

Polk County Public Schools

Bartow Senior High School



2015-16 School Improvement Plan

Bartow Senior High School

1270 BROADWAY AVE S, Bartow, FL 33830

<http://www.bartowhighschool.com/>

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

38%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

48%

School Grades History

Year
Grade

2014-15
B*

2013-14
C

2012-13
B

2011-12
B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

BHS is a cohesive and diverse learning community, promoting a global perspective. The three schools are dedicated to providing distinct pathways of rigorous academic and social excellence encouraging students to achieve their greatest potential. Graduates will become contributing, influential citizens with a passion for lifelong learning.

Provide the school's vision statement

Bartow High School will become an "A" school, graduating 100% of our students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

We have implemented wall-to-wall academies where our students are provided the opportunity to select a program of study that aligns with their interest and culture. This also helps to facilitate stronger relationships between teachers and students due to the focus and cohesiveness of each academy. The International Baccalaureate Program focuses on global mindedness of our students and provides opportunities to enhance the cultural awareness.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Bartow High School staff provides supervision throughout the campus before, during, and after school to ensure student safety. School administration and staff have implemented an identification badge (IDs) policy which requires everyone on campus to wear an ID badge, visible above the waist, at all times. This has been implemented to ensure campus safety and security. Additionally, safety and respect among students is enhanced through Bartow High School's wall-to-wall academy concept, as the students are easily recognized in their academy dress attire. Teachers are at their doors and in hallways during class changes to ensure safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All students and staff are expected to treat each other with respect. Teachers are expected to keep students engaged in bell to bell learning, employing interesting and relevant strategies and topics. At the beginning of each school year, behavioral expectations and procedures outlined in the Code of Student Conduct are reviewed with all students and enforced by all staff. The Bartow High School/IB/ Summerlin Academy administration uses the Progressive Discipline Process outlined in the Code of Student Conduct to consistently enforce Bartow High School's behavioral system. Additionally, It is expected that all teachers create and review their own behavior management plan for their classrooms. Teachers' classroom expectations are also stated in their course syllabus and communicated to parents at the beginning of the school year. Two additional strategies have been implemented this school year to guard instructional time: the Choice Room and reduced intercom calls into classrooms. The Choice Room has been implemented

as an alternate location for students who are tardy to report to until the end of that class period, keeping tardy students from streaming into classes causing multiple disruptions to the learning environment. Intercom calls into classrooms have been minimized as well through using other strategies to contact students, such as emailing teachers the names of students who report to offices and/or testing, etc.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Bartow High School Guidance Department meets the needs of our students through practicing an open-door policy in which students are able to meet with counselors to discuss their social-emotional, academic, and post-secondary planning needs. Additionally, all staff members are trained annually to recognized warning signs of things such as abuse and/or self-harm. Student Services staff and teachers work to ensure students' IEPs and 504 Plans are implemented with fidelity. Additionally, students are supported through the HEARTH program which provides services to homeless students.

Bartow High School is also implementing a program to provide students with mentoring in many areas such as career path programs, at-risk students, and leadership.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The BHS/IB/Summerlin Academy early warning system data is available to all staff through IDEAS. Each teacher has access to their students' early warning data through IDEAS to assist with identifying and tracking their students' data and status. BHS administrator assigned to monitor lower quartile students. Indicators include:

- *Absent 10% or more of days enrolled
- *Credits earned are less the required for student progress
- *GPA below 2.0
- *Overage 2 or more years for grade level
- *Tardy 20% or more in one period
- *Total number of ISS/OSS greater than three days

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	62	55	47	14	178
One or more suspensions	35	45	19	10	109
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	263	191	58	23	535

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	8	13	4	1	26

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following strategies are employed throughout the school year to improve the academic performance of students identified by the early warning system:

Implementation of wall-to-wall academies

Teachers making and documenting parent contact

5th Period mentoring

BHS Mentoring program

Attendance Manager contacting parents

Attendance Committee meeting as needed to address truancy

Guidance counselors conducting parent conferences focusing on academics and attendance (parent and/or teacher initiated)

