



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Bartram Trail High School

7399 LONGLEAF PINE PKWY

Saint Johns, FL 32259

904-547-8340

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 8%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 17%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Bartram Trail High School

##### Principal

Dawn Sapp

##### School Advisory Council chair

Tanya Thompson

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dawn Sapp	Principal
Lauren Abell	Assistant Principal
Chris Phelps	Assistant Principal

#### District-Level Information

##### District

St. Johns

##### Superintendent

Dr. Joseph G Joyner

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Position titles include: SAC Chair, SAC Co-Chair, Treasurer, and Secretary.

#### Involvement of the SAC in the development of the SIP

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.

#### Activities of the SAC for the upcoming school year

SAC meets monthly to discuss school issues, offer suggestions for improvement, monitor progress towards established goals, and vote on funding requests.

**Projected use of school improvement funds, including the amount allocated to each project**

School Improvement funds will be used for professional development (\$8,000), EOC tutors (\$2000) and technology to enhance instruction. (\$2,000)

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Dawn Sapp**

Principal

Years as Administrator: 13

Years at Current School: 7

**Credentials**

MEd - Education  
 University of Florida  
 Educational Leadership Certification  
 University of North Florida  
 School Principal Certification - All Levels

**Performance Record**

Bartram Trail High School  
 2000 - 2005 Grade: A, A  
 St. Augustine High School  
 2005 - 2011 Grade: D, B, A, A, B Bartram Trail High School  
 2012 - 2013 Grade: B, TBA

<b>Lauren Abell</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 0
<b>Credentials</b>	MA - Counselor Education University of North Florida Educational Leadership Certification University of North Florida BS - Psychology University of Florida	
<b>Performance Record</b>	Gamble Rogers Middle School 2007 - 2011 Grade: A 2012 - 2013 Grade: B	

<b>Christopher Phelps</b>		
Asst Principal	Years as Administrator: 17	Years at Current School: 12
<b>Credentials</b>	MEd - Educational Leadership Eastern Michigan BS - Social Studies and Business Education TriState University	
<b>Performance Record</b>	Nease High School 1986 - 2000 Bartram Trail High School 2000 - 2013 Grade 7-A's, 2-B's, TBA	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Monica Hicks</b>		
<b>Part-time / District-based</b>	<b>Years as Coach: 1</b>	<b>Years at Current School: 1</b>
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	BA - English & Communications Flagler College Teacher Certification Only University of North Florida Certified: Elementary K-6 English 6-12 Reading Endorsed ESOL Endorsed	
<b>Performance Record</b>	St. Augustine High School, 2010 - 2012, Grade: A, B Switzerland Point Middle School, 1999 - 2003, Grade: A Gamble Rogers Middle School, 1998 - 1999	

**Classroom Teachers**

<b># of classroom teachers</b>	82
<b># receiving effective rating or higher</b>	82, 100%
<b># Highly Qualified Teachers</b>	88%
<b># certified in-field</b>	79, 96%
<b># ESOL endorsed</b>	11, 13%
<b># reading endorsed</b>	5, 6%
<b># with advanced degrees</b>	25, 30%
<b># National Board Certified</b>	3, 4%
<b># first-year teachers</b>	8, 10%
<b># with 1-5 years of experience</b>	19, 23%
<b># with 6-14 years of experience</b>	31, 38%

**# with 15 or more years of experience**

24, 29%

**Education Paraprofessionals****# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

7

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The effectiveness of our core instruction is monitored using data from district designed quarterly formative assessments, 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 Rtl 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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The RtI Leadership Team includes the assistant principal, dean, guidance counselor 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Minutes are taken at each biweekly RtI meeting and at each monthly SAC meeting. These minutes reflect that our business is focused on the goals that were established in our SIP.

The leadership team is always represented at these meetings.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline Data:

\*Reading and Math - Florida Comprehensive Assessment Test (FCAT)

\*Reading - Florida Assessment for Instruction in Reading (FAIR)

\*Reading, Math, Science - Discovery Education

\*Writing - Writing Prompts

\*Behavior - Daily Behavior Charts, ABC data

Mid-year Data:

\*Reading - Florida Assessments for Instruction in Reading (FAIR)

\*Reading, Math, Science - Discovery Education

\*Writing - Writing Prompts

\*Behavior - Daily Behavior Charts, ABC data

End of Year Data:

\*Reading and Math - Florida Comprehensive Assessment Test (FCAT)

