2013-2014 SCHOOL IMPROVEMENT PLAN

Branford High School
405 REYNOLDS ST NE
Branford, FL 32008
386-935-5600
www.suwannee.k12.fl.us/bhs

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	56%

Alternative/ESE Center	Charter School	Minority Rate
No	No	14%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	C	C

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.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I 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
Branford High School

Principal
Jimmy Wilkerson

School Advisory Council chair
Kathy Glass

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

Name	Title
Jimmy Wilkerson	Principal
Katrina Bius	Assistant Principal
Kathy Glass	SAC Chairperson
Angel Hill	Teacher
John Laquey	Assistant SAC Chairperson
Julie Dees	Teacher

District-Level Information

District
Suwannee

Superintendent
Mr. Jerry A Scarborough

Date of school board approval of SIP
11/19/2013

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

The membership of Branford High School's SAC Leadership team consists of: two school level administrators, one Dean, one middle school teacher, one high school teacher, three parents and two community members.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC Committee Meetings held monthly activities to include through SACS: 6th grade Parent Meeting-sponsored by 6th grade sponsor and guidance-transition into Middle School, 7th grade Parent Meeting-sponsored by 7th grade sponsor and guidance-Middle School requirements, class activities, fundraising, 8th grade Parent Meeting- sponsored by 8th grade sponsor and guidance-preparing for High School, class activities, fundraising, 9th grade Parent Meeting- sponsored by administration, guidance, and 9th grade sponsor-transition into High School, 10th grade Parent Meeting- sponsored by 10th grade sponsor and guidance- graduation requirements, mandatory assessments, class activities, fundraising, 11th grade Parent Meeting- sponsored by 11th grade sponsor and guidance- graduation requirements, remediation services offered if needed, Prom, Bright Futures and financial aid information, 12th grade Parent Meeting- sponsored by administration, 12th grade sponsors- Bright Futures and financial aid information ,Grad Night, Senior Last Blast, Senior Awards, Scholarships, Graduation

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

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

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
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jimmy Wilkerson		
Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Doctorate Degree Certification: Agriculture 6-12, Educational Leadership(all levels)
Performance Record	Effective rating for two years

Katrina Walker-Bius		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Masters Degree in Educational Leadership Certifications-Educational Leadership (all levels), Biology 9-12, General Science 5-9, Middle Grades Integrated, Gifted Endorsement
Performance Record	Effective rating for two years

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
43

 # receiving effective rating or higher
40, 93%

 # Highly Qualified Teachers
226%

 # certified in-field
42, 98%

 # ESOL endorsed
15, 35%

 # reading endorsed
6, 14%

 # with advanced degrees
8, 19%

 # National Board Certified
3, 7%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
4, 9%

 # with 6-14 years of experience
28, 65%

 # with 15 or more years of experience
11, 26%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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 the principal, Jimmy WIlkerson, calls 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.

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

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.

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

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 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.

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

The MTSS and SIP is represented by: Jimmy Wilkerson (Principal), Katrina Bius (Assistant Principal), Carl Manna (Dean), Cindy Wiggins (Guidance), Dawn Eakins (Guidance), Angela Wood (ESE), Angel Hill (Middle School Teacher), Melissa Ware (High School Teacher). The function of the team is support struggling students who need MTSS and RTI interventions.

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

The systems in play that the leadership team uses to monitor the fidelity of the MTSS and SIP is through continuous collaboration in monthly meetings and through activities that include, but are not limited to the following: review data and link it to instructional decisions, monitor data at the grade levels, identify students who are meeting/exceeding benchmarks and are at moderate risk or high risk for not meeting bench marks. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, practice new processes and skills. The team will facilitate the process of building consensus and making decisions about implementation.

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

The data sources used to access and analyze data include: Ren learn, FCAT 2.0, EOCs, Discovery Testing, Fast ForWord, English in a Flash, and classroom instructional materials. Interventions target strategies that have worked, daily class instruction, social and emotional areas that need to be addressed, areas of explicit expectations for instruction, inclusive of rigor, relevance and relationship and provide students with essential questions, activating strategies, extending, refining and summarizing of material learned.

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

The Principal and the MTSSS committee will facilitate training of staff on RtI/MTSSS. The training will be ongoing throughout the year with the goal to bring all staff on board with RtI/MTSSS implementation. The MTSSS leadership team will develop and provide professional development as needed.