Afterschool tutoring

HEARTH program tutoring

Implementation of the Choice Room to guard instructional time

ESOL consultation period to monitor academic success of ESOL student population

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Bartow High School works very hard to make our schools family friendly. The BHS, IB, and SA Principals have an open door policy for all stakeholders and employ various strategies and events to promote family and community involvement. They include:

Parent and student meetings such as Freshmen Footsteps, Orientation, Cadet Basic Training, Open House, IB Prospective Student Meetings, college planning and financial aid seminars, testing seminar or stakeholders, BHS Community and Parent Forums presented in local community locations throughout the city, BHS Academy Expo, IB And SA student shadowing, Junior/Senior (individual) conferences with Guidance Counselors, ELL and attendance conferences, interim reports, report cards, access to Student and Parent Portal, school messenger system, and school websites.

Additionally, all of our academies have advisory boards with business and community representation and partnerships. These partnerships provide our students with mentoring and internship opportunities.

BESTT, the Bartow High School academic booster club is a community and parent partnership that supports the academic needs of students and staff at Bartow High School, Bartow IB, and Summerlin Academy. In addition, Friends of IB and Summerlin Academy Captain's Council are parent involvement groups for IB Bartow and Summerlin Academy.

The BHS School Advisory Council, which consists of community members, parents, students, and staff, from all three schools, works to provide guidance and direction with parent and community involvement.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

BESTT is an instrumental partner that supports the academic needs of Bartow High School, IB, and Summerlin Academy. Through donations received from community partnerships and membership dues of families and staff members, BESTT is able to provide various support such as:

- *annual Welcome Back Breakfast and holiday celebration for staff
- *providing BESTT Mini-Grants for teachers to purchase academic materials and supplies to enhance student achievement within their classrooms
- *provide student recognitions for outstanding student achievements such as perfect FCAT scores
- *BESTT Hall of Fame and Top 20 ceremony and reception

The Bartow Rotary Club and Bartow High School have long partnered together to recognize student achievement through end of the year Rotary GPA awards (trophies and plaques). Rotary Scholarships are awarded to deserving students who have demonstrated outstanding academic achievement and financial need. Additionally, a variety of other community services clubs provide financial support through student scholarships as well.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Clemons, Emilean	Principal
Craven, Mandy	Assistant Principal
Cochran, Steven	Principal
Crowley, Kelly	Dean
Durham, Dan	Assistant Principal
Stinson, Debra	Administrative Support
Austin, Angie	Assistant Principal
Hardman, Brenda	Principal

Duties

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

The Bartow High School leadership team ensures that the school's vision, purpose, and goals guide the teaching and learning process by maintaining a focus on academic rigor and relevance. The BHS/IB/SA administration meets weekly with the Distributive Leadership Team and Academic Leadership Team, which consists of administrators, deans, instructional support staff, and teachers to review student data. The leadership teams analyze student achievement results to make data driven decisions regarding curriculum and instruction. Additionally, a distributive leadership plan has been created and implemented, assigning administrators to specific content areas and academies. This has supported the monitoring of standard based instruction throughout the school.

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

Bartow High School administration receives direction from Polk County Public Schools to determine which resources will be used to meet the needs of our students based on their FCAT, FSA, and EOC data. District created learning maps and curriculum are provided to our staff and are utilized to collaboratively plan instruction through PLCs. Student achievement data is used to assist in building a master schedule to maximize growth and learning gains. Students Services staff ensures students are scheduled into the appropriate level courses following the Polk County Public Schools criteria. Additionally, school leadership strives to recruit and retain highly qualified teachers to meet the instructional needs of our students. School leadership coordinates with local universities and colleges in the area to recruit highly qualified teachers.

A Supplement Academic Plan for afternoon tutoring in Reading and Math is in tin place to provide students with additional academic support. The plan will provide interested students the opportunity to participate in the tutoring sessions. If approved, funds will be released to facilitate the program and cover program expenses.