\*Reading, Math, Science - Discovery Education

\*Writing - Writing Prompts

\*Behavior - Daily Behavior Charts, ABC data

Biweekly attendance reports including 5, 10 and 15 days of absence during a 90 day period.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Our RtI leader seeks information from our district and other high school RtI teams so that we can function appropriately and efficiently. Our team includes administrators, guidance counselors and deans. Teachers report student data and communicate concerns to the team. Parents are invited to participate in the problem solving process.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:**

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Assistant Principal Chris Phelps is responsible for monitoring the Algebra Camp.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Monica Hicks	Instructional Literacy Coach
Suzy Smith	Media Specialist
Darrell Sutherland	Reading Teacher
Karen Doughtry	Reading Teacher
Danielle Parker	Reading Teacher
Dawn Sapp	Principal
Lauren Abell	Assistant Principal

**How the school-based LLT functions**

The LLT meets monthly under the direction of the Instructional Literacy Coach. This team serves as a resource and guide to the faculty.

**Major initiatives of the LLT**

Initiatives will include: Promotion of Literacy Week; support to content area teachers; and reading strategies shared during monthly PLC's.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

The Instruction Literacy Coach (ILC) is designated as a full-time resource to the entire instructional staff. She is available to assist teachers with planning, to model in classrooms, and to offer feedback as a classroom observer.

Monthly workshops will present research based strategies that have proven to offer the highest yield in student achievement. Department meetings will follow these workshops. The Department Chair will

facilitate collaborative planning to work out effective implementation that fits the subject area need. A district implemented evaluation system will track all teachers' progress and improvement with using reading strategies.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

\*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 and Business & Finance) offer a meaningful course sequence.

### **Strategies for improving student readiness for the public postsecondary level**

\*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 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	75%	No	79%
American Indian		0%		
Asian	80%	81%	Yes	82%
Black/African American	70%	65%	No	73%
Hispanic	70%	62%	No	73%
White	78%	77%	No	80%
English language learners		20%		
Students with disabilities	40%	37%	No	46%
Economically disadvantaged	63%	52%	No	66%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	229	28%	28%
Students scoring at or above Achievement Level 4	398	48%	51%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	515	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	110	72%	75%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	50%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		80%	83%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	297	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	89%	Yes	78%
American Indian				
Asian		100%		
Black/African American	53%	77%	Yes	57%
Hispanic	78%	79%	Yes	80%
White	77%	91%	Yes	79%
English language learners		50%		
Students with disabilities	53%	69%	Yes	58%
Economically disadvantaged	74%	78%	Yes	77%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7		78%	

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	425	86%	89%
Students in lowest 25% making learning gains (EOC)	67	78%	81%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		61%	64%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	126	50%	53%
Students scoring at or above Achievement Level 4	85	34%	37%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	30%	33%
Students scoring at or above Achievement Level 4	181	54%	57%

**Area 4: Science**

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	37%	40%
Students scoring at or above Achievement Level 4	210	57%	60%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		10
Participation in STEM-related experiences provided for students	300	17%	20%



**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	208	12%	15%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	208	12%	15%
CTE-STEM program concentrators	26		36
Students taking CTE-STEM industry certification exams	1	3%	20%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	65%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	475	27%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	255	14%	17%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		97%	100%
Students taking CTE industry certification exams	217	46%	49%
Passing rate (%) for students who take CTE industry certification exams		44%	50%
CTE program concentrators	166	22%	25%
CTE teachers holding appropriate industry certifications	2	40%	100%

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	265	15%	12%
Students in ninth grade with one or more absences within the first 20 days	6	0%	17%
Students in ninth grade who fail two or more courses in any subject	79	4%	3%
Students with grade point average less than 2.0	113	6%	5%
Students who fail to progress on-time to tenth grade	4	1%	0%
Students who receive two or more behavior referrals	66	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	130	7%	6%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	15	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	351	93%	96%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	25	69%	72%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	346	95%	98%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parent involvement at BTHS is strong in most areas including academic and extracurricular support. Open House, Guidance Information Nights, Performing Arts Events and Sports Events are all well attended.

Parent volunteer hours for the 2012-2013 school year totaled 7500 hours for 1770 students. (4.24 hours per student) Our goal is to maintain or increase the volunteer hours.

AVID is a new program at BTHS to support students in the "middle." Our goal is for 100% of our AVID parents to participate in AVID events.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents Volunteer Hours	7500		
100% of AVID Parents will attend AVID Family Night	0		

**Area 10: Additional Targets**

**Additional targets for the school**

All students will follow the Bear Standards and demonstrate the six pillars of character. At least 50 students will be recognized quarterly with a PTO award. All juniors and seniors will be evaluated for nomination of a Character Counts award. Victory with Honor is a focus of our athletic program. One student and coach who exemplify sportsmanship and integrity through athletics is recognized each year.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of students will be exposed to Character Counts programs.	1770	100%	100%

## Goals Summary

- G1.** Bartram Trail High School will use 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 implement the Common Core in all content areas.