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: Summer Program

Minutes added to school year:

(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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Who is responsible for monitoring implementation of this strategy?

The person responsible for monitoring the implementation of this strategy was the High School Guidance Counselor, the Assistant Principal, and Principal.

Literacy Leadership Team (LLT)

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

Name	Title
Katrina Bius	Assistant Principal
Karen Koon	Media Specialist
Melissa Ware	Reading Teacher
Nina Suzie Tuttle	Language Arts Teacher

How the school-based LLT functions

The function of the LLT is to identify students who are at risk, who are meeting or are exceeding benchmarks and to identify strategies that effectively support outstanding instruction.

Major initiatives of the LLT

Begin the implementation of Common Core Standards into daily reading instruction.

Every Teacher Contributes to Reading Instruction

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

Branford High School ensures that every teacher is contributing to the improvement of reading comprehension by implementing the DEAR (Drop Everything and Read) initiative. As a secondary school in the beginning stages of Common Core Implementation Branford High School teachers are

continuously attending Common Core training. Core academic teachers are documenting this transition in their lesson plans, and reading activities are being conducted in each classroom. Level 1 and 2 students are placed in Intensive Reading classes where they participate in Read 180 and Fast ForWord.

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

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

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

Academic and advising opportunities for students are conducted through the High School and Middle School Guidance Counselors. The counselors visit each classroom in the spring of each year to advise grade level choices that are available at Branford High School. Both counselors have 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.

Strategies for improving student readiness for the public postsecondary level

Indicator 2- The score of "level 3 or better" on the FCAT represents is desired level of proficiency in reading and math. Strategies include: Reading across the curriculum, Literature series, Common Core Implementation, and reading activities in each core course.
Indicator 3: "College Prep Curriculum" is defined as the completion of high school courses that satisfy state
university admission requirements. Strategies include: AP courses, Honor courses, Dual Enrollment.
Indicator 4: "Bright Futures Eligible" defines the number of students who met all eligibility requirements for at least one of the 3 Bright Futures Scholarship awards; reporting those eligible for the maximum award(Academic,
Medallion, or Gold Seal Vocational Scholarship). Strategies include: close monitoring of correct courses for Bright Futures, Parent Meetings based on graduation requirements.
Indicator 6: This includes students who took a high school Algebra 1 course or the equivalent while in middle school;allowing students to enroll in advanced levels of math courses upon entering high school. Strategies include: 22 of Branford HIgh School's 97 8th graders are taking Algebra 1 for High School credit.
Indicator 7: Level 3 math courses are defined as dual enrollment, Advanced Placement, International Baccalaureate, AICE, high school honors, and other courses designated as Level 3 in the Course Code Directory. Strategies include: AP courses, Dual Enrollment..
Indicator 9: Level 3 science courses are defined as dual enrollment, Advanced Placement, International Baccalaureate, AICE, high school honors, and other courses designated as Level 3 in the Course Code Directory. Strategies include: AP Environmental Science
Indicator 11: PSAT and PLAN are standardized diagnostic examinations that are funded by the state and

offered to tenth grade high school students free of charge. The results indicate areas of strength and weakness related to college readiness. Strategies include: All 10th graders take the PSAT.
Indicator 13: Students who score at or above the college-level cut scores in Math, Reading, Writing, and All Three Subjects;and do not require remediation. Strategies include: PERT administered twice a year.

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	62%	49%	No	66%
American Indian				
Asian				
Black/African American	32%		No	39%
Hispanic	65%	50%	No	69%
White	62%	68%	Yes	66%
English language learners				
Students with disabilities	38%	42%	Yes	45%
Economically disadvantaged	55%	52%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	306	46%	50%
Students scoring at or above Achievement Level 4	162	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	419	60%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	461	66%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		2%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		2%

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.	35	49%	52%

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	258	37%	47%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		1%

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	58%	54%	No	63%
American Indian				
Asian				
Black/African American	32%	30%	No	39%
Hispanic	57%	60%	Yes	61%
White	58%	58%	Yes	63%
English language learners				
Students with disabilities	35%	38%	Yes	42%
Economically disadvantaged	52%	52%	Yes	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		80%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	377	54%	55%
Students in lowest 25% making learning gains (EOC)	370	53%	55%

