

Polk County Public Schools

# Bartow Senior High School



## 2016-17 Schoolwide Improvement Plan

## Bartow Senior High School

1270 BROADWAY AVE S, Bartow, FL 33830

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

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	C	B

*\*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 a monitoring status of "Former F" (see page 4). 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>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>33</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>34</b>
Professional Development Opportunities	34
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>34</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Bartow Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

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

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

#### 2. School Environment

##### a. 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 area of interest and culture. Our academy initiative helps to facilitate stronger relationships between teachers and students through small learning communities 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, and Summerlin Academy focuses on leadership development through the JROTC program.

##### b. 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 are 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 increase student/campus monitoring and ensure safety.

##### c. 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.

Additional strategies implemented to guard instructional time are: the Learning Resource Room, monthly Activity Days, and reduced intercom calls into classrooms. The Learning Resource 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 throughout the class period. Activity Days have been scheduled monthly and are used to schedule school events and activities, field trips, guest speakers, etc. to reduce disruptions to instruction to one day a month. 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.

**d. 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. Counselors will also be available during lunch in the cafeteria daily to be more accessible to students. 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.

### 3. Early Warning Systems

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

**a. 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 his/her students' early warning data through IDEAS to assist with identifying and tracking their students' data and status. A BHS administrator assigned to monitor lower quartile students. Indicators include:

- \*Absent 10% or more of days enrolled
- \*Credits earned are less than 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

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

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	55	47	14	178
One or more suspensions	0	0	0	0	0	0	0	0	0	35	45	19	10	109
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	8	13	4	1	26

**c. 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

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. Description**

Bartow High School works very hard to make our schools family friendly. The BHS, IB, and SA administration has an open door policy for all stakeholders and employs 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 for stakeholders, 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, SchoolMessenger system, newsletters, 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. Most recently, the Bartow High School PTSA has been formed and will be fully operational during the 2016-17 school year.

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.

## **2. 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.

The Bartow High School PTSA organization will be raising funds to support various needs of Bartow High School, IB at Bartow High, and Summerlin Academy.

## **C. Effective Leadership**

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

### **1. School Leadership Team**

#### **a. Membership**

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

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
Brown, Teddy	Assistant Principal

#### **b. Duties**

***1. 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 standards based instruction throughout the school.

***2. 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 Supplemental Academic Plan for afternoon tutoring in Reading and Math is in 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 both 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

### b. Duties

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

#### a. 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.

#### b. 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 2016-17 school improvement plan.

#### c. Preparation of the school's annual budget and plan

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

**2. 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 and a second ID badge printing system.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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
Brown, Teddy	Assistant Principal
Burkey, Kellie	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team (Academic Leadership Team), which is comprised of administrators, deans, instructional support staff, and teachers, meets regularly 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.

## D. Public and Collaborative Teaching

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

### 1. 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. Additional staff development time throughout the school year is set aside for academy teachers to collaboratively plan and integrate lessons across the curriculum. 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.

### 2. 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.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

#### 1. 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 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.

## **b. Instructional Strategies**

**1. 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, EOCs, ACCESS for ELLs) 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 walkthroughs, observations and lesson plans. Additionally, ESE support facilitation teachers are assigned to grade levels 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, at risk student information, 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.

**2. 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](mailto: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](mailto: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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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

**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

## **b. College and Career Readiness**

### ***1. 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.

### ***2. 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 - dual enrollment

Summerlin Academy - cadets complete two years of JROTC, possibly eligible to receive higher military pay grade

**3. 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.

**4. 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:

- \*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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

## C. Strategic Goals

## 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.** Develop an environment to support students, parents, and staff in order to increase student achievement.
- G2.** Provide support and coaching for instructional staff.
- G3.** Frequent non-evaluative monitoring of instruction in order to provide instructional coaching or support.
- G4.** To increase student achievement, collaborative planning will be implemented in accountability and core content areas.
- G5.** 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1. Develop an environment to support students, parents, and staff in order to increase student achievement.** 1a

G087254

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Lack of parent involvement/awareness

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PTSA
- Mentoring
- Learning Resource Room
- Quarterly freshman parent meetings
- 

**Plan to Monitor Progress Toward G1.** 8

Student Achievement Improvement

**Person Responsible**

Emilean Clemons

**Schedule**

Quarterly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

EOC/FSA/PCA/Progress Monitoring Assessments

**G2. Provide support and coaching for instructional staff.** 1a

G087255

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Teacher resistance

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G2.** 8

Student Achievement Improvement

**Person Responsible**

Emilean Clemons

**Schedule**

On 6/9/2017

**Evidence of Completion**

EOC/FSA/PCA assessments

**G3. Frequent non-evaluative monitoring of instruction in order to provide instructional coaching or support.**

1a

G087256

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Teacher apprehension and trust

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

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

Student Achievement Improvement

**Person Responsible**

Brenda Hardman

**Schedule**

Weekly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

EOC/FSA/PCA and progress monitoring



**G4.** To increase student achievement, collaborative planning will be implemented in accountability and core content areas. 1a

