THE SCHOOL DISTRICT OF PHILADELPHIA

John Bartram High School

Back to School Night

Annual Title I Meeting

September 16, 2026

6:00 - 8:00 PM



B the change



The vision of John Bartram High school is to foster a student-centered learning environment, shape well-rounded and holistically educated life-long learners who are passionate, productive, and persevere to their fullest potential as they inherit the 21st century.

MEET OUR TEAM



John Bartram HS Leaders



Brian R. Johnson
Principal



Dr. Jennifer Reed, AP
Lower School Academy (9th/10th)



Courtney Carrington, AP
Upper School Academy (11th/12th)

B the change

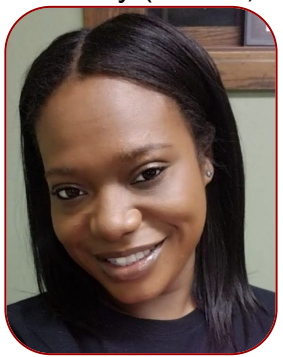
Dr. Claire Michel
Climate Manager



Keith Johnson
Climate Manager 11-10th



Vincent Garrett
Climate Manager 12-10th



Simone Knight
Climate Manager 9th

JBHS Back to School Night Schedule 26-27 SY

Time	Period (A Day)
6:00 - 6:40 PM	Title 1 Presentation & Welcome: Library/IMC
6:40 - 6:48 PM	Advisory
6:52 - 7:06 PM	1st Period
7:10 - 7:24 PM	2nd (3rd) Period
7:28 - 7:42 PM	3rd (4th) Period
7:46 - 8:00 PM	5th Period

B the change

Discuss with a Partner

Boneless wings are not considered wings.



