

Polk County Public Schools

# Bartow Senior High School



2017-18 Schoolwide Improvement Plan

## Bartow Senior High School

1270 BROADWAY AVE S, Bartow, FL 33830

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>0</b>
Professional Development Opportunities	0
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>28</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Bartow Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

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

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

#### 2. School Environment

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

We have implemented wall-to-wall academies where students are provided the opportunity to select a program of study that aligns with their area of interest and culture. Our academy initiative facilitates strong relationships between teachers and students through small learning communities due to the focus and cohesiveness of each academy. The International Baccalaureate Program focuses on global mindedness of our students and provides opportunities to enhance students' cultural awareness, and Summerlin Academy focuses on leadership development through the JROTC program.

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

Bartow High School staff provides supervision throughout the campus before, during, and after school to ensure student safety. Teachers are at their doors and in hallways during class changes to increase student/campus monitoring and ensure safety.

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

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

Additional strategies implemented to guard instructional time are: the Learning Resource Room, monthly Activity Days, and reduced intercom calls into classrooms. The Learning Resource Room

has been implemented as an alternate location for students who are tardy to report to until the end of that class period, keeping tardy students from streaming into classes causing multiple disruptions to the learning environment throughout the class period. Activity Days have been scheduled monthly and are used to schedule school events and activities, field trips, guest speakers, etc. to reduce disruptions to instruction to one day a month. Intercom calls into classrooms have been minimized as well through using other strategies to contact students, such as emailing teachers the names of students who report to offices and/or testing, etc.

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

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

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

### 3. Early Warning Systems

The school's response to this section may 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.**

The BHS/IB/Summerlin Academy early warning system data is available to all staff through Performance Matters. Each teacher has access to his/her students' early warning data to assist with identifying and tracking their students' data and status. Indicators include:

- \*Absent 10% or more of days enrolled
- \*Credits earned are less than required for student progress
- \*GPA below 2.0
- \*Graduation requirements tracking
- \*Overage 2 or more years for grade level
- \*Total number of ISS/OSS greater than three days

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	

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

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

Implementation of wall-to-wall academies  
 Teachers making and documenting parent contact  
 5th Period mentoring  
 BHS Mentoring program  
 Attendance Manager contacting parents  
 Attendance Committee meeting as needed to address truancy  
 Guidance counselors conducting parent conferences focusing on academics and attendance (parent and/or teacher initiated)  
 Academic Success Coach focusing on at risk students and graduation rate  
 Afterschool tutoring  
 HEARTH program tutoring  
 ESOL consultation period to monitor academic success of ESOL student population

## **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?**

Yes

#### **1. PFEP Link**

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

#### **2. Description**

Bartow High School works very hard to make our schools family friendly. The BHS, IB, and SA administration has an open door policy for all stakeholders and employs various strategies and events to promote family and community involvement. They include:  
 Parent and student meetings such as Freshmen Footsteps, Orientation, Cadet Basic Training, Open House, IB Prospective Student Meetings, college planning and financial aid seminars, BHS Academy Expo, IB And SA student shadowing, Job Fair, ACCEL Parent Night, Junior/Senior (individual) conferences with Guidance Counselors, ELL and attendance conferences, interim reports, report cards, access to Student and Parent Portal, SchoolMessenger system, newsletters, and school websites. Additionally, all of our academies have advisory boards with business and community representation and partnerships. These partnerships provide our students with mentoring and internship opportunities.  
 BESTT, the Bartow High School academic booster club, is a community and parent partnership that



supports the academic needs of students and staff at Bartow High School, Bartow IB, and Summerlin Academy. In addition, Friends of IB and Summerlin Academy Captain's Council are parent involvement groups for IB Bartow and Summerlin Academy. The Bartow High School PTSA has been formed and will be fully operational during the 2017-18 school year.

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

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

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

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

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

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

Offer various Title 1 family engagement activities throughout the school year, such as Orientation, College Planning/Financial Aid Night, Freshmen Experience meetings, class meetings, ESOL Parent nights, at-risk student parent nights.

