

Bartram Trail High School



2014-15 School Improvement Plan

Bartram Trail High School

7399 LONGLEAF PINE PKWY, Saint Johns, FL 32259

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

8%

Alternative/ESE Center

No

Charter School

No

Minority

17%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	B

School Board Approval

This plan is pending approval by the St. Johns 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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

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

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

At Bartram Trail High School our mission is to provide a safe place for students to learn and develop in all areas of their lives: academically, athletically, and socially. We celebrate advanced academics every year by hosting an Academic Awards night to honor our upperclassmen that have maintained a 3.5 GPA or higher. Students are recognized and awarded an academic letter in an assembly before their family and friends. Bartram maintains over 25 various athletic teams that involve approximately 50% of our student body. In addition to the teams, student are encouraged to remain physically fit through PE classes, and all freshmen learn about healthy lifestyles in our HOPE classes. BTHS hosts a Run@ School day in September to encourage a healthy lifestyle with a Senior/Teacher 1 mile run, 50 yard dash challenge at lunch and other run/walking activities throughout the day. Several clubs at Bartram are based on student interests and provide opportunities in community service, teamwork, and leadership. Some of those clubs are: Spanish Club, Dreams Come True, National Honor Society, Interact, Photography Club, Fellowship of Christian Athletics, American Sign Language Club, and Senior Women. A new organization this year is Link Crew, which is a leadership/mentorship organization that teaches upperclassmen leadership skills to mentor incoming freshmen. This is a wonderful win/win situation by providing freshmen with an upperclassman friend as a go to person for the many challenges of high school life, and providing the upperclassmen with an opportunity to learn leadership skills that will prepare them for the next phase of their lives. Leadership opportunities are also available through class officers and the Student Principal Advisory Committee. Social opportunities at Bartram include pep rallies, sporting events, Homecoming Week, club meetings, school dances, as well open seating lunch each day.

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

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

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

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

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

Beginning in the spring of 2014, Bartram Trail High School participated in a pilot program in partnership with the District's Student Services Office in which a mental health counselor was assigned to the school to provide on-site mental health therapy to students and families. Students were identified and referred to the program by the school guidance department.

There are a variety of clubs and activities that enrich the student experience at Bartram Trail HS. These clubs serve to help students feel included at school. A student mentor program, the Link Club, was established in the spring of 2014 which partners juniors and seniors with freshmen students

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	12	56	74	84	226
One or more suspensions	82	24	25	31	162
Course failure in ELA or Math	10	15	34	56	115
Level 1 on statewide assessment	12	19	11	0	42

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	17	20	31	37	105

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

The majority of students who are level 1 or level 2 readers are in an Intensive Reading class for 45 minutes every day or in a reading teacher taught “Teen Leadership” class that has reading strategies and complex text embedded into the curriculum. The majority of our 9th grade struggling readers are in an Intensive Reading class that is paired with an English class for extra support during their first year of high school. Students with decoding and fluency issues are placed in a 90 minute Intensive Reading class that uses the research based intervention program Read 180. Some of our students who do not have as many warning signs receive their reading interventions during the day with an NGCAR-PD certified content area teacher. Students who have below proficient FCAT math levels and/or low grades are placed in a 90 minute Intensive Algebra block. Students whose warning signs include lack of required credits have the opportunity for grade recovery classes using Plato. Teachers who have worries about students can give their names to the MTSS team, which meets regularly to discuss academic, behavior, and attendance issues and works to create solutions. We provide RtI plans to students who need intervention, and use small group strategies with targeted instruction for those students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

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

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Sapp, Dawn	Principal
Jacobson, Kelly	Assistant Principal
Phelps, Chris	Assistant Principal
Abbs, Trevor	Assistant Principal
Hicks, Monica	Instructional Coach

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Our master schedule is designed to meet class size requirements while fulfilling each student's graduation requirements. Staffing decisions align with meeting the needs of all students which includes smaller classes for struggling students who may need more support and specialized higher level science and math classes for our accelerated students.

Goals in our school improvement plan are initiated using our previous year's instructional data. Supplemental Academic Instructional funds will be used to fund an additional reading teacher. CTE funding goes directly back into the CTE classrooms for instructional materials and field study opportunities.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dawn Sapp	Principal
Melissa Muley	Parent
Christine Weber	Parent
Cindy Faust	Parent
Joyce Couch	Parent
Doug Ramsy	Parent
Kathy Gilmore	Business/Community
Megan Young	Teacher
Tanya Thompson	Teacher
Earl Brown	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

School Improvement funds will be used for professional development (\$8000), EOC tutors (\$2000) and technology to enhance instruction (\$2,000).