The HEARTH (Homeless Services) program has a close working relationship with the BHS/IB/SA Guidance department and work together in identifying students who lack permanent shelter. The HEARTH program provides a social worker who partners with guidance counselors in providing support to identified students. The services provided to identified students does not impact the school budget.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Emilean Clemons	Principal
Steven Cochran	Principal
Amanda Craven	Principal
Kerry Brown	Teacher
Shelly Devore	Teacher
Laura Webster	Teacher
Cecilia Gill	Parent
Clarice Roth	Parent
Ruby Young	Parent
Jan Crawford	Business/Community
Dan Durham	Principal
Maria Gomez	Education Support Employee
Peggy Earle	Teacher
Vincent Jones	Parent
Roger Knight	Parent
Jen Daniels	Parent
Martha Laurent	Business/Community
Geraldine Watson	Business/Community
Brenda Hardman	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014-15 SAC committee reviewed the 2014-15 school improvement plan. Opportunities to provide input were given to all members of the SAC committee and adjustments made to the SIP plan as appropriate. The SAC committee voted to approve the school improvement plan, which was submitted.

Development of this school improvement plan

The Bartow High School Leadership Team has worked to develop the 2015-16 school improvement plan. This team is comprised of staff members from all three schools. The school improvement plan will be presented to the BHS/IB/SA SAC committee with opportunities for them to provide input, and finally, a vote will be conducted to accept the 2015-16 school improvement plan.

Preparation of the school's annual budget and plan

Disbursement of Lottery or School Recognition funds are submitted for SAC approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Lottery funds remaining from previous years were approved by SAC to be utilized in purchasing student planners for all students enrolled at BHS/IB/SA.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership:**

Name	Title
Clemons, Emilean	Principal
Craven, Mandy	Assistant Principal
Crowley, Kelly	Dean
Stinson, Debra	Administrative Support
Cochran, Steven	Principal
Kennon, Debbie	Teacher, K-12
Devore, Shelly	Teacher, K-12
Hardman, Brenda	Principal
Rodino, Jeanine	Teacher, K-12
Eaken, Shari	Teacher, K-12
McCabe, Ashley	Teacher, K-12
Keating, Derek	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (Academic Leadership Team), which is comprised of administrators, deans, instructional support staff, and teachers, meets weekly to focus on the literacy needs of the students at Bartow High School. The LLT promotes literacy through professional development, coaching, and support in teaching the Florida Standards, creating a master schedule that provides collaborative planning among content area teachers, and appropriate placement of students in reading classes based on student achievement data. After-school tutoring, which focuses on reinforcing and strengthening students' areas of needs will also made available to students. School administration works to ensure teachers in the English, Science, and Social Studies departments are NGCAR-PD trained or reading endorsed to support the literacy needs of their students. Teachers and administrators are working to implement, with fidelity, reading programs which include Voyager and Achieve 3000. In addition, guidance counselors are working with the HEARTH (Homeless Services) social worker to partner with a local agency (Learning Resource Center) to provide reading and test-prep tutoring to our homeless students. Additional literacy support will be provided through our newly assigned ELA Coach who will be working with school leadership and teachers on a weekly basis.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule was created to provide teachers collaborative planning periods to promote a support network among colleagues in the same/similar subject areas, and by grade level when possible. We have established a teacher-led committee to provide opportunities for positive camaraderie and team building among our school staff. Additionally, through the wall-to-wall academy initiative, cohort scheduling is implemented which allows teachers to plan across the curriculum.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

School administration has developed a working relationship with local university teaching programs to recruit highly qualified teachers. In addition, our administrative team works closely with our new teachers to provide support in the areas of curriculum, instruction, and classroom management to ensure student achievement thus creating highly qualified teachers. The BHS Academic Dean facilitates the New Teacher Support Program.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

