

St. Johns County School District

Bartram Trail High School



2017-18 Schoolwide Improvement Plan

Bartram Trail High School

7399 LONGLEAF PINE PKWY, Saint Johns, FL 32259

<http://www-bths.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	9%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bartram Trail High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

BTHS serves as a center for academic excellence, community involvement and character development, while fostering a joy for lifelong learning.

b. Provide the school's vision statement.

Bartram Trail High School will grow as a center of academic excellence, while developing our future leaders in a diverse and changing society. All partners in learning will be dedicated to character development and community involvement, while equipping students to be successful and responsible citizens.

2. School Environment

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

Good character and tolerance for all is an important tenet at Bartram Trail; we strive to create a family atmosphere and one of respect for all students. We have a very active club life at Bartram so that we can have something for everyone. We have large service clubs and general membership clubs as well as clubs that fulfill a particular niche for smaller groups of students. Our World Language teachers work to create an awareness of different cultures through food, art and music. All teachers strive to get to know students and work hard to create a culture of trust and understanding.

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

At Bartram Trail High School our mission is to provide a safe place for students to learn and develop in all areas of their lives: academically, athletically, and socially. We celebrate advanced academics every year by hosting an Academic Awards night to honor our upperclassmen that have maintained a 3.5 GPA or higher. Students are recognized and awarded an academic letter in an assembly before their family and friends. Bartram maintains over 25 various athletic teams that involve approximately 50% of our student body. In addition to the teams, student are encouraged to remain physically fit through PE classes, and all freshmen learn about healthy lifestyles in our HOPE classes. Several clubs at Bartram are based on student interests and provide opportunities in community service, teamwork, and leadership. Some of those clubs are: Spanish Club, Dreams Come True, National Honor Society, Interact, Photography Club, Fellowship of Christian Athletics, American Sign Language Club, and Senior Women. An organization in it's 4th year is Link Crew, which is a leadership/mentorship organization that teaches upperclassmen leadership skills to mentor incoming freshmen. This is a wonderful win/win situation by providing freshmen with an upperclassman friend as a go to person for the many challenges of high school life, and providing the upperclassmen with an opportunity to learn leadership skills that will prepare them for the next phase of their lives. Leadership opportunities are also available through class officers and the Student Principal Advisory Committee. Social opportunities at Bartram include pep rallies, sporting events, Homecoming Week, club meetings, school dances, as well open seating lunch each day.

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.

We adhere to the St. Johns County School District Code of Conduct and expect all faculty and staff to model the characteristics of citizenship, character education and literacy. We have specific rules in place at Bartram Trail that minimize distractions throughout the school day. Three Assistant Principals, four Deans, a School Resource Officer, and additional staff members are continuously monitoring the BTHS campus. Each teacher has been issued one hall pass and has been asked to limit the number of students that are allowed to leave their room. Each teacher is expected to be near their door between classes monitoring the hallway. Teachers are given a written list of these expectations and have been instructed to follow these guidelines during our pre-school instructional meetings. No student is allowed upstairs during their lunch. No student is allowed in the parking lot. These rules and regulations are outlined on our website and are firmly reinforced to all students during our class meetings on Blitz Day. Consequences for breaking these rules have been discussed with all students during our meetings.

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.

Bartram Trail High School employs a staff of five professional school counselors to serve their large and diverse student body. The counseling department operates with an open-door policy and students are encouraged to see their counselor during the school day. In addition to the individual counseling students receive, school counselors partner with the BTHS teachers across all four grade levels to present to students in large groups. Students receive large group guidance lessons on a variety of topics, including study skills, reducing test anxiety, college planning, and balancing their busy lives.

A school-based RtI/MTSS team meets bi-weekly to review the progress of at-risk and struggling students. Students who are truant or not making adequate academic progress are paired with a school employee who serves as a mentor to follow up with the student.

Bartram Trail High School participates in a program in partnership with the District's Student Services Office in which a mental health counselor was assigned to the school to provide on-site mental health therapy to students and families. Students were identified and referred to the program by the school guidance department.

There are a variety of clubs and activities that enrich the student experience at Bartram Trail HS. These clubs serve to help students feel included at school. A student mentor program, the Link Club, which partners juniors and seniors with freshmen students is another successful program at Bartram Trail.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	53	67	87	98	305
One or more suspensions	0	0	0	0	0	0	0	0	0	88	18	18	35	159
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	12	28	25	36	101
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	35	40	28	19	122

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	30	31	25	35	121

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parent involvement at BTHS is strong in most areas including academic and extracurricular support. Open House, Coffee with the Counselor meetings, Performing Arts Events and Sports Events are all well attended.

