

Bradford County School District

Bradford High School



2016-17 Schoolwide Improvement Plan

Bradford High School

581 N TEMPLE AVE, Starke, FL 32091

bradfordschools.org/bhs

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	

**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 is pending approval by the Bradford 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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bradford High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Bradford High School is to provide our students with an environment that challenges all students academically to empower them to become life-long learners in a very diverse global community. To this end, we will provide a safe environment for all students emotionally and socially, while instilling pride, respect and responsibility.

b. Provide the school's vision statement.

Our vision, as a community, is to inspire a passion for learning and to provide and to create a positive atmosphere of knowing that we are part of a family much bigger than ourselves.

2. School Environment

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

Bradford High school utilizes a positive behavior support system in which activities are created between the teachers and students to help nurture relationships inside and outside the classroom. During the first week of school, our PBS team created lessons plans that promoted school-wide guidelines for success which covered the following topics: Respect, Responsibility and Productivity. We have Spirit days and class competitions that include teachers who are class sponsors and involve a large portion of our student body.

Each morning the Principal speaks to the students over the intercom system and gives messages of wisdom that incorporates multiple topics. For instance: diversity, discipline, character and gender equity to just name a few. The school also participates in Special Olympics and EE SS month in October. Generally, in October, we have guest speakers who speak to our student body regarding students with disabilities.

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

Bradford High School has implemented Foundations, CHAMPs and Positive Behavior Support. Through these systems, we are able to provide a one school culture that has created a safe and civil school environment.

Our Foundations team sets the tone for RTI tier 1 and for what our campus looks and sounds like on a regular school day. CHAMPs is what is used by the teachers to create their classroom cultural and expectations. Our Positive Behavior Support team creates and promotes family and positive fun activities for those who choose to follow school-wide expectations. "We are Tornadoes" is our school theme and our slogan is "We are part of something much bigger than ourselves". In changing our school culture and environment, every faculty, staff and student received a t-shirt to promote a safe school spirited family community. Our mission statement aligns with the District and really sets the tone for who we are at Bradford High.

c. 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.

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Our Foundations team sets the tone for RTI tier 1 and for what our campus looks and sounds like on a regular school day. CHAMPs is what is used by the teachers to create their classroom cultural and expectations. Our Positive Behavior Support team creates and promotes family and positive fun activities for those who choose to follow school-wide expectations. "We are Tornadoes" is our school theme and our slogan is "We are part of something much bigger than ourselves". In changing our school culture and environment, every faculty, staff and student received a t-shirt to promote a safe school spirited family community. Our mission statement aligns with the District and really sets the tone for who we are at Bradford High.

d. 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.

Through MTSS, we are able to structure an environment conducive to meeting the needs of all students socially and emotionally. We have a girls club that focuses specifically with girls who need mentoring and self motivation. Our school guidance counselors are available for consults with students during the day for a teacher who may feel that counseling is needed instead of a discipline referral. We have an "adopt a tornado" program through athletics in which any staff member can take on an athlete to support and counsel. Again, we also have our school wide PBS and Foundations which lays the ground work for all of these programs. In addition, Check and Connect is being implemented this school year and will provide mentoring for 11 of our EE SS students. We also have an array of programs for mentoring through Communities and Schools in Starke and Santa Fe Community College.

3. Early Warning Systems

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

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

Bradford High school has implemented Professional Learning Communities which meets at least once monthly in their departments and once monthly with administration. During the monthly meeting with administration, teachers will bring the following data with them to the meetings: Attendance, discipline, grade distribution, formative assessment data, common assessment data and current performance and progress monitoring data. The teams will then discuss and disaggregate the data and develop and plan for the next unit/lesson.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	53	49	0	153
One or more suspensions	0	0	0	0	0	0	0	0	0	65	59	33	0	157
Course failure in ELA or Math	0	0	0	0	0	0	0	0	33	36	63	50	0	182
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	59	77	64	0	200

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Support Coaches will meet with departments 1 time weekly to provide a time for guided planning during there scheduled Professional Learning Community Meeting. We are remodeling our current MTSS process and adding intervention strategies to Performance Matters for teachers to document where, when and how they are using interventions within their classes.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Bradford High School is working in coordination with its SAC committee to start a parent/teacher organization. The school would like to identify potential key-communicators to help begin this task.

2. 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.

