



## Bradford High School

582 N TEMPLE AVE, Starke, FL 32091

[www.mybradford.us/bhs](http://www.mybradford.us/bhs)

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

53%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

28%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Bradford County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

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

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

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

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

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

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



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**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Through MTSS, we are able to structure an environment conducive to meeting the needs of all students socially and emotionally. We have a girls club that focuses specifically with girls who need mentoring and self motivation. Our school guidance counselors are available for consults with students during the day for a teacher who may feel that counseling is needed instead of a discipline referral. We have an "adopt a tornado" program through athletics in which any staff member can take on an athlete to support and counsel. Again, we also have our school wide PBS and Foundations which lays the ground work for all of these programs.

**Early Warning Systems**

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

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

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	20	24	31	20	95
One or more suspensions	20	32	24	9	85
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

-Monthly PLC meetings with Administration- These meetings are designed for teachers to bring all data as listed above to bring to the attention of administration. The process will then be lead to helping our teachers develop MTSS Tier II interventions.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

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

**Duties**

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

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

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

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

Reading Coach:

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

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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

Title I, Part 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.

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

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Bryan Boyer	Principal
Jennifer Farnsworth	Education Support Employee
Anthony McCallum	Education Support Employee
Julee Tinsler	Parent
Gail Mitchell	Education Support Employee
Jeannie Baker	Parent
Kim Parker	Parent
Stephanie Johnson	Parent
Karon Carney	Parent
Daryl Brewer	Business/Community
Margie Noegel	Parent
Rhonda Vickers	Parent
Shannon Elder	Parent
Steve Wilson	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

Last school year, Bradford High School focused on three key areas. Those areas included developing a PBS team and creating a safe and civil culture. The second was to increase writing scores from the 2012-2013 school year through a school-wide literacy fair. The third was to increase a successful pass rate for the Algebra 1 EOC through school-wide safety nets and our ESE support facilitation teachers.

In evaluating last year's target areas, the school did improve in all areas. The school did develop a

PBS team that has definitely been a positive influence for everyone in the school. Class competitions and reward systems have been set in place for both academics and behavior. Our first annual Literacy Fair was a huge success. Just over 50 students participated. With an increase in writing time, the fair, and writing for endurance our FCAT writing score went from 23% success rate 12-13 school year to 46% success rate in 13-14, a 100% increase in one year. Our Algebra 1 EOC successful pass rate did increase minimally. This is an area that we will need to focus on further for this school year.

*Development of this school improvement plan*

SAC as a team to develop the Parental Involvement section of our current SIP. A working draft of the current SIP was emailed to all SAC members for editing, input, feedback; they reviewed the faculty-adopted draft and gave final approval 10/7/14.

*Preparation of the school's annual budget and plan*

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

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

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

**Duties**

**Describe how the LLT promotes literacy within the school**

We will be holding our second annual Literacy Fair in November of 2014. All students will participate through their ELA classes.

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.

## Public and Collaborative Teaching

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

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

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

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

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

Teacher- Teacher Both posting and call those that have posted. - Principal, Assistant Principal District participation in job fair and recruitment activities hosted across the state - Human Resources, Principal, and Assistant principals

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

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

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Teachers meet with their Professional Learning Communities at least one time monthly and then again with Administration once monthly.

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

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Before School Program

**Minutes added to school year:**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Boyer, Bryan, boyer.bryan@mybradford.us

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

-Bradford High works with Bradford Middle in an annual grade up ceremony in the Spring when 8th graders become our new 9th graders.

-Bradford High hosts Freshman Orientation and Open House each year.

-Bradford High hosts parent nights through the Guidance Department for Seniors to help with the process of applying for Bright Futures and applying to colleges.

**College and Career Readiness**

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

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

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

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

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

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Bradford High advertises and offers the ACT on school grounds.

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

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



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.**            During the 2014-2015 school year, Bradford High School will implement Early Warning Systems that will aid in decreasing students who are chronically absent by 10% as well as decreasing the number of students failing a academic course by 10% through teachers monitoring of student performance within the Early Warning System's umbrella.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** During the 2014-2015 school year, Bradford High School will implement Early Warning Systems that will aid in decreasing students who are chronically absent by 10% as well as decreasing the number of students failing a academic course by 10% through teachers monitoring of student performance within the Early Warning System's umbrella. **1a**

 G048966

**Targets Supported** **1b**

Indicator	Annual Target
Truancy rate	10.0
4-Year Grad Rate (Standard Diploma)	69.0

**Resources Available to Support the Goal** **2**

- SARB Committee for Attendance
- Attendance Intervention Team Meetings
- Reading/Social Studies Coach
- Math/Science Coach
- SEEC Grant and Professional Development on Lesson Study
- After school Data Chat Sessions with Faculty
- New Focus Data Entry System

**Targeted Barriers to Achieving the Goal** **3**

- Zero planning period. Teachers have no planning time during the day to work as a PLC.
- Lack of Professional Development on Early Warning Systems.

**Plan to Monitor Progress Toward G1.** **8**

Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to check for the use of lesson study strategies that support the EWS model. Monthly data chats will also be held with administration in the library.

