

Suwannee County Schools

Branford High School



2016-17 Schoolwide Improvement Plan

Branford High School

405 REYNOLDS ST NE, Branford, FL 32008

bhs.suwannee.k12.fl.us

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 6-12	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	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 was approved by the Suwannee County School Board on 10/25/2016.

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	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	38

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 Branford 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.

Branford High School will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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.

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.

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.

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.

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.

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.

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.

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	12	14	0	18	44
One or more suspensions	0	0	0	0	0	0	0	5	2	10	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	8	12	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	25	24	23	15	35	0	0	122

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.

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, FSA and EOC remediation, the use of iReady, 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. The middle school has an enrichment vs remediation program where students rotate on a daily and weekly basis on differentiated student needs.

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308422>.

2. Description

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

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.

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.

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

b. Duties

1. 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), Vanessa Leffler (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.

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 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 Meridian 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tiffanie White	Student
Katrina Bius	Principal
Jimmy Wilkerson	Principal
Angela Wood	Education Support Employee
Julie Dees	Teacher

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

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?

b. 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.

c. 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.

2. 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.

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

No

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
Bius, Katrina	Assistant Principal
Wilkerson, Jimmy	Principal
Wood, Angela	Instructional Coach
	Teacher, K-12

b. Duties

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

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.

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.

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 through DuFour's PLCs.

2. 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.

3. 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.

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.

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.

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.

Branford High School has recently started implementing Senate Bill 850 requirement for middle school warning systems. The Rtl 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.

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: 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

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.

Each grade level is represented by a guidance counselor, school and grade level sponsor. At the beginning of each year the code of conduct, graduation requirements and school traditions are

discussed in grade level meetings with students, administrators, teachers and support staff. 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.

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.

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.

2. 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 instructors support the Focus Calendar skills by participating in school-wide initiatives 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.

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

All students in grades 6-8 are scheduled in CTE courses. All 6th graders participate in a CTE Wheel Course to expose them to all vocational and technical programs offered at BHS. 7th and 8th graders are given the opportunity to take two CTE courses each year. As students transition into the 9th grade they are given the opportunity to take a CTE course that they feel would best benefit them in their chosen career or path of study.

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.

The High School Feed back Report only reflects back to 2014. However, strategies used to improve student readiness for postsecondary level based course work is to continue to provide rigorous courses and increase dual enrollment and AP opportunities. The following outlines the 2014 Report Information

District: SUWANNEE, School: BRANFORD HIGH SCHOOL

Data Item School

Number of 2014 high school graduates with standard diploma or GED 62

PRE-GRADUATION INDICATORS

Percent of 2014 graduates who scored at level 3 or better on the 10th grade FCAT in Math NA

Percent of 2014 graduates who scored at level 3 or better on the 10th grade FCAT in Reading
80.60%

Percent of 2014 graduates who scored at level 3 or better on the 10th grade FCAT in Both Math and Reading NA

Percent of 2014 graduates who completed a college prep curriculum 53.20%

Percent of 2014 graduates who were eligible for the maximum Bright Futures award (FL Academic Scholars) 1.61%
Percent of 2014 graduates who were eligible for the maximum Bright Futures award (FL Medallion Scholars) 9.67%
Percent of 2014 graduates who were eligible for the maximum Bright Futures award (FL Gold Seal Vocational) 1.61%
Percent of 2014 graduates who completed at least one AP, IB, AICE or Dual Enrollment course 37.00%
Percent of 2014 graduates enrolled in Algebra I or equivalent in a FL public school prior to 9th grade 6.45%
Percent of 2014 graduates who completed at least one level 3 high school math course 43.50%
Percent of 2014 graduates who completed at least one dual enrollment math course 17.70%
Percent of 2014 graduates who completed at least one level 3 high school science course 85.40%
Percent of 2014 graduates who completed at least one dual enrollment science course 14.50%
Percent of students who took PSAT two years prior to graduation year 89.10%
Percent of students who took PLAN two years prior to graduation year NA
Percent of 2014 graduates who took the SAT NA
Percent of 2014 graduates who took the ACT 74.10%
Percent of 2014 graduates who took the CPT 8.06%
Percent of 2014 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores in Math 81.30%
Percent of 2014 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores in Reading 100.00%
Percent of 2014 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores in Writing 87.50%
Percent of 2014 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores in All Three Subjects 81.30%