Bradford High School is in a small rural community in Starke Florida. The school has established great relationships and partnerships with local businesses. We continue to add new business partners each year. We start by making a visit to our local businesses and provide them with a school t-shirt and letter thanking them for their previous years contributions and ask if they would be willing to contribute again this year. If they are interested, we even have hosted luncheons with a presentation so they can see our new focus and direction for the new school year.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Boyer, Bryan	Principal
Farnsworth , Jennifer	Assistant Principal
McCallum , Anthony	Assistant Principal

b. Duties

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

Administrative Team: Oversees the process. Ensures that the student success team is implementing RtI with fidelity. Completes process checks ensure implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Behavior Resource Teacher: Works with the principal to provide the support for the implementation of RTI. Coordinates the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity.

Classroom Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach:

Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Guidance Counselor: Provides support services for students, teachers, and classrooms with identified needs in PBS. Works with the team to interpret data and devise plans for students/teachers. Helps to implement school wide PBS activities and professional development. Provides individual and small group counseling for students.

2. 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 Leadership Team will meet monthly in collaboration with Bradford High School Professional Learning Communities (PLC) to monitor and implement RTI interventions and student progress. Leadership Team will support teachers with follow-up professional development. New Professional Development Cycles this year (8) total. Also Core Departments unwrapping 4 Common Core standards this year 1 each 9 weeks

Title I, Part C-Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title II: District receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title VI: Provides funds to support a drop out prevention teacher, and support for implementation of educational technology through Performance Matters and Achieve 3000 for 9th and 10th grade students.

Title X, Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. District homeless coordinator works with schools to identify and provide the necessary resources.

Supplemental Academic instruction (SAI): SAI dollars are coordinated with Title I to provide highly qualified 3rd grade teachers and to support summer school.

Violence Prevention Programs: Administrators and Counselors take a proactive role in interacting with all students to increase faculty/staff awareness of potential conflicts on campus.

Bullying Prevention Education Programs (TRA – Take responsibility for your actions) and Character Education are (Character Counts, Positive Action) are implemented to help with positive behaviors and decrease discipline referrals. A fulltime SRO is in place to reinforce all violence prevention efforts.

Adult Education: The Bradford/Union Career Technical Center addresses adult education. It provides programs in the evening that serve the community needs. It also has a GED program to help students prepare for and pass the GED.

Career and Technical Education: The Bradford/Union Career Technical Center addresses high school and adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing, welding, and business. Students have the opportunity to become certified in an area and ready for the job market. Several programs culminate in students receiving industry recognized certification upon program completion. Bradford High School partners with the Bradford/Union Career Technical Center in the coordination of several Career Academy ventures aimed at tailoring instruction for student success.

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bryan Boyer	Principal
Jennifer Farnsworth	Education Support Employee
Anthony McCallum	Education Support Employee
Stephanie Johnson	Parent
Shannon Elder	Parent
Julie Martin	Parent
John Propes	Student
Tara Hildebran	Parent
Rachel Mosley	Parent
Beth Barrs	Parent
Aleta Durant	Parent
Emily Acevedo	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Last school year, Bradford High School focused on Early Warning Systems. Last year plan targeted attendance and students failing a course. After looking at our data, we concluded that we are still needing new interventions and targeted plans for attendance. We will also be focusing on our MTSS process and how we can utilize the process to fullest with our EWS data.

b. Development of this school improvement plan

SAC as a team to develop the Parental Involvement section of our current SIP. A working draft of the current SIP was discussed to all SAC members for editing, input, feedback; they reviewed the faculty-adopted draft and gave final approval 09/28/16.

c. Preparation of the school's annual budget and plan

The school's annual budget was prepared and planned with the principal of the school and the bookkeeper.

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

Funds distributed will vary based on the number of faculty members that apply for the mini-grant. However, we ended up awarding two grants that totaled \$1,000 in rewards.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Boyer, Bryan	Principal
Farnsworth , Jennifer	Assistant Principal
McCallum , Anthony	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

We will be holding our third annual Literacy Fair in May of 2016. All 9th and 10th grade students will participate through their ELA classes. Ms. Oody who is our Reading coach plays a very big role in helping with the implementation of this initiative.

1. Oversee the overall plan, pertaining to the implementation and maintenance of a successful school literacy program that impacts student achievement.
2. Provide PLC's with different reading strategies and examples of classroom discussion and questioning techniques to incorporate in all subject areas.
3. School leaders monitor, coach, and support teachers, and guide the literacy effort.
4. Annually assess and evaluate the school wide literacy plan.
5. Use current year assessments to guide instructional decisions.
6. Provide professional development opportunities for teachers and staff that provide them with a background in pedagogy sound knowledge in literacy.

