Branford High School

2015-16 School Improvement Plan

Branford High School

405 REYNOLDS ST NE, Branford, FL 32008

www.suwannee.k12.fl.us/bhs

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
High	Yes	34%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	14%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	C	C

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Suwannee County School Board on 12/15/2015.

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Branford High School will provide an educational setting that supports learning by all students through rigorous instruction, positive relationships, and a caring school culture.

Provide the school's vision statement

Branford High School will be a school of excellence ensuring all students are prepared for personal success.

School Environment

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

Branford High School believes that the teacher student relationship is imperative for all stakeholders. Students spend approximately five to seven hours a day with a teacher for almost 10 months. Our faculty and staff are cognizant that children have different learning styles and differentiated strategies must be in play for children to be successful. The school learns about students' cultures and builds relationships by focusing on: keeping our school small, creating schools within schools, developing advisory groups, promoting positive peer relations, cultivating caring student/teacher relationships, involving parents, building connections to the community, and promoting differentiated instruction with supportive measures.

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

Branford High School (BHS) is an attractive, comfortable and well-kept campus where students feel that their time and effort is worth the time and energy to work hard, remain respectful and feel safe. The school is maintained so that verbal or physical abuse is not tolerated at any level. The faculty and staff of BHS foster a nurturing atmosphere where clear and consistent expectations for behavior are set forth from the beginning of each school year.

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

The most important behavioral systems in place at BHS which aid in minimizing distractions to keep students engaged and on task are proactive measures. These measures include; daily walk throughs by school administrators, the establishment of school-wide behavior support systems, assisting students in pro-social skills, and the development of teaching and classroom behavior rules. The school's principal, assistant principal, School Resource Officer and Dean are visible throughout the campus daily.

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

Research shows that when students' mental health needs are properly addressed, the likelihood of school success increases.Branford High School ensures the social-emotional needs of all students

are met by providing services which include; guidance collaboration four times a year with each student, counseling services through Meridian, Corner Drug Store, and Hospice for grief. Pupil services include; ESE inclusion support, Buccaneer positive reward program, (BUC Card) iachieve reward program, ELL and 504 supportive services.

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

Branford High School will follow the requirements as set forth by Senate Bill 850 in formulating the new middle grades early warning system for the middle school students who BHS. Students who's attendance is below 90%; have one or more suspensions in or out of school, failure of an English language arts or mathematics course, and or score a level 1 on FCAT's English or Mathematics standardized assessment. The Student Support Team of these "off track" students will consist of: the principal, assistant principal, guidance counselor, student services facilitator and the school's dean.

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
	6	7	8	9	10	11	12	
Attendance below 90 percent	19	16	21	15	23	28	60	182
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	3	4	1	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Branford High School's Middle School Early Warning Student Support Team will ensure that students are provided with intervention strategies which include: positive rewards programs, parent conferences, FCAT remediation, Intensive Math classes, Intensive Reading classes, virtual and face to face tutoring, three and five day absentee letters, truancy meetings, and counseling services. Ongoing Student Services Team meetings are conducted and monitored on all 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?

Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/179959.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Branford High School builds and sustains partnerships with the local community by developing a clear vision as to what the partnership is able to do for the students. The key stakeholders of the partnership collaborate on the best methods in which to provide services and monetary contributions. The process entails a broad base of partners and individuals of our rural area. The partnerships establish a clear organizational structure and agree upon the roles each individual will hold in supporting the school and assisting in increasing student achievement. Partnerships are publicized and appreciated by the school staff and faculty members and is relayed to the businesses, organizations and individuals who help support the student body.

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:

Name	Title
Wilkerson, Jimmy	Principal
Bius, Katrina	Assistant Principal
Manna, Carl	Dean
Wood, Angela	Instructional Coach
Eakins, Dawn	Guidance Counselor

Duties

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

The MTSS and SIP is represented by: Jimmy Wilkerson (Principal), Katrina Bius (Assistant Principal), Carl Manna (Dean), Dawn Eakins (Guidance), Angela Wood (Student Support Facilitator), Angel Hill (Middle School Lead Teacher), Abby Warren (High School Lead Teacher). The function of the team is support struggling students who need MTSS and RTI interventions.