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sapp, Dawn	Principal
Phelps, Chris	Assistant Principal
Jacobson, Kelly	Assistant Principal
Abbs, Trevor	Assistant Principal
Hicks, Monica	Instructional Coach
Roughan, Melissa	Other
Parker, Danielle	Teacher, K-12
Sutherland, Darrell	Teacher, K-12
Smith, Suzy	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers are given time to collaborate in their PLC's several times each month. Twice monthly Department Chair meetings are held to keep the lines of communication between Administration, teachers, and other departments. Open communication and transparency supports positive working relationships between and among teachers.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction. In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations. Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

Instructional Strategies

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

Teachers review individual student and teacher data as well as departmental data and then adjust instruction accordingly. When a discrepancy is notated, teachers will loop back and reteach teach as

needed. This occurs using different strategies before, during, and after school help sessions. This information is also reviewed at PLC meetings where action plans are created and reviewed.

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

Strategy: Summer Program

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Phelps, Chris, chris.phelps@stjohns.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

College and Career Readiness

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

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

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

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

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

Teachers show relevance through applied learning activities (i.e., project-based learning, high-level questioning techniques, co-curricular projects).
Career academies use cross-curricular, service-learning, and community-based projects.

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

- *Students are encouraged to complete advanced-level courses. Emphasis is placed on exposure to accelerated courses as prep for college success.
- *Math preparation for post-secondary success will be accomplished by providing the Algebra I course before 9th grade and encouraging completion of at least one level 3 high school math course.
- *Eligible students will be advised to work enroll in Dual Enrollment or AP classes by teachers and guidance counselors.
- *Bright Futures scholarship information will be shared in the 9th grade orientation and continue throughout high school.
- *Industry certification is a priority with our tech-prep courses.

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

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

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

1a

G036206

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- District Formative Assessments, PLC data, CAST team support

Targeted Barriers to Achieving the Goal 3

- Non-ELA teachers are not comfortable teaching writing.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Monica Hicks

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Writing samples and writing assessment data

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

G036207

Targets Supported 1b

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

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Support students to achieve at high levels.

Person Responsible

Monica Hicks

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

G3. Bartram Trail High School will implement goals and scales for all standards being taught. 1a

G036208

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	80.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Providing time to deliver professional development in goals and scales.

Plan to Monitor Progress Toward G3. 8

iObservation results will be monitored for growth.

Person Responsible

Dawn Sapp

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Bartram Trail High School will use student writing data to monitor and adjust the learning environment. **1**

 G036206

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

 B109562

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

 S121091

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Kelly Jacobson

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Common writing activities and student samples.

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

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

Person Responsible

Monica Hicks

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Monica Hicks

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

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

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

G036207

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

B086708

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

S097398

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Trevor Abbs

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

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

Students will know an adult and feel connected to campus.

Person Responsible

Trevor Abbs

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Trevor Abbs

Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

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

G3. Bartram Trail High School will implement goals and scales for all standards being taught. 1

 G036208

G3.B1 Providing time to deliver professional development in goals and scales. 2

 B086709

G3.B1.S1 1. Teachers will attend school level training to facilitate understanding of goals and scales. 4

 S097399

Strategy Rationale

Teachers must provide a learning goal and scale that illustrates a progression of learning so students can use these scales as a strategy to deepen their knowledge.

Action Step 1 5

The school ILC will provide ongoing professional development in the areas of goals and scales.

Person Responsible

Monica Hicks

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

School sign in logs, Powerpoint presentations

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

Site-based professional development opportunities

Person Responsible

Monica Hicks

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in logs, Powerpoint presentations, Department Chair meeting agenda

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

Samples of goals and scales will be shared at department PLC meetings and then be submitted to the ILC.

