

Hillsborough County Public Schools

# Brandon High School



## 2020-21 Schoolwide Improvement Plan

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# Brandon High School

1101 VICTORIA ST, Brandon, FL 33510

[ no web address on file ]

## Demographics

Principal: Jeremy Klein

Start Date for this Principal: 7/8/2020

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

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## Brandon High School

1101 VICTORIA ST, Brandon, FL 33510

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

### School Board Approval

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### SIP Authority

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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>.

### 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.

Beliefs:

- ? We believe that all students can learn.
- ? We believe that students will learn when they are engaged in culturally relevant, rigorous instruction.
- ? We believe our students should have leadership roles in the classroom.
- ? We believe that cultivating positive relationships with our students is the key to student learning.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Burton, Camilla	Assistant Principal	Mrs. Burton works with the guidance department, academic coaches, and teachers to ensure that BHS is making forward progress towards our goals. She runs department meetings, coordinates professional development at the school level, and follows up on student academic progress.
Jackson, Shannon	Assistant Principal	Mrs. Jackson works with other administrators, teachers, parents, and students to ensure that students are meeting the school wide expectations and making forward progress towards graduation. She communicates with stakeholders and provides feedback.
Streeter, Jonathan	Teacher, K-12	Mr. Streeter, teacher and department head, meets with other department heads and teachers to ensure transparency of communication between administration and teachers.
Allen, Claudette	Assistant Principal	Ms. Allen works with other administrators, teachers, parents, and students to ensure that students are meeting the school wide expectations and making forward progress towards graduation. She communicates with stakeholders and provides feedback.
Moore, Stephanie	Instructional Coach	Ms. Moore is the Success Coach. She meets with students on her case load and sets plans and deadlines with students to help them progress towards graduation. She communicates with administration and guidance.
Blair, Camille	Teacher, K-12	Ms. Blair leads is an AVID teacher and a member of the AVID site team and ILT.
Spears, Susan	Instructional Coach	Ms. Spears works with administration to implement PD with teachers and conduct coaching cycles to improve instructional practice.
Klein, Jeremy	Principal	Dr. Klein, as the principal, oversees all facets of the school. He coordinates with all point people and stakeholders to ensure the positive momentum of the school towards our goals. He orchestrates the school as we move towards our goals.

## Demographic Information

### Principal start date

Wednesday 7/8/2020, Jeremy Klein

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4



**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

**Total number of teacher positions allocated to the school**

113

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (53%) 2016-17: C (52%) 2015-16: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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	0	437	408	429	462	1736
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	87	88	97	90	362
One or more suspensions	0	0	0	0	0	0	0	0	0	0	65	69	60	57	251
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	62	52	129	138	381
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	119	134	123	118	494
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	114	13	134	36	297

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	112	98	131	145	486	

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	31	35	47	36	149	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	2	3	8	

Date this data was collected or last updated

Tuesday 10/6/2020

### 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		
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

**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	
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

**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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
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			
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%	1

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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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

## 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.

The data component that showed the lowest performance was Math Achievement. Many students do not possess the core skills when they begin 9th grade to be successful in Algebra and need additional time and support to learn and practice those core skills in smaller groups with fewer distractions. Even though the data component was higher the previous year, Math Achievement was still the lowest area of performance, showing that the incoming lack of proficiency is a trend.

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

The data component that showed the greatest decline from the prior year was Math Bottom Quartile. As addressed in section a, the students are coming in to Algebra and Geometry with academic gaps. Research indicates that when students don't have the core skills they continue to struggle with math concepts that build upon each other. Subsequently, the more students aren't successful, their confidence wanes and they tend to continue struggling.

#### 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.

The data component that had the greatest gap from the state average was Math Achievement. As stated above, many students do not possess the core skills when they begin 9th grade to be successful in Algebra and need additional time and support to learn and practice those core skills in smaller groups with fewer distractions. Even though the data component was higher the previous year, Math Achievement was still the lowest area of performance, showing that the incoming lack of proficiency is a trend.

#### 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 was ELA Achievement. We retained a reading and writing coach to lead instructional efforts to address standards in reading and writing which make up the ELA assessment. These instructional coaches provided PD, organized Saturday programs for students, facilitated progress monitoring, and conducted walkthrough observations and 1:1 feedback to and support of teachers.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The EWS data shows a high percentage of students who have failed a core ELA or Math course and a high percentage who were Level 1 on ELA and/or Math assessments. Since Math is our highest



priority and ELA infuses into all other subjects, this is a potential area of concern. The students will need remediation of skill gaps and extension to become proficient.

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

1. Math- Performance, Gains, Bottom 25%
2. ELA- Bottom 25%
3. Science

### **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

Student learning (proficiency and gains) will be impacted when we routinely evaluate student learning data, implement feedback, and reflect on our practice to improve instruction.

**Area of Focus Description and Rationale:**

If student learning data is evaluated to drive instruction, achievement gaps can be identified earlier and remediated so that students are able to grasp those core skills and build upon them. This responsive feedback will prevent students from falling further behind. The feedback will be given to students to improve practice and teachers to improve instruction. Feedback will be differentiated to ensure that individuals are receiving the information that they need to strengthen their skills.

Our ESSA subgroups will be addressed because teachers will be using student learning data to drive the instruction. Therefore, our ELL students will receive more support in their weakest areas, as will our SWD. The key is differentiating the feedback to teachers so that they can differentiate the supports and instruction to students. This will allow us to remediate gaps and move student achievement forward for all students.

**Measurable Outcome:** BHS students will improve their proficiency and gains by 3% during the 20-21 school year as measured by the Algebra and Geometry EOC.

