# Brandon High School



## 2019-20 Schoolwide Improvement Plan

## Table of Contents

# Brandon High School

### 1101 VICTORIA ST, Brandon, FL 33510

### [ no web address on file ]

**Demographics**

## Principal: Jeremy Klein

Start Date for this Principal: 6/23/2016

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (49%)<br><br>2017-18: C (53%)<br><br>2016-17: C (52%)<br><br>2015-16: C (47%)<br><br>2014-15: B (55%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **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 Hillsborough 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.

## Table of Contents

# Brandon High School

## 1101 VICTORIA ST, Brandon, FL 33510

## [ no web address on file ]

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| High School<br>9-12 | Yes | 70% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 66% |

## School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| Grade | C | C | C | C |

## School Board Approval

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.**

To provide an education and the supports which enable each student to excel as a successful and responsible citizen.

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

We at Brandon High School unite to graduate students capable of reaching their full potential as highly productive citizens with strong ethical values.

### School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
|------|-------|---------------------------------|
| Wade, Brittany | Assistant Principal | |
| Sparano, Jennifer | Principal | |
| Jackson, Shannon | Assistant Principal | |
| Young, Owen | | |
| Dennison, Denise | Teacher, K-12 | |
| Streeter, Jonathan | Teacher, K-12 | |

### Early Warning Systems

**Current Year**

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

| 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 | 384 | 408 | 462 | 466 | 1720 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 97 | 90 | 120 | 392 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 60 | 57 | 53 | 239 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 129 | 138 | 112 | 431 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 120 | 126 | 135 | 106 | 487 |

**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 | 98 | 131 | 145 | 122 | 496 |

**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 | 36 | 47 | 36 | 39 | 158 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 8 | 14 |

**FTE units allocated to school (total number of teacher units)**

108

**Date this data was collected or last updated**

Thursday 8/1/2019

## Prior Year - As Reported

**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 | 104 | 87 | 109 | 91 | 391 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 150 | 76 | 111 | 436 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 113 | 110 | 71 | 325 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 231 | 170 | 153 | 139 | 693 |

**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 | 253 | 238 | 238 | 2 | 731 |

## Prior Year - Updated

**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 | 104 | 87 | 109 | 91 | 391 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 150 | 76 | 111 | 436 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 113 | 110 | 71 | 325 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 231 | 170 | 153 | 139 | 693 |

**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 | 253 | 238 | 238 | 2 | 731 |

## Part II: Needs Assessment/Analysis

**School Data**
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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 44% | 56% | 56% | 40% | 52% | 53% |
| ELA Learning Gains | 50% | 54% | 51% | 46% | 50% | 49% |
| ELA Lowest 25th Percentile | 37% | 41% | 42% | 36% | 39% | 41% |
| Math Achievement | 30% | 49% | 51% | 46% | 51% | 49% |
| Math Learning Gains | 41% | 48% | 48% | 49% | 47% | 44% |
| Math Lowest 25th Percentile | 35% | 45% | 45% | 42% | 38% | 39% |
| Science Achievement | 47% | 69% | 68% | 50% | 62% | 65% |
| Social Studies Achievement | 73% | 75% | 73% | 80% | 74% | 70% |

| EWS Indicators as Input Earlier in the Survey | | | | | |
|---|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | | Total |
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 384 (0) | 408 (0) | 462 (0) | 466 (0) | 1720 (0) |
| Attendance below 90 percent | 85 (104) | 97 (87) | 90 (109) | 120 (91) | 392 (391) |
| One or more suspensions | 69 (99) | 60 (150) | 57 (76) | 53 (111) | 239 (436) |
| Course failure in ELA or Math | 52 (31) | 129 (113) | 138 (110) | 112 (71) | 431 (325) |
| Level 1 on statewide assessment | 120 (231) | 126 (170) | 135 (153) | 106 (139) | 487 (693) |

