

St. Johns County School District

# Bartram Trail High School



## 2021-22 Schoolwide Improvement Plan

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# Bartram Trail High School

7399 LONGLEAF PINE PKWY, Saint Johns, FL 32259

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

## Demographics

**Principal: Chris Phelps**

Start Date for this Principal: 8/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	4%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (68%) 2016-17: A (70%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the St. Johns County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Bartram Trail High School

7399 LONGLEAF PINE PKWY, Saint Johns, FL 32259

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	4%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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### SIP Authority

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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>.

### 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. 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: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Phelps, Chris	Principal	The Leadership Team includes the Principal, Assistant Principals, Dean, Counselors and Instructional Literacy Coaches. 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. The Principal ensures that all staff comply with the district-wide school sit standards.
Lay, Joe	Assistant Principal	
Raimann, Parker	Assistant Principal	
Sands, Kerri	Assistant Principal	
Roughan, Melissa	Registrar	
Peaver, Pete	Dean	
Hodges, Matt	Assistant Principal	
Huber, Amy	Instructional Coach	
Salas, Jessica	Assistant Principal	
Hatcher, Melissa	Instructional Coach	
Patterson, Suzanne	School Counselor	

## Demographic Information

### Principal start date

Saturday 8/1/2015, Chris Phelps

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

23

**Total number of teacher positions allocated to the school**

145



**Total number of students enrolled at the school**

3,220

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

**Demographic Data****Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	845	801	737	695	3078	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	136	145	181	120	582	
One or more suspensions	0	0	0	0	0	0	0	0	0	53	36	54	32	175	
Course failure in ELA	0	0	0	0	0	0	0	0	0	27	22	19	50	118	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	81	55	47	46	229	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	117	94	111	62	384	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	34	30	38	24	126	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

**Date this data was collected or last updated**

Wednesday 8/25/2021

**2020-21 - As Reported****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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	800	739	688	662	2889
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	33	50	30	62	175
One or more suspensions	0	0	0	0	0	0	0	0	0	0	32	36	39	54	161
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	49	54	54	49	206
Course failure in Math	0	0	0	0	0	0	0	0	0	0	50	54	53	49	206
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	30	25	24	21	100
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	30	25	24	21	100

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	49	49	42	52	192

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

**2020-21 - Updated**

**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	800	739	688	662	2889
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	33	50	30	62	175
One or more suspensions	0	0	0	0	0	0	0	0	0	0	32	36	39	54	161
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	49	54	54	49	206
Course failure in Math	0	0	0	0	0	0	0	0	0	0	50	54	53	49	206
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	30	25	24	21	100
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	30	25	24	21	100

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	49	49	42	52	192	

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	74%	56%	76%	67%	56%
ELA Learning Gains				58%	60%	51%	56%	59%	53%
ELA Lowest 25th Percentile				48%	50%	42%	43%	52%	44%
Math Achievement				75%	73%	51%	72%	66%	51%
Math Learning Gains				48%	58%	48%	54%	55%	48%
Math Lowest 25th Percentile				43%	55%	45%	43%	52%	45%
Science Achievement				87%	86%	68%	86%	78%	67%
Social Studies Achievement				89%	88%	73%	89%	81%	71%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	76%	75%	1%	55%	21%
Cohort Comparison						
10	2021					
	2019	73%	74%	-1%	53%	20%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	87%	-1%	67%	19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	88%	1%	70%	19%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	79%	-5%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	81%	-4%	57%	20%

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	46	40	29	31	31	52	62		95	24
ELL	47	75	73	50	31					100	50
ASN	85	64		82	43		96	92		100	83
BLK	66	77	78	43	31	24	75	79		98	38
HSP	71	59	49	64	40	42	83	78		100	57
MUL	62	68	64	70	53		75	95		100	62
WHT	77	67	54	71	42	41	84	85		98	63
FRL	63	57	63	57	37	18	59	71		96	40
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	37	33	43	37	32	53	57		95	26
ASN	88	60		89	48		92	89		100	82

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	54	47	30	54	39	19	54	80		94	42
HSP	70	57	53	68	49	47	90	83		97	62
MUL	68	32		85	27		93	91		100	58
WHT	76	59	49	77	49	44	89	90		98	64
FRL	54	38	27	50	30	16	76	76		83	49
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	34	29	40	39	36	50	63		87	35
ASN	95	69		91	62		94	92		100	74
BLK	58	54	42	48	42	40	73	70		100	40
HSP	71	56	38	69	48	32	84	84		97	53
MUL	85	63		81	72						
WHT	77	55	44	74	55	45	87	90		96	64
FRL	59	43	32	61	48	53	70	76		86	57

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	752
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

**What strategies will need to be implemented in order to accelerate learning?**

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:** [no one identified]**Evidence-based Strategy:****Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:** [no one identified]**Evidence-based Strategy:****Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***#3. Culture & Environment specifically relating to****Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:** [no one identified]**Evidence-based Strategy:****Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***#4. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:** [no one identified]**Evidence-based Strategy:****Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus*



### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

#### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

**Describe how the school addresses building a positive school culture and environment.**

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**