**Person Responsible**

Bryan Boyer

**Schedule**

On 6/5/2015

**Evidence of Completion**

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

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** During the 2014-2015 school year, Bradford High School will implement Early Warning Systems that will aid in decreasing students who are chronically absent by 10% as well as decreasing the number of students failing a academic course by 10% through teachers monitoring of student performance within the Early Warning System's umbrella. **1**

 G048966

**G1.B1** Zero planning period. Teachers have no planning time during the day to work as a PLC. **2**

 B122324

**G1.B1.S1** SEEC Grant providing professional development funding during the school day. Monthly data chats with Administration that focuses on EWS data. **4**

 S136389

### Strategy Rationale

To provide professional development through lesson study focusing on collaboration and data as a means to incorporate EWS into teachers PLC's. To have teachers bring in data from Performance Matters and Focus to look at students who are failing and who have poor attendance.

### Action Step 1 **5**

Teachers will meet with the principal and the teacher support colleague for professional development utilizing the lesson study model. An emphasis will be placed on the tracking of student performance and collaboration.

#### Person Responsible

Bryan Boyer

#### Schedule

Weekly, from 9/18/2014 to 11/7/2014

#### Evidence of Completion

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

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

Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to check for the use of lesson study strategies that support the EWS model. Monthly data chats will also be held with administration in the library.

**Person Responsible**

Bryan Boyer

**Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Minutes from PLC's meetings from each department's PLC meetings. Reflection and data sheets from monthly data chats with administration.

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

Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to check for the use of lesson study strategies that support the EWS model. Monthly data chats will also be held with administration in the library.

**Person Responsible**

Bryan Boyer

**Schedule**

On 6/5/2015

***Evidence of Completion***

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

**G1.B2** Lack of Professional Development on Early Warning Systems. 2

B122329

**G1.B2.S1** For administration to meet with all departments once a month to look at Early Warning Systems data. 4

S136484

**Strategy Rationale**

To reduce the number of students failing academic courses and for teachers to collaborate on the data they are using to make academic decisions.

**Action Step 1** 5

Teachers will meet with administration monthly to look at a selected group of data and reflect as a PLC on how they plan on making academic and or reporting decisions based on that data.

**Person Responsible**

Bryan Boyer

**Schedule**

On 6/5/2015

**Evidence of Completion**

Teachers will sign in each time they attend the data chat with administration session.

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

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

**Person Responsible**

Bryan Boyer

**Schedule**

On 6/5/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

**Schedule**

On 6/5/2015

**Evidence of Completion**

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

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will meet with the principal and the teacher support colleague for professional development utilizing the lesson study model. An emphasis will be placed on the tracking of student performance and collaboration.	Boyer, Bryan	9/18/2014	Participation by all stakeholders involved in the professional development. Teachers will also be monitored in their PLC's and our monthly data chats with administration.	11/7/2014 weekly
G1.B2.S1.A1	Teachers will meet with administration monthly to look at a selected group of data and reflect as a PLC on how they plan on making academic and or reporting decisions based on that data.	Boyer, Bryan	9/1/2014	Teachers will sign in each time they attend the data chat with administration session.	6/5/2015 one-time
G1.MA1	Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to check for the use of lesson study strategies that support the EWS model. Monthly data chats will also be held with administration in the library.	Boyer, Bryan	9/1/2014	Minutes from PLC's meetings from each department's PLC meetings. Reflection and data sheets from monthly data chats with administration. An understanding from each PLC and each individual teacher will be evident from the collaboration that is taking place as well as how the data is being used to make academic and or reporting decisions.	6/5/2015 one-time
G1.B1.S1.MA1	Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to check for the use of lesson study strategies that support the EWS model. Monthly data chats will also be held with administration in the library.	Boyer, Bryan	9/1/2014	Minutes from PLC's meetings from each department's PLC meetings. Reflection and data summary sheets from monthly data chats with administration. An understanding from each PLC and each individual teacher will be evident from the collaboration that is taking place as well as how the data is being used to make academic decisions.	6/5/2015 one-time
G1.B1.S1.MA1	Administration and our Teacher Support Colleagues will be part of each of our department's PLC's to check for the use	Boyer, Bryan	9/1/2014	Minutes from PLC's meetings from each department's PLC meetings. Reflection	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	of lesson study strategies that support the EWS model. Monthly data chats will also be held with administration in the library.			and data sheets from monthly data chats with administration.	
G1.B2.S1.MA1	Administration, teacher support colleagues, and department heads will monitor each PLC for the data each teacher brings in and the collaboration that takes place.		9/1/2014	Administration, teacher support colleagues, and department heads will monitor each PLC for the data each teacher brings in and the collaboration that takes place. Data summary forms will be collected by administration to check that teachers are bringing in data and that each teacher is reflecting on what they are doing with the data to make academic and or reporting decisions.	6/5/2015 one-time
G1.B2.S1.MA1	Administration, teacher support colleagues, and department heads will monitor each PLC for the data each teacher brings in and the collaboration that takes place.	Boyer, Bryan	9/1/2014	Administration, teacher support colleagues, and department heads will meet to discuss the conversations that were taking place during the monthly data meetings from each PLC.	6/5/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** During the 2014-2015 school year, Bradford High School will implement Early Warning Systems that will aid in decreasing students who are chronically absent by 10% as well as decreasing the number of students failing a academic course by 10% through teachers monitoring of student performance within the Early Warning System's umbrella.

**G1.B1** Zero planning period. Teachers have no planning time during the day to work as a PLC.

**G1.B1.S1** SEEC Grant providing professional development funding during the school day. Monthly data chats with Administration that focuses on EWS data.

### **PD Opportunity 1**

Teachers will meet with the principal and the teacher support colleague for professional development utilizing the lesson study model. An emphasis will be placed on the tracking of student performance and collaboration.

#### **Facilitator**

Bryan Boyer

#### **Participants**

All Teachers

#### **Schedule**

Weekly, from 9/18/2014 to 11/7/2014