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 data-based problem-solving process used for the implementation and monitoring Branford High School's MTSS and SIP structures are based on student performance as indicated through new FSA

assessments, FCAT 2.0, EOCs, PERT, ACT and progress monitoring assessments. Resource allocations which support teachers, small group instruction and individual needs are monitored and analyzed by the school based administrators, LEAD team, and the SAC Lead Team on a continuous basis.

Title I Basic Part A, will be utilized to provide teachers with opportunities to participate and/or attend development workshops and conferences to enhance their teaching strategies. To provide Paraprofessionals and Academic Coaches in Title I schools.

Title I, Basic pays for the a district wide parent liaison who provides workshops and other services to parents and students. Title I provides progress monitoring through Discovery and Ren Learn.

Title I funds are used to provide Edgenuity, a credit retrieval program, as well as Fast ForWord Learning program which develops and strengthens memory, attention, processing rate, and sequencing the cognitive skills essential for reading intervention program success. Branford High School has onsite a full time Counselor from Merdian Behavioral Services who is paid through Title 1 fees. Four CTE Academies are offered at Branford High School and in the 2012-2013 school year had a 69% passing rate on CTE academies.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lauren Suggs	Student
John Laquey	Business/Community
Katrina Bius	Principal
Jimmy Wilkerson	Principal
Angela Wood	Education Support Employee
Julie Dees	Teacher

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 first step in evaluating Branford High School's SIP was to conduct a Needs Assessment. Following an analysis of school and student data, the needs assessment was developed to assist SACs in determining the gap between where the school is and where it wants to be .As the needs assessment process took place several questions were addressed. Some of these included: (1) were all stakeholders a part of the decision making processes? (2) What data was used and how was it desegregated? (3) What process was used to identify the highest priority of the school's needs? (4) Was the data collection process efficient and valid? (5) Did the goals reflect the vision for the school and all students? (6) Were the goals directly related to school priorities based on needs?

Development of this school improvement plan

The SAC Leadership team met several times to discuss school level achievement data, parent and community concerns, graduation requirements, drop out prevention strategies, and funding which supports federal and state programs.

Preparation of the school's annual budget and plan

The school's annual budget is determined by the school's principal, bookkeeper and the Director of Finance. Priorities are based on the needs of student achievement, teacher salaries, school

maintenance and the basic functions of the school. Bi-annual meetings are conducted to and meet these needs. There is a district wide system in play on how funds are spent and they must be approved by the principal and assistant principal.

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

School Improvement funds have been used to: (1) professional development based on Common Core (2) update Branford High School Media Center in Accelerated Learning resources, (3) send content area teachers to content area Professional Development trainings.

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:

Name	Title
Bius, Katrina	Assistant Principal
Wilkerson, Jimmy	Principal
Wood, Angela	Instructional Coach
Eakins, Dawn	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Duties include; developing model/demonstration classrooms, using data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs, monitoring and supporting the implementation of the comprehensive intervention reading programs and scientifically based reading instruction.

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

Branford High School ensures that the strategies that are used to encourage positive working relationships between teachers take time and trust. The strategies that are used begin with engaging the full faculty in activities and discussions related to the school's mission, vision, and core values. We make new teachers feel welcome. BHS creates and supports meaningful opportunities for teachers to work collaboratively. We survey teachers the ways in which to increase and/or improve faculty communication. BHS makes relationship-building a priority. Finally, BHS follows the district wide choice in the professional development model that promotes relationship-building.

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

Branford High School uses the district's online Applitrack Employment system to post positions that are needed for employment. Applications are narrowed down on the basis of certification and highly qualified status. As teachers are interviewed by an interview committee which is lead by the principal, Jimmy WIlkerson, follow up measures are taken making calls to previous employers for employment verification. All interviews are conducted by an interviewing committee that is approved at the district level. The person responsible for recruitment and employment at Branford High School is the school level principal, Jimmy Wilkerson.