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2019 | 40% | 55% | -15% | 55% | -15% |
| | 2018 | 40% | 53% | -13% | 53% | -13% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 44% | 53% | -9% | 53% | -9% |
| | 2018 | 41% | 52% | -11% | 53% | -12% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 4% | | | | |

| 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 |
| 2019 | 44% | 66% | -22% | 67% | -23% |
| 2018 | 47% | 62% | -15% | 65% | -18% |
| Compare | | -3% | | | |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 70% | 73% | -3% | 70% | 0% |
| 2018 | 70% | 70% | 0% | 68% | 2% |
| Compare | | 0% | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 17% | 63% | -46% | 61% | -44% |
| 2018 | 21% | 63% | -42% | 62% | -41% |
| Compare | | -4% | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 36% | 57% | -21% | 57% | -21% |
| 2018 | 46% | 56% | -10% | 56% | -10% |
| Compare | | -10% | | | |

## Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 16 | 30 | 24 | 11 | 29 | 32 | 19 | 37 | | 91 | 9 |
| ELL | 14 | 46 | 40 | 16 | 46 | 56 | 26 | 49 | | 87 | 32 |
| ASN | 59 | 52 | | 50 | 59 | | 60 | 75 | | | |

### 2019 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 2017-18 | C & C Accel 2017-18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| BLK | 32 | 43 | 29 | 24 | 37 | 27 | 37 | 69 | | 95 | 21 |
| HSP | 38 | 50 | 43 | 29 | 45 | 48 | 44 | 65 | | 91 | 32 |
| MUL | 56 | 37 | | 33 | 35 | | 56 | 89 | | 88 | 64 |
| WHT | 56 | 55 | 33 | 35 | 36 | 23 | 53 | 80 | | 95 | 48 |
| FRL | 37 | 48 | 37 | 26 | 39 | 37 | 41 | 69 | | 91 | 31 |

### 2018 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 2016-17 | C & C Accel 2016-17 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 14 | 44 | 43 | 19 | 38 | 38 | 20 | 48 | | 78 | 10 |
| ELL | 21 | 47 | 38 | 22 | 42 | 48 | 21 | 58 | | 76 | 35 |
| ASN | 63 | 82 | | 75 | 85 | | | | | | |
| BLK | 26 | 47 | 45 | 29 | 40 | 40 | 35 | 66 | | 91 | 30 |
| HSP | 42 | 53 | 34 | 34 | 45 | 48 | 44 | 73 | | 93 | 39 |
| MUL | 55 | 48 | | 36 | 45 | | 53 | 67 | | 96 | 43 |
| WHT | 51 | 53 | 48 | 51 | 56 | 51 | 62 | 79 | | 92 | 49 |
| FRL | 37 | 49 | 43 | 34 | 45 | 46 | 42 | 69 | | 91 | 36 |

### 2017 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 2015-16 | C & C Accel 2015-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 9 | 30 | 28 | 16 | 31 | 38 | 9 | 56 | | 77 | 19 |
| ELL | 11 | 35 | 38 | 25 | 32 | 39 | 31 | 56 | | 65 | 25 |
| ASN | 62 | 69 | | 79 | 80 | | | | | 85 | 41 |
| BLK | 30 | 41 | 37 | 31 | 42 | 30 | 36 | 76 | | 89 | 18 |
| HSP | 36 | 43 | 35 | 43 | 46 | 38 | 45 | 68 | | 87 | 33 |
| MUL | 38 | 47 | 29 | 46 | 59 | 75 | 59 | 95 | | 88 | 57 |
| WHT | 46 | 49 | 38 | 56 | 53 | 47 | 59 | 89 | | 91 | 46 |
| FRL | 34 | 42 | 36 | 40 | 47 | 45 | 43 | 75 | | 85 | 28 |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 47 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 31 |
| Total Points Earned for the Federal Index | 518 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 98% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 31 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 40 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **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% | |
| **Asian Students** | |
| Federal Index - Asian Students | 59 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 41 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 47 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 57 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |

| 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% | |
| 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% | |
| 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% | |

