

Manatee County Public Schools

Braden River High School



2017-18 Schoolwide Improvement Plan

Braden River High School

6545 SR 70 E, Bradenton, FL 34203

<https://www.manateeschools.net/bradenriver>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">38%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">37%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Manatee 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	41
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	44
Technical Assistance Items	46
Appendix 3: Budget to Support Goals	46

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Braden River High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Braden River High School is to empower our students to be strong, responsible leaders who value personal integrity, academic excellence, and civic involvement.

b. Provide the school's vision statement.

Braden River High School is committed to equipping students with the tools and skills that they need for academic, personal, and social achievement.

Braden River High School empowers each student to reach his/her highest potential by establishing a curriculum that meets or exceeds government standards for education, providing extracurricular programs that develop each student's mental, physical, and social skills; and by working with our parents and community partners to create an environment in which our students will thrive.

With a renewed focus on ensuring all students will make learning gains, Braden River High School will be an "A" school at the completion of the 2017-2018 school year.

2. School Environment

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

We use student cumulative files to learn about the educational and cultural needs of the student. Our counselors meet with students to also learn about their backgrounds and ways to assist them in educational and transitional process.

Teachers open their classrooms and their minds to all students and connect in a way that relationships are built and nurtured. From displaying student work to developing classroom pride, teachers at BRHS understand the value of developing positive teacher-student relations.

Students attend monthly advisory meetings with the same advisory teacher throughout the year where students meet and discuss student issues and have the opportunity to develop another relationship with other faculty members.

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

At BRHS we have a firm set of policies and procedures that all students are to abide by. At the beginning of each year we communicate these policies and procedures by posting on our website, introducing the policies and procedures at our New Student Orientation. We also have individual class presentations to personally go over each policy and procedure to ensure that they understand all that is ahead of them. We urge students to come to any adult on campus if they are having a problem or feel as if something is not right in the school environment. Our Discipline office treats each situation as if it is the most important one to come across their desk and they move swiftly to take care of any situations that might exist.

At BRHS we take the safety of our student, staff, and faculty very seriously. Weekly, monthly, and yearly evaluations are conducted to make sure that safety is of the utmost priority. Students, faculty,

and staff are evaluated often on how they would react to safety situations and constant tweaks are made to make sure that all are in compliance.

c. 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.

At BRHS we adhere to the School District of Manatee County Code of Student Conduct when disciplining students. We also have a discipline matrix which identifies the situation, the consequences, and the level of the discipline infraction. We make sure that the Code of Student Conduct is on our website for all to see and we include it in our student handbook.

d. 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.

We have a school counseling department which strives to meet the emotional and social needs of our students. District physiologists and social workers work hand in hand with our counselors to make sure that the welfare of our students are being maintained. We also have community and faculty mentors who work with our students on a weekly basis and make themselves available in times of need. BRHS also has quarterly student advisory meetings, where students meet and discuss student issues and concerns with faculty members.

The MTSS team also meets weekly to ensure that any student on tier 2 or 3 for behavior concerns have interventions in place (such as check-in/check-out system, counseling, etc.) to ensure that we are meeting their emotional and social needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

*Attendance below 90%

Students are issued one emergency late pass for the first five minutes of the class period in order to assist with any tardy issues. In addition, parents are given the opportunity to contact the school via phone or written note twice per quarter if their child(ren) will be late to school. Students are also provided unlimited excused doctor notes. In addition, if a student is absent for an extended period of time the parent is able to contact the attendance office and the teacher via email or phone. The parent may obtain their child's work via the teacher website through the schools webpage. If the work is not available via teacher website the parent may contact the teacher and the teacher will provide the work to student services. The parent can then pick up his/her child's work from student services.

*One or more suspensions

Students that are suspended (out of school) are provided the opportunity to turn in their work for their classes when they return from suspension. Students are able to retrieve any classwork or homework from the teacher's website that can be accessed through the schools webpage. In addition, students are able to email or call and leave a message for the teacher on their classroom phone if they need any assistance needed with assignments.

For students that are in-school-suspension, the ISS teacher will contact the student's teachers, and the student will be able to get the work completed while in ISS. In addition, if a student knows that he/she is attending in-school-suspension prior, he/she may retrieve any work from the teacher's website and bring it into ISS to work on. Computers are provided to students in ISS to allow students to

complete their school work and utilize internet based programs like Odessyware and ReadingPlus for credit recovery and reading remediation.

***Course Failure**

Students that fail ELA or Math are placed in a credit recovery class to recover 1/2 or the full credit they have failed. In addition, a student may choose to take a Florida Virtual class. Students are also able work on their credit recovery courses at home in order to progress and pass the course in a timely manner. Moreover, students can receive tutoring help in the media center on Monday's after school or Wednesday's after school with members of the National Honor Society. Students may also ask for additional assistance from their academic teachers.

***Level 1 / Level 2 score on statewide, standardized assessments in ELA, Math & Science.**

Freshmen and Sophomores that scored a level 1 on statewide assessment are placed in an Intensive Reading class using the new Reading Plus program. The majority of Freshman and Sophomores that scored a level 2 on statewide assessment will be placed in an Intensive Reading class.

Junior and Seniors that did not pass the FSA ELA have been placed in an Intensive Reading class. In addition, seniors that have not passed the FSA ELA will receive additional support to prepare for the ACT/SAT in order to take the test and meet the concordant score to graduate. Moreover, ACT will be administered to seniors who have not passed the FSA on campus in hopes that student(s) will meet the concordant score to graduate.

Freshmen that scores a level 1 on statewide assessment are placed in a double block Algebra 1A & Intensive Math course. These students will get extra support with basic Math skills and will utilize Success Maker when appropriate. Freshmen level 2 students are placed in an Algebra IA course and will cover Algebra topics in more depth. Algebra 1A students will take Algebra 1B the following year along with the Algebra EOC.

Sophomore students that did not pass the Algebra EOC will be placed in a Liberal Arts Math course. These students will continue to develop their Math Skills in preparation to retake the EOC and/or take the PERT. Liberal Arts Math will also prepare student to be more successful in Geometry the following year.

Freshmen that scored a level 1 or 2 in FSA ELA will be placed in Earth/Space Science in order to develop their reading comprehension. Sophomores that scored a level 1 or 2 on FSA ELA will be place in an Integrated Science course for additional support and preparation for Biology the following year..

The Learning Strategies course provides students with disabilities academic support including skills to be successful in the educational setting and strategies for standardized assessments.

