



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Bradford High School

582 N TEMPLE AVE

Starke, FL 32091

904-966-6075

www.mybradford.us/bhs

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 53%
Alternative/ESE Center No	Charter School No	Minority Rate 28%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bradford High School

Principal

Mr. Bryan Boyer

School Advisory Council chair

Tracy Toms

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jennifer Farnsworth	Assistant Principal of Curriculum
Anthony McCallum	Assistant Principal of Student Services

District-Level Information

District

Bradford

Superintendent

Mr. Chad Farnsworth

Date of school board approval of SIP

10/14/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

There are 13 members on SAC. We have 4 males and 9 females.

We have a good diverse group of members.

Bryan Boyer- Principal

Tracy Toms- SAC Chair

Kim Parker- Vice Chair

Jennifer Farnsworth- Assistant Principal

Anthony McCallum- Assistant Principal

Gail Mitchell- Secretary

Julee Tinsler- Treasurer

Karon Carney- Parent

Jose Pena- Parent

Jeannie Baker- Parent

Stephanie Johnson- Parent

Rachel Cooksey- Parent

Daryl Brewer- Community Representative

Involvement of the SAC in the development of the SIP

SAC as a team to develop the Parental Involvement section of our current SIP. A working draft of the current SIP was emailed to all SAC members for editing, input, feedback; they reviewed the faculty-adopted draft and gave final approval 10/1/13.

Activities of the SAC for the upcoming school year

To provide mini-grants to teachers that apply for money that supports the SIP.
To help build a PTA or PTO with the membership within the SAC.

Projected use of school improvement funds, including the amount allocated to each project

Funds distributed will vary based on the number of faculty members that apply for the mini-grant.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mr. Bryan Boyer

Principal

Years as Administrator: 5

Years at Current School: 0

Credentials

- Masters of Arts in Educational Leadership (All Levels)
- Bachelor of Arts in Physical Education K-8
- School Principal State Certification (All Levels)

Performance Record

Mandarin High School – 2011-12 – Writing improved from 88% to 94% of students meeting state standards. The lowest quartile of math students increased proficiency from 65% to 69%. Reading students in the lowest quartile increased proficiency from 47% to 53% with 58% of students overall making gains in reading. Students increased performance on the Biology EOC with a gain of 8% from 48% to 56%. Total FCAT score improved 11 points, from 537 and school was able to meet all of its District Targets.

Jennifer Farnsworth

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

University of North Florida (Jacksonville, FL)-Bachelor's Degree-Finance (2003)
 Santa Fe College (Gainesville, FL)- Educator Preparation Institute Program (2007)
 University of North Florida-Master's Degree

Performance Record

Anthony McCallum

Asst Principal

Years as Administrator: 0

Years at Current School: 2

Credentials

Bachelor of Science
 (Western Michigan University)
 Master of Arts in Education Administration and Supervision
 (University of Phoenix)

Performance Record

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Donna Tew

Full-time / District-based

Years as Coach: 11

Years at Current School: 6

Areas

Reading/Literacy

Credentials

Tew, Donna L 521895 Bradford Elementary Education, (grades 1 - 6) Professional 7/1/2012 - 6/30/2017
 Tew, Donna L 521895 Bradford Primary Education, (grades K - 3) Professional 7/1/2012 - 6/30/2017
 Tew, Donna L 521895 Bradford Reading, Endorsement Professional 7/1/2012 - 6/30/2017

Performance Record

Reading Level 3 or Higher 2012-44%
 Reading Level 3 or Higher 2013-45%

John Tinsler		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	Speakers Of Other Languages (esol), Endorsement Professional 7/1/2012 - 6/30/2017 Tinsler, John 681417 Bradford Middle Grades Integrated Curriculum, (grades 5 - 9) Professional 7/1/2012 - 6/30/2017 Tinsler, John 681417 Bradford Primary Education, (grades K - 3) Professional	
Performance Record	Middle School Science Teacher	