D. Public and Collaborative Teaching

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

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

Our positive behavior support team has developed rewards and incentives that encourage positive working relationships between our teachers. Teachers will be attending a monthly PLC collaboration meeting with administration in which we will look at multiple sources of Early Warning System data, formative assessment data, summative assessment data, FSA data and progress monitoring data. Teachers will also attend department meetings monthly to cover similar data.

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

Strong recruitment efforts will be instrumental in seeking the best personnel possible to fill all instructional vacancies at Bradford High School. Not only will we seek highly qualified, certified, and motivated individuals but we will seek those that are best suited to serve as key members of our instructional team.

Teacher- Teacher Both posting and call those that have posted. - Principal, Assistant Principal

District participation in job fair and recruitment activities hosted across the state - Human Resources, Principal, and Assistant principals

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

Teachers with a Temporary Teaching Certificate are required to complete the Professional Education Competency (PEC) Program in order to apply for a Professional Certificate when the 3-Year Temporary Certificate expires. New hires to the District who have not completed the PEC Program yet are assigned a mentor and required to complete the PEC Program during the first year of employment with the Bradford County School District. PEC Program candidates must complete a notebook portfolio of required activities during the program with the support of the HR Dept., school administration, and the mentor. Mentors must have completed Clinical Educator training to be a mentor. Mentors are paired with mentees by collaboration between school administration and the HR Director. Priority is given to pairing mentors and mentees with those from the same discipline, grade level, and/or department to facilitate a more successful mentor-ship.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Bradford High School works with district curriculum specialists and NEFEC to align all content areas to Florida's standards. During the summer, teachers, coach's and curriculum specialist map out the year in CPALMs.

b. Instructional Strategies

1. 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 meet with their Professional Learning Communities at least two times monthly and then again with Administration once monthly.

The purpose of meeting with their teams and with administration is to collaborate and demonstrate how each teacher is differentiating based on state-wide assessments, formative assessments, summative assessments and progress monitoring assessments. They also collaborative with one another in creating unit plans, lesson plans and common assessments. In meeting and sharing data with one another, they are able to determine the best course of action when teaching future lessons.

2. 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: After School Program

Minutes added to school year:

Teachers providing students with additional instruction and or remediation with after school safety nets.

Strategy Rationale

To help students who fail individual assignments or assessments and to re-mediate to meet mastery of standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Boyer, Bryan, boyer.bryan@mybradford.us

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

Teachers track data through differentiated instruction providing opportunities for success for all students. Teachers track the results of their Safety Nets in a number of ways. For example; excel spreadsheets, student improvement plans, and even external resources via the internet.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

- Bradford High works with Bradford Middle in an annual grade up ceremony in the Spring when 8th graders become our new 9th graders.
- Bradford High hosts Freshman Orientation and Open House each year.
- Bradford High hosts parent nights through the Guidance Department for Seniors to help with the process of applying for Bright Futures and applying to colleges.
- Bradford High School and Bradford Middle School is hosting a joint parent night to cover an array of topics. These topics include: college board information, graduation requirements per cohort, chromebook information, Edgenuity and Khan Academy.

b. College and Career Readiness

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

The school employs Guidance Counselors and Career Specialists which are available to all students. Incorporated in their career planning are programs such as Choices, FL Ready to Work, Florida Works data, web searches, and other relevant materials. Test scores from sources such as TABE and PERT are also utilized. The above factors incorporate student interest, aptitudes, and other information unique to each individual in their academic and career planning.

CTE instructors use their experience in the workforce to provide students with career information. We also have several programs through Santa FE College which include the following: Upward

Bound, PASS,
and Talent Search.

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

All courses offered at Bradford-Union Technical Center has an applied "hands-on" component. Students learn the academic, theoretical basis for each skill taught. Academic teachers pair with Career Technical instructors to prepare integrated lesson plans. The implementation of Common Core will further enhance this process.

Each CTE class has a job/career curriculum component that allows students to explore their options upon program completion. Guest speakers from industry and BUTC advisory committees are frequently utilized for this purpose. Businesses often come to the classes for the purpose of student recruitment for job placement.

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

-Students have the opportunity to take the ACT on campus and SAT on a site within 15 miles of the campus.

-Students take the PERT and the PSAT

-We will also offer the SAT for students in the Spring through a college board grant.

4. 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.

Bradford High advertises and offers the ACT on school grounds.