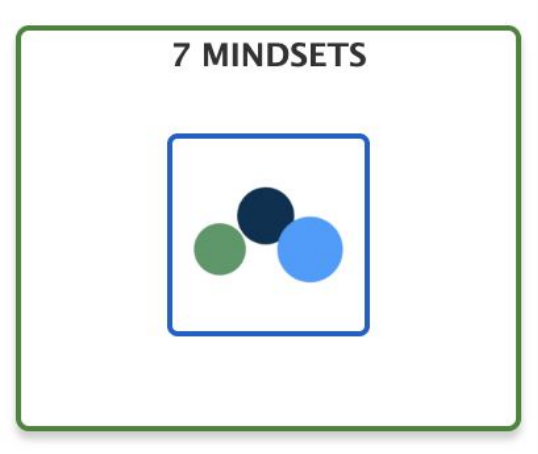
7 Mindsets

7 MINDSETS

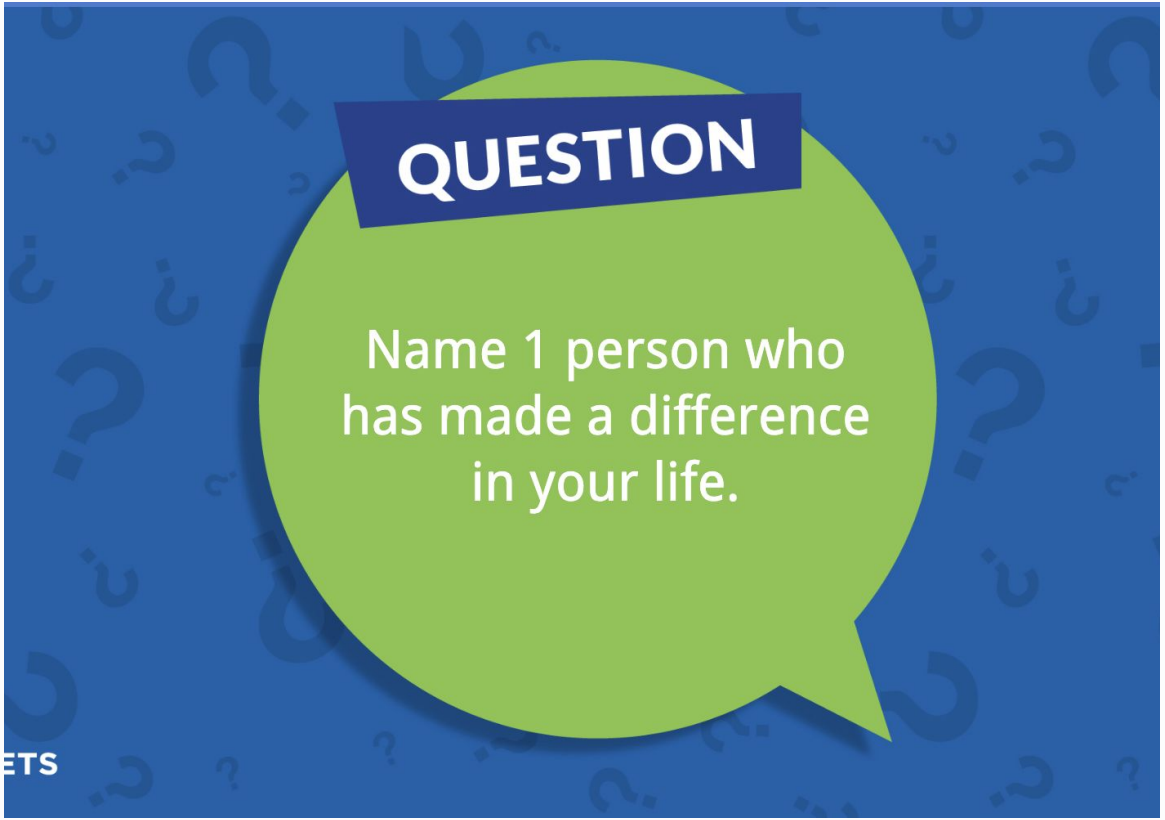
03:00



7 Mindsets



03:00



7 Mindsets: ***Everything*** is Possible!!!



WE ARE CONNECTED

"Friends are the family we choose for ourselves."

EDNA BUCHANAN

7 MINDSETS

Our Goal: More Focus. More Learning.

FOCUS. LEARN. SUCCEED.



Starting this school year, **all personal electronic devices** will be stored during the school day.

Our goal is to create a **focused**, **equitable**, and **distraction-free** learning environment for every student.



DEVICES INCLUDE:



CELL PHONES | SMARTWATCHES | META/ SMART GLASSES | HEADPHONES | EARBUDS | PERSONAL TABLETS



Students will continue using their **school-issued Chromebooks** for learning.



B the change

Cell Phone Policy: Important Information

Dismissal - Distribution

Seniors, 12th Graders, with Early Out Rosters

- 2nd Lunch
- 3rd Lunch

9th - 11th Graders at 2:34 PM

- Lost Card = Last Student to Retrieve Device
- In the hallway early = Last Student to Retrieve Device

