Bradford County School District

Bradford High School

2022-23 Schoolwide Improvement Plan

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Bradford High School

581 N TEMPLE AVE, Starke, FL 32091

bradfordschools.org/bhs

Demographics

Principal: Angela Ward

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2020-21: (49%) 2018-19: B (57%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 is to build strong, positive relationships through rigorous academic opportunities for all scholars. We will ensure all stakeholders hold themselves to a higher standard in order to ensure a sense of pride and community in our school.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cassels, Renee	Guidance Counselor	
Coffey , Christopher	Assistant Principal	
Duncan, David	Dean	
Jackson, Sampson	Other	Athletic Director
Ward, Angela	Principal	
Griffis, Katrina	Administrative Support	

Demographic Information

Principal start date
Thursday 7/1/2021, Angela Ward

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
797

Identify the number of instructional staff who left the school during the 2021-22 school year.
15

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	214	208	184	186	792
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	61	76	87	294
One or more suspensions	0	0	0	0	0	0	0	0	0	60	43	22	19	144
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	31	31	26	88
Course failure in Math	0	0	0	0	0	0	0	0	0	0	38	24	28	90
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	107	84	74	55	320
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	88	53	27	33	201
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	75	74	65	53	267

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	26	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	17	4	6	35

Date this data was collected or last updated
Monday 12/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	23	30	17	93
One or more suspensions	0	0	0	0	0	0	0	0	0	37	47	36	27	147
Course failure in ELA	0	0	0	0	0	0	0	0	0	22	39	36	9	106
Course failure in Math	0	0	0	0	0	0	0	0	0	38	58	35	6	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	46	49	46	32	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	36	35	25	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	46	49	46	32	173

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	45	70	52	21	188

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	6	23	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	5	3	10	21

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	23	30	17	93
One or more suspensions	0	0	0	0	0	0	0	0	0	37	47	36	27	147
Course failure in ELA	0	0	0	0	0	0	0	0	0	22	39	36	9	106
Course failure in Math	0	0	0	0	0	0	0	0	0	38	58	35	6	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	46	49	46	32	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	36	35	25	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	46	49	46	32	173

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	45	70	52	21	188

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	6	23	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	5	3	10	21

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%	36%	52%	40%			39%	39%	56%
ELA Learning Gains	45%	45%	52%	45%			48%	48%	51%
ELA Lowest 25th Percentile	42%	42%	41%	34%			47%	47%	42%
Math Achievement	28%	28%	41%	35%			48%	48%	51%
Math Learning Gains	31%	31%	48%	28%			67%	67%	48%
Math Lowest 25th Percentile	35%	35%	49%	16%			52%	52%	45%
Science Achievement	45%	45%	61%	62%			62%	62%	68%
Social Studies Achievement	69%	69%	68%	82%			73%	73%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	61%	0%	67%	-6%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	71%	0%	70%	1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	55%	-17%	61%	-23%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	51%	-1%	57%	-7%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	13	42	43	13	28	28	17	33		74	26
BLK	19	38	44	21	30	29	19	56		84	30
HSP	41	56		15	18						
MUL	41	50		38	27		45				
WHT	41	46	37	31	33	41	53	73		85	70
FRL	27	46	52	22	26	38	37	63		82	50
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	22	17	21	20	7	22	64		74	31
BLK	22	36	44	11	17	27	41	58		90	45

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
MUL	30	20									
WHT	45	48	31	42	31	13	69	85		89	62
FRL	30	31	24	24	21	27	55	82		89	49

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	18	38	39	16			28	55		87	19
BLK	17	47	52	21	50		21	56		90	39
HSP	40	36									
MUL	50	60									
WHT	44	49	46	57	71	55	72	75		91	47
FRL	31	45	51	43	61	58	49	68		89	43

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across all grade levels, subgroups, and core content areas we are seeing a consistency of students who have a significant gap in their learning. Some to the point of being 2 or more years behind their peers in the same grade level.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math! Our math scores took the biggest hit and still are the most concerning based off our beginning data collected through STAR and Math Nation. Our Alg. 1 students have a class average of 5th-6th grade level.
Our current data from state assessments: We were significantly lower than the state average.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One of the contributing factors was the break in time due to pandemic and when students were accessed on courses. One way we are addressing this need is our schedules are double blocked for math. 90% of our students have Alg. 1 for 2 periods on thier schedules to reinforce the skills.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Lowest Quartile was our largest growth based on the 2022 assessments. That group improved by 19% compared to the previous year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Double block of ALG 1 and Lam were purposely scheduled for these students.