In addition to the support provided through collaborative planning, Bartow High School's Academic Dean works closely with all new teachers to provide assistance throughout the school year. The Academic Dean facilitates monthly meetings with new teachers to share best practices and provide support. The new teachers are paired with experienced teachers in their subject area, when possible, to provide support and mentoring. New teachers have the opportunity to observe model teachers and classrooms.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Bartow High School's core instructional program follows the Polk County Public Schools initiatives and learning maps. Instructional materials are purchased by the school district for core academic courses that are aligned with the Florida Standards. Agile Mind curriculum is implemented for all first-time algebra students who scored an Achievement Level 1 or 2 on their state math assessment. Additionally, instructional programs for reading such as Voyager and Achieve 3000 are utilized to provide literacy support and instruction aligned to the Florida Standards.

Bartow High School has continued the implementation of collaborative planning across the curriculum to ensure instruction is aligned to state standards. All instructional staff members participate in professional development through faculty meetings, small learning communities focusing on vertical and horizontal alignment, and days are set aside for staff development. Administrators regularly participate in collaborative planning PLCS, review lesson plans, conduct classroom walkthroughs and observations, and engage in professional dialogue with individual teachers as needed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Bartow High School analyzes student data (FCAT, FSA ELA, FAIR, EOC) to determine appropriate placement of students in classes based on their instructional needs. Administration's expectation is that differentiated instruction is implemented in each classroom to focus on the academic needs of

students. This expectation is met through providing professional development and coaching opportunities and is monitored through classroom walk-throughs, observations and lesson plans. Additionally, ESE support facilitation teachers are assigned to core content area courses to assist in meeting the academic needs of our ESE student population.

It is expected that teachers review their student achievement data and use this data to drive their instruction, assist with grouping students based on academic deficiencies, etc. Teachers are required to maintain BHS Data Notebooks which include their students' achievement data, as well as their students' progress monitoring results, ELL and ESE accommodations, parent contact logs, and grades/attendance rosters. All this information is used by teachers to differentiate instruction and meet the diverse needs of their students. Teachers have also been instructed to utilize the Early Warning System data available to them for each of their classes through IDEAS, which is the interactive data evaluation and assessment system used by Polk County Public Schools.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

Student led after school tutoring provided through the National Honor Society for 30 minutes, twice a week.

Strategy Rationale

To provide students with academic support in core academics course work and enrichment opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Craven, Mandy, mandy.craven@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign in sheets; student grades

Strategy: Extended School Day

Minutes added to school year:

After school tutoring provided to students in need of remediation in reading and math skills in order to prepare for the Florida Standards assessments.

Strategy Rationale

To provide reading and math tutoring to prepare students for the Florida Standards assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Austin, Angie, angie.austin@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance, sign in sheets from tutoring sessions, teacher work samples/feedback

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

9th GRADE:

*In the students' 8th grade year, guidance counselors meet with the students in order to ensure they are registered and enrolled in appropriate courses.

*Freshman Footsteps seminars held to inform parents/students of expectations regarding policy and graduation.

*Teachers of 9th graders share the same area of the school so that they are able to communicate and support the students.

*Wall to wall academies

*Grade level Guidance presentations

*College Planning Seminar and Financial Aid Seminar

* BHS Academy Expo and participation in the Polk District WE3 Expo

*Cohort scheduling of students through academies to provide additional support through teachers being more familiar with academy students

*Cadet Basic Training

*Parent Forums at feeder middle schools

10th GRADE:

*Counselors meet with students to ensure they are registered and enrolled in appropriate courses.