**Person responsible for monitoring outcome:** Camilla Burton (camilla.burton@hcps.net)

**Evidence-based Strategy:** BHS will offer continued PD to address teaching problems of practice with students who come to BHS with deficient core skills. Teachers were polled to see when they would prefer to have PD and in what form. PD will be followed by implementation and feedback from administration and instructional coaches. Teachers will reflect and adjust as needed to bolster student achievement.

BHS will also increase academic support from the Reading Coach in Math. She will be available to model, observe, give feedback, and conduct coaching cycles based on the PD.

**Rationale for Evidence-based Strategy:** ELA Achievement improved when a similar plan was implemented. The Inquiry Cycle was used to select this strategy and teacher feedback was analyzed by the School Leadership Team during the Summer Coaches-Administration Mini-Conference.

**Action Steps to Implement**

The core leadership team will give quality feedback with fidelity to teachers based on classroom observations and assessment data so that they can increase rigor to meet needs of students through daily reflection on practice and data. This will enable the students to work at rigorous levels to increase learning.

**Person Responsible:** Jeremy Klein (jeremy.klein@hcps.net)

The core leadership team will use data to determine professional learning / development so that the teachers will be able to make data-driven assessments to respond to student learning needs.

**Person Responsible:** Camilla Burton (camilla.burton@hcps.net)

The core leadership team will provide specific, actionable feedback so that the teachers will be able to make teaching adjustments so that the students will be able to cognitively engaged and able to respond to higher-level learning tasks.

**Person Responsible** Susan Spears (susan.spears@hcps.net)

The core leadership team will collect, analyze and share feedback with teachers so that the teachers will be able to plan lessons using data with improved differentiation so that the students will be able to own their learning experience.

**Person Responsible** Shannon Jackson (shannon.jackson@hcps.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**This plan will encompass all teachers in all areas, so the remaining schoolwide improvement priorities identified will also benefit from these strategies.**

## Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

BHS analyzed Christopher Emdin's Seven Cs for Effective Teaching during the 2019-2020 school year. The article was discussed with the Department Heads and rolled into PLCs. A book study was conducted on Emdin's book. The culture component of the BHS SIP plan is "Ignite the Connection." Our school is focusing on leveraging the relationships that we built with students and families to increase the student voice in the school and the classrooms. We want to move to cosmopolitanism where students are active participants in how our school operates.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$217,027.05
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	100-Salaries	0291 - Brandon High School	Title, I Part A		\$17,204.06
			<i>Notes: Hire a Math Resource Teacher</i>			
	5900	100-Salaries	0291 - Brandon High School	Title, I Part A		\$85,000.01
			<i>Notes: Hire a Reading Coach and Writing Coach to address ELA</i>			
	5900	100-Salaries	0291 - Brandon High School	Title, I Part A		\$43,000.01
			<i>Notes: Hire a Student Success Coach</i>			
	6190	510-Supplies	0291 - Brandon High School	Title, I Part A		\$1,325.90
			<i>Notes: Provide Needed School Supplies</i>			
	3375	399-Other Technology-Related Purchased Services	0291 - Brandon High School	Title, I Part A		\$47,150.88
			<i>Notes: Purchase Computers: 56 HP Elitedesk Mini 705 G4 with monitors and service agreements</i>			
	6200	610-Library Books	0291 - Brandon High School	Title, I Part A		\$2,100.00
			<i>Notes: School Wide Book Club</i>			
	5900	100-Salaries	0291 - Brandon High School	Title, I Part A		\$8,840.00
			<i>Notes: Hire a Science Resource Teacher</i>			
	6400		0291 - Brandon High School			\$427.96
			<i>Notes: Provide Professional Development in Reading Science - Disciplinary Literacy</i>			
	6400		0291 - Brandon High School			\$489.00
			<i>Notes: Provide Professional Development in Reading Science - Disciplinary Literacy</i>			
	6400		0291 - Brandon High School			\$2,700.00
			<i>Notes: Professional Development in Reading Science - comprehension and vocabulary</i>			
	6400		0291 - Brandon High School			\$932.16
			<i>Notes: Professional Development in Reading Science - comprehension and vocabulary</i>			
	6400		0291 - Brandon High School			\$1,376.15
			<i>Notes: Professional Development in gathering, interpreting, and utilizing school data. This book introduces data teams to the essential definitions and descriptions of data types and offers methods for gathering school data, including survey questions for efficient data collection, group work structures, strategies, and tools to turn data-based decisions into goal-oriented, productive action plans. The book will help teachers confront data obstacles and turn struggling PLC's into powerful communities of learners.</i>			
	6400		0291 - Brandon High School			\$5,625.00
			<i>Notes: Professional Development in gathering, interpreting, and utilizing school data. This book introduces data teams to the essential definitions and descriptions of data types and offers methods for gathering school data, including survey questions for efficient data collection, group work structures, strategies, and tools to turn data-based decisions into goal-oriented, productive action plans. The book will help teachers confront data obstacles and turn struggling PLC's into powerful communities of learners.</i>			
	6400		0291 - Brandon High School			\$855.92

	<i>Notes: Professional Development in gathering, interpreting, and utilizing school data. This book introduces data teams to the essential definitions and descriptions of data types and offers methods for gathering school data, including survey questions for efficient data collection, group work structures, strategies, and tools to turn data-based decisions into goal-oriented, productive action plans. The book will help teachers confront data obstacles and turn struggling PLC's into powerful communities of learners.</i>
<b>Total:</b>	
<b>\$217,027.05</b>	