All students within the "Early Warning Systems" will be monitored through the MTSS system. Some students depending on their weaknesses will be placed on Tier 2 or 3. The MTSS team will be implementing techniques and strategies to help these students become successful. Some of the strategies include but not limited to check-in/check-out system with Deans, group/individual counseling with a counselor/social worker or school psychologist. Goal setting and interventions through the RTI process. Moreover, contracts for behavior or attendance issues will be implemented in order to help improve behavioral problems and attendance.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	89	78	94	319
One or more suspensions	0	0	0	0	0	0	0	0	0	189	141	116	87	533
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	121	96	85	67	369
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	155	166	144	27	492

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	62	72	65	64	263

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

For students that are in-school-suspension, the ISS teacher will contact the student’s teachers, and the student will be able to get the work completed while in ISS. In addition, if a student knows that he/she is attending in-school-suspension prior, he/she may retrieve any work from the teacher’s website and bring it into ISS to work on.

Students are able to retrieve any classwork or homework from the teacher’s website that can be accessed through the schools webpage. In addition, students are able to email or call and leave a message for the teacher on their classroom phone if they need any assistance.

Students that fail ELA or Math are placed in a credit recover class to recover 1/2 or the full credit they have failed. In addition, a student may to choose to take a Florida Virtual class. Students are also able to work on their credit recovery courses at home in order to progress and pass the course in a timely manner. Moreover, students can receive tutoring help in the media center on Monday’s after school and on Wednesday’s after school with National Honor Society students.

***Course Failure**

Students that fail ELA or Math are placed in a credit recovery class to recover 1/2 or the full credit they have failed. In addition, a student may choose to take a Florida Virtual class. Students are also able work on their credit recovery courses at home in order to progress and pass the course in a timely manner. Moreover, students can receive tutoring help in the media center on Monday’s after school or Wednesday’s after school with members of the National Honor Society. Students may also ask for additional assistance from their academic teachers.

***Level 1 / Level 2 score on statewide, standardized assessments in ELA, Math & Science.**

Freshmen and Sophomores that scored a level 1 on statewide assessment are placed in an Intensive Reading class using the new Reading Plus program. The majority of Freshman and Sophomores that scored a level 2 on statewide assessment will be placed in an Intensive Reading class.

Junior and Seniors that did not pass the FSA ELA have been placed in an Intensive Reading class. In addition, seniors that have not passed the FSA ELA will receive additional support to prepare for the ACT/SAT in order to take the test and meet the concordant score to graduate. Moreover, ACT will be administered to seniors who have not passed the FSA on campus in hopes that student(s) will meet the concordant score to graduate.

Freshmen that scores a level 1 on statewide assessment are placed in a double block Algebra 1A & Intensive Math course. These students will get extra support with basic Math skills and will utilize Success Maker when appropriate. Freshmen level 2 students are placed in an Algebra IA course and will cover Algebra topics in more depth. Algebra 1A students will take Algebra 1B the following year along with the Algebra EOC.

Sophomore students that did not pass the Algebra EOC will be placed in a Liberal Arts Math course. These students will continue to develop their Math Skills in preparation to retake the EOC and/or take the PERT. Liberal Arts Math will also prepare student to be more successful in Geometry the following year.

Freshmen that scored a level 1 or 2 in FSA ELA will be placed in Earth/Space Science in order to develop their reading comprehension. Sophomores that scored a level 1 or 2 on FSA ELA will be place in an Integrated Science course for additional support and preparation for Biology the following year..

The Learning Strategies course provides students with disabilities academic support including skills to be successful in the educational setting and strategies for standardized assessments.

All students within the "Early Warning Systems" will be monitored through the MTSS system. Some students depending on their weaknesses will be placed on Tier 2 or 3. The MTSS team will be implementing techniques and strategies to help these students become successful. Some of the strategies include but not limited to check-in/check-out system with Deans, group/individual counseling with a counselor/social worker or school psychologist. Goal setting and interventions through the RTI process. Moreover, contracts for behavior or attendance issues will be implemented in order to help improve behavioral problems and attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

At BRHS communication is a very important part of our success. All major parent information is swiftly disseminated on our website, with flyers, and through the use of our telephone messaging system. We also encourage our parents to check the academic progress of their students by using the FOCUS system. We hand out FOCUS passwords and encourage both student and teacher to constantly monitor their progress. In addition, parents are encouraged to call the guidance secretary and make a parent/teacher conference when needed.

2. 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.

BRHS continues to reach out to the business community in hopes of having their assistance throughout the school year. We encourage new parents to our school to volunteer their business services while working with our Academy programs on other campus activities.

For their efforts on our various committees and advisory groups we offer free advertising of their businesses on our school website, in school newsletters, advertising signs, and word of mouth to other parents.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Scarborough, Sharon	Principal
Gagnon, Melissa	Assistant Principal
Champagne, Paul	Dean
Velazquez, Violeta	Dean
Whelden, Matthew	Assistant Principal
Brigg, Denise	Dean
Cochran, Travis	Assistant Principal
Cookerly, David	Dean

b. Duties

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

The BRHS leadership team functions to serve the school community as instructional leaders by employing a systematic data review and campus-wide resolution implementation, data-based collaboration and decision making, policy enforcement and procedures establishment.

2. 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 BRHS leadership team 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 by providing opportunity for students to meet state proficient/advanced academic achievement levels, using research-based instructional strategies and methods to strengthen core academic programs and increase the quantity and quality of learning student time by providing after-school and summer programs that enrich and accelerate curriculum.

Leadership also addresses the needs of low-achieving and at-risk students by providing for guidance counseling, college and career awareness and preparation, and the integration of vocational and technical education programs. Students who experience difficulty mastering proficient levels on state

academic achievement levels will be provided with additional assistance, including timely risk identification measures and measures-based effective and appropriate assistance responses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jamie Phillips	Parent
Kathy Mircinkiewicz	Parent
Matt Collis	Teacher
Carman Maayan	Teacher
Thomas Desmond	Teacher
Carlos Rodriguez	Education Support Employee
Katie Stakes (11th)	Student
Sophonie Alexis (12th)	Student
Avis Bolden	Parent
Violeta Velazquez	Teacher
Damon Ackerman	Business/Community
Joanne Rigo	Parent
Susan Evans	Parent
Pamela Martin	Parent
Nancy Dionela	Parent
Cari Whiddon	Parent
Sharon Scarbrough	Principal
Kate Collis	Parent
Sarah Wampler	Parent
Ivan Ramirez	Business/Community
Kathryn Valace	Parent
Beth Saalman	Parent
Regina Thoma	Parent
Christine Norris	Parent
Krystal Sullivan	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Each year's School Improvement Plan and its specific strategic goals are thoroughly evaluated prior to submission to the School Advisory Council for ratification.