POST-GRADUATION INDICATORS

Percent of 2014 graduates enrolled in a Florida public postsecondary institution in Fall 2014 33.80%
Percent of 2014 graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall 2014 1.61%
Percent of 2014 graduates at a community college in Florida during Fall 2014 24.10%
Percent of 2014 graduates at a state university in Florida during Fall 2014 6.45%
Percent of 2014 graduates at a technical education center in Florida during Fall 2014 3.22%
Percent of 2014 graduates enrolled in college credit courses in Florida during Fall 2014 at a FL public postsecondary institution earning a GPA above 2.0 78.90%
Percent of 2014 graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0 100%
Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Remedial Math (non-college credit) 100%
Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Intermediate Algebra (for elective credit only) 40%
Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Entry-level Math (for Math credit) 100%
Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Advanced Math 70%
Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed Remedial Reading or Writing NA
Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed Freshman Comp I or II 85.70%
Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed Other College-level English 85.70%

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.** Create a school wide mentoring program
- G2.** Assist students in formulating career goals
- G3.** ELA student achievement will increase from 46% to 50%
- G4.** The lowest 25% of students in ELA will increase from 37% to 40% proficiency
- G5.** Learning gains in ELA will increase from 42% to 45%
- G6.** The proficiency rate by students on the US History and Civics EOC will increase from 64% to 68%
- G7.** The proficiency rate of 8th grade Science and the Biology EOC will increase from 50% to 55%
- G8.** The proficiency rate of math achievement will increase from 41% to 45%
- G9.** The lowest 25% of math students will increase proficiency rate from 36% to 40%
- G10.** Learning gains in math will increase from 44% to 48%
- G11.** Middle School Acceleration will increase from 60% to 65%
- G12.** College and Career Ready Acceleration will increase from 66% to 70%

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. Create a school wide mentoring program 1a

 G084278

Targets Supported 1b

Indicator	Annual Target
-----------	---------------


Targeted Barriers to Achieving the Goal 3

- Time for students to meet
- Funding for a representative to serve as mentor overseeing project

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Leadership Course

G2. Assist students in formulating career goals 1a

 G084279

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Available online programs to monitor progress and make appropriate updates

Resources Available to Help Reduce or Eliminate the Barriers 2

- My Career Shines

G3. ELA student achievement will increase from 46% to 50% 1a

G084280

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Performance Matters data, FOCUS reports

Person Responsible

Katrina Bius

Schedule

On 6/1/2015

Evidence of Completion

Reports of progress monitoring, AIR results

G4. The lowest 25% of students in ELA will increase from 37% to 40% proficiency 1a

G084281

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

G5. Learning gains in ELA will increase from 42% to 45% 1a

 G084282

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal 3

- Exposure to enough review materials

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G5. 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

G6. The proficiency rate by students on the US History and Civics EOC will increase from 64% to 68% 1a

G084283

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	68.0
U.S. History EOC Pass	68.0

Targeted Barriers to Achieving the Goal 3

- Progress Monitoring Assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Development PMAs

Plan to Monitor Progress Toward G6. 8

PMA results

Person Responsible

Katrina Bius

Schedule

Quarterly, from 10/20/2015 to 6/1/2016

Evidence of Completion

80 % proficiency

G7. The proficiency rate of 8th grade Science and the Biology EOC will increase from 50% to 55% **1a**

 G084284

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	55.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal **3**

- Establishing clear rubrics in implementing the program school wide, technology needs

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Released Biology 1 EOCs, resources provided by DOE on Science assessments

Plan to Monitor Progress Toward G7. **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