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

Branford High School implements the district level mentoring program for beginning teachers and new teachers. Teachers are paired up according to in field certifications and grade level assignments. Mentoring teachers are responsible for assisting beginning teachers and new teachers in successfully completing the mentoring portfolio that is School Board approved.

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

Branford High School creates ongoing opportunities for teachers to collaborate on the new Florida Standards Assessments and discuss reading, writing, math, science and social studies curriculum which support the standards that are accessed. PLCs have been created this year to support new FSA assessments and ensure positive relationships exist between students and teachers. This supports a deeper level of comprehension and execution of knowledge. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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

Branford High School has recently started implementing Senate Bill 850 requirement for middle school warning systems. The RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction, and pull out programs are all in place. BHS ensures every teacher contributes to literacy improvement of students by:
•Holding middle school warning, truancy and RTi meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a transition class for all ESE students
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction
•Administering progress monitoring assessments which measure instructed standards
•Conducting data chats with students
•Providing Process and Strategy charts for reminders of teaching

-TSCs support the school in modeling instruction, collaborating with teachers and providing professional development where needed.

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: 7,020

(1)Summer school was offered to students struggling in mathematics. Credit retrieval programs were offered for middle and high school students. (2) Professional Development training was offered in the form of Implementing Common Core as well as Department Level Curriculum Mapping

Strategy Rationale

Keep students on track toward graduation

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Bius, Katrina, katrina.walker-bius@suwannee.k12.fl.us

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

Pre and post tests were provided for mathematics students. The data was collected and analyzed by certified teachers and a lead teacher. The PD was monitored through the implementation of Common Core and Florida Standards

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

Each grade level is represented by a guidance counselor, school and grade level sponsor. At the beginning of each year code of conduct, graduation requirements and school traditions are discussed in grade level meetings with students. Each year the school hosts a grade level parent night to ensure parents receive the information that is needed to keep their children on track and as involved in the school as much possible.

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

Academic and advising opportunities for students are conducted through Branford High School's Guidance Counselor and Student Support Administrator. The counselor meets with each student three times a year to evaluate academic, social and health needs.The administrative team has an open door policy so that students are free to visit for advising throughout the year. Grade level parent meetings are held so that parents have the opportunity to seek advising and guidance. Bright Future

qualifications are closely monitored and students are encouraged to take courses that lead to receiving the qualifying scholarship.

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

Lesson plans are aligned at each grade level and subject area by the creation and use of a Curriculum Map/FOCUS Calendar. Individual teachers have the latitude to develop their own instructional strategies to deliver instruction within the confines of the Curriculum Map. All applied course instructors support the Focus Calendar skills by participating in school-wide initiates such as iAchieve, DEAR time, I Believe, Buccaneer Up. CTE courses such as Culinary Arts, Building Construction, Digital Design and Agritechnology prepare students to take an industry certification exam where they can gain meaningful employment.

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

FSA Results have not been released fully yet. The previous indicators include:
Indicator 2- The score of "level 3 or better" on the FCAT represents is desired level of proficiency in reading and math. Strategies include: Reading across the curriculum, Literature series, Common Core Implementation, and reading activities in each core course.
Indicator 3: "College Prep Curriculum" is defined as the completion of high school courses that satisfy state
university admission requirements. Strategies include: AP courses, Honor courses, Dual Enrollment.
Indicator 4: "Bright Futures Eligible" defines the number of students who met all eligibility requirements for at least one of the 3 Bright Futures Scholarship awards; reporting those eligible for the maximum award(Academic,
Medallion, or Gold Seal Vocational Scholarship). Strategies include: close monitoring of correct courses for Bright Futures, Parent Meetings based on graduation requirements.
Indicator 6: This includes students who took a high school Algebra 1 course or the equivalent while in middle school;allowing students to enroll in advanced levels of math courses upon entering high school. Strategies include: 22 of Branford HIgh School's 97 8th graders are taking Algebra 1 for High School credit.
Indicator 7: Level 3 math courses are defined as dual enrollment, Advanced Placement, International Baccalaureate, AICE, high school honors, and other courses designated as Level 3 in the Course Code Directory. Strategies include: AP courses, Dual Enrollment..
Indicator 9: Level 3 science courses are defined as dual enrollment, Advanced Placement, International Baccalaureate, AICE, high school honors, and other courses designated as Level 3 in the Course Code Directory. Strategies include: AP Environmental Science
Indicator 11: PSAT and PLAN are standardized diagnostic examinations that are funded by the state and offered to tenth grade high school students free of charge. The results indicate areas of strength and weakness related to college readiness. Strategies include: All 10th graders take the PSAT.
Indicator 13: Students who score at or above the college-level cut scores in Math, Reading, Writing, and All Three Subjects;and do not require remediation. Strategies include: PERT administered twice a year.