ACT preparation courses are offered for students after school through a grant from Communities and Schools.

Students are encouraged to take dual enrollment and Advance Placement Courses if they have high enough scores on the FCAT.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** During the 2016-2017 school year, Bradford High school will improve the critical elements of the MTSS framework to support students with and without disabilities to successfully address learning needs in literacy and mathematics. In order to show improvement, Bradford High School must maximize student engagement in instruction and prevent students' skill gaps to limit the need for more intensive interventions.

Strategic Goals Detail

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

G1. During the 2016-2017 school year, Bradford High school will improve the critical elements of the MTSS framework to support students with and without disabilities to successfully address learning needs in literacy and mathematics. In order to show improvement, Bradford High School must maximize student engagement in instruction and prevent students' skill gaps to limit the need for more intensive interventions.

1a

G084062

Targets Supported 1b

Indicator	Annual Target
Math Gains	40.0
FSA Mathematics Achievement	40.0
FSA ELA Achievement	48.0
ELA/Reading Gains	50.0
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Zero planning period. Teachers have no planning time during the middle of the school day to work in Professional Learning Communities.
- Faculty's understanding of early warning systems and how it ties into our new MTSS process.
- Teaching to the rigor and pacing of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SARB Committee for Attendance
- Attendance Intervention Team Meetings
- Reading/Social Studies Coach
- Math/Science Coach
- SEEC Grant and Professional Development on Lesson Study
- Early Dismissal Data Chat Sessions with Faculty in Professional Learning Communities
- Year 2 of Focus Data Entry System
- Weekly Guided Lesson Planning Sessions with Coach's
- MTSS Friday Meetings
- Community In Schools
- Santa Fe College
- Upward Bound
- TLC Formative Groups

Plan to Monitor Progress Toward G1. 8

Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to check for the use of lesson study strategies that support the MTSS process.

Person Responsible

Bryan Boyer

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Minutes from PLC's meetings from each department's PLC meetings. Reflection and data sheets from monthly data chats with administration. An understanding from each PLC and each individual teacher will be evident from the collaboration that is taking place as well as how the data is being used to make academic and or reporting decisions.

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

 = Problem Solving Step  S123456 = Quick Key

G1. During the 2016-2017 school year, Bradford High school will improve the critical elements of the MTSS framework to support students with and without disabilities to successfully address learning needs in literacy and mathematics. In order to show improvement, Bradford High School must maximize student engagement in instruction and prevent students' skill gaps to limit the need for more intensive interventions. **1**

 G084062

G1.B1 Zero planning period. Teachers have no planning time during the middle of the school day to work in Professional Learning Communities. **2**

 B223362

G1.B1.S1 SEEC Grant providing professional development funding during the school day for three half days per department. Monthly data chats with administration in their Professional Learning Communities that focuses on improving instruction through collaboration and interpretation of formative and summative data. **4**

 S235662

Strategy Rationale

To provide professional development through lesson study focusing on collaboration/data and best teaching practices into teachers Professional Learning Communities. In addition, faculty will take newly learned best teaching practices and apply them in their classrooms.

Action Step 1 **5**

Teachers will meet with the principal and the teacher support colleague for professional development utilizing the lesson study model. An emphasis will be placed on the tracking of student performance and collaboration. We will target Vocabulary Strategies in our Professional Development sessions.

Person Responsible

Bryan Boyer

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Participation by all stakeholders involved in the professional development. Teachers will also be monitored in their PLC's and in their data chats.

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

Administration and our Teacher Support Colleagues will be host weekly guided lesson planning in department's PLC's to check for the use of lesson study strategies that support the EWS model. Monthly data chats will also be held with administration and Coach's during Early Dismissal Days in each departments PLC.

Person Responsible

Bryan Boyer

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Sign-in sheets from PLC's meetings from each department's PLC meetings. Reflection and data sheets documenting how teachers are differentiating instruction based off best teaching practices learned.

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

Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to check for the use of lesson study strategies that support the EWS model. Monthly data chats will also be held within each departments Professional Learning Communities.

Person Responsible

Bryan Boyer

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Minutes from PLC's meetings from each department's PLC meetings. Reflection and data summary sheets from monthly data chats with administration. An understanding from each PLC and each individual teacher will be evident from the collaboration that is taking place as well as how the data is being used to make academic decisions. This data should show that we are making steps to decreasing our students who are chronically absent by 10% as well as seeing a decrease in the number of students who are failing an academic course.