## Analysis

**Data Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Based on 2019 data, our lowest performance was in Math, specifically on the Algebra EOC. Students who are taking Algebra in high school are typically students who need additional supports in math. We had a teacher who resigned and the position was vacant for a while. The lack of continuity of structure caused students to lose forward momentum despite the temporary supports that we put into place between teachers.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Geometry had the biggest decrease from 2018. Teachers had different teaching styles and were not using common assessments, so not all classes were learning at the same rigorous level.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

ELA had the greatest gap when compared to the state average. The students were comparable with the state average on learning gains, so the trend is showing that we are closing the gap, just not as rapidly as we would all like.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement were learning gains in both ELA and ELA bottom quartile. The school implemented a strategic plan for reading which included boot camps, tutoring after school, and Saturday School, The students were given more opportunities to access additional support at a time and in a setting that was most conducive to their individual needs.

Professional development was offered that was structured and differentiated based on our school-wide instructional priorities.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

SWD making learning gains.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Improve the percentage of SWD scoring a 3 or higher on the ELA FSA
2. Improve student learning in reading and writing as measured by the FSA
3. Improve student learning in Biology as measured by the Biology EOC
4. Improve student learning in U.S. History as measured by the U.S. History EOC
5. Improve student learning in math as measured by the Algebra 1 and Geometry EOCs

## Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | Students learning will be impacted when we develop our professional practice around differentiated instruction, cognitive engagement of students and data analysis to monitor student learning. |
| **Rationale** | Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. |
| **State the measurable outcome the school plans to achieve** | Students will make learning gains across all curriculum as a result of engaging students in meaningful differentiated instruction.<br>Teachers will lesson plan with the outcomes in mind. |
| **Person responsible for monitoring outcome** | Brittany Wade (brittany.wade@sdhc.k12.fl.us) |
| **Evidence-based Strategy** | Teachers will utilize student data on common assessments per course to differentiate the instruction for students and consider each student a study of one. |
| **Rationale for Evidence-based Strategy** | Using data from progress monitoring will help to tailor the lesson plans to the students' individual needs. Because the lessons are differentiated, students will be more engaged and learn more in the classes, which will be evidenced on both formal and informal assessments. |
| Action Step | |
| **Description** | 1. The instructional commitment is that teachers will lesson plan and execute cohesive, engaging instruction that results in student learning every day.<br>2. Professional development will be provided in differentiated instruction.<br>3. The instructional leaders at the school will monitor the instructional priorities implementation by walking through classes weekly and providing teachers with actionable feedback.<br>4. Departments will utilize common assessments as data points to monitor student learning.<br>5. The data points will be discussed at PLCs, which will have an instructional leader present as a liason. |
| **Person Responsible** | Jennifer Sparano (jennifer.sparano@sdhc.k12.fl.us) |

| #2 | |
|---|---|
| **Title** | |
| **Rationale** | Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Teachers will lesson plan and execute cohesive, engaging instruction that results in student learning every day. Students will learn when we consistently design, implement, and support standards-based lesson plans that include daily learning objectives, planned questioning, and daily assessment of learning. |
| **State the measurable outcome the school plans to achieve** | |
| **Person responsible for monitoring outcome** | [no one identified] |
| **Evidence-based Strategy** | |
| **Rationale for Evidence-based Strategy** | |
| **Action Step** | |
| **Description** | 1.<br>2.<br>3.<br>4.<br>5. |
| **Person Responsible** | [no one identified] |

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Student learning and teacher practice will be impacted when we consistently focus our thoughts and actions on building relational capacity within our school community toward a positive school culture. The SCIP data showed that fewer than 50% of students polled felt that they had an adult at the school that they could talk to and/or felt that their teachers cared about them. Research shows that teenagers who have at least one positive support adult at school are less likely to engage in risky behaviors and not complete high school. We began the 2019-2020 school year by having students address the entire faculty about the importance of relationships. There is a calendar that has a focus for the week to help

teachers build relationships with students. The motto is: Connection is key and expectations will take us where we need to be.