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.	37	49%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	123	37%	45%
Students scoring at or above Achievement Level 4	24	12%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	11%	15%
Students scoring at or above Achievement Level 4	25	4%	10%

Area 4: Science

High School Science

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			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	72%	75%
Students scoring at or above Achievement Level 4	23	26%	30%

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)	20		25
Participation in STEM-related experiences provided for students	225	37%	40%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	220	31%	35%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		28%	30%
Students taking one or more advanced placement exams for STEM-related courses	19	27%	30%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	120	18%	22%
Passing rate (%) for students who take CTE-STEM industry certification exams		64%	68%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	199	17%	20%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	124	18%	22%
Completion rate (%) for CTE students enrolled in *accelerated* courses		84%	86%
Students taking CTE industry certification exams	112	16%	18%
Passing rate (%) for students who take CTE industry certification exams		62%	64%
CTE program concentrators	100	14%	15%
CTE teachers holding appropriate industry certifications	4	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	229	34%	25%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	5	5%	3%
Students with grade point average less than 2.0	96	14%	12%
Students who fail to progress on-time to tenth grade	7	7%	6%
Students who receive two or more behavior referrals	81	12%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	57	8%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	2%	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)	68	91%	93%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	4	40%	20%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

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

Parent Involvement at Branford High School is a partnership between families and school members which addresses parent concerns and shares decision-making responsibilities aimed at improving overall student achievement and success.
Parent Involvement Plan-
• The SAC is the primary Parent Involvement Team at Branford High School
• Branford High School's SAC meetings are held monthly and include the following actions:
? Assist in the development and implementation of PIP and SIP
? Review and improve Student Compact Agreement Forms
? Assist in the development of a calendar of events pertaining to parent involvement activities such as: trainings, workshops, community and holiday events, assessments, data analysis, and overall student

success
• Information to parents is sent via: newsletters, school website postings, letters to parents, call outs, Suwannee Democrat, school newspaper and online school newspaper
• Branford High School's PIP will be submitted and reviewed by the Director of Federal Programs to ensure the school contains the appropriate parent involvement strategies
• Branford High School will actively pursue at least 80% participation of parents in completing the online Parent Surveys
• Branford High School will provide a school/parent resources center which includes a computer and printer for parent access
• The district level Parent Liaison will be available at the request of administrators and/or guidance counselors to assistance in parent conferences and school activities
Parent Meetings-
• Annual Title 1 Parent meeting will be held on September 30, 2013 at 6:00 in the BHS Media Center
? Information provided to parents includes: Title 1 Services provided at BHS, handouts, School/Parent Compacts, PIP and Information regarding SIP
• SAC Committee Meetings held monthly
• 6th grade Parent Meeting- sponsored by 6th grade sponsor and guidance-transition into Middle School
• 7th grade Parent Meeting- sponsored by 7th grade sponsor and guidance-Middle School requirements, class activities, fundraising
• 8th grade Parent Meeting- sponsored by 8th grade sponsor and guidance-preparing for High School, class activities, fundraising
• 9th grade Parent Meeting- sponsored by administration, guidance, and 9th grade sponsor-transition into High School
• 10th grade Parent Meeting- sponsored by 10th grade sponsor and guidance- graduation requirements, mandatory assessments, class activities, fundraising
• 11th grade Parent Meeting- sponsored by 11th grade sponsor and guidance- graduation requirements, remediation services offered if needed, Prom, Bright Futures and financial aid information
• 12th grade Parent Meeting- sponsored by administration, 12th grade sponsors- Bright Futures and financial aid information ,Grad Night, Senior Last Blast, Senior Awards, Scholarships, Graduation

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Area 8: Early Warning Systems- There will be a 10% decrease in the number of students who miss 10% or more of available instructional time. The number of students in ninth grade who fail two or more courses in any subject will decrease to 3%.

G2. Area 6: Career and Technical Education- 25% of all students will be enrolled in a CTE academy, two more industry certification exams will be offered (Biotechnology and Welding)

G3. STEM- 25 STEM related experiences will be provided for students through field trips, hands on labs, FFA Proficiencies, Science Fair, AP Environmental Science, GIZMO labs in Math, Project Based Learning in Digital CAPE classes.