Parent volunteer hours for the 2016-2017 school year totaled 7900 hours for 2300 students. Our goal is to maintain or increase the volunteer hours.

AVID is a program in its 5th year at BTHS. Its purpose is to support students in the "middle." Our goal is for 100% of our AVID parents to participate in AVID events.

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.

Bartram Trail High School has a very active PTO that supports all school functions. We also have academies on campus that have active advisory boards made up of business partners that help with designing the curriculum, advising on current trends in the industry, guest speakers, field trips, project-based learning ideas, and various other activities to support the students of Bartram. VyStar Credit Union has developed a project that is presented to all students in the economics classes about financial literacy. Most of the project-based learning is judged by business partners in that area of expertise to give more relevance to the students. Business partners have made donations of supplies needed for

various projects.

These partners are contacted in various ways. There have been presentations at various local organizations, such as the Chamber of Commerce and Rotary groups. We have received referrals from parents and district personnel. We reach out at open houses for volunteers and business partners. We have forms for business partners to fill out if interested in sponsoring an internship during the summer for our juniors. There is a form to fill out that asks what type of involvement the parent or business would like to contribute to the school. The academy coordinator will visit the business when interest has been expressed and explain how they can participate. An awards ceremony is held through the academies at the end of each year to thank all our business partners for their support throughout the school year.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Phelps, Chris	Principal
Richardson, Stephen	Assistant Principal
Abbs, Trevor	Assistant Principal
Huber, Amy	Instructional Coach
Roughan, Melissa	
Abell, Lauren	Assistant Principal
	Dean
Peaver, Pete	Dean

b. Duties

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

The Leadership Team includes the Principal, Assistant Principals, deans, guidance counselors and the instructional literacy coach. This working group meets bi-weekly. This team maintains RtI Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

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.

The effectiveness of our core instruction is monitored using data from district designed mid-term and final exams, state EOCs, and SAT/ACT. Interim reports and report cards are monitored by our guidance staff. Attendance reports are generated to check for students with excessive absences. Our RtI team meets bi-weekly to discuss students with academic, attendance and/or behavior issues who may need special interventions.

Our master schedule is designed to meet class size requirements while fulfilling each student's graduation requirements. Staffing decisions align with meeting the needs of all students which

includes smaller classes for struggling students who may need more support and specialized higher level science and math classes for our accelerated students.

Goals in our school improvement plan are initiated using our previous year's instructional data.

Supplemental Academic Instructional funds will be used to fund an English 9 teacher and tutors.

CTE funding goes directly back into the CTE classrooms for instructional materials and field study opportunities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chris Phelps	Principal
Melissa Muley	Parent
Vicki Padgett	Parent
Jennifer Aston	Teacher
Stephen Richardson	Teacher
Christine Weber	Parent
Michelle Sterling	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The principal presents the school improvement plan for evaluation, review, and recommendations for future plans. The team reviews surveys and data and the team makes suggestions on how to meet goals.

b. Development of this school improvement plan

School improvement goals are presented and discussed with the SAC members during the September SAC Meeting. Members are encouraged to offer input and make suggestions.

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

Professional development budget is presented through the SAC plan. Also, the school recognition funds are governed by SAC throughout the year.

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

School Improvement funds will be used for professional development (\$7000) and technology to enhance instruction (\$10000).

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
Phelps, Chris	Principal
	Assistant Principal
Abbs, Trevor	Assistant Principal
Roughan, Melissa	Other
Parker, Danielle	Teacher, K-12
Sutherland, Darrell	Teacher, K-12
Smith, Suzy	Instructional Media
Huber, Amy	Instructional Coach
Richardson, Stephen	Assistant Principal

b. Duties

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

Initiatives will include: Promotion of Literacy Week; and reading strategies shared during monthly PLC's.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are given time to collaborate in their PLC's several times each month. Monthly Department Chair meetings are held to keep the lines of communication between Administration, teachers, and other departments. Open communication and transparency supports positive working relationships between and among teachers. District CAST team members will spend support our teachers with 2-3 day intensive workshops at BTHS.

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

The Principal will utilize the SJCS D Paperless Applicant Tracking System (AppliTrack) for Recruitment. With the support of the District, Bartram Trail High School only hires teachers who meet Highly Qualified requirements.