Stephanie VanDenHurk		
Part-time / District-based	Years as Coach:	Years at Current School: 0
Areas	Mathematics	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	45
# receiving effective rating or higher	44, 98%
# Highly Qualified Teachers	0%
# certified in-field	41, 91%
# ESOL endorsed	2, 4%
# reading endorsed	2, 4%
# with advanced degrees	17, 38%
# National Board Certified	0, 0%
# first-year teachers	15, 33%
# with 1-5 years of experience	13, 29%
# with 6-14 years of experience	13, 29%

with 15 or more years of experience

4, 9%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Leadership The 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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Rtl Leadership Team is actively involved in utilizing problem solving strategies to analyze student data, develop hypotheses to identify the cause of the specific problems, and generate interventions and strategies to achieve the goals in the School Improvement Plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Florida Assessments in Instruction in Reading (FAIR), Performance Matters (Math, Science) Progress Monitoring: Florida Assessments for Instruction in Reading (FAIR), Performance Matters (Math, Science), Continuous Improvement Model (CIM)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Performance Matters (Math, Science)

Diagnostic Assessment: DAR

End of year: FAIR, Performance Matters, FCAT

Frequency of Data Days: twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Rtl Leadership team received initial training and then completed on-line training during the 2008-2009 school year. Rtl Leadership team provided Bradford High School faculty with initial training and then completed the on-line training during the 2008-2009 school year. In August, 2009 BHS faculty participated in a 3 day professional development which included an Rtl component and how it would be implemented and monitored. New Professional Development Cycles to be Implemented this year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Administration, Curriculum Coaches

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Bryan Boyer	Principal
Jennifer Farnsworth	Assistant Principal
Anthony McCallum	Assistant Principal
Donna Tew	Reading Coach
Chris Chaplin	English Department Head
Lindley Adkins	English Teacher
Dana Scaff	Media Specialist
Russell Overton	Social Studies Teacher

How the school-based LLT functions

Planning is targeted at incorporating proven, researched-based, reading strategies throughout the curriculum to ensure that all students receive multiple opportunities for exposure to high quality instruction aimed at improving skills through the reading continuum. Regular professional development cycles will be implemented throughout the school year to promote collaboration in all areas of teaching through their Professional Learning Communities.

Major initiatives of the LLT

We are incorporating a writing and reading initiative in all of our English and Social Science classes called "Literacy Fair". Workshop Model Implementation and understanding; Focus on Vocabulary understanding.

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Bradford High School (9-12) has made it a school-wide priority that all teachers, regardless of content area, work to build student capacity in the area of reading. We have adopted a school-wide reading initiative that focuses on key reading skills embedded within the content area. Strategies are presented and assessed throughout the curriculum and teachers meet collectively to review the data and discuss strategies to remediate and build mastery in all strands of the reading continuum. All teachers have participated in the Florida Reading Initiative and our Reading Coach is actively involved in helping teachers plan and implement research based strategies that target all segments of our student population.

Reading instruction does not stop with the reading block. Reading comprehension strategies and vocabulary strategies will be taught in conjunction with instruction in subject areas across the curriculum using adopted text and additional leveled texts contained in the classroom libraries that address the content covered in the adopted text. The Comprehension Instructional Sequence by JRF will be utilized to support deepening meaning in text comprehension and monthly focus skills will be utilized to monitor progress. Support and professional development from the Reading Coach and Curriculum Resource Teacher will make this possible. Administrators will be responsible for monitoring through classroom walkthroughs. The fidelity checks will also be used to monitor integration of reading. All content area teachers will incorporate reading into subject areas with consideration to the following:

Guided instruction in comprehension using the comprehension instructional sequence. This may include before, during, and after reading/learning through explicit modeling of strategies acquired through professional development provided by the Reading Coach and Curriculum Resource Teachers.

Research based strategies including, but not limited to: text based discussion, cooperative learning, close reading, directed note taking, levels of questioning, responsive writing, research utilizing multiple sources, argumentative writing and speaking, and listening. Such comprehension strategies will guide students in understanding content text.

Utilization of additional complex text to augment the textbook in each content area to support efforts towards close reading, differentiation and independent reading.

Students' instructional reading levels, so texts assigned are appropriate.