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

The High School Feed back Report only reflects back to 2013. Many factors have changed for Branford High School since that date. The CPT has been fully replaced by PERT. BHS is now offering on site dual enrollment courses and AP courses which is not reflected in this report. Currently, BHS has 26 students taking AP courses and 37 taking dual enrollment courses.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. Students at Branford High School will increase scores on the Reading FSA assessments.

G2. Students at Branford High School will increase scores on the Math FSA Assessment

G3. Students at Branford High School will increase scores on the US History and Civics EOC.

G4. Students at Branford High School will increase scores on Science assessments and the Biology EOC

G5. Area 6: Career and Technical Education-80% of all students tested for industry certification will pass the assessment.

G6. Staff at Branford High School will create Professional Learning Communities by designating lead teachers from each content area and meeting twice per month to collaborate.

G7. Increase average daily attendance rate for all students which will in turn help improve graduation rates and decrease drop-out rates.

G8. Reduce overall number of level three or four dicsiplinary referrals by improving student success in Branford Opportunity School.

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. Students at Branford High School will increase scores on the Reading FSA assessments. `1a`

🔍 G074591

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal `2`

- Progress monitoring through Performance Matters, Intensive Reading reports, released AIR practice tests, teacher collaboration

Targeted Barriers to Achieving the Goal `3`

- Unknown specs as related to FSA, funding for technology digital tools

Plan to Monitor Progress Toward G1. `8`

Performance Matters data, FOCUS reports

Person Responsible
Katrina Bius

Schedule
On 6/1/2015

Evidence of Completion
Reports of progress monitoring, AIR results

G2. Students at Branford High School will increase scores on the Math FSA Assessment `1a`

🔍 G074592

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal `2`

- District wide scope and sequencing for valid progress monitoring, valid and reliable practice assessments

Targeted Barriers to Achieving the Goal `3`

- Exposure to enough review materials

Plan to Monitor Progress Toward G2. `8`

Data will be collected from performance matters. Lowest quartile students will be monitored closely.

Person Responsible
Katrina Bius

Schedule
Every 6 Weeks, from 9/23/2014 to 6/14/2015

Evidence of Completion
Performance Matters reports, FOCUS reports, Progress reports

G3. Students at Branford High School will increase scores on the US History and Civics EOC. `1a`

G074593

Targets Supported `1b`

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	65.0

Resources Available to Support the Goal `2`
- District Development PMAs

Targeted Barriers to Achieving the Goal `3`
- Progress Monitoring Assessments

Plan to Monitor Progress Toward G3. `8`

PMA results

> **Person Responsible**
> Katrina Bius

> **Schedule**
> Quarterly, from 10/20/2015 to 6/1/2016

> ***Evidence of Completion***
> 80 % proficiency

G4. Students at Branford High School will increase scores on Science assessments and the Biology EOC `1a`

G074594

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal `2`
- Released Biology 1 EOCs, resources provided by DOE on Science assessments

Targeted Barriers to Achieving the Goal `3`
- Establishing clear rubrics in implementing the program school wide, technology needs

Plan to Monitor Progress Toward G4. `8`

Student performance and learning gains

> **Person Responsible**
> Katrina Bius

> **Schedule**
> Monthly, from 9/23/2014 to 6/1/2015

> ***Evidence of Completion***
> Performance Matters reports, FOCUS reports, teacher made assessments

G5. Area 6: Career and Technical Education-80% of all students tested for industry certification will pass the assessment. `1a`