1st SAC mtg. was 8/29
2nd SAC mtg. is 10/2

We are in the process of voting on our teacher & student SAC representatives.
Will update when we have verified our SAC membership

b. Development of this school improvement plan

The School Improvement Plan is drafted by the BRHS administration. The drafted SIP is forwarded to the SAC for its review, edit, and recommendations. At an early SAC meeting each school year, the new SIP is presented before the entire committee. Once ratified by SAC, the SIP is posted to the BRHS website.

c. Preparation of the school's annual budget and plan

The Annual budget is also drafted by the BRHS administration.

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

For the 2016-17 school year, the SAC allocated money for the following:

Academy Lead Planning - \$1000.00
Teacher supplies - \$3400.00
Textbooks and material - \$2500.00
Dues and Fees - \$3840.00
Substitutes - \$2800.00

For the 2017-18 school year, the SAC allocated money for the following:

Professional Development - \$1000.00
Remediation Programs - \$2000.00
Teacher materials and supplies - \$5000.00
Academy Planning - \$1000.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Scarborough, Sharon	Principal
Gagnon, Melissa	Assistant Principal
Whelden, Matthew	Assistant Principal
Cochran, Travis	Assistant Principal
Velazquez, Violeta	Dean
Brigg, Denise	Dean
Hartline, Debra	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Instructional Leadership Team (ILT) is made up of Administration, Subject Area Department Heads and Academy leads. This core group of BRHS educators work collaboratively to address issues and develop strategies that promote student success.

One of the ILT's responsibilities is to promote literacy within the school. Ensuring that all Intensive Reading courses at BRHS are taught by highly qualified teachers who are either Reading certified or endorsed. Providing Content Area Reading Professional Development (CARD-PD), Marzano, and AVID strategies training to faculty, especially content area teachers.

This school year the ILT will work with the AVID Professional Development Team to ensure the use of text structures to build writing/comprehension skills. Other literacy interventions the ILT support include ensuring the use of high-yield strategies to include rigor & higher order questioning and differentiated instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

BRHS is a Wall to Wall Academy school with four academies: Business and International Studies, Arts and Communications, Engineering and Leadership, and Science and Health. Within these academies our teachers plan together, collaborate together, and integrate curriculum.

The early release professional development days established at the district and school level provide an opportunity for teachers to learn, collaborate and plan together. BRHS also calendars Department and Academy meetings throughout the year which allows for collaborative sharing and planning.

Teachers will be encouraged to participate in 3-2-1 Feedback sessions which will allow teachers to observe other teachers throughout the year.

In addition, BRHS has a mentor system to offer support for new teachers to BRHS. The new teachers are paired with veteran members of our staff and meet often to discuss classroom pertinent issues, situations, and solutions.

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

BRHS Administration attends recruiting seminars in search of highly qualified teachers. Once on campus these teachers are grouped with mentors and offered opportunities for professional development. The district also provides a variety of support and professional development to develop effective teachers..

With our administrative walkthroughs, we stay in constant touch with our teachers and offer immediate support to those who maybe struggling. Teachers are also supported by their department heads and dean/administrator that are paired to their academy.

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

BRHS reciprocal mentoring program aids in the development of professional growth by focusing on the reinforcement of content area curriculum knowledge, instructional methodologies, classroom management, and behavioral modification skills of participant teachers. The mentoring program techniques include collaboration in the areas of peer observation, assessment, self-reflection, and support in the implementation of new educational practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Standard-Based Planning Aligned with District Curriculum Maps is one of the District Expectations. Curriculum Plans are collaboratively developed at the District Level including grade level/course standards, quarterly curriculum maps, and content area reading & writing packets.

ELA and reading follow Curriculum Maps provided by the county, which support LAFS. Social Studies follow Curriculum Maps that support Florida Standards, as well as literacy standards. Math follows curriculum maps provided by the county, which support MAFS. Science follows Curriculum Maps that support Florida Standards.

b. Instructional Strategies

1. 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.

Reading classes: Level 1 & Level 2 ELA students are placed in a reading class and receive supplemental instruction from Reading Plus.

Math classes: 9th Grade Level 1 Math students are double-blocked with Algebra 1A & Intensive Math and receive supplemental instruction with Success Maker.

BRHS teachers are trained to access data from FOCUS and use in their classes. Data chats will occur during core leader meetings, department meetings, and faculty meetings.

Our students will also be exposed to programs such as Success Maker, Reading Plus, and Odysseyware. All of these programs will have progression reports that will show areas of student strengths and weaknesses.

The ILT, teachers and data teams will also use quarterly benchmark data to identify standards that were not proficient and described there means for remediation.

2. 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: Extended School Day

Minutes added to school year: 1,980

Students are placed in focus areas (reading/math) then rotated after specified time frame. Within their specific groupings, students apply language skills to practice for the ACT/FSA reading assessments and EOC/PERT math assessments.

Strategy Rationale

Increase student reading and math gains to meet or exceed state standard requirements for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gagnon, Melissa, gagnonm@manateeschools.net

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

Current FSA, Algebra EOC, and PERT data will be reviewed and compared to previous year's data to determine program effectiveness. Student areas of strength and weakness will analyzed to determine need for specific remedial focus.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Periodic grade-level structured advisory class where concerns and need of each grade level cohorts can be addressed throughout each school year of progression.

b. College and Career Readiness

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

Throughout the school year we have several college representatives from 40-60 colleges visit our campus. They come from Florida universities and from institutions throughout the country to speak to our Juniors and Seniors about the application process and admission requirements for their respective universities.

We also have Lunch setups from local post-secondary options such as MTC, SCF, Keiser, Army,

Navy, Air Force, and Marine Corps recruiters to give students a chance to talk with them and gather information about their programs if they are interested.

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

CTE Programs:

- Agriculture, Food & Natural Resources (agritechnology, horticulture, and veterinary medicine)
- Arts, AV Technology & Communication (commercial art technology and TV production)
- Business, Management/Administration: information technology, accounting, web design, marketing, and OJT.