## **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
Clemons, Emilean	Principal
Craven, Mandy	Assistant Principal
Cochran, Steven	Principal
Durham, Dan	Assistant Principal
Austin, Angie	Assistant Principal
Hardman, Brenda	Principal
Brown, Teddy	Assistant Principal
Fletcher, Felecia	Assistant Principal
Jones, Sharon	Dean
Stinson, Debra	Dean
Webster, Brian	Dean
Crowley, Kelly	Instructional Coach

## b. Duties

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

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

### ***2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.***

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Emilean Clemons	Principal
Steven Cochran	Principal
Amanda Craven	Education Support Employee
Kerry Brown	Teacher
Shelly Devore	Teacher
Laura Webster	Teacher
Cecilia Gill	Parent
Clarice Roth	Parent
Jan Crawford	Business/Community
Maria Gomez	Education Support Employee
Vincent Jones	Parent
Jen Daniels	Parent
Geraldine Watson	Business/Community
Brenda Hardman	Principal
Reba Coil	Parent
Vicki Jenkins	Parent
Angie Austin	Education Support Employee
Debbie Stinson	Education Support Employee
Melissa Putnam	Parent
Kristy Joyner	Parent
Sharon Jones	Education Support Employee
Sarah Klimas	Student
Nick Cheshire	Student
Grady Daniels	Student
Martha Laurent	Business/Community
Zachary Simmons	Business/Community
Varrick Nunez	Business/Community

### 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 2017-18 SAC committee reviewed the 2017-18 school improvement plan. Opportunities to provide input were given to all members of the SAC committee and adjustments made to the SIP plan as appropriate. The SAC committee voted to approve the school improvement plan, which was submitted.

**b. Development of this school improvement plan**

The Bartow High School Leadership Team has worked to develop the 2017-18 school improvement plan. This team is comprised of staff members from all three schools. The school improvement plan will be presented to the BHS/IB/SA SAC committee with opportunities for them to provide input, and finally, a vote will be conducted to accept the 2017-18 school improvement plan.

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

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

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

Lottery funds remaining from previous years were approved by SAC to be utilized in purchasing student planners for all students enrolled at BHS/IB/SA and a second ID badge printing system.

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

Yes

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

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

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

Name	Title
Clemons, Emilean	Principal
Craven, Mandy	Assistant Principal
Cochran, Steven	Principal
Devore, Shelly	Teacher, K-12
Hardman, Brenda	Principal
Eaken, Shari	Teacher, K-12
McCabe, Ashley	Teacher, K-12
Brown, Teddy	Assistant Principal
Hanger, Lindsey	Teacher, K-12
Stinson, Debra	Dean
Crowley, Kelly	Instructional Coach

**b. Duties**

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

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

## D. Public and Collaborative Teaching

The school's 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.

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

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

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

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

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

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

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

**b. Instructional Strategies**

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

Bartow High School analyzes student data (FCAT, FSA ELA, FAIR, EOCs, ACCESS for ELLs) to determine appropriate placement of students in classes based on their instructional needs. Administration's expectation is that differentiated instruction is implemented in each classroom to focus on the academic needs of students. This expectation is met through providing professional development and coaching opportunities and is monitored through classroom walkthroughs, observations and lesson plans. Additionally, ESE support facilitation teachers are assigned to grade levels to assist in meeting the academic needs of our ESE student population.

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

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

**Strategy: After School Program**

**Minutes added to school year:** 1,800

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Craven, Mandy, [mandy.craven@polk-fl.net](mailto:mandy.craven@polk-fl.net)

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

Sign in sheets; student grades

**Strategy: Extended School Day**

**Minutes added to school year:**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Austin, Angie, [angie.austin@polk-fl.net](mailto:angie.austin@polk-fl.net)

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may 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.**



9th GRADE:

- \*In the students' 8th grade year, guidance counselors meet with the students in order to ensure they are registered and enrolled in appropriate courses.
- \*Freshman Footsteps seminars held to inform parents/students of expectations regarding policy and graduation.
- \*Teachers of 9th graders share the same area of the school so that they are able to communicate and support the students.
- \*Wall to wall academies
- \*Grade level Guidance presentations
- \*College Planning Seminar and Financial Aid Seminar
- \* BHS Academy Expo and participation in the Polk District WE3 Expo
- \*Cohort scheduling of students through academies to provide additional support through teachers being more familiar with academy students
- \*Cadet Basic Training