G8. The proficiency rate of math achievement will increase from 41% to 45% 1a

G084285

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Time to effectively implement programing, technology funds

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G8. 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

G9. The lowest 25% of math students will increase proficiency rate from 36% to 40% 1a

G084286

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

G10. Learning gains in math will increase from 44% to 48% 1a

G084287

Targets Supported 1b

Indicator	Annual Target
Math Gains	48.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

G11. Middle School Acceleration will increase from 60% to 65% 1a

 G084288

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	65.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

G12. College and Career Ready Acceleration will increase from 66% to 70% 1a

 G084289

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	70.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

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. Create a school wide mentoring program **1**

 G084278

G1.B1 Time for students to meet **2**

 B223945

G1.B1.S1 A course rotation needs to be created across campus for students who need mentoring. **4**

 S236314

Strategy Rationale

Evidence proves that at risk students who are paired with mentors are much more likely to graduate high school and become more successful.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it


G2. Assist students in formulating career goals 1

 G084279

G2.B1 Available online programs to monitor progress and make appropriate updates 2

 B223947

G2.B1.S1 Formulate a district wide guidance committee to brainstorm possible solutions. 4

 S236315

Strategy Rationale

Action Step 1 5

A district wide guidance committee will be formed to create the most effective mode of action. 75% of student population will complete career goals.

Person Responsible


Schedule

On 6/1/2017

Evidence of Completion

Excel spreadsheet of students

G3. ELA student achievement will increase from 46% to 50% **1**

 G084280

G3.B1 Unknown specs as related to FSA, funding for technology digital tools **2**

 B223948

G3.B1.S1 Data chats of progress monitoring, implementing resources provided by DOE **4**

 S236316

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 G3.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 G3.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

G5. Learning gains in ELA will increase from 42% to 45% 1

 G084282

G5.B1 Exposure to enough review materials 2

 B223949

G5.B1.S1 Locate as many resources as possible from DOE, neighboring districts, and valid online resources 4

 S236317

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 G5.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 G5.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G6. The proficiency rate by students on the US History and Civics EOC will increase from 64% to 68% **1**

 G084283

G6.B1 Progress Monitoring Assessments **2**

 B223950

G6.B1.S1 PMAs utilized at other districts **4**

 S236318

Strategy Rationale

A performing districts are using the appropriate instructional materials

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

iReady is now used as the PMA assessment. 6-10th grade participate in a diagnostic. Grades 6-8 have complete toolbox.

Person Responsible

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Reports from iReady and Performance Matters will be used to drive instruction. Essential Standards will be identified through PLCs.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

PMA assessments

Person Responsible

Katrina Bius

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Data from PMAs

G7. The proficiency rate of 8th grade Science and the Biology EOC will increase from 50% to 55% 1

 G084284

G7.B1 Establishing clear rubrics in implementing the program school wide, technology needs 2

 B223951

G7.B1.S1 Align Scope and sequencing of aligned standards, teacher collaboration, released materials from DOE 4

 S236319

Strategy Rationale

Create district wide progress monitoring tool for EOCs

Action Step 1 5

Students at BHS will score at or above state level 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 G7.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 G7.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