Engineering & Technology (engineering technology and commercial photography)

Industry Certifications that can be earned:

- Adobe Certified Expert (Illustrator)
- Adobe Certified Expert (Premiere Pro)
- Adobe Certified Associate Web Communication using Adobe Dreamweaver
- Adobe Certified Associate Rich Media Communication using Adobe Flash
- Adobe Certified Associate Visual Communication with Adobe Photoshop
- Adobe Certified Associate Video Communication with Adobe Premiere Pro
- Certified Veterinary Assistant
- Agricultural Technician Certification
- Certified Horticulture Professional
- Quickbooks Certified User
- Microsoft Office Specialist Bundle Certification (3 of 6)
- Certified Internet Web Internet Business Associate
- Certified Solidworks Associate
- Certified Solidworks Expert

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

Career Academies at Braden River High School:

The career academy theme – every student declares their membership in a career academy by selecting electives in the chosen academy – remains a strong mission for Braden River High School throughout the past ten years. Although the elective courses in each academy define the theme for the academy, the academic classes emphasize these career themes to guide and build students' abilities and achievement in their core courses.

Every faculty member plans their learning activities around the career themes, whether it might be a Language Arts teacher reviewing resume writing skills within the single classroom or several career and academic teachers focusing on identifying careers after high school throughout their learning activities. Marketing students practice their customer-service skills through technology tutoring the residents from the neighboring mobile home community.

Two or more academy teachers might plan and deliver career-themed learning activities within the academy, such as the Arts and Communications Film Festival sponsored each spring. Student videos and live performances are planned with faculty guidance and performed for the academy students. Engineering and beginning business students read *October Sky*, learning how the high school boys of 1957 built rockets. The culminating activity is that each business student builds and launches their own rocket based on the technical knowledge they gained from the book.

Two or more academies may choose a common theme and design learning activities that connect the academies across the school. Career Day speakers were invited representing business, science, and

health careers. Students chose to attend three sessions on this special day. Academy teachers created several learning activities for pre- and post-speaker sessions so students would prepare and evaluate the information gained from the community speakers. These two academies held an “author talk” where the son of the author of A Land Remembered delivered a live multi-media presentation about the author’s works, as the students were reading the award-winning book in business and agriculture classes. Business students create multi-media movies for the chapters in the book, blending their knowledge of the text, Florida history, and technological skills learned in business class.

The academies build knowledge, ability, and interpersonal skills, through leadership opportunities in the career-related clubs and extra-curricular activities. Arts and Communication academy has the largest student participation in activities through the award-winning marching band, orchestra, art club, choral groups, and television production courses. The JROTC and Technology Student Association (TSA) are very active in after-school and competitive events, winning national awards for achievement and participation. The Science and Health Academy sponsors the nationally-awarded Future Farmers of America (FFA) chapter as well as the Health Occupation Students of America (HOSA) as well as the student athletic trainers for school sports programs. The Future Business Leaders of America (FBLA) members at Braden River High consistently perform well at district, state, and national competitive events, representing the Business and International Studies academy.

4. 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.

Strategies for improving student readiness for the public postsecondary level - The BRHS CTE programs provide a wide range of opportunities for students to learn essential job readiness skills which prepare them to step from the classroom into today’s workforce. As students build relevant skills, they can choose to take industry certification exams that verify their proficiency in software programs. There are many examples of students who passed an industry certification and then were able to secure employment in website design, manufacturing, and engineering fields.

For students who choose the postsecondary education pathway, many industry certifications earn them college credits. The BRHS CTE programs give students a way to build transferable skills and multiple pathways to succeed in employment.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** By the end of 2017-2018 school year, there will be: 1) a 5% increase in the number of students making learning gains in English Language Arts*, 2) a 5% increase in the number of students making learning gains in Mathematics*, 3) A 5% increase in the number of L25 students making learning gains in English Language Arts & Mathematics. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities.
- G2.** By the end of 2017-2018 school year, there will be: 1) a 5% increase in the number of proficient students on the Biology EOC* 2) a 5% increase in the number of proficient students on the U.S. History EOC*. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities.
- G3.** By the end of 2017-2018 school year, there will be: 1) a 3% increase in the graduation rate and 2) 3% increase in college and career acceleration. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of 2017-2018 school year, there will be: 1) a 5% increase in the number of students making learning gains in English Language Arts*, 2) a 5% increase in the number of students making learning gains in Mathematics*, 3) A 5% increase in the number of L25 students making learning gains in English Language Arts & Mathematics. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. **1a**

G097614

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	5.0
Algebra I EOC Pass Rate	5.0
Geometry EOC Pass Rate	5.0
ELA/Reading Gains	5.0
ELA/Reading Lowest 25% Gains	5.0
Math Gains	5.0
Math Lowest 25% Gains	5.0

Targeted Barriers to Achieving the Goal **3**

- Poorly implemented instructional strategies due to inexperience/unfamiliarity with existing school and district-wide strategies.
- Lack of consistency and frequency in the instruction of Reading & Text Based Writing across all content areas.
- Teachers have minimal time to collect relevant student data in order to target and differentiate instruction.
- Lack of funding for supplemental resources to enrich learning and differentiate instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Utilization of District Remediation Programs.
- Modify reciprocal mentoring program to better equip newer / less-experienced teachers in the implementations of productive instructional strategies.
- Professional development on modified Wednesday focus on instructional strategies that support FSA Reading & Text Based Writing across all content areas.
- Administration and Deans assigned to specific Academies will support teachers and "pull" data and reports in a timely manner to allow teachers more time to analyze the data.
- Resources provided for students in In-School-Suspension in preparation for FSA and FSA EOC.
- Information & Resources provided to students to ensure appropriate conduct and success within the classroom and school setting including the Student Handbook, Class Meetings, and Grade Level Assemblies.
- Spring and Summer supplemental remediation programs.
- District approved Instructional Materials.

Plan to Monitor Progress Toward G1. 8

Quarterly assessments, PERT, Benchmark assessments, SuccessMaker, ReadingPlus, and classroom assessments including grade distribution and grade reports..

Person Responsible

Melissa Gagnon

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Student progress on each of these programs will be monitored on a regular basis to determine whether adequate student gains are being achieved and proficiency levels are being met. Focus will also be placed on areas for necessitating remediation.

G2. By the end of 2017-2018 school year, there will be: 1) a 5% increase in the number of proficient students on the Biology EOC* 2) a 5% increase in the number of proficient students on the U.S. History EOC*. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. 1a

G097615

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	3.0
U.S. History EOC Pass	3.0

Targeted Barriers to Achieving the Goal 3

- Poorly implemented instructional strategies due to inexperience/unfamiliarity with existing school and district-wide strategies.
- Lack of consistency and frequency in the instruction of Reading & Text Based Writing across all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilization of District Remediation Programs.
- Modify reciprocal mentoring program to better equip newer / less-experienced teachers in the implementations of productive instructional strategies.
- Professional development on modified Wednesday focus on instructional strategies that support FSA Reading & Text Based Writing across all content areas.
- Administration and Deans assigned to specific Academies will support teachers and "pull" data and reports in a timely manner to allow teachers more time to analyze the data.
- Resources provided for students in In-School-Suspension in preparation for FSA and FSA EOC.
- Information & Resources provided to students to ensure appropriate conduct and success within the classroom and school setting including the Student Handbook, Class Meetings, and Grade Level Assemblies.
- Spring and Summer supplemental remediation programs.

