by administration. Discipline data will also be utilized to determine classroom management deficiencies. 7. Use of LSI trend tracker data to determine student and teacher engagement.
Person Responsible	Christopher Roberts (christopher.roberts@polk-fl.net)

#3	
Title	Collaborative planning and Professional Learning Communities
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, share ideas, and learn from each other.
State the measurable outcome the school plans to achieve	Student achievement (FSA, EOC, teacher assessments) and rigor of lessons will increase over the school year. We will look at the number of teachers being effective/highly effective on the teacher evaluation system. Walk throughs will also be utilized and shared with other administrative team members to see if level of implementation of new learning is taking place pervasively.
Person responsible for monitoring outcome	Christopher Roberts (christopher.roberts@polk-fl.net)
Evidence-based Strategy	Student achievement and teacher effectiveness will increase when teachers participate in high performing PLCs and collaborative planning.
Rationale for Evidence-based Strategy	Research shows that high performing PLCs have a positive impact on teacher effectiveness. Over the past 3 years Bartow Middle School has worked to increase the effectiveness of PLCs and collaborative planning. Our instructional coaches have been actively involved during these times. We have worked to streamline our meetings with teachers. Due to this teacher effectiveness has increased and this student learning has increased. This is reflective in the increase of our school grade over the past 3 years.

Action Step	
Description	1. The Assistant Supt. of Human Resources, with the help of district stakeholders, will develop the MOU incorporating the language for teachers to have additional collaborative planning/PLC time in the summer and/or before/after contract hours. 2. The Principal of Bartow Middle School, with help from 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. 3. Academic coaches will provide on-going support to teachers through collaborative planning, PLCs, and coaching cycles. 4. Classroom observations will demonstrate coach modeling and teacher implementation of improved strategies. 5. Coaches and administration will be active participants in all PLCs and collaborative planning. Classroom visits will be conducted to monitor fidelity of information shared during PLCs and collaborative planning such as implementation of small groups, infusion of technology, target/task alignment, standards based instruction.
Person Responsible	Christopher Roberts (christopher.roberts@polk-fl.net)

#4	
Title	Articulation
Rationale	By reaching down into the elementary schools, up into the high school, and out to the community, we will do a better job of making sure all of our students are prepared for the next grade level and beyond.
State the measurable outcome the school plans to achieve	Raise student achievement by exposing students and teachers to the next level of educational transition and community engagement.
Person responsible for monitoring outcome	Christopher Roberts (christopher.roberts@polk-fl.net)
Evidence-based Strategy	Best practices indicate that when leaders open up lines of communication with receiving and feeder schools and the community, school leaders and teachers do a better job of working together to improve student transitions, raise student achievement, and teach life/leadership skills.
Rationale for Evidence-based Strategy	To eliminate barriers and anxiety as students prepare to transition to different schools and settings. Our students and parents, over the years, have provided us feedback anxiety as students make school transitions. We want to create opportunities to eliminate or minimize these barriers and anxiety.

Action Step	
Description	1. Administration will coordinate articulation across the grade levels at BMS. 2. The principal will work with district level staff to have a high school teacher teach one period of Geometry on our campus. This will help increase collaboration between BMS and BHS (Summerlin and Bartow IB). 3. Bartow Middle School will conduct 5th grade articulation with 5 feeder elementary schools to showcase core content areas, electives, and extracurricular clubs/activities. 4. BMS will host a Summer Academy for incoming 6th graders and students going into 7th and 8th grade that are taking Civics, Algebra 1, Geometry, Physical Science Honors, and Creative Writing/Reading. The 6th grade Academy exposes students to our Pre-Academies. Many of these align with Bartow High School Academies. Our 7th and 8th grade students are exposed to upcoming content in our advanced classes. 5. Weekly mentor groups focusing of life/leadership skills. Community members come as guest speakers to address students in various areas. These students also take field trips to local colleges and universities, technical and vocational schools, and area attractions to expose them to a world beyond many of their environments. Title 1 funds will be utilized to pay for student admission when required and transportation. 6. We will monitor the number of students that are receiving high school credits when they leave Bartow Middle School. We want those numbers to increase each year. 7. High school graduation will be monitored each year for the district and Bartow High School. Our goal is to see the graduation rate continue to increase every year as we send better prepared students to Bartow High School.
Person Responsible	Christopher Roberts (christopher.roberts@polk-fl.net)

#5	
Title	Pre-Academies
Rationale	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.

State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Katie Shytle (katie.shytle@polk-fl.net)
Evidence-based Strategy	Research shows that students that are connected to activities and areas that they are interested in do better in school.
Rationale for Evidence-based Strategy	We want to expose our students to a variety of classes beyond their core academic classes. It is our belief that if students can connect to an area of interest, they will do better in school.