G8. The proficiency rate of math achievement will increase from 41% to 45% **1**

 G084285

G8.B1 Time to effectively implement programing, technology funds **2**

 B223952

G8.B1.S1 CAPE and CTE training **4**

 S236320

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

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					
G5.B1.S1.MA1  M310693	[no content entered]		No Start Date		No End Date one-time
G6.B1.S1.A1  A304844	[no content entered]		No Start Date		No End Date one-time
G5.B1.S1.A2  A304843	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.A1  A304841	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
G5.B1.S1.A1  A304842	Locate resources and provide professional development opportunities, support teachers, data chats,...	Bius, Katrina	9/15/2014	Conferences notes, FOCUS reports, Performance Matters reports	5/29/2015 monthly
G3.MA1  M310692	Performance Matters data, FOCUS reports	Bius, Katrina	8/15/2014	Reports of progress monitoring, AIR results	6/1/2015 one-time
G7.MA1  M310701	Student performance and learning gains	Bius, Katrina	9/23/2014	Performance Matters reports, FOCUS reports, teacher made assessments	6/1/2015 monthly
G8.MA1  M310702	Scheduling of students based on CAPE teacher's needs, dual enrollment courses, AP courses, monitor...	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
G3.B1.S1.MA1  M310690	Continuously collaboration among teachers, data chats, assessment evaluations	Bius, Katrina	9/24/2014	Reports	6/1/2015 monthly
G3.B1.S1.MA1  M310691	Collaboration through department meetings	Bius, Katrina	9/30/2014	Updates to Action Plan	6/1/2015 monthly
G5.B1.S1.MA1  M310694	Coverage and timeline of standards as aligned by Florida Standards	Bius, Katrina	8/15/2014	Performance Matters data	6/1/2015 every-6-weeks
G7.B1.S1.MA1  M310699	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
G7.B1.S1.MA1  M310700	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
G7.B1.S1.A1  A304845	Students at BHS will score at or above state level Science and Biology 1 EOC	Bius, Katrina	9/24/2014		6/1/2015 every-6-weeks
G8.B1.S1.A1  A304846	Administrative team and CTE teachers will keep abreast of guidelines and changes in CTE and CAPE...	Bius, Katrina	9/15/2014		6/1/2015 monthly
G5.MA1  M310695	Data will be collected from performance matters. Lowest quartile students will be monitored...	Bius, Katrina	9/23/2014	Performance Matters reports, FOCUS reports, Progress reports	6/14/2015 every-6-weeks
G6.MA1  M310698	PMA results	Bius, Katrina	10/20/2015	80 % proficiency	6/1/2016 quarterly
G6.B1.S1.MA1  M310696	PMA assessments	Bius, Katrina	8/10/2015	Data from PMAs	6/1/2016 quarterly
G2.B1.S1.A1  A304840	A district wide guidance committee will be formed to create the most effective mode of action. 75%...		9/1/2016	Excel spreadsheet of students	6/1/2017 one-time

Suwannee - 0091 - Branford High School - 2016-17 SIP
Branford High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.MA1  M310697	iReady is now used as the PMA assessment. 6-10th grade participate in a diagnostic. Grades 6-8...		8/15/2016	Reports from iReady and Performance Matters will be used to drive instruction. Essential Standards will be identified through PLCs.	6/1/2017 quarterly

V. Professional Development Opportunities

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

G3. ELA student achievement will increase from 46% to 50%

G3.B1 Unknown specs as related to FSA, funding for technology digital tools

G3.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

G5. Learning gains in ELA will increase from 42% to 45%

G5.B1 Exposure to enough review materials

G5.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

G7. The proficiency rate of 8th grade Science and the Biology EOC will increase from 50% to 55%

G7.B1 Establishing clear rubrics in implementing the program school wide, technology needs

G7.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 level 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

G8. The proficiency rate of math achievement will increase from 41% to 45%

G8.B1 Time to effectively implement programing, technology funds

G8.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

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	A district wide guidance committee will be formed to create the most effective mode of action. 75% of student population will complete career goals.				\$0.00
2	G3.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	2016-17
			District-Wide	General Fund		\$2,500.00
Notes: Professional Development and Collaboration						
3	G5.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	2016-17
			District-Wide	General Fund		\$2,000.00
Notes: Supplies and materials, travel and substitute pay						
4	G5.B1.S1.A2	Monitor all appointed teachers collaborate with neighboring schools and district office				\$0.00
5	G6.B1.S1.A1					\$0.00
6	G7.B1.S1.A1	Students at BHS will score at or above state level Science and Biology 1 EOC				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$2,000.00
Notes: Professional Development						
7	G8.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	2016-17
			District-Wide	SIG 1003		\$2,500.00
Notes: Technology digital tools						
Total:						\$9,000.00