10th GRADE:

- \*Counselors meet with students to ensure they are registered and enrolled in appropriate courses.
- \*Wall to wall academies
- \*Grade level Guidance presentations
- \*College Planning Seminar and Financial Aid Seminar
- \* BHS Academy Expo and participation in the Polk District WE3 Expo
- \*Cohort scheduling of students through academies to provide additional support through teachers being more familiar with academy students

11th GRADE:

- \*Junior level conferences with students and parents
- \*Wall to wall academies
- \*College Planning Seminar and Financial Aid Seminar
- \* BHS Academy Expo and participation in the Polk District WE3 Expo
- \*Cohort scheduling of students through academies to provide additional support through teachers being more familiar with academy students

12th GRADE:

- \*Senior level conferences with students and parents
- \*Wall to wall academies
- \*College Planning Seminar and Financial Aid Seminar
- \*Cohort scheduling of students through academies to provide additional support through teachers being more familiar with academy students
- \*HEARTH support for graduating seniors

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

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

Wall to wall academies promote career awareness and readiness. Through the academies, students are provided opportunities through mentoring and internships with various businesses and community organizations. Counselors assist students with guidance in their plans toward the pursuit of post-secondary goals. This includes grade-level conferences throughout their high school career. Individual junior level conferences with students and parents focus on college and career planning.

BHS/IB/SA hosts college planning and financial aid seminars annually. Additionally, we provide our



students with the opportunity to speak with college recruiters during school visits and encourage attendance at college fairs. Students also have the opportunity to visit local career centers.

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

The following CTE academies are available at BHS/IB/SA and offer the listed industry certifications:

Medical and Fire Academy - Certified Nursing Assistant, Emergency Medical Responder, EKG Tech, Home Health Aide, Certified Medical Administrative Assistant, Firefighter 1

Marketing and Design Academy - MOS Certification, Adobe Certification

Future Educator Academy - ParaPro

iGrow Agriculture Academy - FNGLA Certified Horticulture Professional, Certified Ag Technician

Culinary Academy - ProStart Level 1 and 2 Certificates of Achievement, SafeStaff Foodhandler, ServSafe Manager

Academy of Engineering - MSSC-CPT Manufacturing Skills Standards Council, Certified Production Technician; AutoDesk - AutoCAD, Revit, Inventor; SolidWorks CSWA Certified Solid Works Associate

Construction Academy - NCCR, WCA

Legal Studies Academy- MOS Certifications, ALS (American Legal Secretary) Certification

Criminal Justice Academy - dual enrollment

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

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

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

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

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

- \*Teachers increased focus on differentiated instruction
- \*Increased professional development opportunities for teachers focusing on the new standards and newly adopted instructional materials
- \*College planning seminar opportunities for students and parents
- \*Offering AP, IB, and dual enrollment courses to increase college prep coursework
- \*Wall-to-wall academy offerings and industry certifications
- \*ACT/SAT Prep

## II. Needs Assessment

The school's completion of this 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** BHS/IB/SA 2017-18 graduation rate will increase by 3% overall.
- G2.** Student achievement in accountability areas will increase by 3% in the 2017-18 school year.

## 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. BHS/IB/SA 2017-18 graduation rate will increase by 3% overall.** 1a

G098178

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	86.0

**Targeted Barriers to Achieving the Goal** 3

- graduation requirements not met

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

- social worker
- school student support staff/student services
- tutoring

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

Students' graduation status will be monitored at the end of each semester to ensure increased graduation rate for the Class of 2018.

**Person Responsible**

Mandy Craven

**Schedule**

Semiannually, from 8/10/2017 to 6/1/2018

**Evidence of Completion**

Performance Matters reports, Genesis PRM001-Missing Credit Report

**G2. Student achievement in accountability areas will increase by 3% in the 2017-18 school year.** 1a

G098179

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	36.0
Geometry EOC Pass Rate	37.0
FSA ELA Achievement	48.0
Bio I EOC Pass	55.0
U.S. History EOC Pass	63.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of depth of knowledge and intent of FSA standards and assessments
- Lack of student prior knowledge

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

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

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

2017-18 State assessment scores will increase by 3% proficiency.