Plan to Monitor Progress Toward G2. 8

Quarterly assessments, PERT, Benchmark assessments, SuccessMaker, ReadingPlus, and classroom assessments including grade distribution and grade reports..

Person Responsible

Melissa Gagnon

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Student progress on each of these programs will be monitored on a regular basis to determine whether adequate student gains are being achieved and proficiency levels are being met. Focus will also be placed on areas for necessitating remediation.

G3. By the end of 2017-2018 school year, there will be: 1) a 3% increase in the graduation rate and 2) 3% increase in college and career acceleration. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. 1a

G097616

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	3.0
High School Acceleration	3.0

Targeted Barriers to Achieving the Goal 3

- Students registering for Advanced Placement & Dual Enrollment may or may not be prepared and successful.
- OdysseyWare - credit recovery in order for students to earn credits in order to graduate.
- Students that are not on target to graduate due to GPA, missing required credits, and/or not having passed assessment requirements.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize College Board AP Potential.
- New Credit Recovery Program - Odysseyware
- District approved resources that support the 12 graduation options available to all Manatee County high schools.
- Remediation programs to support students that are not on target to graduate.

Plan to Monitor Progress Toward G3. 8

Course registration numbers, Advanced Placement Scores, Graduation Rate, Certifications earned, Credits earned via Odessyware, etc.

Person Responsible

Melissa Gagnon

Schedule

Every 2 Months, from 9/26/2017 to 6/25/2018

Evidence of Completion

Course registration numbers, Advanced Placement Scores, Graduation Rate, Certifications earned, Credits earned via Odessyware, etc.

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. By the end of 2017-2018 school year, there will be: 1) a 5% increase in the number of students making learning gains in English Language Arts*, 2) a 5% increase in the number of students making learning gains in Mathematics*, 3) A 5% increase in the number of L25 students making learning gains in English Language Arts & Mathematics. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. **1**

 G097614

G1.B1 Poorly implemented instructional strategies due to inexperience/unfamiliarity with existing school and district-wide strategies. **2**

 B262387

G1.B1.S1 An Academy, Department, or AVID teacher will be assigned to mentor the new teachers for foundation reinforcement and support. **4**

 S277915

Strategy Rationale

Most new teachers are highly motivated and are prepared with solid theoretical knowledge but need the field experience to hone their skills.

Action Step 1 **5**

One experienced mentor teacher will be assigned to each new / inexperienced teacher.

Person Responsible

Travis Cochran

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Reduction in student behavior (referrals). Administrative "walk-through" & evaluations.

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

Teacher Mentors will monitor / record results of their mentoring.

Person Responsible

Travis Cochran

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Mentoring monitoring (notes) to include the topic/issue, intervention, outcomes of session(s) to be completed by participants and submitted to appropriate administrator for compilation.

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

Frequency and duration of mentoring sessions, topic/issues undertaken, and resolutions reached.

Person Responsible

Travis Cochran


Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Mentoring monitoring (notes) to include the topic/issue, intervention, outcomes of session(s) to be completed jointly by participants and submitted to appropriate administrator for compilation.

G1.B2 Lack of consistency and frequency in the instruction of Reading & Text Based Writing across all content areas. 2

 B262388

G1.B2.S1 District Expectation for use of Text Structures to Build Comprehension and Writing Skills. Provide specific professional development and training on modified Wednesday that focus on the ELA FSA and instructional strategies that support FSA Reading & Text Based Writing in all content areas. 4

 S277916

Strategy Rationale

There should be a significant impact when reading and writing occurs more frequently in the content areas. Teachers are apt to implement in their classroom if given specific training and the guidance necessary to ensure that reading and writing occur across all content areas.

Action Step 1 5

Implement FSA ELA Reading & Text Based Writing Professional Development on Modified Wednesdays.

Person Responsible

Melissa Gagnon

Schedule

Every 2 Months, from 9/4/2017 to 6/4/2018

Evidence of Completion

Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans.

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

Administrative team will monitor professional development implementation by reviewing lesson plans and verifying through classroom walk throughs and classroom artifacts.

Person Responsible

Melissa Gagnon

Schedule

Every 3 Weeks, from 9/4/2017 to 6/4/2018

Evidence of Completion

Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans and verified through walk throughs and classroom artifacts.

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

Frequency of professional development strategies used in lesson plans and in classroom room walk throughs and artifacts.

Person Responsible

Melissa Gagnon


Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans and verified through walk throughs and classroom artifacts.

G1.B3 Teachers have minimal time to collect relevant student data in order to target and differentiate instruction. 2

 B262389

G1.B3.S1 Student and School Data will be more accessible and frequent for teachers and administration with Deans "pulling" pertinent reports from a variety of data sources. 4

 S277917

Strategy Rationale

It takes time and skill to organize, analyze, and interpret data properly, By Deans organizing the data, teachers and administration will have more time to use and analyze the data.

Action Step 1 5

Administration & Deans will pull relevant data reports from a variety of sources monthly to assist teachers and administration in identifying instructional targets, areas of concern, and specific students in need of differentiation and support.

Person Responsible

Matthew Whelden

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Monthly data reports from Data sources including BrightBytes, SuccessMaker, Focus, Odessyware, ReadingPlus and School City.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration & Deans will submit variety of data reports to various teachers, department & academy leads, and administration.

Person Responsible

Matthew Whelden

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Requests for Data reports by Academies, Departments and Teachers and the Data Reports developed and presented by the Deans. Feedback and utilization from specific teachers that have requested the reports.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Discussion of Data Reports as a topic of discussion in BRHS ILT & Dean's meetings.

Person Responsible

Matthew Whelden


Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Requested Data Reports and feedback from specific teachers that have requested the reports.

G1.B6 Lack of funding for supplemental resources to enrich learning and differentiate instruction. **2**

 B262392

G1.B6.S1 Provide Geometry Nation for all of our math student enrolled in Geometry & Geometry Honors to support preparation of the Geometry FSA EOC. **4**

 S277920

Strategy Rationale

Algebra Nation is a proven resource as an instructional resource for students. The opportunity to provide Geometry Nation and other resources would allow teacher another resource to supplement math instruction.