## Goals Detail

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

#### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- CTE
- EWS
- EWS - High School
- EWS - Graduation

#### **Resources Available to Support the Goal**

- District Formative Assessments, FAIR Testing, Bubble Reader Program

#### **Targeted Barriers to Achieving the Goal**

- Using the tools to efficiently understand the data

## Plan to Monitor Progress Toward the Goal

Data will be used to monitor and adjust the learning environment

### Person or Persons Responsible

Lauren Abell

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Completed DFA Data Worksheets for each exam (Includes most missed concepts, what steps will be taken to ensure these concepts are learned) PLC minutes showing data analysis discussion

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

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

### Resources Available to Support the Goal

- AVID program, Guidance counselors, PTO Monthly Character Counts Awards, Extracurricular Programs, Career Academies, Clubs

### Targeted Barriers to Achieving the Goal

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

## Plan to Monitor Progress Toward the Goal

Support students to achieve at high levels.

### Person or Persons Responsible

Dawn Sapp

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Successful first year implementation of our AVID Program, List of extracurricular activities and number of students participating, student surveys

## G3. Bartram Trail High School will implement the Common Core in all content areas.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE

### Resources Available to Support the Goal

- CPalms Curriculum Maps District Formative Assessments Curriculum Coordinators

### Targeted Barriers to Achieving the Goal

- Providing training and resources to support teachers in the shift to Common Core is a barrier.

## Plan to Monitor Progress Toward the Goal

Implementation of the Common Core in all content areas

**Person or Persons Responsible**

Principal Dawn Sapp

**Target Dates or Schedule:**

January 2014

**Evidence of Completion:**

Walk Through, Informal and Formal Observation data, DFA data, survey of teachers, Inservice Sign In Sheets

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

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

**G1.B1** Using the tools to efficiently understand the data

**G1.B1.S1** Teachers will use PLC time to analyze Bubble Reader reports that are generated after each District Formative Assessment (DFA).

#### Action Step 1

Beyond the Wednesday morning PLC groups, Algebra teachers will meet with the district math coordinator to analyze the Bubble Reader reports. Substitutes will be needed.

#### Person or Persons Responsible

Testing Coordinator Melissa Roughan, Copy Room Assistant Jane Young

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Bubble Reader Reports

#### Facilitator:

Kim Wuellner

#### Participants:

Jeff Davis, Maria Callinan, Christina Jeffreys, Megan Hinson



### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Bubble Reader reports will be generated and used by teachers to monitor and adjust classroom instruction. Teachers will complete a Data analysis worksheet that leads them to identify the most missed concepts. The worksheet will include an area to articulate an action plan to increase learning.

#### **Person or Persons Responsible**

Lauren Abell

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Bubble Reader Reports, PLC Agenda, Data worksheet completed by each exam group

### **Plan to Monitor Effectiveness of G1.B1.S1**

Using Data to monitor and adjust instruction

#### **Person or Persons Responsible**

Lauren Abell

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

PLC Agenda, PLC Notes, Observation Feedback, Bubble Reader Reports, Data Analysis Worksheets

**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.**

**Action Step 1**

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

**Person or Persons Responsible**

Tanya Thompson, AVID Site Coordinator Suzy Smith, Activities Coordinator Andrew Hurley, Guidance Department Chair

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

AVID Team Meeting Agendas and Minutes, Counselor Information Night Program, List of Sports, Extracurriculars and Clubs

**Facilitator:**

Tanya Thompson

**Participants:**

Mike Chancellor, Robert Dean, Ramona Deese, Jeff Davis, Lauren Abell, Jessica Monahan

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

Students will know an adult and feel connected to campus.

**Person or Persons Responsible**

Dawn Sapp

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

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

### Plan to Monitor Effectiveness of G2.B1.S1

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

#### Person or Persons Responsible

Dawn Sapp

#### Target Dates or Schedule

May 2014

#### Evidence of Completion

AVID Students Attendance, Grades, Retention Rate Club longevity Student Feedback

**G3.** Bartram Trail High School will implement the Common Core in all content areas.

**G3.B1** Providing training and resources to support teachers in the shift to Common Core is a barrier.

**G3.B1.S1** 1. Teachers will attend district level training to facilitate understanding of how to use the new common core centered curriculum maps.

#### Action Step 1

List of workshops will be provided. Teachers will sign a log to indicate where they will be for the inservice day.