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

Mentor/Mentee pairs are assigned based upon shared teaching assignment and proximity. Planned mentoring activities include: Quarterly Meetings and New Teacher Training

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.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

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.

Teachers review individual student and teacher data as well as departmental data and then adjust instruction accordingly. When a discrepancy is notated, teachers will loop back and reteach as needed. This occurs using different strategies before, during, and after school. This information is also reviewed at PLC meetings where action plans are created and reviewed.

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: Summer Program

Minutes added to school year:

Algebra Camp is offered to students who did not pass the state EOC.

Strategy Rationale

Students who need and receive additional instruction in Algebra will have a better chance of passing the Algebra EOC because the additional instruction will fill the students' learning gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Richardson, Stephen, stephen.richardson@stjohns.k12.fl.us

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

The camp culminates with students taking the July retake of the Algebra EOC. Attendance and performance data is tracked.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Our school started a LINK crew program three years ago, which encourages collaboration and support through positive interaction with our upperclassmen and our incoming freshmen. We had team building days during the summer between these groups so that our freshmen felt part of Bartram from the first day of school. We also have college lunch and learns and visits from various colleges as well as visits to colleges in order to best facilitate the next step for our graduating seniors. We have a thriving AVID program to best support those students who might otherwise fall through the cracks on their path to college and career after high school, and we work hard to create a college culture.

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.

*Each student meets with a Guidance Counselor annually and discusses various paths.

*All students are placed into courses according to their goals and interests.

*Career Academy Programs (Design & Construction, Business & Finance and IT) offer a meaningful course sequence.

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

Teachers show relevance through applied learning activities (i.e., project-based learning, high-level questioning techniques, co-curricular projects).

Career academies use cross-curricular, service-learning, and community-based projects.

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

*Students are encouraged to complete advanced-level courses. Emphasis is placed on exposure to accelerated courses as prep for college success.

*Math preparation for post-secondary success will be accomplished by providing the Algebra I course before 9th grade and encouraging completion of at least one level 3 high school math course.

*Eligible students will be advised to work enroll in Dual Enrollment or AP classes by teachers and guidance counselors.

*Bright Futures scholarship information will be shared in the 9th grade orientation and continue throughout high school.

*Industry certification is a priority with our tech-prep courses.

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.

Guidance counselors will advise students beginning in their freshmen year regarding all matters of postsecondary readiness. The AVID program, now in its fifth year, strives to prepare students for postsecondary readiness by providing additional support in the areas of academic tutoring, organization, and academic support through the AVID elective.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Bartram Trail High School will use student writing data to monitor and adjust the learning environment.
- G2.** Bartram Trail High School will support all students to achieve at high levels.
- G3.** Bartram Trail High School will utilize the PLC process for all standards being taught.

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. Bartram Trail High School will use student writing data to monitor and adjust the learning environment.

1a

G096544

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Non-ELA teachers are not comfortable teaching writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Formative Assessments, PLC data, CAST team support

Plan to Monitor Progress Toward G1. 8

PLC writing progression goals will be monitored for proficiency and growth.

Person Responsible

Amy Huber

Schedule

Monthly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Writing samples and writing assessment data

G2. Bartram Trail High School will support all students to achieve at high levels. 1a

G096545

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	70.0

Targeted Barriers to Achieving the Goal 3

- Every student will know that at least one adult on campus cares about their academic success.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID program, Guidance Counselors, Career Academies, Link Crew

Plan to Monitor Progress Toward G2. 8

Support students to achieve at high levels.

Person Responsible

Amy Huber

Schedule

Quarterly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Successful implementation and growth of our AVID Program, List of extracurricular activities and number of students participating, number of students taking advanced classes

G3. Bartram Trail High School will utilize the PLC process for all standards being taught. 1a

G096546

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	80.0

Targeted Barriers to Achieving the Goal 3

- Providing time to work on high yield strategies in their PLC.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Literacy Coach, iObservation, Curriculum Maps, District Formative Assessments, CAST team

Plan to Monitor Progress Toward G3. 8

iObservation results will be monitored for growth.

Person Responsible

Schedule

Quarterly, from 9/7/2017 to 5/25/2018

Evidence of Completion

Walk Through, Informal and Formal Observation data, inservice sign In sheets

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. Bartram Trail High School will use student writing data to monitor and adjust the learning environment. **1**

 G096544

G1.B2 Non-ELA teachers are not comfortable teaching writing. **2**

 B259753

G1.B2.S1 PLC meeting to concentrate on writing in content areas. **4**

 S275165

Strategy Rationale

Professional development designed to train teachers to incorporate more writing into their classes.