Action Step 1 **5**

Purchase Geometry Nation with SIP funds.

Person Responsible

Travis Cochran

Schedule

Quarterly, from 10/30/2017 to 5/7/2018

Evidence of Completion

Distribution of Geometry Nation workbooks, Math Teacher attendance in Department Meetings, use of strategies incorporated into lesson plans with Geometry Nation verified through walk throughs and classroom artifacts.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Person Responsible

Schedule

Evidence of Completion

G2. By the end of 2017-2018 school year, there will be: 1) a 5% increase in the number of proficient students on the Biology EOC* 2) a 5% increase in the number of proficient students on the U.S. History EOC*. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. 1

G097615

G2.B1 Poorly implemented instructional strategies due to inexperience/unfamiliarity with existing school and district-wide strategies. 2

B262393

G2.B1.S1 An Academy, Department, or AVID teacher will be assigned to mentor the new teachers for foundation reinforcement and support. 4

S277921

Strategy Rationale

Most new teachers are highly motivated and are prepared with solid theoretical knowledge but need the field experience to hone their skills.

Action Step 1 5

One experienced mentor teacher will be assigned to each new / inexperienced teacher.

Person Responsible

Travis Cochran

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Reduction in student behavior (referrals). Administrative "walk-through" & evaluations.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teacher Mentors will monitor / record results of their mentoring.

Person Responsible

Travis Cochran

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Mentoring monitoring (notes) to include the topic/issue, intervention, outcomes of session(s) to be completed by participants and submitted to appropriate administrator for compilation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Frequency and duration of mentoring sessions, topic/issues undertaken, and resolutions reached.

Person Responsible

Travis Cochran


Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Mentoring monitoring (notes) to include the topic/issue, intervention, outcomes of session(s) to be completed jointly by participants and submitted to appropriate administrator for compilation.

G2.B2 Lack of consistency and frequency in the instruction of Reading & Text Based Writing across all content areas. 2

 B262394

G2.B2.S1 District Expectation for use of Text Structures to Build Comprehension and Writing Skills. Provide specific professional development and training on modified Wednesday that focus on the ELA FSA and instructional strategies that support FSA Reading & Text Based Writing in all content areas. 4

 S277922

Strategy Rationale

There should be a significant impact when reading and writing occurs more frequently in the content areas. Teachers are apt to implement in their classroom if given specific training and the guidance necessary to ensure that reading and writing occur across all content areas.

Action Step 1 5

Implement FSA ELA Reading & Text Based Writing Professional Development on Modified Wednesdays.

Person Responsible

Melissa Gagnon

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrative team will monitor professional development implementation by reviewing lesson plans and verifying through classroom walk throughs and classroom artifacts.

Person Responsible

Melissa Gagnon

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans and verified through walk throughs and classroom artifacts.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Frequency of professional development strategies used in lesson plans and in classroom room walk throughs and artifacts.

Person Responsible

Melissa Gagnon

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans and verified through walk throughs and classroom artifacts.

G3. By the end of 2017-2018 school year, there will be: 1) a 3% increase in the graduation rate and 2) 3% increase in college and career acceleration. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. 1

G097616

G3.B1 Students registering for Advanced Placement & Dual Enrollment may or may not be prepared and successful. 2

B262398

G3.B1.S1 AP Potential is a free web-based/internet tool that will assist BRHS in identifying students who are likely to score a 3 or higher on a given AP Exam based on their performance on the PSAT. 4

S277923

Strategy Rationale

AP Potential results can be used, along with other factors like student motivation and family support, to identify students that may be successful in Advanced Placement and Dual Enrollment that may not normally register for these courses at BRHS.

Action Step 1 5

BRHS will utilize AP Potential as another resource to identify students that have the potential to be successful in Advanced Placement and/or Dual Enrollment courses.

Person Responsible

Travis Cochran

Schedule

Semiannually, from 10/30/2017 to 4/24/2018

Evidence of Completion

Utilize AP Potential resources during course registration for 2018-2019.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Once AP Potential resources are available, utilize during pre-registration for 2018-2019.

Person Responsible

Schedule

Semiannually, from 10/30/2017 to 5/29/2018

Evidence of Completion

Comparison of number of course requests for Advanced Placement and Dual Enrollment with the number of students that were "identified" with AP Potential.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The number of students that register for Advanced Placement and Dual Enrollment. This will be compared with the number of students that have the "potential" but did not register for these courses.

Person Responsible

Travis Cochran

Schedule

Semiannually, from 10/24/2017 to 6/26/2018

Evidence of Completion

Comparison of Advanced Placement and Dual Enrollment course registration.

G3.B1.S2 Provide 1 section of Advanced Placement (AP) course to a group of students that would not have taken AP and/or do not meet the specific course requirements. 4

 S277924

Strategy Rationale

Align with the District expectations for acceleration of student learning.

Action Step 1 5

Create a section of Advanced Placement U.S. History for a group of students that traditionally would not have registered for the course.

Person Responsible

Melissa Gagnon

Schedule

Quarterly, from 8/14/2017 to 6/29/2018

Evidence of Completion

Teacher will monitor student progress in the AP course. Assessments and grades will be monitored and the section will be assessed via classroom walk throughs and classroom artifacts.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G3.B2 OdysseyWare - credit recovery in order for students to earn credits in order to graduate. 2

 B262399

G3.B2.S1 BRHS needs to ensure that Odysseyware meets the students' academic needs while students recover failed credits. 4

 S277925

Strategy Rationale

Implementing Odysseyware needs to be successful to maintain and/or improve BRHS graduation rate.

Action Step 1 5

Monitor Odysseyware use, teacher feedback & total number of credits recovered by students.

Person Responsible

Melissa Gagnon

Schedule

Monthly, from 9/12/2017 to 6/29/2018

Evidence of Completion

Odysseyware reports & credits "earned" / recovered. Transcript - Grade Changes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor Odysseyware use, teacher feedback & total number of credits recovered by students.

Person Responsible

Melissa Gagnon

Schedule

Monthly, from 9/12/2017 to 6/29/2018

Evidence of Completion

Odysseyware reports & credits "earned" / recovered. Transcript - Grade Changes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor Odysseyware use, teacher feedback & total number of credits recovered by students.

Person Responsible

Melissa Gagnon

Schedule

Monthly, from 9/12/2017 to 6/29/2018

Evidence of Completion

Odysseyware reports & credits "earned" / recovered. Transcript - Grade Changes

G3.B3 Students that are not on target to graduate due to GPA, missing required credits, and/or not having passed assessment requirements. 2

B262400

G3.B3.S1 Utilize district approved resources that support the graduation options available to all Manatee County high schools. 4

S277926

Strategy Rationale

BRHS needs to provide supplemental opportunities using district resources to support students achievement in the graduation requirements.