Each Classroom will support students in engaging in regular independent reading and understanding of

complex text. Students will have access to classroom libraries and school libraries to ensure that students have daily opportunities inside and outside of the classroom to read texts of their choice. Libraries will include text on level for students as well as text with complexity levels that will challenge and motivate the students. Students will also be exposed to a wide variety of text to include: shorter, more challenging texts for the purpose of close reading and re-reading, novels, high quality newspaper, plays and magazine articles and rich websites. These text will enable students to read broadly and widely to build their knowledge and experience. The content area teachers will include the comprehension instructional sequence to support scaffolding through using complex text to support students' understanding of complex text.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

- Students have the opportunity to take the ACT and soon the SAT on school grounds.
- Students take the PERT and the PSAT

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	45%	No	52%
American Indian				
Asian				
Black/African American	27%	23%	No	34%
Hispanic	39%	55%	Yes	45%
White	55%	50%	No	60%
English language learners				
Students with disabilities	32%	22%	No	39%
Economically disadvantaged	38%	38%	Yes	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	22%	25%
Students scoring at or above Achievement Level 4	87	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	180	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	51	69%	72%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	58	30%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	28	14%	17%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	49%	Yes	52%
American Indian				
Asian				
Black/African American	33%	31%	No	40%
Hispanic				
White	53%	55%	Yes	58%
English language learners				
Students with disabilities	39%	25%	No	45%
Economically disadvantaged	44%	44%	Yes	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	143	64%	67%
Students in lowest 25% making learning gains (EOC)		60%	65%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	23%	27%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	45%	48%
Students scoring at or above Achievement Level 4	30	17%	20%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	43%	47%
Students scoring at or above Achievement Level 4	20	8%	11%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	28		35
Participation in STEM-related experiences provided for students	151	50%	55%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	397	57%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	33	8%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		6%	8%
Students taking CTE industry certification exams	23	18%	30%
Passing rate (%) for students who take CTE industry certification exams		88%	95%
CTE program concentrators	112	28%	32%
CTE teachers holding appropriate industry certifications	11	100%	100%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	165	21%	18%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	184	32%	25%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	138	18%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	96	12%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		3%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		64%	67%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		52%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Teacher Organization with a minimum of 10 members	0	0%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To increase the overall number of students successfully passing the Algebra 1 end of course exam through before school and after school safety nets, and by providing more support in the classroom through the ESE Department.
- G2.** To increase writing performance through increased instruction and opportunities for writing.
- G3.** The goal of Positive Behavior Support is to increase academic performance, increase safety, decrease problem behaviors, and sustain a positive school climate.

Goals Detail

G1. To increase the overall number of students successfully passing the Algebra 1 end of course exam through before school and after school safety nets, and by providing more support in the classroom through the ESE Department.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Mrs. Bowen, Algebra teacher at Bradford Middle School working with our students before and after school.
- Mr. Cook, Algebra teacher at Bradford High School working with our students through a grant after school.
- We have restructured the ESE Department in order to allow more time for the ESE teachers to be in classrooms to assist students that are struggling.

Targeted Barriers to Achieving the Goal

- We no longer offer Algebra 1A (one credit) and Algebra 1B (one credit) over a two year time span for student's that are lower performing student's on pre-assessments.

Plan to Monitor Progress Toward the Goal

As students are taking re-take exams we will look to see how the tutoring sessions are helping in getting students over the required score.

Person or Persons Responsible

Administration, ESE Department, and Math Tutors (Bowen and Cook)

Target Dates or Schedule:

After each re-take we will exam data and success rate.

Evidence of Completion:

Formative and Summative data from Algebra teachers.

G2. To increase writing performance through increased instruction and opportunities for writing.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Writing will be included in all content areas.
- Common Core Resources
- CRT/Reading Coaches
- We are incorporating a writing and reading initiative in all of our English and Social Science classes called "Literacy Fair"

Targeted Barriers to Achieving the Goal

- Limited Professional Development Opportunities.
- Lack of grammar skills, particularly in sentence construction.
- Lack of built-up writing adequately lengthy essays.

Plan to Monitor Progress Toward the Goal

Check of evidence of progress made over time in classroom essays, particularly in sustaining quality for lengthier pieces.