*Wall to wall academies

*Grade level Guidance presentations

*College Planning Seminar and Financial Aid Seminar

* BHS Academy Expo and participation in the Polk District WE3 Expo

*Cohort scheduling of students through academies to provide additional support through teachers being more familiar with academy students

11th GRADE:

*Junior level conferences with students and parents

- *Wall to wall academies
- *College Planning Seminar and Financial Aid Seminar
- * BHS Academy Expo and participation in the Polk District WE3 Expo
- *Cohort scheduling of students through academies to provide additional support through teachers being more familiar with academy students
- 12th GRADE:
- *Senior level conferences with students and parents
- *Wall to wall academies
- *College Planning Seminar and Financial Aid Seminar
- *Cohort scheduling of students through academies to provide additional support through teachers being more familiar with academy students
- *HEARTH support for graduating seniors

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Wall to wall academies promote career awareness and readiness. Through the academies, students are provided opportunities through mentoring and internships with various businesses and community organizations. Counselors assist students with guidance in their plans toward the pursuit of post-secondary goals. This includes grade-level conferences throughout their high school career. Individual junior level conferences with students and parents focus on college and career planning. BHS/IB/SA hosts college planning and financial aid seminars annually. Additionally, we provide our students with the opportunity to speak with college recruiters during school visits and encourage attendance at college fairs. Students also have the opportunity to visit local career centers.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The following CTE academies are available at BHS/IB/SA and offer the listed industry certifications:
Medical and Fire Academy - Certified Nursing Assistant, Emergency Medical Responder, EKG Tech, Home Health Aide, Certified Medical Administrative Assistant, Firefighter 1
Marketing and Design Academy - MOS Certification, Adobe Certification
Future Educator Academy - ParaPro
iGrow Agriculture Academy - FNGLA Certified Horticulture Professional, Certified Ag Technician
Culinary Academy - ProStart Level 1 and 2 Certificates of Achievement, SafeStaff Foodhandler, ServSafe Manager
Academy of Engineering - MSSC-CPT Manufacturing Skills Standards Council, Certified Production Technician; AutoDesk - AutoCAD, Revit, Inventor; SolidWorks CSWA Certified Solid Works Associate
Construction Academy - NCCR, WCA
Legal Studies Academy- MOS Certifications, ALS (American Legal Secretary) Certification
Criminal Justice Academy
Summerlin Academy - cadets complete two years of JROTC, possibly eligible to receive higher military pay grade

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Each BHS/IB/SA academy has assigned core academic teachers who integrate concepts of their academy into the curriculum. Summerlin Academy plans across the curriculum. This helps to immerse students in the language and vocabulary of each respective academy. Additionally, this assists with students recognizing and appreciating the relevancy of what they are learning since it relates to their areas of interest.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Bartow High School employs several strategies to improve student readiness for postsecondary options. These include:

- *Administer the PERT test to all students during the spring of their Junior year to determine college readiness. Data from this assessment is reviewed, and students in need of remediation are scheduled into English 4 College Prep and Math for College Readiness courses as appropriate.
- *Teachers increased focus on differentiated instruction
- *Increased professional development opportunities for teachers focusing on the new standards and newly adopted instructional materials
- *College planning seminar opportunities for students and parents
- *Offering AP, IB, and dual enrollment courses to increase college prep coursework
- *Wall-to-wall academy offerings and industry certifications
- *ACT/SAT Prep

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Provide support and coaching for instructional staff.
- G2.** Frequent non-evaluative monitoring of instruction in order to provide instructional coaching or support.
- G3.** To increase student achievement collaborative planning will be implemented in accountability and core content areas.
- G4.** Develop a system of distributive leadership to support teachers across the curriculum in the instructional implementation of the Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Provide support and coaching for instructional staff. 1a

 G074848

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- District coaches
- ALT
- Colleagues
- Online resources
- Model classrooms

Targeted Barriers to Achieving the Goal 3

- Teacher resistance

Plan to Monitor Progress Toward G1. 8

Student Achievement Improvement

Person Responsible

Brenda Hardman

Schedule

On 6/8/2016

Evidence of Completion

EOC/FSA/PCA assessments

G2. Frequent non-evaluative monitoring of instruction in order to provide instructional coaching or support.

1a

Targets Supported

1b

 G074849

Indicator

Annual Target

Resources Available to Support the Goal

2

- Academic Leadership Team teacher leaders
- Department Chairs
- Professional Development
- District Content Coaches
- Collaborative Planning

Targeted Barriers to Achieving the Goal

3

- Teacher apprehension and trust

Plan to Monitor Progress Toward G2.