G087257

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	
Algebra II EOC Pass Rate	
FSA ELA Achievement	
Bio I EOC Pass	
U.S. History EOC Pass	

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Department chairs supporting/encouraging teachers who might be 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

**Plan to Monitor Progress Toward G4.** 8

Student Achievement Data

**Person Responsible**

Emilean Clemons

**Schedule**

Biweekly, from 8/8/2016 to 6/9/2017

**Evidence of Completion**

EOC/FSA/PCA assessments

**G5.** Develop a system of distributive leadership to support teachers across the curriculum in the instructional implementation of the Florida Standards. 1a

G087258

**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	

**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.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G5.** 8

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

**Person Responsible**

Emilean Clemons

**Schedule**

Weekly, from 7/25/2016 to 6/9/2017

**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.** Develop an environment to support students, parents, and staff in order to increase student achievement.

**1**

 G087254

**G1.B2** Lack of parent involvement/awareness **2**

 B231934

**G1.B2.S1** Host quarterly freshman parent meetings to increase parent involvement and awareness of expectations, programs and support systems. **4**

 S244750

### Strategy Rationale

Increased awareness empowers parents through knowledge of supports and expectations, programs, and support systems.

### Action Step 1 **5**

Schedule quarterly freshman parent meetings.

#### Person Responsible

Angie Austin

#### Schedule

Quarterly, from 7/25/2016 to 6/9/2017

#### Evidence of Completion

Calendar of scheduled meetings

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Planning meeting minutes, event presentations, and event sign in sheets will be used to ensure fidelity of implementation

**Person Responsible**

Angie Austin

**Schedule**

Quarterly, from 7/25/2016 to 6/9/2017

***Evidence of Completion***

meeting agenda/minutes, presentations, parent involvement sign in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Sign in sheets

**Person Responsible**

Angie Austin


**Schedule**

Quarterly, from 7/25/2016 to 6/9/2017

***Evidence of Completion***

Sign in sheets

**G2. Provide support and coaching for instructional staff.** 1

 G087255

**G2.B4 Teacher resistance** 2

 B231940

**G2.B4.S1 Coaching through school-based peers** 4

 S244751

**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 6/9/2017

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Collaborative planning sessions facilitated by ALT members.

**Person Responsible**

Brenda Hardman

**Schedule**

On 6/9/2017

***Evidence of Completion***

Collaborative planning sessions and documentation of meeting

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Classroom walkthroughs; evaluations; participation in collaborative planning sessions

**Person Responsible**

Brenda Hardman

**Schedule**

Weekly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

**G3. Frequent non-evaluative monitoring of instruction in order to provide instructional coaching or support.** 1

 G087256

**G3.B2 Teacher apprehension and trust** 2

 B231942

**G3.B2.S1 Teacher leaders introduce the concept** 4

 S244752

**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 6/9/2017

**Evidence of Completion**

Monitoring/coaching spreadsheet uploaded weekly to Office 365.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

A copy of agenda and sign-in sheets for department chair meetings and faculty focus

**Person Responsible**

Brenda Hardman

**Schedule**

On 6/9/2017

***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 G3.B2.S1** 7

ALT teacher leaders will have ongoing dialogue with departments and administration

**Person Responsible**

Brenda Hardman

**Schedule**


Weekly, from 8/15/2016 to 6/9/2017

***Evidence of Completion***

Anecdotal notes compiled by ALT teacher leaders



**G4.** To increase student achievement, collaborative planning will be implemented in accountability and core content areas. 1

 G087257

**G4.B3** Being pulled for other meetings during collaborative planning time - IEP, 504, parent conferences, testing 2

 B231945

**G4.B3.S1** The collaborative planning schedule will be communicated to all stakeholders. 4

 S244753

### 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

Mandy Craven

#### Schedule

On 6/9/2017

#### Evidence of Completion

BHS/IB/SA Collaborative Planning schedule

### Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Administrator participation and review of collaborative planning notebooks.

#### Person Responsible

Mandy Craven

#### Schedule

On 6/9/2017

#### Evidence of Completion

Documentation within the notebooks

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Student Performance on quarterly assessments and end of year assessments

**Person Responsible**

Mandy Craven


**Schedule**

On 6/9/2017

**Evidence of Completion**

Student achievement

**G5.** Develop a system of distributive leadership to support teachers across the curriculum in the instructional implementation of the Florida Standards. 1

 G087258

**G5.B1** Time for monitoring and feedback; time for collaboration and implementation of the strategies obtained during our professional development sessions. 2

 B231948

**G5.B1.S1** Weekly administrative meetings; 4

 S244755

**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 7/25/2016 to 6/9/2017

**Evidence of Completion**

agendas, notes, follow up tasks

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Principal will schedule and facilitate weekly Distributive Leadership administrative meetings.

**Person Responsible**

Emilean Clemons

**Schedule**

Weekly, from 7/25/2016 to 6/9/2017

***Evidence of Completion***

agendas, notes, follow up of assigned tasks

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Principal will ensure weekly administrative meetings are held.