**Person Responsible**

Emilean Clemons

**Schedule**

Annually, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

EOC/FSA/PCA assessments

## 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

 = Problem Solving Step    S123456 = Quick Key

**G1. BHS/IB/SA 2017-18 graduation rate will increase by 3% overall. 1**

 G098178

**G1.B4 graduation requirements not met 2**

 B264090

**G1.B4.S1** Provide academic support and family engagement to ensure graduation requirements are met. 4

 S279738

**Strategy Rationale**

As academic support and family involvement improves graduation rate will increase.

**Action Step 1 5**

BHS/IB/SA will provide ACT/SAT and Algebra 1 EOC test prep - such as after school Learning Resource Center tutoring sessions, ACT/SAT workbooks.

**Person Responsible**

Debra Stinson

**Schedule**

Every 2 Months, from 9/1/2017 to 3/30/2018

**Evidence of Completion**

LRC Contract, calendar of LRC scheduled sessions, student sign sheets

**Action Step 2 5**

BHS/IB/SA will offer family engagement events to increase parental involvement and knowledge of their students' academic success and graduation requirements.

**Person Responsible**

Angie Austin

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

event sign in sheets, advertisement flyers/brochures, event agendas, postage receipts

**Action Step 3** 5

BHS/IB/SA will increase academic achievement and graduation rate through engaging students in career academy opportunities of their choice.

**Person Responsible**

Mandy Craven

**Schedule**

Monthly, from 8/1/2017 to 6/1/2018

**Evidence of Completion**

student schedules, career academy enrollment, elective registration forms, industry certification pass rates

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

Monitor ELA (ACT/SAT) and Algebra1 EOC assessment graduation requirements are met.

**Person Responsible**

Mandy Craven

**Schedule**

Every 2 Months, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

ACT/SAT, Algebra 1 EOC, PERT score reports, Genesis PRM001 Missing Credit Report

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

Track students' progress toward earning a standard high school diploma.

**Person Responsible**

Mandy Craven

**Schedule**


Semiannually, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

ACT/SAT/Algebra 1 EOC/PERT score reports, Genesis PRM001 Missing Credit Report, Performance Matters data



**G2.** Student achievement in accountability areas will increase by 3% in the 2017-18 school year. 1

 G098179

**G2.B1** Lack of depth of knowledge and intent of FSA standards and assessments 2

 B264093

**G2.B1.S1** Provide support and coaching for instructional staff focusing on state standards and test specifications. 4

 S279741

### Strategy Rationale

To increase teacher knowledge and implementation of state standards and test specifications during collaborative planning.

### Action Step 1 5

Schedule district and school-based coaches and supports to ensure implementation of standards/ test specifications based instruction.

#### Person Responsible

Emilean Clemons

#### Schedule

Monthly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Collaborative planning documents

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

Administrators assigned by content area will attend collaborative planning sessions.

#### Person Responsible

Emilean Clemons

#### Schedule

Monthly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Collaborative planning documents

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

Classroom observations ensure standards-based instruction.

**Person Responsible**

Emilean Clemons


**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

lesson plans, observation/walk-throughs, data chats

**G2.B6** Lack of student prior knowledge 2

 B264098

**G2.B6.S1** Increase authentic student engagement in rigorous instruction using additional materials and resources in ELA, reading, math, science, and social studies courses. 4

 S279744

**Strategy Rationale**

Student achievement will increase through the utilization of resources to enrich and remediate instruction in ELA, reading, math, science, and social studies courses.

**Action Step 1** 5

BHS/IB/SA will provide students with enrichment and remediation such as math consumable materials and curriculum, science lab materials, tutoring and support resources.

**Person Responsible**

Debra Stinson

**Schedule**

Monthly, from 8/1/2017 to 6/1/2018

**Evidence of Completion**

classroom observations, extended learning schedule, receipts

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

Administration will monitor student enrichment and remediation activities and student progress.