Action Step 1 **5**

Teachers will work together in their PLC's to collaboratively grade student work and develop common writing assessments and activities that meet their content standards.

Person Responsible

Amy Huber

Schedule

Monthly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Common writing activities and student samples.

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

We will collect PLC sign in sheets and PLC meeting minutes, common writing activities and writing samples

Person Responsible

Amy Huber

Schedule

Monthly, from 9/1/2017 to 5/23/2018

Evidence of Completion

PLC sign in sheets, common writing activities and writing samples.

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

We will monitor school writing tasks and common writing assessments for proficiency and growth.

Person Responsible

Amy Huber

Schedule

Monthly, from 9/1/2017 to 5/23/2018

Evidence of Completion

We will collect and monitor writing writing activities and look at writing data.

G2. Bartram Trail High School will support all students to achieve at high levels. 1

G096545

G2.B1 Every student will know that at least one adult on campus cares about their academic success. 2

B259754

G2.B1.S1 Create opportunities for every student to have a personal connection with at least one adult on campus. 4

S275166

Strategy Rationale

This will eliminate students falling between the cracks and not receiving the guidance needed to achieve at high academic levels.

Action Step 1 5

We will implement the AVID Program. Counselors will be introduced/promoted often in order to connect with students. Students will be encouraged to get involved with an extracurricular activity.

Person Responsible

Stephen Richardson

Schedule

Quarterly, from 9/1/2017 to 5/23/2018

Evidence of Completion

AVID Team Meeting Agendas and Minutes, Coffee with the Counselors, List of Sports, Extracurriculars and Clubs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Students will know an adult and feel connected to campus.

Person Responsible

Trevor Abbs

Schedule

Quarterly, from 9/1/2017 to 5/23/2018

Evidence of Completion

AVID Rosters, Feedback from Students, Club Rosters, Counselor Feedback, RTI Meetings, surveys

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Students know who their counselor is and are comfortable enough to ask for help from at least one adult on campus.

Person Responsible

Trevor Abbs

Schedule

Quarterly, from 9/1/2017 to 5/23/2018

Evidence of Completion

AVID, students attendance, grades, retention rate, club longevity, student feedback, classroom visits by counselors

G3. Bartram Trail High School will utilize the PLC process for all standards being taught. 1

G096546

G3.B1 Providing time to work on high yield strategies in their PLC. 2

B259756

G3.B1.S1 1. Teachers will work with the District CAST team to facilitate understanding of High Yield strategies. 4

S275167

Strategy Rationale

Teachers will utilize High Yield strategies to provide a progression of learning so students can deepen their knowledge.

Action Step 1 5

The school ILC and CAST team will provide ongoing professional development in the areas of High Yield strategies for all instructional staff.

Person Responsible

Amy Huber

Schedule

Monthly, from 9/1/2017 to 5/23/2018

Evidence of Completion

School sign in logs, PLC notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Site-based professional development opportunities

Person Responsible

Amy Huber

Schedule

Monthly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Sign in logs, PLC notes, Dept Head agenda

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Examples of High Yield strategies utilized in the classroom will be shared at department PLC meetings and then be submitted to the ILC.

Person Responsible

Amy Huber

Schedule

Monthly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Conversations with teachers to get feedback on High Yield strategies, discussions among teachers during PLCs regarding challenges and successes while using strategies,