**Person Responsible**

Emilean Clemons

**Schedule**

Monthly, from 7/25/2016 to 6/9/2017

***Evidence of Completion***

agendas, notes, follow up on assigned tasks

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M329281	Student Achievement Improvement	Clemons, Emilean	8/15/2016	EOC/FSA/PCA/Progress Monitoring Assessments	6/9/2017 quarterly
G2.MA1 M329284	Student Achievement Improvement	Clemons, Emilean	8/15/2016	EOC/FSA/PCA assessments	6/9/2017 one-time
G3.MA1 M329287	Student Achievement Improvement	Hardman, Brenda	8/15/2016	EOC/FSA/PCA and progress monitoring	6/9/2017 weekly
G4.MA1 M329290	Student Achievement Data	Clemons, Emilean	8/8/2016	EOC/FSA/PCA assessments	6/9/2017 biweekly
G5.MA1 M329296	Florida Standards assessment and progress monitoring data will be used to determine progress toward...	Clemons, Emilean	7/25/2016	FSA, EOC, FAIR, IMPROVE results	6/9/2017 weekly
G1.B2.S1.MA1 M329279	Sign in sheets	Austin, Angie	7/25/2016	Sign in sheets	6/9/2017 quarterly
G1.B2.S1.MA1 M329280	Planning meeting minutes, event presentations, and event sign in sheets will be used to ensure...	Austin, Angie	7/25/2016	meeting agenda/minutes, presentations, parent involvement sign in sheets	6/9/2017 quarterly
G1.B2.S1.A1 A316891	Schedule quarterly freshman parent meetings.	Austin, Angie	7/25/2016	Calendar of scheduled meetings	6/9/2017 quarterly
G2.B4.S1.MA1 M329282	Classroom walkthroughs; evaluations; participation in collaborative planning sessions	Hardman, Brenda	8/15/2016		6/9/2017 weekly
G2.B4.S1.MA1 M329283	Collaborative planning sessions facilitated by ALT members.	Hardman, Brenda	8/15/2016	Collaborative planning sessions and documentation of meeting	6/9/2017 one-time
G2.B4.S1.A1 A316892	Build school-based academic leadership team	Hardman, Brenda	8/15/2016		6/9/2017 one-time
G3.B2.S1.MA1 M329285	ALT teacher leaders will have ongoing dialogue with departments and administration	Hardman, Brenda	8/15/2016	Anecdotal notes compiled by ALT teacher leaders	6/9/2017 weekly
G3.B2.S1.MA1 M329286	A copy of agenda and sign-in sheets for department chair meetings and faculty focus	Hardman, Brenda	8/15/2016	A copy of the power point with with sign-in sheets for department chair meetings and faculty focus	6/9/2017 one-time
G3.B2.S1.A1 A316893	Introduction of the non-evaluative monitoring to staff	Hardman, Brenda	8/15/2016	Monitoring/coaching spreadsheet uploaded weekly to Office 365.	6/9/2017 one-time
G4.B3.S1.MA1 M329288	Student Performance on quarterly assessments and end of year assessments	Craven, Mandy	8/8/2016	Student achievement	6/9/2017 one-time
G4.B3.S1.MA1 M329289	Administrator participation and review of collaborative planning notebooks.	Craven, Mandy	8/8/2016	Documentation within the notebooks	6/9/2017 one-time
G4.B3.S1.A1 A316894	The Academic Leadership Team will develop and communicate a Collaborative Planning schedule.	Craven, Mandy	8/8/2016	BHS/IB/SA Collaborative Planning schedule	6/9/2017 one-time
G5.B1.S1.MA1 M329291	Principal will ensure weekly administrative meetings are held.	Clemons, Emilean	7/25/2016	agendas, notes, follow up on assigned tasks	6/9/2017 monthly
G5.B1.S1.MA1 M329292	Principal will schedule and facilitate weekly Distributive Leadership administrative meetings.	Clemons, Emilean	7/25/2016	agendas, notes, follow up of assigned tasks	6/9/2017 weekly
G5.B1.S1.A1 A316895	Distributive Leadership meetings will be held weekly.	Clemons, Emilean	7/25/2016	agendas, notes, follow up tasks	6/9/2017 weekly

## V. Professional Development Opportunities

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

### G2. Provide support and coaching for instructional staff.

#### G2.B4 Teacher resistance

##### G2.B4.S1 Coaching through school-based peers

#### PD Opportunity 1

Build school-based academic leadership team

#### Facilitator

ALT

#### Participants

ALT

#### Schedule

On 6/9/2017

## VII. Budget

1	G1.B2.S1.A1	Schedule quarterly freshman parent meetings.	\$0.00
2	G2.B4.S1.A1	Build school-based academic leadership team	\$0.00
3	G3.B2.S1.A1	Introduction of the non-evaluative monitoring to staff	\$0.00
4	G4.B3.S1.A1	The Academic Leadership Team will develop and communicate a Collaborative Planning schedule.	\$0.00
5	G5.B1.S1.A1	Distributive Leadership meetings will be held weekly.	\$0.00
Total:			\$0.00