**Person Responsible**

Emilean Clemons

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

extended learning sign in sheets, observations, work samples

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

Monitor student progress and achievement in core content courses.

**Person Responsible**

Emilean Clemons

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

observations, student work samples; progress monitoring scores; course grades

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B4.S1.A1 A377004	BHS/IB/SA will provide ACT/SAT and Algebra 1 EOC test prep - such as after school Learning Resource...	Stinson, Debra	9/1/2017	LRC Contract, calendar of LRC scheduled sessions, student sign sheets	3/30/2018 every-2-months
G2.MA1 M408015	2017-18 State assessment scores will increase by 3% proficiency.	Clemons, Emilean	8/10/2017	EOC/FSA/PCA assessments	5/25/2018 annually
G2.B1.S1.MA1 M408009	Classroom observations ensure standards-based instruction.	Clemons, Emilean	8/10/2017	lesson plans, observation/walk-throughs, data chats	5/25/2018 quarterly
G2.B1.S1.MA1 M408010	Administrators assigned by content area will attend collaborative planning sessions.	Clemons, Emilean	8/10/2017	Collaborative planning documents	5/25/2018 monthly
G2.B1.S1.A1 A377009	Schedule district and school-based coaches and supports to ensure implementation of standards/test...	Clemons, Emilean	8/10/2017	Collaborative planning documents	5/25/2018 monthly
G1.MA1 M408008	Students' graduation status will be monitored at the end of each semester to ensure increased...	Craven, Mandy	8/10/2017	Performance Matters reports, Genesis PRM001-Missing Credit Report	6/1/2018 semiannually
G1.B4.S1.MA1 M408004	Track students' progress toward earning a standard high school diploma.	Craven, Mandy	9/1/2017	ACT/SAT/Algebra 1 EOC/PERT score reports, Genesis PRM001 Missing Credit Report, Performance Matters data	6/1/2018 semiannually
G1.B4.S1.MA1 M408005	Monitor ELA (ACT/SAT) and Algebra1 EOC assessment graduation requirements are met.	Craven, Mandy	9/1/2017	ACT/SAT, Algebra 1 EOC, PERT score reports, Genesis PRM001 Missing Credit Report	6/1/2018 every-2-months
G1.B4.S1.A2 A377005	BHS/IB/SA will offer family engagement events to increase parental involvement and knowledge of...	Austin, Angie	9/1/2017	event sign in sheets, advertisement flyers/brochures, event agendas, postage receipts	6/1/2018 quarterly
G1.B4.S1.A3 A377006	BHS/IB/SA will increase academic achievement and graduation rate through engaging students in...	Craven, Mandy	8/1/2017	student schedules, career academy enrollment, elective registration forms, industry certification pass rates	6/1/2018 monthly
G2.B6.S1.MA1 M408013	Monitor student progress and achievement in core content courses.	Clemons, Emilean	9/1/2017	observations, student work samples; progress monitoring scores; course grades	6/1/2018 quarterly
G2.B6.S1.MA1 M408014	Administration will monitor student enrichment and remediation activities and student progress.	Clemons, Emilean	9/1/2017	extended learning sign in sheets, observations, work samples	6/1/2018 quarterly
G2.B6.S1.A1 A377011	BHS/IB/SA will provide students with enrichment and remediation such as math consumable materials...	Stinson, Debra	8/1/2017	classroom observations, extended learning schedule, receipts	6/1/2018 monthly

## VII. Budget

1	G1.B4.S1.A1	<b>BHS/IB/SA will provide ACT/SAT and Algebra 1 EOC test prep - such as after school Learning Resource Center tutoring sessions, ACT/SAT workbooks.</b>				<b>\$103,936.10</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	131300-CONSULTING SERVICES - GENERAL	0901 - Bartow Senior High School	Title, I Part A		\$24,000.00
			Notes: LRC test prep sessions			

