

Suwannee County Schools

Branford High School



2019-20 Schoolwide Improvement Plan

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Branford High School

405 REYNOLDS ST NE, Branford, FL 32008

bhs.suwannee.k12.fl.us

Demographics

Principal: Terry Huddleston

Start Date for this Principal: 8/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (56%) 2016-17: B (59%) 2015-16: C (51%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Suwannee County School Board on 8/27/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	16%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Huddleston, Terry	Principal	<p>The Principal is the instructional leader of the school and ultimately responsible for all curriculum, instruction, professional development, career and tech ed programs, student activities and community involvement. The Principal supervises all instructional and non-instructional personnel. The Guidance Counselor and two Assistant Principals compose the administrative team.</p> <p>The Counselor works with approximately 700 students, grades 6-12 and fills a variety of rolls in a small school.</p> <p>The Assistant Principals share responsibilities as directed by the Principal. One Assistant Principal is assigned to curriculum, testing, and ESE. The other Assistant Principal coordinates facility operations, student discipline, CTE programs and is the middle school administrative contact.</p> <p>All members of the team are assigned instructional areas, but there many times that situations are not clear cut, which requires good communication between the group.</p> <p>The administrative team meets every Monday at 9:05 to discuss any items that are important to the effective, smooth operation of the school.</p>
Eakins, Dawn	School Counselor	<p>Mrs. Eakins performs all guidance related activities for students in grades 6-12. She also assists with the master schedule, parent conferences, coordinates counseling with state and private agencies and is the lead member for threat assessments.</p>
Wood, Angela	Assistant Principal	<p>Mrs. Wood works extensively with all students and their educational needs. She is the lead person for the development of the master schedule, ESE students, graduation requirements and dual enrollment.</p>
Manna, Carl	Assistant Principal	<p>Mr. Manna is responsible for student discipline, facilities, assists with the master schedule, safety contact and is the middle school administrative contact.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	9	11	3	6	3	2	13	47
One or more suspensions	0	0	0	0	0	0	1	0	0	1	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	14	13	22	27	22	12	8	118
Level 1 on statewide assessment	0	0	0	0	0	0	32	30	27	27	28	20	32	196

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	15	12	13	17	17	6	10	90

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

69

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - As Reported

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	20	27	34	31	28	43	46	229
One or more suspensions	0	0	0	0	0	0	14	18	11	13	20	8	3	87
Course failure in ELA or Math	0	0	0	0	0	0	19	29	29	28	6	6	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	27	32	56	39	41	29	11	235

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	24	34	40	34	29	22	9	192

Prior Year - Updated**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	20	27	34	31	28	43	46	229	
One or more suspensions	0	0	0	0	0	0	14	18	11	13	20	8	3	87	
Course failure in ELA or Math	0	0	0	0	0	0	19	29	29	28	6	6	0	117	
Level 1 on statewide assessment	0	0	0	0	0	0	27	32	56	39	41	29	11	235	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	24	34	40	34	29	22	9	192