Detention Program

- After 8:30 AM
- Starting the September 22, 2026
  - After 8:15 AM

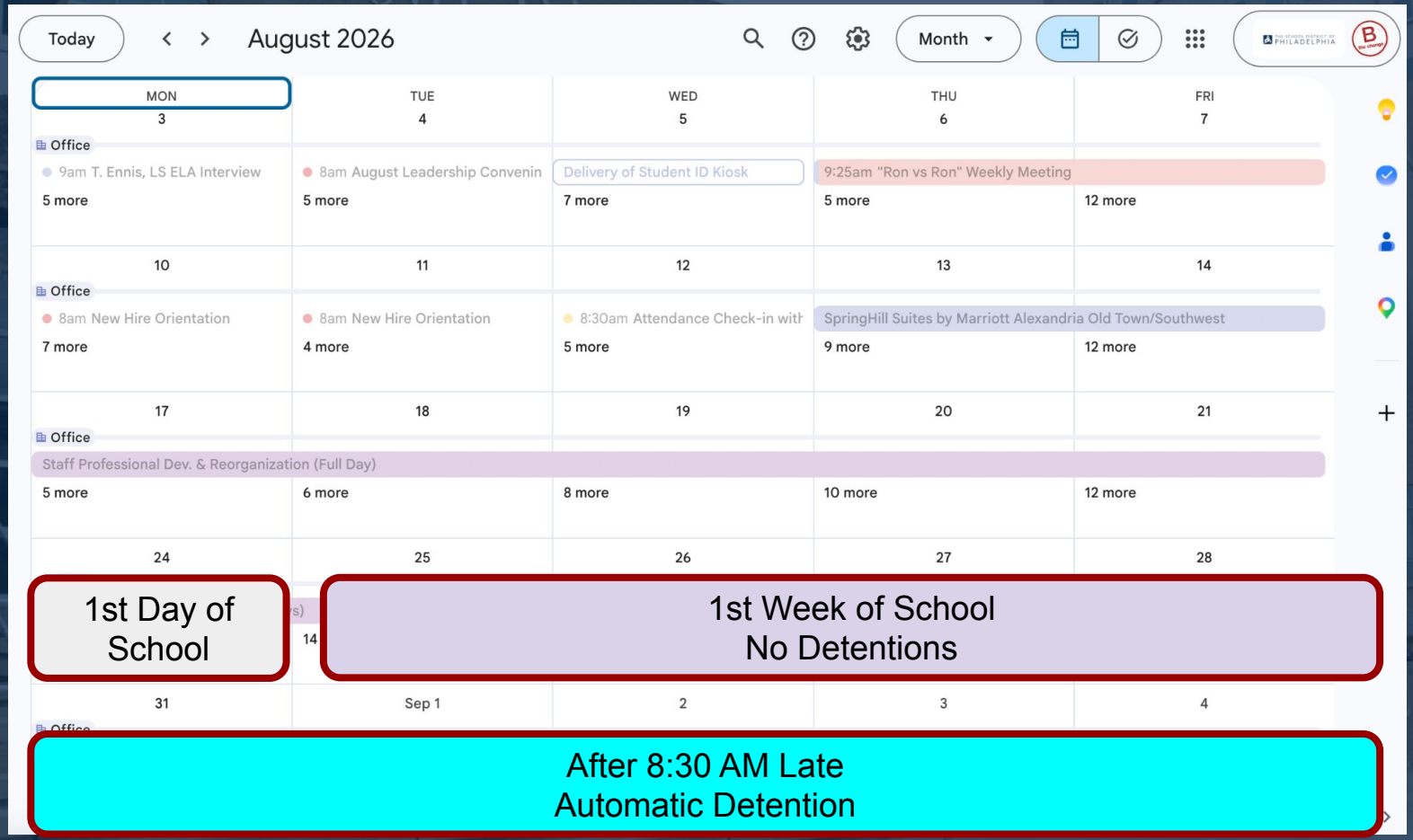


New Lateness Policy

Effective September 22nd, 2026



August 24 - September 18

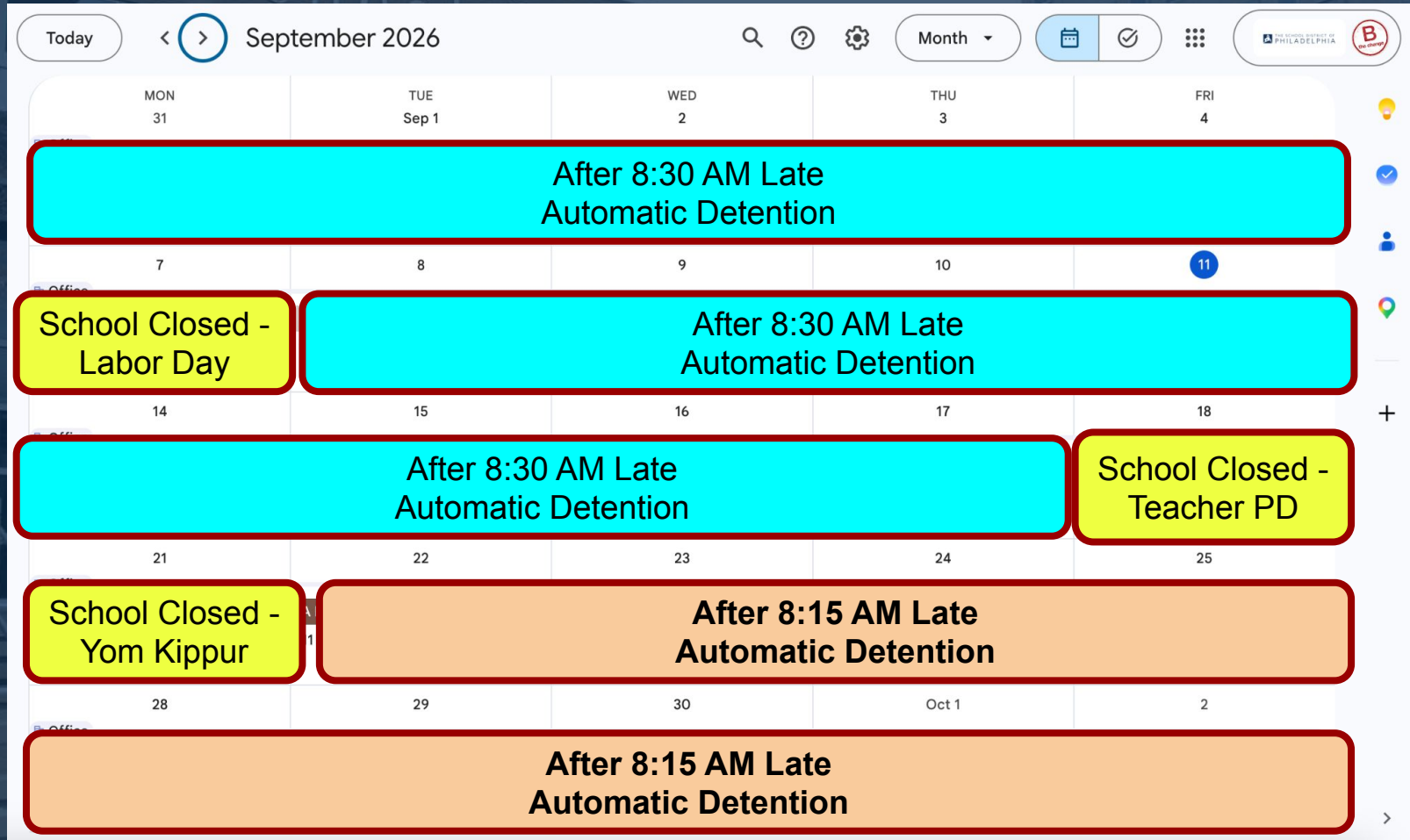


1st Day of School

1st Week of School
No Detentions

After 8:30 AM Late
Automatic Detention

Starting the Week of September 21!!! ~ 8:15 AM



The ABC's of High School

Attendance
Behavior
Credit Attainment



The Importance of Daily Attendance

- In-School, Everyday, On Time, ***ALL DAY***!
- Impact of Poor Attendance on Academic Performance and Graduation



The ABC's of High School

Attendance
Behavior
Credit Attainment



The ABC's of High School

Attendance
Behavior
Credit Attainment



"On-Track" Defined

On-Track means you are performing in a manner that will allow you to graduate in 4 years by:

PASSING ALL 4 CORE COURSES
PLUS 1 MORE ELECTIVE COURSE.

Core Courses: English, Math, Science, Social Studies



Firmly On Track

All A's & B's

On Track, At-Risk

C's & B's

Off Track

Failing 1 Core Course

Attendance

Behavior

Credit Attainment



On Track: The ABC's

1. Attendance: 95% - This means you should miss *no more than ONE day* of school *each month*.
2. Behavior: No Detentions and take accountability for your choices.
3. Credit Attainment:

ON TRACK: Pass Four Core and One More: This means you are passing ALL CLASSES!

FIRMLY ON TRACK: A's and B's: This means you should have a *grade of 80% or higher* in all of your classes!







B the change

WHAT IS TITLE I?

- The federal government provides Title I funding to states each year. These funds are disseminated to each School District (LEA). The District is then responsible for distributing these funds to all our schools based on two criteria:
  - Formula based on low-income status
  - Title I School Designation
- Each Spring during the budget process, our school decides how best to use our Title I funds based on a needs assessment with the guidance of school leadership, parents and community members.