Person or Persons Responsible

Principal, Assistant Principal's, Reading Coach and Department Heads

Target Dates or Schedule:

During departmental professional learning community meetings

Evidence of Completion:

Teachers share students progress on a writing rubric at the PLC. Rubric shows an increase in scores.

G3. The goal of Positive Behavior Support is to increase academic performance, increase safety, decrease problem behaviors, and sustain a positive school climate.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- CHAMPs by Randy Sprick
- Foundation's Team
- School-Wide Behavior Management Plan
- Crisis Plan

- Training done during a pre-planning meeting provided by the TIF grant.

Targeted Barriers to Achieving the Goal

- Reduce the incidence of code of conduct violations
- Consistent Implementation of PBS

Plan to Monitor Progress Toward the Goal

Monthly review of not only quantity of violations but also the specific violations that are leading to this consequence.

Person or Persons Responsible

Principal, Assistant Principal and Foundation's Team

Target Dates or Schedule:

During monthly Foundations Meetings and or Administration Meetings

Evidence of Completion:

Meeting minutes, tracking of data to prove decrease in discipline.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the overall number of students successfully passing the Algebra 1 end of course exam through before school and after school safety nets, and by providing more support in the classroom through the ESE Department.

G1.B2 We no longer offer Algebra 1A (one credit) and Algebra 1B (one credit) over a two year time span for student's that are lower performing student's on pre-assessments.

G1.B2.S1 We have re-organized the ESE Department in order for the ESE teachers to be in the classroom assisting students that are struggling. These support teachers are also working with all students that are struggling.

Action Step 1

We are working to reduce the amount of paperwork and time out of the classroom for our Math Inclusion Teacher. Allowing him to be in the room supporting struggling students.

Person or Persons Responsible

The Administration and ESE Specialist is working on helping the ESE teachers be available to the students in the classroom where there are needs

Target Dates or Schedule

Effective at the beginning of year

Evidence of Completion

Schedule provided by the teacher of the amount of time and days spent with the teacher and students assisting.

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

Safety Nets Established and more support in the classroom through the ESE Department

Person or Persons Responsible

Administration and ESE Department reviewing data and grades.

Target Dates or Schedule

Progress report time, Grading period time

Evidence of Completion

Sign-In Sheets from students participating in Safety Nets. Documentation and notations made by ESE Support Teacher.

Plan to Monitor Effectiveness of G1.B2.S1

Student success in the class and students passing the course. If support teacher needs schedule to readjust to add support in another class period, we will work to meet those needs.

Person or Persons Responsible

Administration and ESE Department

Target Dates or Schedule

Progress Report and Grading Period

Evidence of Completion

Checking sign-in sheets for students participating in Safety Nets. Reading over notations made by ESE support Teacher. Algebra scores sent in from the state.

G2. To increase writing performance through increased instruction and opportunities for writing.

G2.B1 Limited Professional Development Opportunities.

G2.B1.S1 Bradford County School District is providing each school with four half day training's for each department this school year. As a school, we will offer voluntary after school training's for teachers and staff who are interested as we have a zero planning period.

Action Step 1

Professional Development training's to increase instructional time focusing on writing performance that will incorporate Common Core Standards and the Marzano Observation Standards.

Person or Persons Responsible

All teachers in the following departments: -English -Math -Science -Social Sciences

Target Dates or Schedule

Half- Day training's will be held once a month for the following months. -September 2013 -October 2013 -November 2013 -January 2014 Voluntary after school professional development will vary throughout the school year.

Evidence of Completion

Professional Development Agendas and Teacher Sign-In Forms.

Facilitator:

Principal, Assistant Principals and District Standard Coaches

Participants:

English, Math, Science and Social Science Departments

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

Professional Development training's to increase instructional time focusing on writing performance that will incorporate Common Core Standards and the Marzano Observation Standards.

Person or Persons Responsible

Principal, Assistant Principal's and Standard Coach's

Target Dates or Schedule

Half- Day training's will be held once a month for the following months. -September 2013 -October 2013 -November 2013 -January 2014 Voluntary after school professional development will vary throughout the school year.

Evidence of Completion

Evidence of completion will be determined by the implementation of the strategies given to the teachers during the training's. In addition, exit slips will be given after each session that highlight the essential questions being asked during the training.