## Part IV: Title I Requirements

**Additional Title I Requirements**
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The mantra this year is: Connection is key and expectations will take us where we need to be. Plans have been put into place to keep communication pathways open between the school and stakeholders. Parents will get ParentLink phone calls regarding tardies and grades. Teachers and administrators will communicate with parents and families frequently and log the interactions. The log will be able to be sorted so that teachers can see who has communicated with parents and families about different subjects. BHS is also implementing positive phone calls home and positive behavior referrals. We will also partner with the Brandon Chamber of commerce to have a job fair for students towards the end of the year.

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

**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.**

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year.

BHS utilizes the following methods:
-9th graders come to school early (July 30th and 31st) for orientation during FAST Camp. The programs provides them with meals and supplies, allows them to meet other incoming students, and helps them to become familiar with the physical layout of the school, as well as school traditions so that they feel like they are part of "The Nest" from day 1.
-There is a separate open house just for incoming 9th grades an hour before the official open house on August 7th.
-Parent information and/or education opportunities are held at every Open House and Conference Night. parents are given information on clubs, Edsby, sports, etc. to keep them abreast of what is going on at the school.
-Students are referred to grade level meetings if they are missing the mark in behavior, attendance, and grades. The teachers work together to come up with next steps to implement with the students.
-Tier 3 RTI meets to discuss students who are not making improvements after having a plan put into place at the grade level meetings.
-Students are encouraged to become involved with the school through clubs and sports.
-Tutoring occurs during lunches and after school so that students can get more instruction in a less structured environment where they can feel free to ask questions.

-The "Connection is Key" cultural priority will encourage positive communication and relationship building between students and staff.

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

To ensure efficient/systematic allocation and use of resources, the ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the ILT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The ILT meets regularly. The ILT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:
PartA
Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant
The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD
Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

**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.**

BHS supports students by placing them into classes where they will thrive, providing support from guidance and administration, and progress monitoring to make sure that students are learning. If there are challenges, employees will meet with the student and family to address them. This does not just happen during Conference Nights. BHS has help multiple At Risk meetings to come up with plans for students at night and on weekends.

BHS also uses ELP funds to provide tutoring after school and on Saturdays to supplement lunch tutoring. The goal at BHS is to provide support to students in as many ways as possible to help students succeed.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment. BHS also partners with the Brandon Chamber of Commerce to have a job fair towards the end of the school year. Plans for after high school are a frequent topic of conversation with students at all grade levels.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

| 1 | III.A. | Areas of Focus: Students learning will be impacted when we develop our professional practice around differentiated instruction, cognitive engagement of students and data analysis to monitor student learning. | | | | $4,585.59 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | 510-Supplies | 0291 - Brandon High School | Title, I Part A | | $543.50 |
| | | Notes: Book Study for 50 faculty members- For White Folks Who Teach in the Hood | | | | |
| | 6400 | 510-Supplies | 0291 - Brandon High School | Title, I Part A | | $200.00 |
| | | Notes: On Site PD for whole faculty | | | | |
| | 6200 | 610-Library Books | 0291 - Brandon High School | Title, I Part A | | $977.59 |
| | | Notes: Large group student/faculty book club | | | | |
| | 6200 | 610-Library Books | 0291 - Brandon High School | Title, I Part A | | $307.60 |
| | | Notes: Small group student book study | | | | |
| | 6150 | 510-Supplies | 0291 - Brandon High School | Title, I Part A | | $1,556.90 |
| | | Notes: Light snacks for evening meetings, informational sessions. Workshop materials. Postage. Printed parent resource materials. Parent recognition activities. | | | | |
| | 6150 | 510-Supplies | 0291 - Brandon High School | Title, I Part A | | $1,000.00 |
| | | Notes: Parent Engagement Printing | | | | |
| 2 | III.A. | Areas of Focus: | | | | $0.00 |
| | | | | | Total: | $4,585.59 |