OUR SCHOOL NEEDS YOUR HELP EACH SPRING TO WORK WITH SCHOOL STAFF AND DEVELOP:

- The Parent and Family Engagement Policy
- The School-Parent Compact
- The Schoolwide Plan
- The School Budget

SCHOOL DISTRICT OF PHILADELPHIA PARENT AND FAMILY ENGAGEMENT POLICY

- The School District of Philadelphia, with the input of parents, develops a written, district-wide Parent and Family Engagement Policy.
- If you are interested in providing suggestions and/or recommendations at the District level, please contact your school's Family Engagement Liaison or the Office of Family and Community Engagement (215-400-4180).

SCHOOL-BASED PARENT AND FAMILY ENGAGEMENT POLICY

- Discusses how:
  - We will involve parents in the process of school review and improvement
  - We will provide the necessary technical assistance to parents that will support and improve student academic achievement
  - We will build parents' capacity for strong parental involvement to improve student academic achievement
  - Parents are involved in the development, evaluation and revision of the Parent and Family Engagement Policy

SCHOOL-PARENT COMPACT

- The Compact states the goals and responsibilities of the school in providing a quality education to all students and identifying interventions for students who are struggling academically.
- The Compact states the responsibilities of parents and students in helping the school to meet these goals.

TITLE I SCHOOL DESIGNATIONS

- In Pennsylvania, all schools are given a designation of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support & Improvement (ATSI) or Non-Designated, based on school performance measures:
  - These include the state's academic standards and assessments (PSSA/Keystones)

- **Our School Designation is: CSI**

SCHOOL-PARENT COMPACT

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SCHOOLWIDE PLAN

- The Schoolwide Plan is the school's roadmap to academic success. It details:
  - Where the school is now (data)
  - Where the school needs to go (goals)
  - How the school will get there (plan)
  - How the school will know if the plan is working (review and revise)

John Bartram High School [1010] 2026-2027 School Plan

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  - Where the school needs to go (goals)
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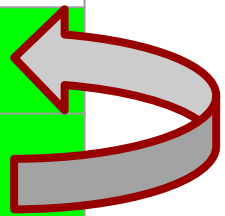
#Achieve.Lead.Grow.Together!

OUR DATA

SCHOOLWIDE PLAN

Goals
At least ____% of students will score proficient/advanced on the Algebra Keystone.
At least ____% of students will score proficient/advanced on the Literature Keystone.
At least ____% of students will graduate with their 4-year cohort. (On-Track)
At least ____% of all students will attend school 90% of days or more.
At least ____% of students will have zero out-of-school suspensions.



B the change

OUR APPROACHES

SCHOOLWIDE PLAN

Selected Essential Practice	
Academic Essential Practice #1	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Climate Essential Practice #2	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

PLC

9th Grade Academy

PBIS

SCHOOL BUDGETS AND SET-ASIDE REQUIREMENTS

- Title I expenditures must support the school's core academic program to ensure a well-rounded education. They should be aligned with the Schoolwide Plan.
  - Parents must be involved in the discussions regarding how these funds will best support improving academic achievement.
- 1% set aside for Parent and Family Engagement
- Parents must be involved in the discussions regarding how these funds will best support them in working with their child at home to improve achievement.

SCHOOL TITLE I SPENDING

- Our School plans to spend this year's Title I funds on…
  - Teachers (Math & Biology)
  - Counselors
  - Climate Staff (Various Roles)

- Our School plans to spend this year's Parent funds on…
  - Brochures & Pamphlets Regarding Attendance & the Importance of School Engagement
  - School Improvement Support Liaison

PARENT AND FAMILY ENGAGEMENT ACTIVITIES

- Our Planned Parent Engagement Activities for the coming year include…
  - *New Student Orientation in August*
  - Annual Title I meeting held in September during Back to School Night
  - Winter and Spring Title I Parent Input Meetings
  - SAC Meetings
  - Report Card Conferences

TEACHER & PARAPROFESSIONAL QUALIFICATIONS

- **Appropriately State Certified Teachers:**
  - Certified by passing state examination (PRAXIS)
  - BA degree
  - Area of certification must match the teaching assignment
- **To be hired, all paraprofessionals must be Appropriately State Certified:**
  - Completed two years of higher education study, OR
  - Hold an Associate Degree, OR
  - Pass a rigorous, formal assessment

RIGHT TO KNOW QUALIFICATIONS

- You have the right to request the qualifications of your child's teacher and any instructional paraprofessionals that work with your child.

