Bartow Middle School

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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SIP Authority

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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

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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, position title, and job duties/responsibilities 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 our 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	
Ehrhart, Eric	School Counselor	
Hardy, Dawn	Teacher, K-12	
Keeney, Lauren	Teacher, K-12	
Walmsley, Kelley	Teacher, K-12	
Whitener, Lori	Instructional Coach	

Demographic Information

Principal start date
Wednesday 6/15/2016, Dwayne Johnson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

61

Demographic Data

2020-21 Status (per MSID File)	Active
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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.	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	328	298	337	0	0	0	0	963
Attendance below 90 percent	0	0	0	0	0	0	0	49	44	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	57	59	0	0	0	0	116
Course failure in ELA	0	0	0	0	0	0	0	15	12	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	0	6	8	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	88	70	0	0	0	0	158
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	58	51	0	0	0	0	109
Dec 2019 STAR Reading Level 1	0	0	0	0	0	0	0	85	97	0	0	0	0	182
Dec 2019 STAR Mathematics Level 1	0	0	0	0	0	0	0	88	76	0	0	0	0	164

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	128	105	0	0	0	0	233

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	0	4	1	0	0	0	0	5

Date this data was collected or last updated

Tuesday 6/9/2020

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	
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

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	
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

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**	
	(0)	(0)	(0)	0 (0)

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	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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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.

ELA and Math Level 3 and above had the greatest gaps when compared to the state average. Contributing factors are: teacher instability, lack of rigorous and ambitious instruction, student attendance

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?

Attendance
Level 1 students in ELA and Math, FSA and STAR

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. Level 1 students in ELA and Math
5. Discipline

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	By infusing technology to enhance instruction, student and teacher engagement will increase. As an instructional enhancement tool, the infusion of technology will expand student learning opportunities and allow students to explore and create new learning.
Measurable 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. If this is done with fidelity each of our school grade cells should increase up to 5 points.
Person responsible for monitoring outcome:	Dwayne Johnson (dwayne.johnson@polk-fl.net)
Evidence-based Strategy:	Teachers will teach students how to fluently use multiple electronic learning platforms. This will be evidenced by the use of iPads with all areas of instruction. In accessing daily technological platforms such as Microsoft Teams, Google Classroom, Achieve 3000, Class Dojo, Schoology, etc, students will be able to produce and demonstrate evidence of learning. Teacher use of technology daily, student use of technology daily, TEAMS
Rationale for Evidence-based Strategy:	By giving students the opportunity to access different e-learning platforms it prepares them for extended learning opportunities outside of the traditional classroom. With the COVID-19 pandemic, this skill and access has become a necessity to continue seamless instructional delivery.

Action Steps to Implement

* Technology will be infused in core content classrooms to impact student learning and increase student engagement. This will be done daily due to our students being one to one with technology use and the majority of our teachers trained to utilize the technology during instruction.
* Purchase technology (iPads) to support the students with remediation, credit recovery, and acceleration opportunities. Technology purchases will be finalized by September 2020.
* Inventory, track, and organize all purchased technology. Laptops and iPads will be housed in carts in each teacher's room.
* Teachers will be trained by district level technology staff and attend PDs to build capacity in the area of using technology in the classroom Teams, Schoolology, Google Docs, etc) for instructional purposes.
*Use of Digital Notebook with students. This is a student production platform that students can input their data, evidence of learning, use of journal entries, and note taking.

Person Responsible Dwayne Johnson (dwayne.johnson@polk-fl.net)

#2. Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale:	By nurturing teacher engagement, student academic proficiency will improve as measured by FSA and EOC student achievement data and teacher retention data.
Measurable Outcome:	Teacher retention at the end of 20-21 school year will increase, Journey walk-thrus will show an overall improvement in the area of student engagement, and progress monitoring of school and district data will show an increase.
Person responsible for monitoring outcome:	Chandra Johnson (chandra.johnson@polk-fl.net)
Evidence-based Strategy:	Building positive school culture evidenced by a school climate survey
Rationale for Evidence-based Strategy:	Building a positive culture leads to teacher retention. We have seen an increase in teacher retention over the past 4 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 Steps to Implement

* PD focusing on teacher and staff efficacy and school culture. All teachers and paras will be trained. The PD will be done through a book study throughout the year. The books to be purchased are How to Grade for Learning, How and Why-Reading in Crisis, Superhero Educator. The PD will be led by the administrative teams during weekly collaborative planning and designated PD days.
* MOU for teacher/staff retention stipend
* Teacher/staff incentives such as Teacher of the Year, SREOY, Staff Appreciation Lunch, Star Staff. This will be on a monthly basis.
* 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.

Person Responsible	Chandra Johnson (chandra.johnson@polk-fl.net)

#3. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and 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.
Measurable Outcome:	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:	Katie Shytle (katie.shytle@polk-fl.net)
Evidence-based Strategy:	Student achievement and teacher effectiveness will increase when teachers participate in high performing PLCs and collaborative planning as evidenced on school and district progress monitoring platforms.
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 Steps to Implement

* The District and PEA 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.
* BMS will provide ongoing, job-embedded professional development on a continuing basis by academic coaches, Technology Coaches, Network Manager, and PCSB District School Technology. Training will be offered before, during, and after-school settings; along with PLC times.
* Academic coaches will provide on-going support to teachers through collaborative planning, PLCs, and coaching cycles.
* Classroom observations will demonstrate coach modeling and teacher implementation of improved strategies.
* 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	Katie Shytle (katie.shytle@polk-fl.net)

#4. Other specifically relating to Articulation	
Area of Focus Description and 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.