8

Student Achievement Improvement

Person Responsible

Brenda Hardman

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

EOC/FSA/PCA and progress monitoring

G3. To increase student achievement collaborative planning will be implemented in accountability and core content areas. **1a**

 G074850

Targets Supported **1b**

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	
Geometry EOC Pass Rate	
Algebra II EOC Pass Rate	
FSA English Language Arts - Achievement	
Bio I EOC Pass	
U.S. History EOC Pass	

Resources Available to Support the Goal **2**

- Department chairs supporting/encouraging teachers who might resistant to buy-in to collaborative planning concept.
- Provide training in collaborative planning
- Work to keep collaborative planning time sacred and not schedule meetings on the days assigned for collaborative planning
- FSA Assessment Center and IBTP platform

Targeted Barriers to Achieving the Goal **3**

- Being pull for other meetings during collaborative planning time - IEP, 504, parent conferences, testing

Plan to Monitor Progress Toward G3. **8**

Student Achievement Data

Person Responsible

Emilean Clemons

Schedule

Biweekly, from 8/3/2015 to 6/9/2016

Evidence of Completion

EOC/FSA/PCA assessments

G4. Develop a system of distributive leadership to support teachers across the curriculum in the instructional implementation of the Florida Standards. 1a

 G074851

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
4-Year Grad Rate (Standard Diploma)	
AMO Math - All Students	
Bio I EOC Pass	
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	
Math Gains	
Math Lowest 25% Gains	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- Professional Development: Dana Center Study of Florida Standards; Intensified Reading and Intensified Algebra; Agile Minds
- Academy Expo
- Administrative Team and Collaboration

Targeted Barriers to Achieving the Goal 3

- Time for monitoring and feedback; time for collaboration and implementation of the strategies obtained during our professional development sessions.
- Lack of consistency in "inspecting what we expect".

Plan to Monitor Progress Toward G4. 8

Florida Standards assessment and progress monitoring data will be used to determine progress toward meeting targets.

Person Responsible

Emilean Clemons

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

FSA, EOC, FAIR, IMPROVE results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Provide support and coaching for instructional staff. **1**

 **G074848**

G1.B4 Teacher resistance **2**

 **B195492**

G1.B4.S1 Coaching through school-based peers **4**

 **S207153**

Strategy Rationale

Builds trust while developing effective lessons impacting student achievement

Action Step 1 **5**

Build school-based academic leadership team

Person Responsible

Brenda Hardman

Schedule

On 6/8/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Coaching calendar developed between teachers and ALT

Person Responsible

Brenda Hardman

Schedule

On 6/8/2016

Evidence of Completion

Coaching calendar and documentation of meeting

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom walkthroughs; evaluations

Person Responsible

Brenda Hardman

Schedule


Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion


G2. Frequent non-evaluative monitoring of instruction in order to provide instructional coaching or support. 1

 G074849

G2.B2 Teacher apprehension and trust 2

 B195494

G2.B2.S1 Teacher leaders introduce the concept 4

 S207155

Strategy Rationale

Peer-led discussion on the concept will lessen teacher anxiety

Action Step 1 5

Introduction of the non-evaluative monitoring to staff

Person Responsible

Brenda Hardman

Schedule

On 8/21/2015

Evidence of Completion

Monitoring/coaching spreadsheet uploaded weekly to Office 365.

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

A copy of the power point with with sign-in sheets for department chair meetings and faculty focus

Person Responsible

Brenda Hardman

Schedule

On 8/21/2015

Evidence of Completion

A copy of the power point with with sign-in sheets for department chair meetings and faculty focus

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

ALT teacher leaders will have ongoing dialogue with departments and administration

Person Responsible

Brenda Hardman

Schedule

Weekly, from 8/17/2015 to 6/8/2016


Evidence of Completion

Anecdotal notes compiled by ALT teacher leaders

G3. To increase student achievement collaborative planning will be implemented in accountability and core content areas. 1

 G074850

G3.B3 Being pull for other meetings during collaborative planning time - IEP, 504, parent conferences, testing 2

 B195497

G3.B3.S1 The collaborative planning schedule will be communicated to all stakeholders. 4

 S207156

Strategy Rationale

To protect and ensure the time required to meet expectations of collaborative planning is not interrupted.