- To learn the qualifications of these staff members, please make an appointment with the principal.

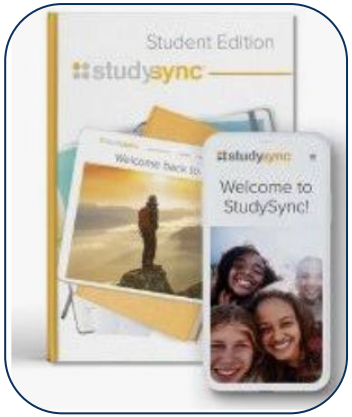
RIGHT TO KNOW 4 WEEK LETTER

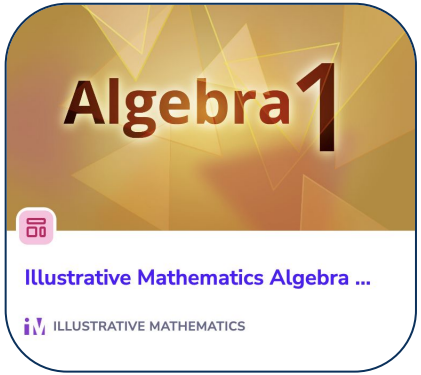
- You will be notified in writing when your child is taught for 4 or more consecutive weeks by a teacher who is not Appropriately State Certified.

STATE ACADEMIC STANDARDS AND ASSESSMENTS

- Our State Assessments are…
  - Keystone Exams: Algebra 1, Biology, Literacy
- During **report card conferences** your child's teacher will discuss the State's academic content standards. The conference will be held on **Monday, November 16, 2026**. **(Full Day)**