Plan to Monitor Effectiveness of G2.B1.S1

Professional Development training's to increase instructional time focusing on writing performance that will incorporate Common Core Standards and the Marzano Observation Standards.

Person or Persons Responsible

Principal, Assistant Principal's and Standard Coach's

Target Dates or Schedule

Half- Day training's will be held once a month for the following months. -September 2013 -October 2013 -November 2013 -January 2014 Voluntary after school professional development will vary throughout the school year.

Evidence of Completion

Evidence of completion will be determined by the implementation of the strategies given to the teachers during the training's. In addition, exit slips will be given after each session that highlight the essential questions being asked during the training.

G2.B2 Lack of grammar skills, particularly in sentence construction.

G2.B2.S1 Focus Lessons centering around building up grammar skills.

Action Step 1

Implementation of Focus lessons or embedded instruction centering on grammar skills

Person or Persons Responsible

9th and 10th grade teachers

Target Dates or Schedule

Weekly during class instruction

Evidence of Completion

Curriculum Reviews quarterly, Lesson Plans, Walk throughs

Facilitator:

Donna Tew

Participants:

9th and -10th ELA teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Review Lesson Plans, Curriculum Reviews

Person or Persons Responsible

Principal, Assistant Principal's, Reading Coach and Department Heads

Target Dates or Schedule

During departmental professional learning community meetings

Evidence of Completion

Review of Common Lesson Plans in which demonstrates the use of Focus Lessons centering around the build up of grammar skills.

Plan to Monitor Effectiveness of G2.B2.S1

Create a writing rubric to be implemented in the classroom and utilized for classroom writing and FCAT writing.

Person or Persons Responsible

Principal, Assistant Principal's, Reading Coach and Department Heads

Target Dates or Schedule

During departmental professional learning community meetings

Evidence of Completion

Teachers share students progress on writing rubric during Professional Learning Community Meetings.

G2.B3 Lack of built-up writing adequately lengthy essays.

G2.B3.S1 To provide students with more opportunities for writing.

Action Step 1

Through the 9th and 10th Grade Literacy Fair primarily through ELA.

Person or Persons Responsible

Principal, Assistant Principal's, Reading Coach, Department Heads and Classroom Teachers

Target Dates or Schedule

During classroom instructional time

Evidence of Completion

Students Individual Writing Assignments, Literacy Fair

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Check of evidence of progress made over time in classroom essays, particularly in sustaining quality for lengthier pieces

Person or Persons Responsible

Principal, Assistant Principal's, Reading Coach, Department Heads and Classroom Teachers

Target Dates or Schedule

During classroom instructional time

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of G2.B3.S1

Check of evidence of progress made over time in classroom essays, particularly in sustaining quality for lengthier pieces

Person or Persons Responsible

Principal, Assistant Principal's, Reading Coach, Department Heads and Classroom Teachers

Target Dates or Schedule

During classroom instructional time

Evidence of Completion

Students Individual Writing Portfolios/School Wide Literacy Fair Results, FCAT Writes scores

G3. The goal of Positive Behavior Support is to increase academic performance, increase safety, decrease problem behaviors, and sustain a positive school climate.

G3.B1 Reduce the incidence of code of conduct violations

G3.B1.S1 Implement a Foundations team to find solutions to disciplinary problems at their root

Action Step 1

Monthly review of not only quantity of violations but also the specific violations that are leading to this consequence.

Person or Persons Responsible

Principal, Assistant Principal and Foundation's Team

Target Dates or Schedule

During Monthly Foundation's Meetings

Evidence of Completion

SESIR data, and Foundation survey data

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

Monthly review of not only quantity of violations but also the specific violations that are leading to this consequence.

Person or Persons Responsible

Principal, Assistant Principal and Foundation's Team

Target Dates or Schedule

During Monthly Foundation Meetings

Evidence of Completion

Agendas and Code of Conduct SESIR data.

Plan to Monitor Effectiveness of G3.B1.S1

Monthly review of not only quantity of violations but also the specific violations that are leading to this consequence.