Measurable Outcome:	By raising student achievement through the exposure of students and teachers to the next level of educational transition we will increase our community engagement thereby increasing our student achievement on school, district, and state assessment.
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:	Through the elimination of barriers and anxiety as students prepare to transition to different schools and settings, our students and parents, over the years, have provided us feedback stating that anxiety has lessened as students make school transitions. We want to create opportunities to eliminate or minimize these barriers and anxiety.

Action Steps to Implement

* Administration will coordinate articulation across the grade levels.
* Collaborate to retain a high school teacher for our Geometry course.
* Through 5th grade articulation with elementary schools to showcase our offerings.
* BMS will host a Summer Academy for incoming 6th graders and students going into 7th and 8th grade.
* Weekly mentor groups focusing of life/leadership skills will engage community members and field trips to colleges, universities, and tourism industries
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.
* 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.
* Increase in High school graduation rates due to preparedness of MS students
School.
*Order and purchase supplies for Extended Learning Summer Academy.

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

#5. Other specifically relating to Pre-Academies	
Area of Focus Description and 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.
Measurable Outcome:	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 traditionally 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 Steps to Implement

* 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.

* 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.

* 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. Other specifically relating to Core Academic Proficiency

Area of Focus Description and Rationale:	All students will receive grade level standards based instruction to improve student achievement in core content areas. Students will be exposed to the intent and rigor of the grade level standard, which will build on their current level of learning closing the gap in proficiency. Students often receive instruction that is misaligned to the intent and rigor of the grade level standard. Tasks are often below the grade level expectation. In 2018-2019 62% of students in ELA, 57% in Math, and 58% in Science scored a Level 1 or 2 on the state assessments. Our ESSA subgroups in 2018-2019 in the areas of SWD and ELL did not meet the federal index requirements. SWD performed at 32% and ELL performed at 40%.
Measurable Outcome:	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. By focusing on standards based instruction taught in core academic 43% will earn a Level 3 or higher on the state ELA assessment, 48% will earn a Level 3 or higher on the state Math assessment, and 47% will earn a Level 3 or higher on the state Science assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored through grade level formative assessments and district progress monitoring tools.
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 Steps to Implement

* Seek/retain highly qualified teachers in core content areas.
* Provide opportunities for core academic support through tutoring, academic boot camps, Saturday Academies, and field trips that focus on related Florida Standards.
* Parent nights that focusing on ELA/Reading, Math, Science, Social Studies, technology, ESOL.
* Quarterly student data chats.
* Writing across the curriculum PD conducted by Katie Shytle for all core content areas during collaborative planning.
* Differentiated small groups in all core content areas 2X week that will be monitored by CWT and lesson plans.
* Strategically schedule students in classes to challenge/enrich their academic knowledge.
* Paras will assist students based on Tier 2/3 academic needs and EWS indicators. Done daily/weekly.
* Behavioral Interventionist will meet with identified at risk students on check in and check out basis weekly.
*Update media center books by ordering and purchasing books that meet the interest level of our students.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will continue to monitor student discipline monthly. Teachers will follow BMS protocol regarding discipline. Classroom interventions must be followed prior to students being sent to the office. Our behavior interventionist and guidance counselors will also meet with students that are exhibiting behavioral needs. Guidance will discuss high risk students monthly during their MTSS meetings. We will strive to decrease office referrals by 10% for the 20-21 school year.

Student and staff attendance will continue to be monitored. Student attendance will be tied into periodic student incentives (dress down days, student block parties, etc.) District letters and phone calls to parents will be made for those that are at risk with attendance.

Staff attendance will continue to be addressed monthly. Individual staff will meet with the principal on an as needed basis to discuss attendance issues when they arise. Monthly incentives will be given to staff that have perfect attendance.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parent Nights and Make and Take Mornings- Bartow Middle conducts various core content parental engagement events that focus on extending learning opportunities for parents and stakeholders that will equip parents with the knowledge and resources to aide their students academically.

Meet the Principal- By giving parents and other stakeholders the opportunity to meet with the principal, the lines of communication are open and there is transparency in the daily operations and expectations of the school.

Ladies Leaving Legacies and Young Men of the Future- These are mentoring groups that target at risk students that focus on the social/emotional and academic development of each student. These students meet twice a week with a select and diverse group of staff leaders. They focus on such areas as personal hygiene, leadership, college and career planning/exploration, community outreach, etc..

Future Farmers of America (FFA)- This organization is very active at the local and state level. Students develop skills in the area of leadership, community involvement, and career exploration and industry certification. This group is one of our better known groups due to their involvement in various community

events and provides high visibility for our school.

Extramural Sports Program- Bartow Middle School has a very successful and active sports program that meets the needs of a diverse group of students in the areas of cross county, girls volleyball, boy and girls basketball, boys and girls soccer, track and field, and co-ed cheerleading. Our community is very supportive of the athletic programs in Bartow and this builds a great sense of pride for our school. Our athletic programs support the successful high school programs at Bartow High School (State Boys Basketball champs, and State, National,and World Co-ed Cheerleading champs, State Softball champs).

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
2	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
4	III.A.	Areas of Focus: Other: Articulation	$0.00
5	III.A.	Areas of Focus: Other: Pre-Academies	$0.00
6	III.A.	Areas of Focus: Other: Core Academic Proficiency	$0.00
		Total:	**$0.00**