Action Step 1 5

Spring & Summer Remediation programs will be offered to our ELL and other "subgroups" of students in preparation for graduation assessment requirements including FSA, PERT, & SAT/ACT.

Person Responsible

Melissa Gagnon

Schedule

Every 2 Months, from 1/15/2018 to 7/23/2018

Evidence of Completion

Graduation Rate & Assessment Data.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Person Responsible

Melissa Gagnon

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B6.S1.MA1 M403949	[no content entered]		No Start Date		No End Date one-time
G1.B6.S1.MA1 M403950	[no content entered]		No Start Date		No End Date one-time
G3.B3.S1.MA1 M403963	[no content entered]		No Start Date		No End Date one-time
G3.B3.S1.MA1 M403964	[no content entered]	Gagnon, Melissa	No Start Date		No End Date one-time
G3.B1.S2.MA1 M403959	[no content entered]		No Start Date		No End Date one-time
G3.B1.S2.MA1 M403960	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.A1 A374418	BRHS will utilize AP Potential as another resource to identify students that have the potential to...	Cochran, Travis	10/30/2017	Utilize AP Potential resources during course registration for 2018-2019.	4/24/2018 semiannually
G1.B6.S1.A1 A374415	Purchase Geometry Nation with SIP funds.	Cochran, Travis	10/30/2017	Distribution of Geometry Nation workbooks, Math Teacher attendance in Department Meetings, use of strategies incorporated into lesson plans with Geometry Nation verified through walk throughs and classroom artifacts.	5/7/2018 quarterly
G3.B1.S1.MA1 M403958	Once AP Potential resources are available, utilize during pre-registration for 2018-2019.		10/30/2017	Comparison of number of course requests for Advanced Placement and Dual Enrollment with the number of students that were "identified" with AP Potential.	5/29/2018 semiannually
G1.B1.S1.MA1 M403943	Frequency and duration of mentoring sessions, topic/issues undertaken, and resolutions reached.	Cochran, Travis	9/4/2017	Mentoring monitoring (notes) to include the topic/issue, intervention, outcomes of session(s) to be completed jointly by participants and submitted to appropriate administrator for compilation.	6/1/2018 quarterly
G1.B1.S1.MA1 M403944	Teacher Mentors will monitor / record results of their mentoring.	Cochran, Travis	9/4/2017	Mentoring monitoring (notes) to include the topic/issue, intervention, outcomes of session(s) to be completed by participants and submitted to appropriate administrator for compilation.	6/1/2018 quarterly
G1.B1.S1.A1 A374412	One experienced mentor teacher will be assigned to each new / inexperienced teacher.	Cochran, Travis	9/4/2017	Reduction in student behavior (referrals). Administrative "walk-through" & evaluations.	6/1/2018 quarterly
G1.MA1 M403951	Quarterly assessments, PERT, Benchmark assessments, SuccessMaker, ReadingPlus, and classroom...	Gagnon, Melissa	9/4/2017	Student progress on each of these programs will be monitored on a regular basis to determine whether adequate student gains are being achieved and proficiency levels are being met. Focus will also be placed on areas for necessitating remediation.	6/4/2018 quarterly
G2.MA1 M403956	Quarterly assessments, PERT, Benchmark assessments, SuccessMaker, ReadingPlus, and classroom...	Gagnon, Melissa	9/4/2017	Student progress on each of these programs will be monitored on a regular basis to determine whether adequate student gains are being achieved and proficiency levels are	6/4/2018 quarterly

Manatee - 0762 - Braden River High School - 2017-18 SIP
Braden River High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				being met. Focus will also be placed on areas for necessitating remediation.	
G1.B2.S1.MA1 M403945	Frequency of professional development strategies used in lesson plans and in classroom room walk...	Gagnon, Melissa	9/4/2017	Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans and verified through walk throughs and classroom artifacts.	6/4/2018 quarterly
G1.B2.S1.MA1 M403946	Administrative team will monitor professional development implementation by reviewing lesson plans...	Gagnon, Melissa	9/4/2017	Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans and verified through walk throughs and classroom artifacts.	6/4/2018 every-3-weeks
G1.B2.S1.A1 A374413	Implement FSA ELA Reading & Text Based Writing Professional Development on Modified Wednesdays.	Gagnon, Melissa	9/4/2017	Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans.	6/4/2018 every-2-months
G1.B3.S1.MA1 M403947	Discussion of Data Reports as a topic of discussion in BRHS ILT & Dean's meetings.	Whelden, Matthew	9/4/2017	Requested Data Reports and feedback from specific teachers that have requested the reports.	6/4/2018 quarterly
G1.B3.S1.MA1 M403948	Administration & Deans will submit variety of data reports to various teachers, department &...	Whelden, Matthew	9/4/2017	Requests for Data reports by Academies, Departments and Teachers and the Data Reports developed and presented by the Deans. Feedback and utilization from specific teachers that have requested the reports.	6/4/2018 monthly
G1.B3.S1.A1 A374414	Administration & Deans will pull relevant data reports from a variety of sources monthly to assist...	Whelden, Matthew	9/4/2017	Monthly data reports from Data sources including BrightBytes, SuccessMaker, Focus, Odessyware, ReadingPlus and School City.	6/4/2018 monthly
G2.B1.S1.MA1 M403952	Frequency and duration of mentoring sessions, topic/issues undertaken, and resolutions reached.	Cochran, Travis	9/4/2017	Mentoring monitoring (notes) to include the topic/issue, intervention, outcomes of session(s) to be completed jointly by participants and submitted to appropriate administrator for compilation.	6/4/2018 quarterly
G2.B1.S1.MA1 M403953	Teacher Mentors will monitor / record results of their mentoring.	Cochran, Travis	9/4/2017	Mentoring monitoring (notes) to include the topic/issue, intervention, outcomes of session(s) to be completed by participants and submitted to appropriate administrator for compilation.	6/4/2018 quarterly
G2.B1.S1.A1 A374416	One experienced mentor teacher will be assigned to each new / inexperienced teacher.	Cochran, Travis	9/4/2017	Reduction in student behavior (referrals). Administrative "walk-through" & evaluations.	6/4/2018 quarterly
G2.B2.S1.MA1 M403954	Frequency of professional development strategies used in lesson plans and in classroom room walk...	Gagnon, Melissa	9/4/2017	Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans and verified through walk throughs and classroom artifacts.	6/4/2018 quarterly
G2.B2.S1.MA1 M403955	Administrative team will monitor professional development implementation by reviewing lesson plans...	Gagnon, Melissa	9/4/2017	Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans and verified through walk throughs and classroom artifacts.	6/4/2018 quarterly
G2.B2.S1.A1 A374417	Implement FSA ELA Reading & Text Based Writing Professional Development on Modified Wednesdays.	Gagnon, Melissa	9/4/2017	Teacher attendance and participation in modified Wednesdays and the strategies incorporated into lesson plans.	6/4/2018 quarterly
G3.MA1 M403965	Course registration numbers, Advanced Placement Scores,	Gagnon, Melissa	9/26/2017	Course registration numbers, Advanced Placement Scores, Graduation Rate, Certifications	6/25/2018 every-2-months

