Bartram Trail High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 8/3/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	4%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: A (70%) 2018-19: A (68%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Phelps, Chris	Principal	
Raimann, Parker	Assistant Principal	
Sands, Kerri	Assistant Principal	
Lay, Joe	Assistant Principal	
Salas, Jessica	Assistant Principal	
Peaver, Pete	Dean	
Roughan, Melissa	Registrar	
Kirkland, Tiffany	Instructional Coach	

Demographic Information

Principal start date
Monday 8/3/2015, Chris Phelps

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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.*
26

Total number of teacher positions allocated to the school
109

Total number of students enrolled at the school

2,510

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

46

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	855	808	786	732	3181
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	109	163	169	157	598
One or more suspensions	0	0	0	0	0	0	0	0	0	50	72	64	46	232
Course failure in ELA	0	0	0	0	0	0	0	0	0	90	90	74	42	296
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	79	62	44	70	255
Level 1 on 2022 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	

Using the table above, complete the table below with the number of students by current grade level who have 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	77	119	96	77	369

Using current year data, complete the table below with the number of students identified as being "retained.":

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	9	13	11	1	34
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

Tuesday 8/30/2022

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	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	

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	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

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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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	74%	51%				75%	74%	56%
ELA Learning Gains	65%						58%	60%	51%
ELA Lowest 25th Percentile	49%						48%	50%	42%
Math Achievement	74%	50%	38%				75%	73%	51%
Math Learning Gains	61%						48%	58%	48%
Math Lowest 25th Percentile	47%						43%	55%	45%
Science Achievement	84%	70%	40%				87%	86%	68%
Social Studies Achievement	86%	59%	48%				89%	88%	73%

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

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
2022					
2019	86%	87%	-1%	67%	19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	88%	1%	70%	19%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	79%	-5%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	81%	-4%	57%	20%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	38	33	36	43	36	50	51		95	17
ELL	25	57	56	69	69		50				
ASN	87	73	50	83	67		100	97		100	71
BLK	49	60	50	54	56	39	73	82		97	43
HSP	70	63	52	62	53	38	77	80		97	55
MUL	63	56	36	72	54	33	86	89		95	63
WHT	77	66	49	77	64	51	85	86		99	62
FRL	63	59	45	60	50	27	79	69		96	46
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
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	69

ESSA Federal Index	
Total Points Earned for the Federal Index	768
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The Social Studies and Science achievement scores remained constant. Math Learning Gains increased from 41% to 61%. ELA LG Lowest 25% dropped from 56% to 49%. Our SWD subgroup scored significantly below the school averages. Our overall score increased as a school.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Assisting our ELA LG Lowest 25% students. Scores dipped from 56% to 49%.

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

Change in instructional personnel throughout the 2021-22 school year. We lost 5 ELA teachers in grades 9/10 from September to February. With this we had multiple subs. Teachers also had to adjust to new curriculum standards while still dealing with effects of COVID. We lost teachers with the opening of a new school and created new 9/10 teams for ELA PLC's.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Learning Gains ---- increased from 41% to 61%.

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

Teachers taking shields down. Math coach helping teachers with planning and student engagement. Tutors doing pullouts and common planning

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

Small Group instruction strategies modeled by ILC
Differentiation based on PLC data from common summatives
Online tutorials -- APEX; Khan; teacher created

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.

Performance Matters training during rolling Professional Development
Ongoing coaching cycles with ILC focusing on new instructors along with their PLC
ILC providing instructional support desegregating data for all subjects
Subs provided to teachers to work in PLC for unit planning and sharing

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

Monthly meetings for coaching new teachers. ILC's and PLC meeting time that is protected throughout the school year. Staff learning how to use all the resources in Performance Matters to guide instruction.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Focus on Math Achievement for Student with Disabilities. The overall performance was 36%; with Math learning gains of 43% and Math learning gains of LQ25 of 36%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We hope achieve a 50% Achievement level for our Students with Disabilities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will utilize common assessments across the general education courses and ESE courses. We will also participate in the district common formative quarterly.
Person responsible for monitoring outcome:	Parker Raimann (parker.raimann@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Common planning for Algebra teachers Pull out through 2 dedicated ESE teachers certified in math. Hired 2 Tutors working specifically with math classes. Intensive Geometry classes created to support low achieving math students Class Size < 20 ESE support teachers selected for their math understanding; added additional days of support
Rationale for Evidence-based Strategy: Explain the	Implemented 4 90 minute blocks of Algebra for lowest achieving students as well as 3 sections of Intensive Geometry for students who will be retaking the Algebra test in the fall to continue to work on math concepts. Created common planning for our Algebra teachers to focus on engagement strategies, pacing and data analysis. ESE support teachers strategically placed to have access to planning time with Algebra teachers.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Moved the blocks of math to the morning of the day to help with engagement. The math department heads work directly with our teachers to share and support strategies. We support the math classes with ESE teachers and 2 math tutors.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue to implement the PLC process between math teachers and ESE teachers
Tutors placed strategically to assist our SWD students
Common District Formative that reflect state test type questions