Action Step 1 5

The Academic Leadership Team will develop and communicate a Collaborative Planning schedule.

Person Responsible

Emilean Clemons

Schedule

On 9/30/2015

Evidence of Completion

BHS/IB/SA Collaborative Planning schedule

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Administrator participation and review of subject area notebooks

Person Responsible

Emilean Clemons

Schedule

On 6/9/2016

Evidence of Completion

Documentation within the notebooks

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student Performance on quarterly assessments and end of year assessments

Person Responsible

Emilean Clemons

Schedule

On 6/9/2016


Evidence of Completion

Student achievement

G4. Develop a system of distributive leadership to support teachers across the curriculum in the instructional implementation of the Florida Standards. 1

 G074851

G4.B1 Time for monitoring and feedback; time for collaboration and implementation of the strategies obtained during our professional development sessions. 2

 B195500

G4.B1.S1 Weekly administrative meetings; 4

 S207158

Strategy Rationale

To provide time for collaboration and status updates on breakdowns within our distributive leadership responsibilities.

Action Step 1 5

Distributive Leadership meetings will be held weekly.

Person Responsible

Emilean Clemons

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

agendas, notes, follow up tasks

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Principal will schedule and facilitate weekly Distributive Leadership administrative meetings.

Person Responsible

Emilean Clemons

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

agendas, notes, follow up of assigned tasks

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Principal will ensure weekly administrative meetings are held.

Person Responsible

Emilean Clemons


Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

agendas, notes, follow up on assigned tasks

G4.B2 Lack of consistency in "inspecting what we expect". 2

 B195501

G4.B2.S1 To calibrate administrators' ratings of instructional expectations. 4

 S207161

Strategy Rationale

So that administrators are consistent in regard to teacher evaluation ratings.

Action Step 1 5

Administrators will participate in school-based calibration observations to ensure Standards-based instruction is occurring in classrooms.

Person Responsible

Steven Cochran

Schedule

Monthly, from 9/15/2015 to 1/29/2016

Evidence of Completion

EPC Rating form and notes from each administrator.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Principal ensures that calibration opportunities are scheduled and conducted.

Person Responsible

Steven Cochran

Schedule

Monthly, from 9/15/2015 to 1/29/2016

Evidence of Completion

Schedule of calibration walkthroughs

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Follow up meetings to discuss ratings of school-based observations to ensure consistent EPC ratings among administration with a focus on Standards-based instruction.

Person Responsible

Steven Cochran

Schedule

Monthly, from 9/15/2015 to 1/29/2016

Evidence of Completion

EPC Rating form and notes from each administrator.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Follow up meetings to discuss ratings of school-based observations to ensure consistent EPC ratings among administration.