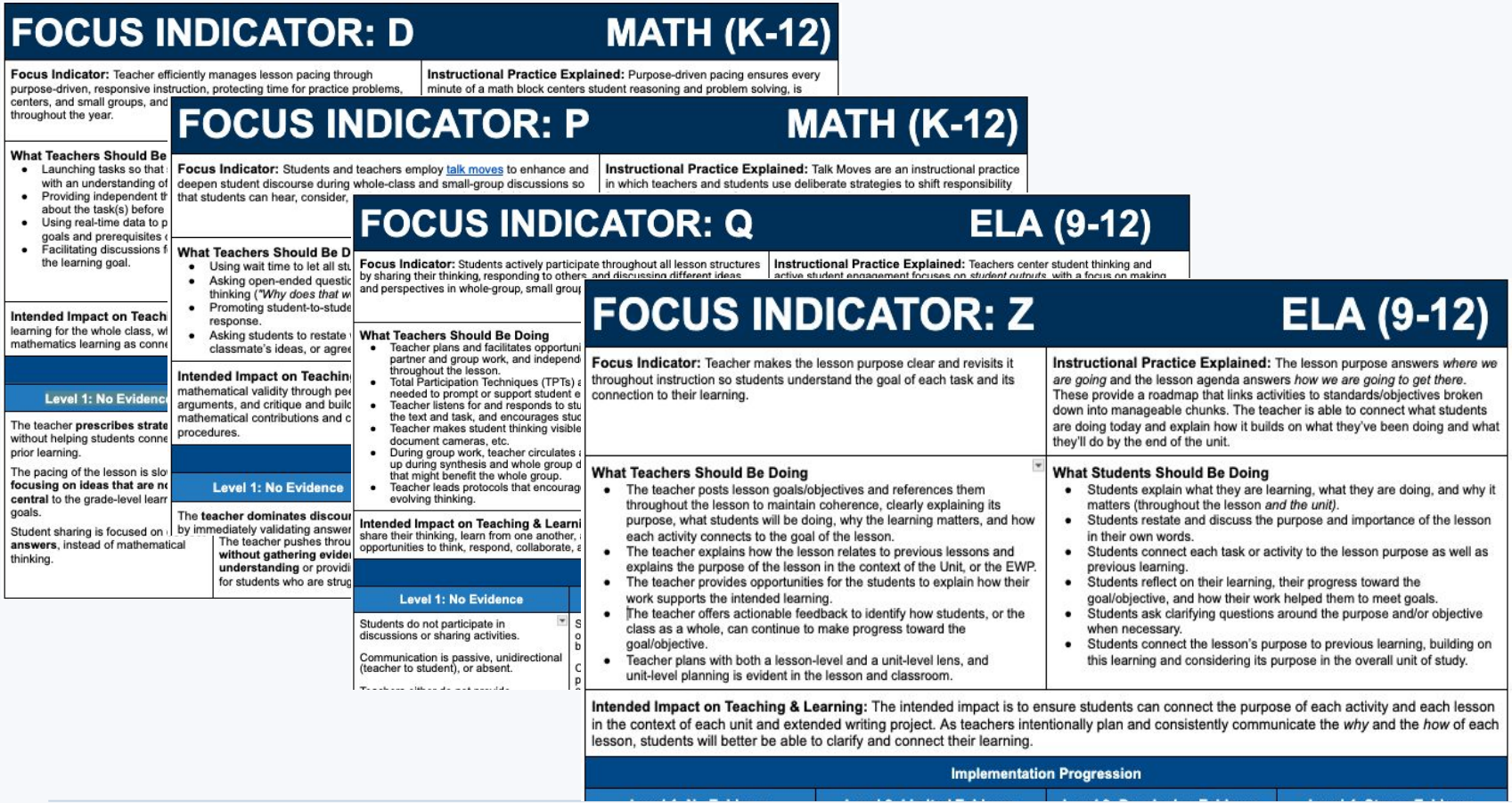
CURRICULUM





- Our school's curriculum is…
  - **English ~ StudySync**
  - **Math ~ Illustrative Mathematics**
  - Overall, we follow the districts scope and sequence which is aligned with the Common Core State Standards.
- You can support student learning at home by…
  - Parent Portal: Regularly checking in with your student.
  - ***GET INVOLVED***: School Advisory Committee (SAC), Oct. 22
  - Contact the Teacher: Report Card Confs. & 2nd SAC, Nov 16

SY26–27 District-wide Instructional Focus Indicators



FOCUS INDICATOR: D — MATH (K-12)

Focus Indicator: Teacher efficiently manages lesson pacing through purpose-driven, responsive instruction, protecting time for practice problems, centers, and small groups, and throughout the year.

Instructional Practice Explained: Purpose-driven pacing ensures every minute of a math block centers student reasoning and problem solving, is

What Teachers Should Be
- Launching tasks so that with an understanding of
- Providing independent th about the task(s) before
- Using real-time data to p goals and prerequisites
- Facilitating discussions f the learning goal.

Intended Impact on Teach learning for the whole class, wh mathematics learning as conne

Level 1: No Evidenc

The teacher **prescribes strate** without helping students conne prior learning.

The pacing of the lesson is slo **focusing on ideas that are n central** to the grade-level learr goals.

Student sharing is focused on **answers**, instead of mathematical thinking.

FOCUS INDICATOR: P — MATH (K-12)

Focus Indicator: Students and teachers employ talk moves to enhance and deepen student discourse during whole-class and small-group discussions so that students can hear, consider,

Instructional Practice Explained: Talk Moves are an instructional practice in which teachers and students use deliberate strategies to shift responsibility

What Teachers Should Be D
- Using wait time to let all stu
- Asking open-ended questic thinking (*"Why does that w*
- Promoting student-to-stude response.
- Asking students to restate classmate's ideas, or agre

Intended Impact on Teachin mathematical validity through pe arguments, and critique and build mathematical contributions and c procedures.