What strategies will need to be implemented in order to accelerate learning?

This year we have contracted with NEFEC. Jake Massey began in the summer working with our Math team. He has come in to the school to help plan, create lessons, model lessons, and coaching cycles.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly PLCs with built in structures to support teachers in order to produce high quality instruction. In addition, student talks and engagement pieces will be interwoven to help increase the motivation and participation of students in all content areas.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ongoing PD and walk throughs where meaningful feedback will be provide to help support teachers to master their craft.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The need for scheduled walkthroughs was an area that BHS needed in order to support
teachers and to identify areas that could use additional professional development. These
will also be used to ensure that standards are being taught and mastered.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Each day administration will walk 3-4 classrooms to collect data in the areas of: model
thinking, guided instruction, collaboration, and independent work. The expectation is that
teachers will facilitate the learning in such a way that students derive the answers from
their own thinking instead of being told.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by walks that are scheduled and weekly administration and instructional coaches will meet to discuss areas of growth and opportunities.

Person responsible for monitoring outcome:

Angela Ward
(ward.angela@mybradford.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to PBIS

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Last year our attendance was at an all time high as well as our discipline. This summer we attended a training to help "reboot" our PBIS program at BHS with intentionality of focusing on attendance and behavior.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease in both absentees and tardy percentage. Decrease in reoccurring discipline incidents.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Weekly an attendance report is ran. Several employees are assigned to make calls to find out why students are out. As we call, documentation is recorded and followed up on as needed. Discipline is handled in the same way. In addition, mentors from the leadership team are assigned to check in with the top 20 discipline repeaters as a means to support and change the behavior. Monthly we meet as a team to discuss results.

Person responsible for monitoring outcome:

Christopher Coffey (coffey.christopher@mybradford.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to PBIS

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Last year our attendance was at an all time high as well as our discipline. This summer we attended a training to help "reboot" our PBIS program at BHS with intentionality of focusing on attendance and behavior.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease in both absentees and tardy percentage. Decrease in reoccurring discipline incidents.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly an attendance report is ran. Several employees are assigned to make calls to find out why students are out. As we call, documentation is recorded and followed up on as needed. Discipline is handled in the same way. In addition, mentors from the leadership team are assigned to check in with the top 20 discipline repeaters as a means to support and change the behavior. Monthly we meet as a team to discuss results.
Person responsible for monitoring outcome:	Christopher Coffey (coffey.christopher@mybradford.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Last year our attendance was at an all time high as well as our discipline. This summer we attended a training to help "reboot" our PBIS program at BHS with intentionality of focusing on attendance and behavior.

Each each month we have a PBIS event tied to a specific goal i.e. (Perfect attendance for 1 week). BHS started off with a school wide PBIS event so ALL students knew what they were missing if they did not meet the goal. It was a huge success. From there we moved into providing rewards either at breakfast or lunch. A teacher suggested we actually present rewards during class time so the others saw what they missed.

Weekly an attendance report is ran. Several employees are assigned to make calls to find out why students are out. As we call, documentation is recorded and followed up on as needed.
Discipline is handled in the same way. In addition, mentors from the leadership team are assigned to check in with the top 20 discipline repeaters as a means to support and change the behavior. Monthly we meet as a team to discuss results.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Chris Coffey ~ Admin that is leading the PBIS.
Angela Tomlinson ~ Admin that is helping lead the PBIS.
Samson Jackson ~ Athletic Director
David Duncan ~ Discipline Dean
Nicole Stafford ~ Testing Admin
Morgan Alvarez ~ ELA Representative
Jerilyn Rogers ~ Social Studies Representative
Teresa Patterson ~ Math Representative
Nicole Synder ~ Science Representative
Stephen Brown ~ ESE Representative
Jamie Rodgers ~ Electives Representative

Each of the departments role is to communicate the information back to their individual teams. They also help plan and execute the different incentives that are created by the team.