Person Responsible

Steven Cochran

Schedule

Monthly, from 9/15/2015 to 1/29/2016

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Build school-based academic leadership team	Hardman, Brenda	8/5/2015		6/8/2016 one-time
G2.B2.S1.A1	Introduction of the non-evaluative monitoring to staff	Hardman, Brenda	8/17/2015	Monitoring/coaching spreadsheet uploaded weekly to Office 365.	8/21/2015 one-time
G3.B3.S1.A1	The Academic Leadership Team will develop and communicate a Collaborative Planning schedule.	Clemons, Emilean	8/3/2015	BHS/IB/SA Collaborative Planning schedule	9/30/2015 one-time
G4.B1.S1.A1	Distributive Leadership meetings will be held weekly.	Clemons, Emilean	8/24/2015	agendas, notes, follow up tasks	6/10/2016 weekly
G4.B2.S1.A1	Administrators will participate in school-based calibration observations to ensure Standards-based instruction is occurring in classrooms.	Cochran, Steven	9/15/2015	EPC Rating form and notes from each administrator.	1/29/2016 monthly
G1.MA1	Student Achievement Improvement	Hardman, Brenda	8/17/2015	EOC/FSA/PCA assessments	6/8/2016 one-time
G1.B4.S1.MA1	Classroom walkthroughs; evaluations	Hardman, Brenda	8/17/2015		6/8/2016 weekly
G1.B4.S1.MA1	Coaching calendar developed between teachers and ALT	Hardman, Brenda	8/17/2015	Coaching calendar and documentation of meeting	6/8/2016 one-time
G2.MA1	Student Achievement Improvement	Hardman, Brenda	8/17/2015	EOC/FSA/PCA and progress monitoring	6/8/2016 weekly
G2.B2.S1.MA1	ALT teacher leaders will have ongoing dialogue with departments and administration	Hardman, Brenda	8/17/2015	Anecdotal notes compiled by ALT teacher leaders	6/8/2016 weekly
G2.B2.S1.MA1	A copy of the power point with with sign-in sheets for department chair meetings and faculty focus	Hardman, Brenda	8/17/2015	A copy of the power point with with sign-in sheets for department chair meetings and faculty focus	8/21/2015 one-time
G3.MA1	Student Achievement Data	Clemons, Emilean	8/3/2015	EOC/FSA/PCA assessments	6/9/2016 biweekly
G3.B3.S1.MA1	Student Performance on quarterly assessments and end of year assessments	Clemons, Emilean	8/3/2015	Student achievement	6/9/2016 one-time
G3.B3.S1.MA1	Administrator participation and review of subject area notebooks	Clemons, Emilean	8/3/2015	Documentation within the notebooks	6/9/2016 one-time
G4.MA1	Florida Standards assessment and progress monitoring data will be used to determine progress toward meeting targets.	Clemons, Emilean	8/24/2015	FSA, EOC, FAIR, IMPROVE results	6/10/2016 weekly
G4.B1.S1.MA1	Principal will ensure weekly administrative meetings are held.	Clemons, Emilean	8/24/2015	agendas, notes, follow up on assigned tasks	6/10/2016 monthly
G4.B1.S1.MA1	Principal will schedule and facilitate weekly Distributive Leadership administrative meetings.	Clemons, Emilean	8/24/2015	agendas, notes, follow up of assigned tasks	6/10/2016 weekly
G4.B2.S1.MA1	Follow up meetings to discuss ratings of school-based observations to ensure consistent EPC ratings among administration with a focus on Standards-based instruction.	Cochran, Steven	9/15/2015	EPC Rating form and notes from each administrator.	1/29/2016 monthly
G4.B2.S1.MA1	Follow up meetings to discuss ratings of school-based observations to ensure consistent EPC ratings among administration.	Cochran, Steven	9/15/2015		1/29/2016 monthly
G4.B2.S1.MA1	Principal ensures that calibration opportunities are scheduled and conducted.	Cochran, Steven	9/15/2015	Schedule of calibration walkthroughs	1/29/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Provide support and coaching for instructional staff.

G1.B4 Teacher resistance

G1.B4.S1 Coaching through school-based peers

PD Opportunity 1

Build school-based academic leadership team

Facilitator

ALT

Participants

ALT

Schedule

On 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B4.S1.A1	Build school-based academic leadership team	\$0.00
2	G2.B2.S1.A1	Introduction of the non-evaluative monitoring to staff	\$0.00
3	G3.B3.S1.A1	The Academic Leadership Team will develop and communicate a Collaborative Planning schedule.	\$0.00
4	G4.B1.S1.A1	Distributive Leadership meetings will be held weekly.	\$0.00
5	G4.B2.S1.A1	Administrators will participate in school-based calibration observations to ensure Standards-based instruction is occurring in classrooms.	\$0.00
Total:			\$0.00