Bartow Middle School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.](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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550 CLOWER ST E, Bartow, FL 33830

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	52%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Roberts, Christopher	Principal	School leadership is responsible for the day to day operations of the school from school plant, curriculum, safety, etc. Chris Roberts is the Principal and is responsible for all aspects of the school. His accountability area is Social Studies and CTE electives(medical, ag. criminal justice. PE, foreign language, business). Katie Shytle, AP, oversees guidance and testing, as well as ELA and Reading. Dwayne Johnson, AP, is over facilities, discipline as well as Math and ESE. Chandra Johnson, 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.
Cleveland, Rhea	Other	ESE students and compliance
Ehrhart, Eric	School Counselor	
Murren, Barbara	Other	
Peavey, Earnest	Dean	
Shytle, Katie	Assistant Principal	
Tyre, Shawn	Other	
Whitener, Lori	Math Coach	
Keeney, Lauren	Instructional Coach	
Johnson, Dwayne	Assistant Principal	

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

62

Total number of students enrolled at the school

965

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	324	329	314	0	0	0	0	967
Attendance below 90 percent	0	0	0	0	0	0	83	107	106	0	0	0	0	296
One or more suspensions	0	0	0	0	0	0	44	51	35	0	0	0	0	130
Course failure in ELA	0	0	0	0	0	0	30	45	51	0	0	0	0	126
Course failure in Math	0	0	0	0	0	0	18	69	38	0	0	0	0	125
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	75	89	70	0	0	0	0	234
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	74	92	84	0	0	0	0	250
Number of students with a substantial reading deficiency	0	0	0	0	0	0	136	164	141	0	0	0	0	441

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	173	205	195	0	0	0	0	573

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	6	1	46	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	5	4	11	0	0	0	0	20

Date this data was collected or last updated

Thursday 7/1/2021

2020-21 - 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	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	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	128	105	0	0	0	0	233

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	0	4	1	0	0	0	0	5

2020-21 - 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	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:

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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	0	4	1	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	48%	54%	35%	46%	53%
ELA Learning Gains				46%	52%	54%	45%	47%	54%
ELA Lowest 25th Percentile				46%	48%	47%	46%	42%	47%
Math Achievement				43%	50%	58%	34%	49%	58%
Math Learning Gains				51%	50%	57%	47%	51%	57%
Math Lowest 25th Percentile				52%	48%	51%	50%	51%	51%
Science Achievement				42%	44%	51%	39%	47%	52%
Social Studies Achievement				83%	72%	72%	83%	86%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	41%	48%	-7%	54%	-13%
Cohort Comparison						
07	2021					
	2019	32%	42%	-10%	52%	-20%
Cohort Comparison		-41%				
08	2021					
	2019	42%	48%	-6%	56%	-14%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	47%	-9%	55%	-17%
Cohort Comparison						
07	2021					
	2019	33%	39%	-6%	54%	-21%
Cohort Comparison		-38%				
08	2021					
	2019	37%	35%	2%	46%	-9%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	42%	41%	1%	48%	-6%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	70%	13%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	50%	31%	61%	20%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	53%	47%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Renaissance Star Reading and Mathematics grades 6-8
District Quarter assessments for Civics and Science for 8th grade

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	47%	36%
	Economically Disadvantaged	30%	40%	31%
	Students With Disabilities	3%	16%	3%
	English Language Learners	14%	20%	17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	37%	37%
	Economically Disadvantaged	37%	28%	29%
	Students With Disabilities	9%	9%	10%
	English Language Learners	32%	28%	27%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	36%	27%
	Economically Disadvantaged	23%	33%	23%
	Students With Disabilities	9%	11%	11%
	English Language Learners	14%	20%	7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	38%	22%
	Economically Disadvantaged	22%	34%	20%
	Students With Disabilities	6%	16%	2%
	English Language Learners	13%	18%	8%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66%	48%	64%
	Economically Disadvantaged	60%	45%	58%
	Students With Disabilities	42%	16%	29%
	English Language Learners	68%	51%	68%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	51%	44%
	Economically Disadvantaged	49%	48%	41%
	Students With Disabilities	9%	18%	13%
	English Language Learners	10%	13%	8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	64%	28%
	Economically Disadvantaged	22%	62%	19%
	Students With Disabilities	10%	57%	4%
	English Language Learners	6%	35%	10%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	66%	40%	46%
	Economically Disadvantaged	60%	32%	42%
	Students With Disabilities	24%	15%	8%
	English Language Learners	68%	41%	48%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	13	27	27	12	25	29	16	36			
ELL	20	47	53	22	28	23	11	31			
ASN	40	60		50	60						
BLK	24	32	25	16	27	30	18	46	53		
HSP	36	44	46	31	31	26	30	48	67		
MUL	40	50		30	20						
WHT	39	39	35	39	30	23	42	64	75		
FRL	30	36	34	24	27	24	31	50	65		
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			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	53
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	43
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our SWD and ELL students continue to underperform in ELA and Math. These are our ESSA subgroups that are not meeting federal guidelines. Based on our winter STAR results in Math and ELA (best predictor of FSA scores) our student increased. Our Civics and 8th grade Science scores continue to rank high.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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. Our ESSA subgroups (SWD and ELL) continue to underperform.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors are: teacher instability, teacher attendance, student attendance, lack of rigorous and ambitious instruction. The COVID pandemic hindered learning with students attending e-Learning, student being quarantined numerous times, teachers being quarantined,etc. Hopefully this year will be more stable but as a school we are concerned with the negative slide in learning since we have some students that have not attended brick and mortar school in over 17 months.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

What strategies will need to be implemented in order to accelerate learning?