Targets Supported `1b`   🔑 G074595

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0
Dropout Rate	10.0
Middle School Participation in EOC and Industry Certifications	15.0
Middle School Performance in EOC and Industry Certifications	10.0

Resources Available to Support the Goal `2`

- District level support through appropriate funding, NCCER resources, DOE CTE Resources, FOCUS reports, Performance Matter Data

Targeted Barriers to Achieving the Goal `3`

- Time to effectively implement programing, technology funds

Plan to Monitor Progress Toward G5. `8`

Scheduling of students based on CAPE teacher's needs, dual enrollment courses, AP courses, monitor identified students to be industry certified, site license for Certiport

Person Responsible

Katrina Bius

Schedule

Biweekly, from 7/15/2014 to 6/1/2015

Evidence of Completion

Student schedules, tentative industry certification students to be tested, monitor identified list, usage reports of Certiport

G6. Staff at Branford High School will create Professional Learning Communities by designating lead teachers from each content area and meeting twice per month to collaborate. `1a`

Targets Supported `1b`   🔑 G074596

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Richard Dufour materials purchased by the district.

Targeted Barriers to Achieving the Goal `3`

- Uncooperative staff members, resistance to change

G7. Increase average daily attendance rate for all students which will in turn help improve graduation rates and decrease drop-out rates. `1a`

G074597

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- District Attendance Policy

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G7. `8`

    Person Responsible

    Schedule

    Evidence of Completion

G8. Reduce overall number of level three or four dicsiplinary referrals by improving student success in Branford Opportunity School. `1a`

G074598

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Suwannee High School Opportunity Program, Title 1 and ESE Funding

Targeted Barriers to Achieving the Goal `3`

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. Students at Branford High School will increase scores on the Reading FSA assessments. 1

🔑 G074591

G1.B1 Unknown specs as related to FSA, funding for technology digital tools 2

🔑 B194801

G1.B1.S1 Data chats of progress monitoring, implementing resources provided by DOE 4

🔑 S206401

Strategy Rationale

Prepare students for new assessments

Action Step 1 5

ELA teachers will collaborate to form an action plan in preparing students for the new assessment.

Person Responsible

Katrina Bius

Schedule

On 9/30/2014

Evidence of Completion

Action Plan

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Collaboration through department meetings

Person Responsible

Katrina Bius

Schedule

Monthly, from 9/30/2014 to 6/1/2015

Evidence of Completion

Updates to Action Plan

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Continuously collaboration among teachers, data chats, assessment evaluations

Person Responsible

Katrina Bius

Schedule

Monthly, from 9/24/2014 to 6/1/2015

Evidence of Completion

Reports

G2. Students at Branford High School will increase scores on the Math FSA Assessment 1

G074592

G2.B1 Exposure to enough review materials 2

B194802

G2.B1.S1 Locate as many resources as possible from DOE, neighboring districts, and valid online resources 4

S206402

Strategy Rationale

Provide valid practice materials

Action Step 1 5

Locate resources and provide professional development opportunities, support teachers, data chats, departmental meetings

Person Responsible

Katrina Bius

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Conferences notes, FOCUS reports, Performance Matters reports

Action Step 2 5

Monitor all appointed teachers collaborate with neighboring schools and district office

Person Responsible

Katrina Bius

Schedule

Weekly, from 8/20/2014 to 9/15/2014

Evidence of Completion

Standards outlined for the 1st 9 weeks progress monitoring test identified

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

Coverage and timeline of standards as aligned by Florida Standards

Person Responsible

Katrina Bius

Schedule

Every 6 Weeks, from 8/15/2014 to 6/1/2015

Evidence of Completion

Performance Matters data

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

Person Responsible

Schedule

Evidence of Completion

G3. Students at Branford High School will increase scores on the US History and Civics EOC. 1

G074593

G3.B1 Progress Monitoring Assessments 2

B194803

G3.B1.S1 PMAs utilized at other districts 4

S206403

Strategy Rationale

A performing districts are using the appropriate instructional materials

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Action Step 2 5

Implement PMAs

Person Responsible

Katrina Bius

Schedule

Quarterly, from 10/15/2015 to 6/1/2016

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

PMA assessments

Person Responsible

Katrina Bius

Schedule

Quarterly, from 10/15/2015 to 6/1/2016

Evidence of Completion

Data from PMAs

G4. Students at Branford High School will increase scores on Science assessments and the Biology EOC `1`