**Polk - 0901 - Bartow Senior High School - 2017-18 SIP**  
*Bartow Senior High School*

	5900	510-Supplies	0901 - Bartow Senior High School	Title, I Part A		\$6,000.00
			<i>Notes: ACT/SAT materials</i>			
	5100	100-Salaries	0901 - Bartow Senior High School	Title, I Part A		\$68,936.10
			<i>Notes: Student Success Coach</i>			
	5100	651-Bus(es)	0901 - Bartow Senior High School	Title, I Part A		\$5,000.00
<b>2</b>	<b>G1.B4.S1.A2</b>	<b>BHS/IB/SA will offer family engagement events to increase parental involvement and knowledge of their students' academic success and graduation requirements.</b>				<b>\$22,852.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	210000-POSTAGE	0901 - Bartow Senior High School	Title, I Part A		\$7,500.00
			<i>Notes: Postage</i>			
	6150	570-Food	0901 - Bartow Senior High School	Title, I Part A		\$10,000.00
	6150	131300-CONSULTING SERVICES - GENERAL	0901 - Bartow Senior High School	Title, I Part A		\$5,000.00
			<i>Notes: Guest/Motivational Speakers</i>			
	5100	160-Other Support Personnel	0901 - Bartow Senior High School	Title, I Part A		\$352.00
			<i>Notes: Special activity pay - custodial services</i>			
<b>3</b>	<b>G1.B4.S1.A3</b>	<b>BHS/IB/SA will increase academic achievement and graduation rate through engaging students in career academy opportunities of their choice.</b>				<b>\$11,800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0901 - Bartow Senior High School	Title, I Part A		\$10,800.00
			<i>Notes: Academies of Nashville Study Visit</i>			
	5100	700-Other Expenses	0901 - Bartow Senior High School	Title, I Part A		\$1,000.00
			<i>Notes: Industry certification exam fees</i>			
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>Schedule district and school-based coaches and supports to ensure implementation of standards/test specifications based instruction.</b>				<b>\$25,684.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0901 - Bartow Senior High School	Title, I Part A		\$25,684.00
			<i>Notes: sub coverage for model classroom observations and content area collaborative planning</i>			

Polk - 0901 - Bartow Senior High School - 2017-18 SIP  
Bartow Senior High School

5	G2.B6.S1.A1	BHS/IB/SA will provide students with enrichment and remediation such as math consumable materials and curriculum, science lab materials, tutoring and support resources.				\$134,547.54
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0901 - Bartow Senior High School	Title, I Part A		\$5,000.00
			Notes: Agile Mind Curriculum			
	5100	341039-SUPPLIES - EDUCATIONAL	0901 - Bartow Senior High School	Title, I Part A		\$3,000.00
			Notes: Biology lab materials			
	5100	341000-SUPPLIES - GENERAL	0901 - Bartow Senior High School	Title, I Part A		\$9,897.44
			Notes: Instructional supplies - ink, paper, chart paper, markers			
	5100	341039-SUPPLIES - EDUCATIONAL	0901 - Bartow Senior High School	Title, I Part A		\$4,200.00
			Notes: Study Edge - MathNation Geometry Workbooks			
	5100	230000-PRINTING/ REPRODUCTION - GENERAL	0901 - Bartow Senior High School	Title, I Part A		\$5,000.00
			Notes: Study Edge - MathNation Student Practice Book printing			
	5100	530-Periodicals	0901 - Bartow Senior High School	Title, I Part A		\$700.00
			Notes: Scholastic subscription			
	5100	160-Other Support Personnel	0901 - Bartow Senior High School	Title, I Part A		\$68,936.10
			Notes: Instructional/Literacy Coach			
	5100	160-Other Support Personnel	0901 - Bartow Senior High School	Title, I Part A		\$9,470.00
			Notes: Special activity for teachers facilitating extended learning			
	5100	160-Other Support Personnel	0901 - Bartow Senior High School	Title, I Part A		\$4,100.00
			Notes: Special activity pay for Title 1 coordinator			
	5100	120-Classroom Teachers	0901 - Bartow Senior High School	Title, I Part A		\$24,244.00
			Notes: Extra periods to reduce class sizes			
					<b>Total:</b>	<b>\$298,819.64</b>