#### Person or Persons Responsible

Instructional Literacy Coach Monica Hicks

#### Target Dates or Schedule

Week prior to each inservice day

#### Evidence of Completion

Sunguard (online professional development sign up system), School logs

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

District Level Trainings

**Person or Persons Responsible**

School Secretary Jennifer Aston

**Target Dates or Schedule**

Day before Trainings

**Evidence of Completion**

School based logs for each department are accounted for and submitted to the HR department.

### Plan to Monitor Effectiveness of G3.B1.S1

District Level Workshops

**Person or Persons Responsible**

Instructional Literacy Coach Monica Hicks

**Target Dates or Schedule**

Weeks following the inservice day

**Evidence of Completion**

Conversations with teachers to get feedback on the workshop, use of strategies in classrooms, discussions among teachers during PLCs regarding challenges and successes while using the new strategies

**G3.B1.S2** 2. Teachers will select two high yield strategies for their deliberate practice growth plan and seek professional development for these areas.

**Action Step 1**

Present Deliberate Practice Growth Model, Inservice on using the system to select appropriate growth goals, Enlist James Lee to assist teachers with growth plans

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

August - September

**Evidence of Completion**

All teachers will have an approved Growth Plan in iObservation

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Teachers will complete the growth plan and seek professional development

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Completed Growth Plans in iObservation, attendance logs for professional development that aligns to their goals,

### Plan to Monitor Effectiveness of G3.B1.S2

Effectiveness of growth plans

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Mid-Year and End of Year

**Evidence of Completion**

iObservation data, self reflections by teachers, attendance in professional development

**G3.B1.S3** 3. Quarterly meetings with our district curriculum experts (ELA, science & social studies) will allow teachers to 1. collaborate on their successes and challenges with the curriculum maps, 2. collaboratively grade essays and refine the logistics of close reading activities.

**Action Step 1**

9th and 10th grade teachers will work with a district facilitator to grade the district writing prompt.  
Substitutes Needed.

**Person or Persons Responsible**

Assistant Principal for Curriculum Lauren Abell and ILC Monica Hicks

**Target Dates or Schedule**

October - November

**Evidence of Completion**

Agenda, Substitute Log

**Facilitator:**

Sheila Veatch and Monica Hicks

**Participants:**

Bev Brooks, Megan Young, Mary Mullen, Tanya Thompson Mike Chancelor, Miriam Green, Kelly Pinto, Jay Dimartino

**Plan to Monitor Fidelity of Implementation of G3.B1.S3**

Fall Workshops

**Person or Persons Responsible**

AP Lauren Abell, ILC Monica Hicks

**Target Dates or Schedule**

During the workshops

**Evidence of Completion**

Agenda, list of participants, exit slips

## Plan to Monitor Effectiveness of G3.B1.S3

Fall Curriculum Workshops

### Person or Persons Responsible

Lauren Abell and Monica Hicks

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom observation data, Teacher Feedback, DFA data

**G3.B1.S4** 4. Biweekly PLCs will be course centered with a focus on solving the challenges of the new curriculum maps and suggesting improvements for district designed formative and summative assessments.

### Action Step 1

Teachers who teach the same course will be grouped together. A facilitator will be selected. A calendar of meetings will be established. A structured PLC Worksheet to guide the meetings will be developed and distributed. A workshop to define our goals for PLCs will be presented to launch the program.

### Person or Persons Responsible

Assistant Principal for Curriculum and Instructional Literacy Coach

### Target Dates or Schedule

August 2013

### Evidence of Completion

Opening Workshop Powerpoint, Sign in Sheet, Group Lists, PLC Calendar, PLC Worksheet (Members Present, Results from last Action Steps, New Topics Discussed, Next Action Steps)

### Facilitator:

Various Teacher Leaders

### Participants:

All Faculty

### Plan to Monitor Fidelity of Implementation of G3.B1.S4

Biweekly PLCs

#### Person or Persons Responsible

Principal Dawn Sapp, Assistant Principals Chris Phelps and Lauren Abell, ILC Monica Hicks, Career Specialist Michelle Kisch

#### Target Dates or Schedule

Administrators will rotate through and attend various PLCs that meet on the 2nd and 4th Tuesday of each month

#### Evidence of Completion

PLC Worksheets, Observation Data

### Plan to Monitor Effectiveness of G3.B1.S4

BiWeekly PLCs

#### Person or Persons Responsible

Dawn Sapp, Chris Phelps, Lauren Abell, Michelle Kisch, Monica Hicks

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

DFA data, PLC Worksheets, Teacher Feedback



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instructional funds will be used to fund an additional reading teacher. CTE funding goes directly back into the CTE classrooms for instructional materials and field study opportunities.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

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

**G1.B1** Using the tools to efficiently understand the data

**G1.B1.S1** Teachers will use PLC time to analyze Bubble Reader reports that are generated after each District Formative Assessment (DFA).