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	50%	56%	49%	42%	53%
ELA Learning Gains	54%	49%	51%	51%	45%	49%
ELA Lowest 25th Percentile	40%	42%	42%	38%	38%	41%
Math Achievement	55%	46%	51%	53%	40%	49%
Math Learning Gains	57%	43%	48%	57%	39%	44%
Math Lowest 25th Percentile	47%	41%	45%	47%	38%	39%
Science Achievement	64%	63%	68%	55%	66%	65%
Social Studies Achievement	64%	63%	73%	74%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	9 (20)	11 (27)	3 (34)	6 (31)	3 (28)	2 (43)	13 (46)	47 (229)
One or more suspensions	1 (14)	0 (18)	0 (11)	1 (13)	0 (20)	0 (8)	0 (3)	2 (87)
Course failure in ELA or Math	14 (19)	13 (29)	22 (29)	27 (28)	22 (6)	12 (6)	8 (0)	118 (117)
Level 1 on statewide assessment	32 (27)	30 (32)	27 (56)	27 (39)	28 (41)	20 (29)	32 (11)	196 (235)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	58%	46%	12%	54%	4%
	2018	47%	41%	6%	52%	-5%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	46%	42%	4%	52%	-6%
	2018	49%	44%	5%	51%	-2%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				
08	2019	46%	47%	-1%	56%	-10%
	2018	51%	51%	0%	58%	-7%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				
09	2019	52%	47%	5%	55%	-3%
	2018	43%	45%	-2%	53%	-10%
Same Grade Comparison		9%				
Cohort Comparison		1%				
10	2019	46%	51%	-5%	53%	-7%
	2018	33%	44%	-11%	53%	-20%
Same Grade Comparison		13%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	64%	45%	19%	55%	9%
	2018	57%	38%	19%	52%	5%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	67%	50%	17%	54%	13%
	2018	60%	44%	16%	54%	6%
Same Grade Comparison		7%				
Cohort Comparison		10%				
08	2019	29%	30%	-1%	46%	-17%
	2018	13%	19%	-6%	45%	-32%
Same Grade Comparison		16%				
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	54%	52%	2%	48%	6%
	2018	49%	54%	-5%	50%	-1%
Same Grade Comparison		5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	66%	7%	67%	6%
2018	56%	64%	-8%	65%	-9%
Compare		17%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	68%	-4%	71%	-7%
2018	65%	61%	4%	71%	-6%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	64%	-4%	70%	-10%
2018	61%	64%	-3%	68%	-7%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	44%	-6%	61%	-23%
2018	41%	45%	-4%	62%	-21%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	59%	2%	57%	4%
2018	55%	47%	8%	56%	-1%
Compare		6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	44	30	31	41	22	40	41		100	10
ELL	30	40		45							
BLK	25	58		31	38						
HSP	48	53	64	63	60		58	44	63		
MUL	62	69		58	42						
WHT	54	54	35	55	58	48	67	66	75	97	80
FRL	47	52	37	51	54	42	57	53	56	98	68
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	33	22	21	39	42	25	33			
ELL	29	62		33	58						
BLK	31	42		27	50		10				
HSP	42	46	33	52	56	60	38	77			
MUL	30	30									
WHT	47	40	29	48	48	34	60	64	71	97	79
FRL	43	40	33	46	47	38	50	59	66	94	62
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	33	34	15	33	25	55	43		83	20
ELL	15	27		20	20						
BLK	12	29		20	47						
HSP	35	40	24	44	45	20	62	50			
MUL	36										
WHT	52	53	40	57	59	53	55	77	80	94	50
FRL	43	47	35	47	53	53	48	70	65	95	40

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	683
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component with the lowest performance was ELA Lowest Quartile with a score of 40%. The 2016, 2017 and 2018 scores were 37%, 38% and 30%. The 2019 score was 10% higher than the 2018 score.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies Achievement was the only tested area that showed any decline. The score dropped by 1%. A comparison of the student's ELA score and the same student's Social Studies score did not reveal any statistical anomaly that would explain a 1% decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Eighth grade math had the greatest gap when compared to the state average, -17%. Scores were up 16% when compared to the previous year. Progress monitoring of standards as they were taught resulted in a greater understanding of student mastery.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Learning Gains showed the most improvement with a 14% increase. A greater emphasis was placed on teaching standards with fidelity and targeted progress monitoring.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern are student absences and the number of Level 1 students 6-10.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve US History and Civics EOC scores to 70%.
2. Continued focus on ELA Lowest Quartile gains.
3. Biology EOC pass rates.
4. ESSA Federal Index Needs
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title Civics and US History EOC pass rates

Rationale BHS scores are consistent ly below the state average.

State the measurable outcome the school plans to achieve

Both pass rates should improve to 70%.

Person responsible for monitoring outcome

Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

Evidence-based Strategy

1. A complete breakdown of standards taught.
2. Implement progress monitoring.
3. Search surrounding area for schools that exceed the state average, review their curriculum and implement necessary changes.

Rationale for Evidence-based Strategy

1. Best practices that continuously produce results above the state average should produce similar results.
2. We can continue the same process and get the same results or we can make curriculum changes.

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

[no one identified]

#2	
Title	Civics and US History EOC pass rates
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]
#3	
Title	Biology EOC pass rates
Rationale	Biology EOC scores improved by 17 pts as compared to 2018 scores. The Science PLC wants to maintain this year's level of success.
State the measurable outcome the school plans to achieve	1. Biology EOC scores will maintain current pass rate scores or improve by any amount.
Person responsible for monitoring outcome	Angela Wood (angela.wood@suwannee.k12.fl.us)
Evidence-based Strategy	Science PLC members will monitor student progress monthly during PLC meetings.
Rationale for Evidence-based Strategy	PLC members are developing a Master Vocabulary Program to provide continuous integration of biological terms grades 6-12
Action Step	
Description	<ol style="list-style-type: none"> 1. PLC presentation during planning that examined EOC scores from the past two years. 2. PLC will develop Master Vocabulary list during August PD day. 3. PLC will share list with Admin. and all science teachers. 4. PLC will monitor implementation of program. 5.
Person Responsible	Angela Wood (angela.wood@suwannee.k12.fl.us)