Level 1: No Evidence

The **teacher dominates discour** by immediately validating answer

The teacher pushes throu **without gathering evide understanding** or providi for students who are strug

FOCUS INDICATOR: Q — ELA (9-12)

Focus Indicator: Students actively participate throughout all lesson structures by sharing their thinking, responding to others and discussing different ideas and perspectives in whole-group, small grou

Instructional Practice Explained: Teachers center student thinking and active student engagement focuses on *student outputs*, with a focus on making

What Teachers Should Be Doing
- Teacher plans and facilitates opportuni partner and group work, and independ throughout the lesson.
- Total Participation Techniques (TPTs) needed to prompt or support student e
- Teacher listens for and responds to stu the text and task, and encourages stuc
- Teacher makes student thinking visible document cameras, etc.
- During group work, teacher circulates up during synthesis and whole group d that might benefit the whole group.
- Teacher leads protocols that encourag evolving thinking.

Intended Impact on Teaching & Learni share their thinking, learn from one another, opportunities to think, respond, collaborate,

Level 1: No Evidence

Students do not participate in discussions or sharing activities.

Communication is passive, unidirectional (teacher to student), or absent.

FOCUS INDICATOR: Z — ELA (9-12)

Focus Indicator: Teacher makes the lesson purpose clear and revisits it throughout instruction so students understand the goal of each task and its connection to their learning.

Instructional Practice Explained: The lesson purpose answers *where we are going* and the lesson agenda answers *how we are going to get there*. These provide a roadmap that links activities to standards/objectives broken down into manageable chunks. The teacher is able to connect what students are doing today and explain how it builds on what they've been doing and what they'll do by the end of the unit.

What Teachers Should Be Doing
- The teacher posts lesson goals/objectives and references them throughout the lesson to maintain coherence, clearly explaining its purpose, what students will be doing, why the learning matters, and how each activity connects to the goal of the lesson.
- The teacher explains how the lesson relates to previous lessons and explains the purpose of the lesson in the context of the Unit, or the EWP.
- The teacher provides opportunities for the students to explain how their work supports the intended learning.
- The teacher offers actionable feedback to identify how students, or the class as a whole, can continue to make progress toward the goal/objective.
- Teacher plans with both a lesson-level and a unit-level lens, and unit-level planning is evident in the lesson and classroom.

What Students Should Be Doing
- Students explain what they are learning, what they are doing, and why it matters (throughout the lesson *and the unit)*.
- Students restate and discuss the purpose and importance of the lesson in their own words.
- Students connect each task or activity to the lesson purpose as well as previous learning.
- Students reflect on their learning, their progress toward the goal/objective, and how their work helped them to meet goals.
- Students ask clarifying questions around the purpose and/or objective when necessary.
- Students connect the lesson's purpose to previous learning, building on this learning and considering its purpose in the overall unit of study.

Intended Impact on Teaching & Learning: The intended impact is to ensure students can connect the purpose of each activity and each lesson in the context of each unit and extended writing project. As teachers intentionally plan and consistently communicate the *why* and the *how* of each lesson, students will better be able to clarify and connect their learning.

Implementation Progression

OUR SCHOOL NEEDS YOU!

- Learn about our **Title I** program and review documents in our Title I binder located in the main office (available by request during closure)
- Take advantage of what **Title I** has to offer
- Get involved in your child's education

You, your child, and our school can be a winning team!

Main Office: Mrs. Kellie Hudecki



Email: kmchugh@philasd.org
Phone: 215-400-8100

Welcome to the Bartram Family,

My name is Kellie Hudecki, commonly known as **Mrs. Kellie**. I've been the secretary at John Bartram High School for 20+ years! I guess you can say I am the main hub. I will be happy to assist all of you the best way I can in this virtual reality! Here are some things I can assist you all with:

- Scheduling appointments for Administration
- Student Enrollment issues
- Student Contact Information via Infinite Campus (SIS)
- Communications with parents via Robo Call system in SIS

Rosters & Schedules: Mrs. Maley



Email: rmaley@philasd.org
Phone: 215-400-8100

Welcome to Bartram,

My name is **Mrs. Maley** and I am the Roster Chairperson, Math Co-Lead, and a Math Teacher at Bartram. I'm excited to work with all of you and will be happy to assist you with the following:

- Student schedules
- Infinite Campus (SIS)
- Grade Book
- Attendance

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The Sky's the Limit for You!

Have a Great Year!