G1.B2 Faculty's understanding of early warning systems and how it ties into our new MTSS process. **2**

 B223363

G1.B2.S1 For administration to meet with all departments in coordination with our teacher support colleague and coach to monitor the effectiveness of how teachers are utilizing teaching practices learned in lesson study. **4**

 S235663

Strategy Rationale

To reduce the number of students failing academic courses and for teachers to collaborate on the data they are using to make academic decisions centered around our MTSS process and gaps in learning.

Action Step 1 **5**

Teachers will be trained on our new MTSS plan by administration and the schools teacher support colleague. Teachers will then collaborate monthly on EWS and how that ties in with our MTSS plan.

Person Responsible

Bryan Boyer

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Teachers will sign in each time they attend professional development sessions.

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

Administration, teacher support colleagues, and department heads will monitor each PLC for the data each teacher brings in and the collaboration that takes place.

Person Responsible

Bryan Boyer

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Administration, teacher support colleagues, and department heads will meet to discuss the conversations that were taking place during the monthly data meetings from each PLC.

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

Administration, teacher support colleagues, and department heads will monitor each PLC for the data each teacher brings in and the collaboration that takes place.

Person Responsible

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Administration, teacher support colleagues, and department heads will monitor each PLC for the data each teacher brings in and the collaboration that takes place. Data summary forms will be collected by administration to check that teachers are bringing in data and that each teacher is reflecting on what they are doing with the data to make academic and or reporting decisions.

G1.B3 Teaching to the rigor and pacing of the standards. 2

 B223364

G1.B3.S1 Teachers will work in their departments and preps in the summer of 2016. Guidance and leadership will be given from their coach and or TSC to map out the standards for an appropriate pacing guide. These teams will also unpack the standards for a clearer understanding of FSA rigor. 4

 S235664

Strategy Rationale

For teachers to increase their knowledge and rigor of FSA standards and how to map the year out accordingly with an effective and strategic pacing guide.

Action Step 1 5

Summer Mapping and Pacing/Unpacking the Standards

Person Responsible

Bryan Boyer

Schedule

On 12/16/2016

Evidence of Completion

Completed Maps and Pacing Guides /Unpacking standards training complete

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration, Coaches and TSC

Person Responsible

Bryan Boyer

Schedule

On 5/19/2017

Evidence of Completion

During PLC meetings administration, coaches and our TSC will monitor departments pacing. Administration and Coaches also will view teachers unit/lesson plans on weekly basis to check for pacing and also rigor of lesson.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Lesson plan checks and Teacher evaluations.

Person Responsible

Bryan Boyer

Schedule

Weekly, from 8/10/2016 to 5/19/2017



Evidence of Completion

Administration and coaches check lesson plans on a weekly basis utilizing a spreadsheet that documents teachers lesson plans effectiveness and pacing. Evidence can also be found in the each individual teachers evaluation in Marzano primarily looking at domain 2.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1  A303850	Summer Mapping and Pacing/ Unpacking the Standards	Boyer, Bryan	6/13/2016	Completed Maps and Pacing Guides /Unpacking standards training complete	12/16/2016 one-time
G1.MA1  M309192	Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to...	Boyer, Bryan	8/15/2016	Minutes from PLC's meetings from each department's PLC meetings. Reflection and data sheets from monthly data chats with administration. An understanding from each PLC and each individual teacher will be evident from the collaboration that is taking place as well as how the data is being used to make academic and or reporting decisions.	5/19/2017 weekly
G1.B1.S1.MA1  M309186	Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to...	Boyer, Bryan	8/15/2016	Minutes from PLC's meetings from each department's PLC meetings. Reflection and data summary sheets from monthly data chats with administration. An understanding from each PLC and each individual teacher will be evident from the collaboration that is taking place as well as how the data is being used to make academic decisions. This data should show that we are making steps to decreasing our students who are chronically absent by 10% as well as seeing a decrease in the number of students who are failing an academic course.	5/19/2017 weekly
G1.B1.S1.MA1  M309187	Administration and our Teacher Support Colleagues will be host weekly guided lesson planning in...	Boyer, Bryan	8/15/2016	Sign-in sheets from PLC's meetings from each department's PLC meetings. Reflection and data sheets documenting how teachers are differentiating instruction based off best teaching practices learned.	5/19/2017 weekly
G1.B1.S1.A1  A303848	Teachers will meet with the principal and the teacher support colleague for professional...	Boyer, Bryan	8/15/2016	Participation by all stakeholders involved in the professional development. Teachers will also be monitored in their PLC's and in their data chats.	5/19/2017 weekly
G1.B2.S1.MA1  M309188	Administration, teacher support colleagues, and department heads will monitor each PLC for the data...		8/15/2016	Administration, teacher support colleagues, and department heads will monitor each PLC for the data each teacher brings in and the collaboration that takes place. Data summary forms will be collected by administration to check that teachers are bringing in data and that each teacher is reflecting on what they are doing with the data to make academic and or reporting decisions.	5/19/2017 monthly
G1.B2.S1.MA1  M309189	Administration, teacher support colleagues, and department heads will monitor each PLC for the data...	Boyer, Bryan	8/15/2016	Administration, teacher support colleagues, and department heads will meet to discuss the conversations that were taking place during the monthly data meetings from each PLC.	5/19/2017 monthly
G1.B2.S1.A1  A303849	Teachers will be trained on our new MTSS plan by administration and the schools teacher support...	Boyer, Bryan	8/15/2016	Teachers will sign in each time they attend professional development sessions.	5/19/2017 monthly