Manatee - 0762 - Braden River High School - 2017-18 SIP
Braden River High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Graduation Rate, Certifications earned,...			earned, Credits earned via Odysseyware, etc.	
G3.B1.S1.MA1 M403957	The number of students that register for Advanced Placement and Dual Enrollment. This will be...	Cochran, Travis	10/24/2017	Comparison of Advanced Placement and Dual Enrollment course registration.	6/26/2018 semiannually
G3.B2.S1.MA1 M403961	Monitor Odysseyware use, teacher feedback & total number of credits recovered by students.	Gagnon, Melissa	9/12/2017	Odysseyware reports & credits "earned" / recovered. Transcript - Grade Changes	6/29/2018 monthly
G3.B2.S1.MA1 M403962	Monitor Odysseyware use, teacher feedback & total number of credits recovered by students.	Gagnon, Melissa	9/12/2017	Odysseyware reports & credits "earned" / recovered. Transcript - Grade Changes	6/29/2018 monthly
G3.B2.S1.A1 A374420	Monitor Odysseyware use, teacher feedback & total number of credits recovered by students.	Gagnon, Melissa	9/12/2017	Odysseyware reports & credits "earned" / recovered. Transcript - Grade Changes	6/29/2018 monthly
G3.B1.S2.A1 A374419	Create a section of Advanced Placement U.S. History for a group of students that traditionally...	Gagnon, Melissa	8/14/2017	Teacher will monitor student progress in the AP course. Assessments and grades will be monitored and the section will be assessed via classroom walk throughs and classroom artifacts.	6/29/2018 quarterly
G3.B3.S1.A1 A374421	Spring & Summer Remediation programs will be offered to our ELL and other "subgroups" of students...	Gagnon, Melissa	1/15/2018	Graduation Rate & Assessment Data.	7/23/2018 every-2-months

V. Professional Development Opportunities

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

G1. By the end of 2017-2018 school year, there will be: 1) a 5% increase in the number of students making learning gains in English Language Arts*, 2) a 5% increase in the number of students making learning gains in Mathematics*, 3) A 5% increase in the number of L25 students making learning gains in English Language Arts & Mathematics. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities.

G1.B2 Lack of consistency and frequency in the instruction of Reading & Text Based Writing across all content areas.

G1.B2.S1 District Expectation for use of Text Structures to Build Comprehension and Writing Skills. Provide specific professional development and training on modified Wednesday that focus on the ELA FSA and instructional strategies that support FSA Reading & Text Based Writing in all content areas.

PD Opportunity 1

Implement FSA ELA Reading & Text Based Writing Professional Development on Modified Wednesdays.

Facilitator

BRHS Professional Development Team

Participants

School Wide

Schedule

Every 2 Months, from 9/4/2017 to 6/4/2018

G2. By the end of 2017-2018 school year, there will be: 1) a 5% increase in the number of proficient students on the Biology EOC* 2) a 5% increase in the number of proficient students on the U.S. History EOC*. *From these subgroups: White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities.

G2.B2 Lack of consistency and frequency in the instruction of Reading & Text Based Writing across all content areas.

G2.B2.S1 District Expectation for use of Text Structures to Build Comprehension and Writing Skills. Provide specific professional development and training on modified Wednesday that focus on the ELA FSA and instructional strategies that support FSA Reading & Text Based Writing in all content areas.

PD Opportunity 1

Implement FSA ELA Reading & Text Based Writing Professional Development on Modified Wednesdays.

Facilitator

BRHS Professional Development Team

Participants

School Wide

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	One experienced mentor teacher will be assigned to each new / inexperienced teacher.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0762 - Braden River High School			\$0.00
			<i>Notes: No extra costs incurred for this problem solving function.</i>			
2	G1.B2.S1.A1	Implement FSA ELA Reading & Text Based Writing Professional Development on Modified Wednesdays.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		239-Other	0762 - Braden River High School	School Improvement Funds		\$2,000.00
			<i>Notes: Budget to including printing costs & Subs for ATDs. Non-contracted hourly for after hours work. Development of Professional Development Team and the resources & time required to provide professional development.</i>			
3	G1.B3.S1.A1	Administration & Deans will pull relevant data reports from a variety of sources monthly to assist teachers and administration in identifying instructional targets, areas of concern, and specific students in need of differentiation and support.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0762 - Braden River High School			\$2,000.00
4	G1.B6.S1.A1	Purchase Geometry Nation with SIP funds.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		590-Other Materials and Supplies	0762 - Braden River High School	School Improvement Funds		\$1,000.00
			<i>Notes: Supplemental Instructional Materials including Geometry Nation.</i>			
5	G2.B1.S1.A1	One experienced mentor teacher will be assigned to each new / inexperienced teacher.				\$0.00
6	G2.B2.S1.A1	Implement FSA ELA Reading & Text Based Writing Professional Development on Modified Wednesdays.				\$0.00
7	G3.B1.S1.A1	BRHS will utilize AP Potential as another resource to identify students that have the potential to be successful in Advanced Placement and/or Dual Enrollment courses.				\$0.00

Manatee - 0762 - Braden River High School - 2017-18 SIP
 Braden River High School

8	G3.B1.S2.A1	Create a section of Advanced Placement U.S. History for a group of students that traditionally would not have registered for the course.				\$0.00
9	G3.B2.S1.A1	Monitor Odysseyware use, teacher feedback & total number of credits recovered by students.				\$0.00
10	G3.B3.S1.A1	Spring & Summer Remediation programs will be offered to our ELL and other "subgroups" of students in preparation for graduation assessment requirements including FSA, PERT, & SAT/ACT.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		239-Other	0762 - Braden River High School	School Improvement Funds		\$2,000.00
			Notes: Non Contracted Hourly & Printing Costs. Spring & Summer Remediation Programs			
					Total:	\$7,000.00