### PD Opportunity 1

Beyond the Wednesday morning PLC groups, Algebra teachers will meet with the district math coordinator to analyze the Bubble Reader reports. Substitutes will be needed.

#### Facilitator

Kim Wuellner

#### Participants

Jeff Davis, Maria Callinan, Christina Jeffreys, Megan Hinson

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Bubble Reader Reports

**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. Students will be encouraged to get involved with an extracurricular activity.

**Facilitator**

Tanya Thompson

**Participants**

Mike Chancellor, Robert Dean, Ramona Deese, Jeff Davis, Lauren Abell, Jessica Monahan

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

AVID Team Meeting Agendas and Minutes, Counselor Information Night Program, List of Sports, Extracurriculars and Clubs

**G3.** Bartram Trail High School will implement the Common Core in all content areas.

**G3.B1** Providing training and resources to support teachers in the shift to Common Core is a barrier.

**G3.B1.S3** 3. Quarterly meetings with our district curriculum experts (ELA, science & social studies) will allow teachers to 1. collaborate on their successes and challenges with the curriculum maps, 2. collaboratively grade essays and refine the logistics of close reading activities.

**PD Opportunity 1**

9th and 10th grade teachers will work with a district facilitator to grade the district writing prompt.  
Substitutes Needed.

**Facilitator**

Sheila Veatch and Monica Hicks

**Participants**

Bev Brooks, Megan Young, Mary Mullen, Tanya Thompson Mike Chancelor, Miriam Green, Kelly Pinto, Jay Dimartino

**Target Dates or Schedule**

October - November

**Evidence of Completion**

Agenda, Substitute Log

**G3.B1.S4** 4. Biweekly PLCs will be course centered with a focus on solving the challenges of the new curriculum maps and suggesting improvements for district designed formative and summative assessments.

### **PD Opportunity 1**

Teachers who teach the same course will be grouped together. A facilitator will be selected. A calendar of meetings will be established. A structured PLC Worksheet to guide the meetings will developed and distributed. A workshop to define our goals for PLCs will be presented to launch the program.

#### **Facilitator**

Various Teacher Leaders

#### **Participants**

All Faculty

#### **Target Dates or Schedule**

August 2013

#### **Evidence of Completion**

Opening Workshop Powerpoint, Sign in Sheet, Group Lists, PLC Calendar, PLC Worksheet (Members Present, Results from last Action Steps, New Topics Discussed, Next Action Steps)

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Bartram Trail High School will use data to monitor and adjust the learning environment.	\$400
G2.	Bartram Trail High School will support all students to achieve at high levels.	\$15,000
G3.	Bartram Trail High School will implement the Common Core in all content areas.	\$800
Total		\$16,200

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
SAC	\$1,200	\$0	\$1,200
AP Funds	\$0	\$15,000	\$15,000
Total	\$1,200	\$15,000	\$16,200

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

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

**G1.B1** Using the tools to efficiently understand the data

**G1.B1.S1** Teachers will use PLC time to analyze Bubble Reader reports that are generated after each District Formative Assessment (DFA).

#### **Action Step 1**

Beyond the Wednesday morning PLC groups, Algebra teachers will meet with the district math coordinator to analyze the Bubble Reader reports. Substitutes will be needed.

#### **Resource Type**

Personnel

#### **Resource**

Substitutes will be hired to release teachers for a day of professional development.

#### **Funding Source**

SAC

#### **Amount Needed**

\$400

**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.

**Action Step 1**

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

**Resource Type**

Evidence-Based Program

**Resource**

AVID (Advancement Via Individual Determination) is a program to support students in the "middle."

**Funding Source**

AP Funds

**Amount Needed**

\$15,000

**G3.** Bartram Trail High School will implement the Common Core in all content areas.

**G3.B1** Providing training and resources to support teachers in the shift to Common Core is a barrier.

**G3.B1.S3** 3. Quarterly meetings with our district curriculum experts (ELA, science & social studies) will allow teachers to 1. collaborate on their successes and challenges with the curriculum maps, 2. collaboratively grade essays and refine the logistics of close reading activities.

**Action Step 1**

9th and 10th grade teachers will work with a district facilitator to grade the district writing prompt.  
Substitutes Needed.

**Resource Type**

Personnel

**Resource**

Substitutes will be hired to release teachers from the classroom for one day.

**Funding Source**

SAC

**Amount Needed**

\$800