G074594

G4.B1 Establishing clear rubrics in implementing the program school wide, technology needs `2`

B194804

G4.B1.S1 Align Scope and sequencing of aligned standards, teacher collaboration, released materials from DOE `4`

S206404

Strategy Rationale

Create district wide progress monitoring tool for EOCs

Action Step 1 `5`

Students at BHS will score at or above state levell Science and Biology 1 EOC

Person Responsible

Katrina Bius

Schedule

Every 6 Weeks, from 9/24/2014 to 6/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Data chats with Science teachers, data chats between teachers and students

Person Responsible

Katrina Bius

Schedule

Every 6 Weeks, from 9/24/2014 to 6/1/2015

Evidence of Completion

Reports from Performance Matters, teacher made assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Data chats and departmental meetings regarding student progress on on Performance Matters

Person Responsible

Katrina Bius

Schedule

Every 6 Weeks, from 9/25/2014 to 6/1/2015

Evidence of Completion

Reports from Performance Matters

G5. Area 6: Career and Technical Education-80% of all students tested for industry certification will pass the assessment. `1`

<div align="right">🔧 G074595</div>

G5.B1 Time to effectively implement programing, technology funds `2`

<div align="right">🔧 B194805</div>

G5.B1.S1 CAPE and CTE training `4`

<div align="right">🔧 S206405</div>

Strategy Rationale

Become informed on the guidelines and changes of CAPE and CTE initiatives.

Action Step 1 `5`

Administrative team and CTE teachers will keep abreast of guidelines and changes in CTE and CAPE academies and industry certification requirements

Person Responsible

Katrina Bius

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

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
G1.B1.S1.A1	ELA teachers will collaborate to form an action plan in preparing students for the new assessment.	Bius, Katrina	9/30/2014	Action Plan	9/30/2014 one-time
G2.B1.S1.A1	Locate resources and provide professional development opportunities, support teachers, data chats, departmental meetings	Bius, Katrina	9/15/2014	Conferences notes, FOCUS reports, Performance Matters reports	5/29/2015 monthly
G3.B1.S1.A1	[no content entered]			one-time	
G4.B1.S1.A1	Students at BHS will score at or above state levell Science and Biology 1 EOC	Bius, Katrina	9/24/2014		6/1/2015 every-6-weeks
G5.B1.S1.A1	Administrative team and CTE teachers will keep abreast of guidelines and changes in CTE and CAPE academies and industry certification requirements	Bius, Katrina	9/15/2014		6/1/2015 monthly
G2.B1.S1.A2	Monitor all appointed teachers collaborate with neighboring schools and district office	Bius, Katrina	8/20/2014	Standards outlined for the 1st 9 weeks progress monitoring test identified	9/15/2014 weekly
G3.B1.S1.A2	Implement PMAs	Bius, Katrina	10/15/2015		6/1/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Performance Matters data, FOCUS reports	Bius, Katrina	8/15/2014	Reports of progress monitoring, AIR results	6/1/2015 one-time
G1.B1.S1.MA1	Continuously collaboration among teachers, data chats, assessment evaluations	Bius, Katrina	9/24/2014	Reports	6/1/2015 monthly
G1.B1.S1.MA1	Collaboration through department meetings	Bius, Katrina	9/30/2014	Updates to Action Plan	6/1/2015 monthly
G2.MA1	Data will be collected from performance matters. Lowest quartile students will be monitored closely.	Bius, Katrina	9/23/2014	Performance Matters reports, FOCUS reports, Progress reports	6/14/2015 every-6-weeks
G2.B1.S1.MA1	[no content entered]			once	
G2.B1.S1.MA1	Coverage and timeline of standards as aligned by Florida Standards	Bius, Katrina	8/15/2014	Performance Matters data	6/1/2015 every-6-weeks
G3.MA1	PMA results	Bius, Katrina	10/20/2015	80 % proficiency	6/1/2016 quarterly
G3.B1.S1.MA1	PMA assessments	Bius, Katrina	10/15/2015	Data from PMAs	6/1/2016 quarterly
G3.B1.S1.MA1	[no content entered]			one-time	
G4.MA1	Student performance and learning gains	Bius, Katrina	9/23/2014	Performance Matters reports, FOCUS reports, teacher made assessments	6/1/2015 monthly
G4.B1.S1.MA1	Data chats and departmental meetings regarding student progress on on Performance Matters	Bius, Katrina	9/25/2014	Reports from Performance Matters	6/1/2015 every-6-weeks
G4.B1.S1.MA1	Data chats with Science teachers, data chats between teachers and students	Bius, Katrina	9/24/2014	Reports from Performance Matters, teacher made assessments	6/1/2015 every-6-weeks
G5.MA1	Scheduling of students based on CAPE teacher's needs, dual enrollment courses, AP courses, monitor identified students to be industry certified, site license for Certiport	Bius, Katrina	7/15/2014	Student schedules, tentative industry certification students to be tested, monitor identified list, usage reports of Certiport	6/1/2015 biweekly
G7.MA1	[no content entered]			one-time	