Person Responsible

Monica Hicks

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Conversations with teachers to get feedback on goals and scales, use of strategies in classrooms, discussions among teachers during PLCs regarding challenges and successes while using goals and scales, photos of goals and scales from teachers' classrooms

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	We will implement the AVID Program. Counselors will be introduced/promoted often. Students will be encouraged to get involved with an extracurricular activity.	Abbs, Trevor	8/18/2014	AVID Team Meeting Agendas and Minutes, Counselor Information Night Program, List of Sports, Extracurriculars and Clubs	6/5/2015 quarterly
G3.B1.S1.A1	The school ILC will provide ongoing professional development in the areas of goals and scales.	Hicks, Monica	8/18/2014	School sign in logs, Powerpoint presentations	6/5/2015 monthly
G1.B2.S1.A1	Teachers will work together in their PLC's to collaboratively grade student work and develop common writing assessments and activities that meet their content standards.	Jacobson, Kelly	9/17/2014	Common writing activities and student samples.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	PLC writing progression goals will be monitored for proficiency and growth.	Hicks, Monica	9/17/2014	Writing samples and writing assessment data	6/5/2015 monthly
G1.B2.S1.MA1	We will monitor district writing tasks and common writing assessments for proficiency and growth.	Hicks, Monica	9/17/2014	We will collect and monitor writing writing activities and look at writing data.	6/5/2015 monthly
G1.B2.S1.MA1	We will collect PLC sign in sheets and PLC meeting minutes, common writing activities and writing samples	Hicks, Monica	9/17/2014	PLC sign in sheets, common writing activities and writing samples.	6/5/2015 monthly
G2.MA1	Support students to achieve at high levels.	Hicks, Monica	8/18/2014	Successful second year implementation of our AVID Program, List of extracurricular activities and number of students participating, number of students taking advanced classes	6/5/2015 quarterly
G2.B1.S1.MA1	Students know who their counselor is and are comfortable enough to ask for help from at least one adult on campus.	Abbs, Trevor	8/18/2014	AVID, students attendance, grades, retention rate, club longevity, student feedback, classroom visits by counselors	6/5/2015 quarterly
G2.B1.S1.MA1	Students will know an adult and feel connected to campus.	Abbs, Trevor	8/18/2014	AVID Rosters, Feedback from Students, Club Rosters, Counselor Feedback, RTI Meetings, surveys	6/5/2015 quarterly
G3.MA1	iObservation results will be monitored for growth.	Sapp, Dawn	8/18/2014	Walk Through, Informal and Formal Observation data, inservice sign In sheets	6/5/2015 quarterly
G3.B1.S1.MA1	Samples of goals and scales will be shared at department PLC meetings and then be submitted to the ILC.	Hicks, Monica	8/18/2014	Conversations with teachers to get feedback on goals and scales, use of strategies in classrooms, discussions among teachers during PLCs regarding challenges and successes while using goals and scales, photos pf goals and scales from teachers' classrooms	6/5/2015 monthly
G3.B1.S1.MA1	Site-based professional development opportunities	Hicks, Monica	8/18/2014	Sign in logs, Powerpoint presentations, Department Chair meeting agenda	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

Monica Hicks, Kelly Jacobson

Participants

All teachers

Schedule

Monthly, from 9/17/2014 to 6/5/2015

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

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

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

PD Opportunity 1

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

Facilitator

Tanya Thompson

Participants

Dawn Sapp, Kelly Jacobson, Mike Chancelor, Robert Dean, Ramona Deese, Jeff Davis, Trevor Abbs, Jessica Monahan

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G3. Bartram Trail High School will implement goals and scales for all standards being taught.

G3.B1 Providing time to deliver professional development in goals and scales.

G3.B1.S1 1. Teachers will attend school level training to facilitate understanding of goals and scales.

PD Opportunity 1

The school ILC will provide ongoing professional development in the areas of goals and scales.

Facilitator

Monica Hicks

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Bartram Trail High School will use student writing data to monitor and adjust the learning environment.	5,500
Goal 2: Bartram Trail High School will support all students to achieve at high levels.	14,000
Grand Total	19,500

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

Description	Source	Total
B2.S1.A1 - Funds to pay for substitutes for teachers to have release time for collaborative grading.	School Improvement Funds	1,500
B2.S1.A1 - Funds to pay for substitutes for teachers to have release time to attend DBQ training.	School Improvement Funds	2,000
B2.S1.A1 - Funds to be used for substitutes for teachers to have release time for CAR-PD training.	School Improvement Funds	2,000
Total Goal 1		5,500

Goal 2: Bartram Trail High School will support all students to achieve at high levels.

Description	Source	Total
B1.S1.A1 - Dr. Chew will provide professional development on evidence based instructional strategies to our Science teachers.	School Improvement Funds	2,000
B1.S1.A1 - Our ILC will provide CAR-PD training for teachers. The funds will be used to provide substitute teachers for the teachers to attend the training.	School Improvement Funds	2,000
B1.S1.A1 - Funds will be used to provide instructional technology for students and teachers.	School Improvement Funds	10,000
Total Goal 2		14,000