#4	
Title	ELA
Rationale	PLC reviewed last year's scores and aim to maintain current standard levels of proficiency.
State the measurable outcome the school plans to achieve	Students should maintain current level of proficiency or any measurable level of improvement.
Person responsible for monitoring outcome	Carl Manna (carl.manna@suwannee.k12.fl.us)
Evidence-based Strategy	The addition of AP courses as well as "looping" students with the same teacher for consecutive years will provide a means of differentiation (more specified one-on-one) and advancements in rigorous texts and instruction.
Rationale for Evidence-based Strategy	Due to previous inconsistencies in curriculum, curriculum mapping and grade level as well as culturally appropriate materials have been streamlined and organized for teacher and student use.
Action Step	
Description	<ol style="list-style-type: none"> 1. PLC presentation during pre-planning. 2. Looping students and teachers 3. Literacy plan involves student choice novel assignments for each semester. 4. AP, Dual Enrollment, and honors courses improved with documented rigor. 5.
Person Responsible	[no one identified]

#5	
Title	ESSA Federal Index
Rationale	SWD students scored 39% and Black students scored 38% as recorded on the ESSA federal Index report.
State the measurable outcome the school plans to achieve	Both groups will increase by 10 percentage points.
Person responsible for monitoring outcome	Angela Wood (angela.wood@suwannee.k12.fl.us)
Evidence-based Strategy	These student are a fairly small group of students within the BHS population. They can be easily identified and tracked by teachers, admin and guidance.
Rationale for Evidence-based Strategy	These students are listed on the Federal Index. We will implement the action steps listed below.
Action Step	
Description	<ol style="list-style-type: none"> 1. Positively identify these students with help from district office. 2. Meet with teachers of the students to address needs. 3. Chart student progress in ALL tested areas and attendance. 4. Provide one-on-one or small group instruction for SWD students. 5. ESE support teachers will monitor SWD students academic achievement.
Person Responsible	4. 5. [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parent involvement is a very important relationship between the school, parents, and stake holders. BHS is located in a very small rural community in North Central Florida, where virtually everyone knows each other. All activities at the school are a community affair. Athletic events, Band/Chorus programs,

academic award ceremonies and graduation unite the community. This year BHS will provide multiple opportunities to build relationships by: *Hosting an ELL parent night with interpreters for ELL parents.*Incoming 6th graders participated in the Buccaneer Camp, which acclimated parents and students to BHS.*Addressing concerns from the community or parents.*Providing information to parents via website, Canvas, One Call, Remind, Facebook, the marquee, Buccaneer Drift and the Suwannee Democrat.*Providing a parent resource center in the media center.*Hosting the annual Title 1 Parent Meeting. * Orientation for all 6th-12th grade students prior to the first day of school.*Having a SAC meeting at least 6 times a year.* Hosting a Financial Aid and Scholarship night.* Providing students an opportunity to participate in a College Fair.* Hosting a Dual-Enrollment Parent Meeting.*Athletic teams will have parent meetings.*The 2nd Annual Education Fair will be held in February. *The 2nd Annual BESPYS Athletic Awards ceremony will be held in May.* Two SCSB Board Meetings will be held at BHS.

PFEP Link

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

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.

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 several informational events that include topics such as financial aid, scholarships, Dual-Enrollment, Advanced Placement, graduation requirements, mental health counseling and support from local and state agencies.

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

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 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 Ed and iReady. Branford High School has a full time Counselor from Meridian Behavioral Services. Six CTE Academies are offered at Branford High School.

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.

Academic and advising opportunities for students are conducted through Branford High School's Guidance Counselor and Assistant Principal. 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 and individual

parent conferences are held so that parents have the opportunity to seek advice and guidance. Bright Futures qualifications are closely monitored and students are encouraged to take courses that lead to receiving the qualifying scholarship.

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

The district has been chosen as a pilot for a collaboratively structured program for rising 9th grade students of Branford High School and/or Suwannee High School that would lead to the awarding of an Associate in Arts Degree from NFC during the spring of the 12th grade year. NFC's Collegiate Academy program allows admitted high school students to complete a full 60-credits of dual-enrollment coursework, culminating in earning both a standard high school diploma as well as an Associate in Arts (AA) Degree upon completing four years of high school.

The dual enrollment program continues to be successful, in that we have approximately 55 students earning college credits through the program.

Career awareness is being addressed through CTE certifications and other elective classes where career opportunities are taught.