Bradford - 0021 - Bradford High School - 2016-17 SIP
Bradford High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1  M309190	Lesson plan checks and Teacher evaluations.	Boyer, Bryan	8/10/2016	Administration and coaches check lesson plans on a weekly basis utilizing a spreadsheet that documents teachers lesson plans effectiveness and pacing. Evidence can also be found in the each individual teachers evaluation in Marzano primarily looking at domain 2.	5/19/2017 weekly
G1.B3.S1.MA1  M309191	Administration, Coaches and TSC	Boyer, Bryan	6/13/2016	During PLC meetings administration, coaches and our TSC will monitor departments pacing. Administration and Coaches also will view teachers unit/ lesson plans on weekly basis to check for pacing and also rigor of lesson.	5/19/2017 one-time

V. Professional Development Opportunities

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

G1. During the 2016-2017 school year, Bradford High school will improve the critical elements of the MTSS framework to support students with and without disabilities to successfully address learning needs in literacy and mathematics. In order to show improvement, Bradford High School must maximize student engagement in instruction and prevent students' skill gaps to limit the need for more intensive interventions.

G1.B1 Zero planning period. Teachers have no planning time during the middle of the school day to work in Professional Learning Communities.

G1.B1.S1 SEEC Grant providing professional development funding during the school day for three half days per department. Monthly data chats with administration in their Professional Learning Communities that focuses on improving instruction through collaboration and interpretation of formative and summative data.

PD Opportunity 1

Teachers will meet with the principal and the teacher support colleague for professional development utilizing the lesson study model. An emphasis will be placed on the tracking of student performance and collaboration. We will target Vocabulary Strategies in our Professional Development sessions.

Facilitator

Bryan Boyer

Participants

All Teachers

Schedule

Weekly, from 8/15/2016 to 5/19/2017

G1.B2 Faculty's understanding of early warning systems and how it ties into our new MTSS process.

G1.B2.S1 For administration to meet with all departments in coordination with our teacher support colleague and coach to monitor the effectiveness of how teachers are utilizing teaching practices learned in lesson study.

PD Opportunity 1

Teachers will be trained on our new MTSS plan by administration and the schools teacher support colleague. Teachers will then collaborate monthly on EWS and how that ties in with our MTSS plan.

Facilitator

Administration and TSC

Participants

All teachers

Schedule

Monthly, from 8/15/2016 to 5/19/2017

G1.B3 Teaching to the rigor and pacing of the standards.

G1.B3.S1 Teachers will work in their departments and preps in the summer of 2016. Guidance and leadership will be given from their coach and or TSC to map out the standards for an appropriate pacing guide. These teams will also unpack the standards for a clearer understanding of FSA rigor.

PD Opportunity 1

Summer Mapping and Pacing/Unpacking the Standards

Facilitator

Varies with Department

Participants

All core content teachers

Schedule

On 12/16/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will meet with the principal and the teacher support colleague for professional development utilizing the lesson study model. An emphasis will be placed on the tracking of student performance and collaboration. We will target Vocabulary Strategies in our Professional Development sessions.	\$0.00
2	G1.B2.S1.A1	Teachers will be trained on our new MTSS plan by administration and the schools teacher support colleague. Teachers will then collaborate monthly on EWS and how that ties in with our MTSS plan.	\$0.00
3	G1.B3.S1.A1	Summer Mapping and Pacing/Unpacking the Standards	\$0.00
Total:			\$0.00