Action Step	
Description	1. 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. 2. Bartow Middle School will review and modify the master schedule to maximize ambitious instruction. We will provide additional curriculum materials for Pre-Academies, remediation, and acceleration. 3. 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.
Person Responsible	Katie Shytle (katie.shytle@polk-fl.net)

#6	
Title	Core Academic Proficiency
Rationale	Increase the proficiency rate in each core academic area.
State the measurable outcome the school plans to achieve	By increasing the proficiency rate of all students, BMS will have higher acceleration rates, the school grade will increase, students will be prepared to enter high school, and the high school graduation will increase.
Person responsible for monitoring outcome	Christopher Roberts (christopher.roberts@polk-fl.net)
Evidence-based Strategy	Through target task alignment and setting success criteria, student proficiency rates will increase.
Rationale for Evidence-based Strategy	We must continue to increase student learning capacity in all students and all subgroups. We will use a variety of progress monitoring tools to determine progress and growth of all students.

Action Step	
Description	1. Essential 55 survey conducted by students, parents, and staff 2. Seek and retain highly qualified teachers in core content areas. 3. Provide opportunities for core academic support in the form of tutoring, academic boot camps, Saturday Academies, and field trips that focus on related Florida Standards. 4. Parent nights that focus on ELA/Reading, Math, Science, and Social Studies 5. Quarterly student data chats. 6. Writing across the curriculum (PD writing rubric training) 7. Differentiated small groups based on various progress monitoring tools (summative and formative assessments, quarterly assessment, etc.). 8. Monitor attendance weekly. Administration will make phone calls on a weekly basis for students that have attendance issues. 9. Strategically schedule students in classes to challenge/enrich their academic knowledge at a higher level. 10. We will utilize our classroom paras and Outreach Facilitator to assist with at risk students in the areas of small group instruction, credit recovery, one on one assistance in the classroom and computer lab, etc.. The majority of these students fall into our SWD ESSA subgroup that currently is at 37% of the Federal Index criteria. We need to increase this subgroup by 4% or more to reach the 41% threshold. 11. ESOL para was converted to an ESOL teacher by using the para unit and Title 1 allocation in order to provide the best support for this at risk group. This group falls into one of our ESSA cells not meeting the Federal Index criteria. We are currently at 40% with this subgroup and we need to reach 41%. The teacher has improved the percent of students meeting the success criteria each of the 3 years she has been with us. We have done this with direct classroom instruction, tutoring, ESOL parent nights, etc.. 12. Our Behavior Interventionist is utilized to support teachers and students. She visits classrooms daily to provide support to teachers related to classroom management. She also meets with a targeted list of at risk students utilizing a Check in/Check out model.

Behaviors are discussed and actions are documented over time in an effort to see improvement and to make changes to strategies if necessary.

13. In order to build better readers in grades 6-8 the school is focusing on getting students to read on a daily basis across content areas. In order to provide a larger selection of reading materials we will purchase more books for the media center with a strong focus on non-fiction books and books of high interest. We will utilize Title 1 funds for this purchase.

14. Periodicals will be utilized as supplemental materials to use in Science and Math to support our reading across content areas and providing high interest articles and materials that related directly to current events.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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://bms.polk-fl.net/

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

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.

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.

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

WE3 Expo

Incoming 6th grade parent night

5th grade articulation visits to feeder schools

Freshman footsteps at Bartow High School

Summer and Bridge Academies

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.

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) .

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).

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.

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 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.

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.

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.

Violence Prevention Services
Provide violence and drug prevention programs in order to promote a safe school environment.

Nutrition Programs
All students receive free breakfast and lunch.

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.
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.
Young Men of the Future and Ladies Leaving Legacies is a mentoring program that exposes selected students to colleges and careers in the local community through field trips and guest speakers.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Infusion of technology into the classroom.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	644-Computer Hardware Non-Capitalized	0931 - Bartow Middle School	SIG 1003		$15,000.00
2	III.A.	Areas of Focus: Teacher Engagement				$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0931 - Bartow Middle School	SIG 1003		$100,000.00
3	III.A.	Areas of Focus: Collaborative planning and Professional Learning Communities				$0.00
4	III.A.	Areas of Focus: Articulation				$0.00
5	III.A.	Areas of Focus: Pre-Academies				$0.00
6	III.A.	Areas of Focus: Core Academic Proficiency				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7800	360-Rentals	0931 - Bartow Middle School	SIG 1003		$2,000.00
					Total:	$117,000.00