G4. Area 4- Science- 75% of all students will score a level 3 on the Biology 1 EOC, 25% will score a level 4 or higher

G5. Mathematics- 63% of all students will score a level 3 or higher on FCAT 2.0. 100% of FAA students will score a level 4,5 or 6, 80% will score a level 7 or higher. 55% of students will make learning gains, and 55% will score "college ready" on PERT. 20%

G6. Area 2: Writing-There will be a 10% increase in writing scores in 8th and 10th grade.

G7. Area 1: Reading- There will be a 5% increase in FCAT 2.0 in students scoring a level 3, there will be a 25% in students scoring a level 4 or higher. 100% of students who take the FAA will score a level 4,5 or 6 and 60% will score a level 7 or higher.

Goals Detail

G1. Area 8: Early Warning Systems- There will be a 10% decrease in the number of students who miss 10% or more of available instructional time. The number of students in ninth grade who fail two or more courses in any subject will decrease to 3%.

Targets Supported
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Guidance Counselor tracking students and credits, credit recover options, truancy meetings with parents. Administrators will meet with Guidance Counselors on a monthly basis to review tracking information.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Area 6: Career and Technical Education- 25% of all students will be enrolled in a CTE academy, two more industry certification exams will be offered (Biotechnology and Welding)

Targets Supported

- CTE
- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- District level support through appropriate funding, NCCER resources, DOE CTE Resources

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. STEM- 25 STEM related experiences will be provided for students through field trips, hands on labs, FFA Proficiencies, Science Fair, AP Environmental Science, GIZMO labs in Math, Project Based Learning in Digital CAPE classes.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- Approval of field trips, equipment, online subscriptions to GIZMO, FFA Organization, CTE Academies

Targeted Barriers to Achieving the Goal

- Funding

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Area 4- Science- 75% of all students will score a level 3 on the Biology 1 EOC, 25% will score a level 4 or higher

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Progress monitoring through Discovery Education, rigorous instruction by instructors, hands on labs to make information relevant

Targeted Barriers to Achieving the Goal

- Exposure to enough review materials

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Mathematics- 63% of all students will score a level 3 or higher on FCAT 2.0. 100% of FAA students will score a level 4,5 or 6, 80% will score a level 7 or higher. 55% of students will make learning gains, and 55% will score "college ready" on PERT. 20%

Targets Supported
- 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

Resources Available to Support the Goal
- Progress monitoring through Discovery, Rigorous instruction through highly qualified teachers, Common Core Implementation, EOC Boot Camps (reviews)

Targeted Barriers to Achieving the Goal
- Increased standards by DOE, lower level students caught up to grade level expectations and standards

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Area 2: Writing-There will be a 10% increase in writing scores in 8th and 10th grade.

Targets Supported
- Writing

Resources Available to Support the Goal
- Florida Writes, Writing across curriculum in all content areas

Targeted Barriers to Achieving the Goal
- Establishing clear rubrics in implementing the program school wide

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Area 1: Reading- There will be a 5% increase in FCAT 2.0 in students scoring a level 3, there will be a 25% in students scoring a level 4 or higher. 100% of students who take the FAA will score a level 4,5 or 6 and 60% will score a level 7 or higher.

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

Resources Available to Support the Goal
- Reading intervention programs, effective progress monitoring tools, Drop Everything and Read (DEAR), reading across content areas

Targeted Barriers to Achieving the Goal
- Higher expectations placed by DOE, effective resources

Plan to Monitor Progress Toward the Goal

Students who are upper level 2 and solid level 3 will be monitored by Discovery

Person or Persons Responsible
LA and Reading teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Discovery Reports

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 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.
Tiitle I, Basic pays for the a district wide parent liaison who provides workshops and other services to parents and students. Title I provides progress monitoring through Discovery and Ren Learn.
Title I funds are used to provide Edgenuity, a credit retrieval program, as well as Fast ForWord Learning program which develops and strengthens memory, attention, processing rate, and sequencing the cognitive skills essential for reading intervention program success. Branford High School has onsite a full time Counselor from Merdian Behavioral Services who is paid through Title 1 fees. Four CTE Academies are offered at Branford High School and in the 2012-2013 school year had a 69% passing rate on CTE academies.