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. Students at Branford High School will increase scores on the Reading FSA assessments.

G1.B1 Unknown specs as related to FSA, funding for technology digital tools

G1.B1.S1 Data chats of progress monitoring, implementing resources provided by DOE

PD Opportunity 1

ELA teachers will collaborate to form an action plan in preparing students for the new assessment.

Facilitator

DA team and BHS Administrator

Participants

ELA teachers

Schedule

On 9/30/2014

G2. Students at Branford High School will increase scores on the Math FSA Assessment

G2.B1 Exposure to enough review materials

G2.B1.S1 Locate as many resources as possible from DOE, neighboring districts, and valid online resources

PD Opportunity 1

Locate resources and provide professional development opportunities, support teachers, data chats, departmental meetings

Facilitator

Scope and Sequence with TSCS

Participants

Appointed teachers

Schedule

Monthly, from 9/15/2014 to 5/29/2015

G4. Students at Branford High School will increase scores on Science assessments and the Biology EOC

G4.B1 Establishing clear rubrics in implementing the program school wide, technology needs

G4.B1.S1 Align Scope and sequencing of aligned standards, teacher collaboration, released materials from DOE

PD Opportunity 1

Students at BHS will score at or above state levell Science and Biology 1 EOC

Facilitator

FLDOE, UF, National Science Foundation

Participants

Science teachers

Schedule

Every 6 Weeks, from 9/24/2014 to 6/1/2015

G5. Area 6: Career and Technical Education-80% of all students tested for industry certification will pass the assessment.

G5.B1 Time to effectively implement programing, technology funds

G5.B1.S1 CAPE and CTE training

PD Opportunity 1

Administrative team and CTE teachers will keep abreast of guidelines and changes in CTE and CAPE academies and industry certification requirements

Facilitator

FLDOE- Career and Technical Education

Participants

Administrators, CAPE and CTE Teachers

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	ELA teachers will collaborate to form an action plan in preparing students for the new assessment.				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$2,500.00
			Notes: Professional Development and Collaboration			
2	G2.B1.S1.A1	Locate resources and provide professional development opportunities, support teachers, data chats, departmental meetings				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$2,000.00
			Notes: Supplies and materials, travel and substitute pay			
3	G2.B1.S1.A2	Monitor all appointed teachers collaborate with neighboring schools and district office				$0.00
4	G3.B1.S1.A1					$0.00
5	G3.B1.S1.A2	Implement PMAs				$0.00
6	G4.B1.S1.A1	Students at BHS will score at or above state levell Science and Biology 1 EOC				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$2,000.00
			Notes: Professional Development			
7	G5.B1.S1.A1	Administrative team and CTE teachers will keep abreast of guidelines and changes in CTE and CAPE academies and industry certification requirements				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	SIG 1003(a)		$2,500.00
			Notes: Technology digital tools			
					Total:	$9,000.00