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M397585	PLC writing progression goals will be monitored for proficiency and growth.	Huber, Amy	9/1/2017	Writing samples and writing assessment data	5/23/2018 monthly
G2.MA1 M397588	Support students to achieve at high levels.	Huber, Amy	9/1/2017	Successful implementation and growth of our AVID Program, List of extracurricular activities and number of students participating, number of students taking advanced classes	5/23/2018 quarterly
G1.B2.S1.MA1 M397583	We will monitor school writing tasks and common writing assessments for proficiency and growth.	Huber, Amy	9/1/2017	We will collect and monitor writing writing activities and look at writing data.	5/23/2018 monthly
G1.B2.S1.MA1 M397584	We will collect PLC sign in sheets and PLC meeting minutes, common writing activities and writing...	Huber, Amy	9/1/2017	PLC sign in sheets, common writing activities and writing samples.	5/23/2018 monthly
G1.B2.S1.A1 A369359	Teachers will work together in their PLC's to collaboratively grade student work and develop common...	Huber, Amy	9/1/2017	Common writing activities and student samples.	5/23/2018 monthly
G2.B1.S1.MA1 M397586	Students know who their counselor is and are comfortable enough to ask for help from at least one...	Abbs, Trevor	9/1/2017	AVID, students attendance, grades, retention rate, club longevity, student feedback, classroom visits by counselors	5/23/2018 quarterly
G2.B1.S1.MA1 M397587	Students will know an adult and feel connected to campus.	Abbs, Trevor	9/1/2017	AVID Rosters, Feedback from Students, Club Rosters, Counselor Feedback, RTI Meetings, surveys	5/23/2018 quarterly
G2.B1.S1.A1 A369360	We will implement the AVID Program. Counselors will be introduced/promoted often in order to...	Richardson, Stephen	9/1/2017	AVID Team Meeting Agendas and Minutes, Coffee with the Counselors, List of Sports, Extracurriculars and Clubs	5/23/2018 quarterly
G3.B1.S1.MA1 M397589	Examples of High Yield strategies utilized in the classroom will be shared at department PLC...	Huber, Amy	9/1/2017	Conversations with teachers to get feedback on High Yield strategies, discussions among teachers during PLCs regarding challenges and successes while using strategies,	5/23/2018 monthly
G3.B1.S1.MA1 M397590	Site-based professional development opportunities	Huber, Amy	9/1/2017	Sign in logs, PLC notes, Dept Head agenda	5/23/2018 monthly
G3.B1.S1.A1 A369361	The school ILC and CAST team will provide ongoing professional development in the areas of High...	Huber, Amy	9/1/2017	School sign in logs, PLC notes	5/23/2018 monthly
G3.MA1 M397593	iObservation results will be monitored for growth.		9/7/2017	Walk Through, Informal and Formal Observation data, inservice sign In sheets	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. Bartram Trail High School will use student writing data to monitor and adjust the learning environment.

G1.B2 Non-ELA teachers are not comfortable teaching writing.

G1.B2.S1 PLC meeting to concentrate on writing in content areas.

PD Opportunity 1

Teachers will work together in their PLC's to collaboratively grade student work and develop common writing assessments and activities that meet their content standards.

Facilitator

Amy Huber, Stephen Richardson

Participants

All teachers

Schedule

Monthly, from 9/1/2017 to 5/23/2018

G2. Bartram Trail High School will support all students to achieve at high levels.

G2.B1 Every student will know that at least one adult on campus cares about their academic success.

G2.B1.S1 Create opportunities for every student to have a personal connection with at least one adult on campus.

PD Opportunity 1

We will implement the AVID Program. Counselors will be introduced/promoted often in order to connect with students. Students will be encouraged to get involved with an extracurricular activity.

Facilitator

Christina Jeffreys, Tammy Treaster

Participants

Chris Phelps, Amy Huber, Mike Chancellor, Robert Dean, Mike Weflen, Jeff Davis, Steve Richardson, Christina Jeffreys

Schedule

Quarterly, from 9/1/2017 to 5/23/2018

G3. Bartram Trail High School will utilize the PLC process for all standards being taught.

G3.B1 Providing time to work on high yield strategies in their PLC.

G3.B1.S1 1. Teachers will work with the District CAST team to facilitate understanding of High Yield strategies.

PD Opportunity 1

The school ILC and CAST team will provide ongoing professional development in the areas of High Yield strategies for all instructional staff.

Facilitator

Amy Huber

Participants

Teachers

Schedule

Monthly, from 9/1/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers will work together in their PLC's to collaboratively grade student work and develop common writing assessments and activities that meet their content standards.				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	School Improvement Funds		\$1,500.00
			<i>Notes: Funds to pay for substitutes for teachers to have release time for collaborative grading.</i>			
			District-Wide	School Improvement Funds		\$2,000.00
			<i>Notes: Funds to pay for substitutes for teachers to have release time to attend DBQ training.</i>			
			District-Wide	School Improvement Funds		\$2,000.00
			<i>Notes: Funds to be used for substitutes for teachers to have release time for CAR-PD training.</i>			
2	G2.B1.S1.A1	We will implement the AVID Program. Counselors will be introduced/promoted often in order to connect with students. Students will be encouraged to get involved with an extracurricular activity.				\$0.00
3	G3.B1.S1.A1	The school ILC and CAST team will provide ongoing professional development in the areas of High Yield strategies for all instructional staff.				\$0.00
					Total:	\$5,500.00