Continue to monitor individual student historical data to make sure student is placed in the correct classes. Data chats to show students their progress and expectations. Summer academies for

students progressing along the acceleration path. Continue to teach curriculum that is high in rigor and relevance.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will continue to teach the Florida standards and make sure that the new standards are understood and taught to the level of rigor required. We will work with teachers to enrich student learning once skills are mastered in order for students to take the learning to a higher level.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The main focus has to be teaching the standards at the level required. Small groups are required to help those students that need additional support to reach their maximum potential.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Teacher Retention and Attendance

Area of Focus Description and Rationale:	If we nurture teacher growth and development, teacher capacity increases and thus student academic proficiency will improve.
Measurable Outcome:	Teacher retention and attendance will increase at the end of the 21-22 school year. Success will be measured by 5% or less of teacher attrition and 10% or more reduction in the number of days teachers are absent. In order to meet the goal of absenteeism each teacher would not miss more than 1 day per month.
Monitoring:	We will monitor teacher attendance monthly. The attrition rate will be measured at the end of the year.
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 and positive attendance. We have seen on increase in teacher retention over the past few years. This has a direct correlation with school improvement since our school grade has increased each year for the past few years by over 140 points.

Action Steps to Implement

PD focusing on teacher efficacy- Monthly
New teacher meetings- Monthly
Teacher incentives such as Staff Appreciation Luncheon at the end of the year, Stellar Stinger Employee of the Month receive a gift basket and door plaque (work collaboratively with others, attendance, instructional efficacy based on observations), perfect attendance recognition at monthly staff meetings.
Instructional coaches working directly with teachers in the classroom and during collaborative planning 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.
Recognition of staff birthdays with a treat at monthly staff meetings.

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

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Increase student and teacher engagement by incorporating enrichment, acceleration, and remediation activities. We will reach down in the elementary feeder schools, up into the high school, and out to the community. We will make sure that our students are better 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.
Monitoring:	Increase in attendance at summer academies, increase grades, increase student test scores, increased in advanced and high school credit courses
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.
* 5th grade articulation with elementary schools to showcase our offerings.
* BMS will host a Summer Academy for incoming 6th graders. 7th and 8th graders will have have academies focused on acceleration and remediation.
* Weekly mentor groups focusing of life/leadership skills. Field trips to colleges, universities, tourism industries, and technical/vocational schools. Title 1 funds will be utilized to pay for student admission and/or transportation when required.
* Increase in high school graduation rates due to preparedness of BMS students
*Order and purchase supplies for Extended Learning Summer Academy.
Continue the implementation of technology to enhance instruction. Continuous professional development in best practices with current technology.

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

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
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 2020-2021 65% of students in ELA, 67% in Math, and 66% 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.
Monitoring:	STAR data- 3 times a year Quarterly benchmark assessments Teacher summative and formative assessments FSA reading and math data Civics EOC Algebra 1 EOC State science assessment
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

*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 focus on ELA/Reading, Math, Science, Social Studies
* Quarterly student data chats.
* 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.
*Continue with our current Pre-Academies and continue to monitor effectiveness of these programs. Students, especially in Ag, will continue to earn industry certification to assist with our acceleration component.

*Curriculum planning will be utilized throughout the year, before/after school. using available funds. Academic coaches will provide support through collaborative planning, PLC's. and coaching cycles.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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 21-22 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.

Our school does a positive job with culture and environment. School leadership has made this a top priority each year. Our belief is that if the environment and culture is positive then staff and students will want to attend and that learning will take place. A toxic and negative culture and environment takes away from the learning environment. Our discipline has decreased each year for the past few years. We model positive behaviors and work to reward and praise the positive. We do things such as teacher and staff of the month, daily Stellar Stingers over the morning announcements, monthly incentives such as block parties or pizza

parties. We do dress down days a few times a month for overall positive campus behavior. We also do random wristband giveaways where teachers can recognize one or two students each period and the students are then allowed to wear their band and be out of uniform. Teachers also have their own individual system in their classrooms to recognize positive behaviors. Staff are encouraged to contact parents to praise positive behaviors and not just make contact with parents when negative behaviors occur. Our staff is highly visible during class changes, at lunch, in the morning and are encouraged to interact and greet all students. We also have many staff that attend extracurricular activities that our students are involved in. This is recognized by students, parents, the community, and other schools. We have numerous parent nights throughout the year. These nights consist of entertainment by our fine arts department, feeding our families, content area learning, and then giveaways. These are always well attended typically with about 200+ students and parents. Our fine arts program and FFA are also very active in the community and at our feeder schools. They display their talents in many ways in our community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

To make this simple, it is all of our jobs to promote positive culture and environment. This is a non-negotiable with our staff. Students, parents, volunteers, community members are all expected to assist us in building our future.

Students- attend school daily, come to school prepared to learn and engage in academic task, interact appropriately with their peers and adults.
Parents- will send their student to school daily prepared to work and engage in academic tasks. Will support the school in matters related to academics and behavior. Will participate in family involvement activities provided by the school.
Staff- attend work daily. Have lessons that are related to the task, standards based, and engaging to all students. Will use technology that is available to them to enhance learning opportunities for all students. Will nurture and support all students. Will continue to grow professionally and master their craft.
Volunteers- will support the school in areas of need such as shelfing books in media center, making copies for teachers, being on the school SAC, assisting teachers with small groups, mentoring.
Community members- support extracurricular activities in the community through financial assistance, donations, or general support by being present at important events.
Continue our partnerships with our feeder elementary schools and our high school.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Teacher Retention and Attendance	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00