Person or Persons Responsible

Principal, Assistant Principal and Foundation's Team

Target Dates or Schedule

During Foundations Meetings

Evidence of Completion

Agenda's , Minutes from Meetings

G3.B1.S2 Utilize discipline data to drive the direction of the Foundations team for a One School Culture

Action Step 1

Pull data from Terms to indicate discipline issues.

Person or Persons Responsible

Foundations Team

Target Dates or Schedule

Monthly Foundations Meetings

Evidence of Completion

Agenda's and Minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Use a problem solving framework to create strategies to deal with discipline issues from the data that is pulled from terms.

Person or Persons Responsible

Foundations Team

Target Dates or Schedule

Monthly Foundations Meetings

Evidence of Completion

Agendas, minutes and problem solving framework completion plan

Plan to Monitor Effectiveness of G3.B1.S2

After we implement the problem solving framework for discipline issues, we will track progress of disciplines issues through Terms to check for improvements.

Person or Persons Responsible

Foundations Team

Target Dates or Schedule

Monthly Foundations Meetings

Evidence of Completion

Meeting Agenda's and Minutes/ Terms Data

G3.B2 Consistent Implementation of PBS

G3.B2.S1 Monitoring Teachers for implementation of CHAMPs.

Action Step 1

Teachers will implement a positive behavior support system in their classroom using the CHAMPs Model.

Person or Persons Responsible

All Classroom Teachers

Target Dates or Schedule

Training on CHAMPs will begin prior to Pre-Planning and during Pre-Planning

Evidence of Completion

Meeting Agenda's and minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teachers are monitored by administration for the use of this PBS strategy by having the CHAMPs behavior framework posted in their classrooms.

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule

Within the first month of school starting.

Evidence of Completion

Teachers will be monitored through the Marzano Evaluation system for successful implementation of a classroom management plan.

Plan to Monitor Effectiveness of G3.B2.S1

Comparing Discipline Data from Terms on what discipline looked like in the classroom prior to the implementation of a PBS with the integration of CHAMPs.

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

During classroom observations and during monthly Foundations Meetings.

Evidence of Completion

Data from terms showing improvements in discipline from previous school year.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: Title I, Part A provides computer assisted instruction, paraprofessionals and material & supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.

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 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.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.

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.

Job Training: N/A

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. To increase writing performance through increased instruction and opportunities for writing.

G2.B1 Limited Professional Development Opportunities.

G2.B1.S1 Bradford County School District is providing each school with four half day training's for each department this school year. As a school, we will offer voluntary after school training's for teachers and staff who are interested as we have a zero planning period.

PD Opportunity 1

Professional Development training's to increase instructional time focusing on writing performance that will incorporate Common Core Standards and the Marzano Observation Standards.

Facilitator

Principal, Assistant Principals and District Standard Coaches

Participants

English, Math, Science and Social Science Departments

Target Dates or Schedule

Half- Day training's will be held once a month for the following months. -September 2013 -October 2013 -November 2013 -January 2014 Voluntary after school professional development will vary throughout the school year.

Evidence of Completion

Professional Development Agendas and Teacher Sign-In Forms.

G2.B2 Lack of grammar skills, particularly in sentence construction.

G2.B2.S1 Focus Lessons centering around building up grammar skills.

PD Opportunity 1

Implementation of Focus lessons or embedded instruction centering on grammar skills

Facilitator

Donna Tew

Participants

9th and -10th ELA teachers

Target Dates or Schedule

Weekly during class instruction

Evidence of Completion

Curriculum Reviews quarterly, Lesson Plans, Walk throughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	To increase writing performance through increased instruction and opportunities for writing.	\$5,000
	Total	\$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District		\$5,000
Total		\$5,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. To increase writing performance through increased instruction and opportunities for writing.

G2.B1 Limited Professional Development Opportunities.

G2.B1.S1 Bradford County School District is providing each school with four half day training's for each department this school year. As a school, we will offer voluntary after school training's for teachers and staff who are interested as we have a zero planning period.

Action Step 1

Professional Development training's to increase instructional time focusing on writing performance that will incorporate Common Core Standards and the Marzano Observation Standards.

Resource Type

Evidence-Based Program

Resource

TDE's Provided by District for Training

Funding Source

District

Amount Needed

\$5,000