Person Responsible	Parker Raimann (parker.raimann@stjohns.k12.fl.us)

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	BTHS split into a new high school for 2022-23. We lost 36 teachers to the split plus an additional 10 left during the school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We hope to retain all teachers throughout the 2022-23 school year. We felt with the loss of teachers during the school year last year -- kids didn't perform as well especially in ELA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We intend to re-instate monthly faculty meetings to check on the pulse of our faculty. Attend more PLC meetings and dropping in to meet teachers during their planning time.
Person responsible for monitoring outcome:	Chris Phelps (chris.phelps@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Keeping a solid, stable faculty helps with teacher effectiveness and efficiency. Teachers helping teachers throughout the year will keep everyone overcome the adversity of a school year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The success of our students is directly related to the effectiveness of our teaching staff. Keeping teachers satisfied, content and hungry is the key to success.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Holding monthly meetings
2. Regular attendance at PLC meetings
3. Holding clinics with ILC for additional instructional strategies

Person Responsible	Kerri Sands (kerri.sands@stjohns.k12.fl.us)

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The use of PLC with our faculty is part of the vision of the district leadership in St. Johns. We believe teachers working together offers the best educational experience for our students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will maintain a schedule where Wednesday's are free for PLC meetings throughout the school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will make it a weekly task to attend PLC meetings and support the teams in their educational journeys. Meetings occur on Wednesday and we cancelled all other school meetings for Wednesday to keep calendar clear.
Person responsible for monitoring outcome:	Joe Lay (joe.lay@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	PLC meetings drives instruction for the various target groups of students at BTHS. Teachers will use their PLC meeting time to better meet the needs of our students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The data derived from PLC meetings help teachers determine the best action to meet the needs of the students. The PLC's will discuss the data to help drive instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Maintain log of meetings throughout the year
2. Be an active member of the meetings; asking teachers what they need to be successful.
3. Modeling PLC's at department head meetings

Person Responsible   Joe Lay (joe.lay@stjohns.k12.fl.us)

#4. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Support	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Focus for the year in class meetings was -- "Leave it better than you found it." Find opportunities to help others during your time at school, make a situation better, be a positive influence and leave your school, class, peer better than you found it.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Continue to create culture based on BEAR Standards -- Be on Time; Be Prepared; Be Respectful; Give your best Effort. We continue to make this a topic at class meetings and class visits while also working with Link Crew, Clubs and intern programs throughout the year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We required clubs when completing this years organization paperwork to state how they plan to leave the school or community better than they found it. Club sponsors will provide quarterly feedback throughout the year.
Person responsible for monitoring outcome:	Jessica Salas (jessica.salas@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Link Crew; Digital Citizenship in media center; Be the Light; Sportsmanship speech before the athletic events; NHS and other club initiatives.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We are looking at multiple opportunities for student leadership and making the most of your time at Bartram Trail High School. Link Crew and NHS are established programs that allow students to impact other students. Reading a pledge of sportsmanship before all athletic events share the character counts pillars with our community.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor student group impact on peers.
2. Continue to create culture of great habits that carry beyond high school.

Person Responsible	Jessica Salas (jessica.salas@stjohns.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Here at Bartram, we encourage students to follow the Bear Standards and ROAR:

Bear Standards
Be On Time
Be Prepared
Be Respectful
Give Your Best Effort

Respect all
Own their actions
Advocate
Reach their highest potential

These expectations were founded within the six pillars of character counts: trustworthiness, respect, responsibility, fairness, caring, and citizenship. We have embedded these pillars deep into our school's culture.
As you walk our campus, you will see visual representation of our initiatives in hallways and all classrooms. We have implemented a PAWsitive referral system in which staff can nominate students for showcasing the pillars of character. Nominated students receive a card with an encouraging note of gratitude from the nominator and can bring this card to redeem a reward during lunch.
Every club on campus adopts a character counts goal to focus on, in addition to their various planned service projects and community activities throughout the year.
New this year are our connect clubs and sports. Within every connect organization are student leaders who are professionally trained through workshops to be inclusive and welcoming of all students. Connect clubs and sports teams are recognized on our website with the puzzle piece logo.

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

Club sponsors are responsible for helping students and club members be a positive influence in the school community. Ms. Salas operates the PAWsitive program and recognizes students weekly. She also highlights students through the school twitter account. School counselors promote positive culture with the Wednesday Counselor in the courtyard program.