Brandon High School

2021-22 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: 7/8/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: C (49%) 2017-18: C (53%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	69%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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 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.

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.

Use data to identify, create opportunity, and develop leadership capacity in staff and students at Brandon High School.

Provide the school's vision statement.

Brandon High School is a place where "Eagles" accelerate; are empowered through clear academic, social, and emotional expectations- have a growth mindset; and a toolbox of resources to reach their "Why".

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
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.
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.
Spears, Susan	Instructional Coach	Ms. Spears works with administration to implement PD with teachers and conduct coaching cycles to improve instructional practice
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.
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.
Huff, Nicole	Instructional Media	Mrs. Huff is our media specialist and SAC Chair. She meets with the SAC, reports back to administration, helps orchestrate parent involvement, and helps with technology.

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.*
12

Total number of teacher positions allocated to the school
113

Total number of students enrolled at the school
1,589

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

Demographic Data

Early Warning Systems

2021-22

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	426	381	394	388	1589
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	135	143	123	138	539
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	11	7	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	240	240	34	552
Course failure in Math	0	0	0	0	0	0	0	0	0	57	62	52	129	300
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	151	119	134	123	527
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	114	13	134	261
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	147	107	116	65	435

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	113	112	98	131	454

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	37	31	35	47	150
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	2	7

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - 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	437	408	429	462	1736
Attendance below 90 percent	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	65	69	60	57	251
Course failure in ELA	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	62	52	129	138	381
Level 1 on 2019 statewide ELA assessment	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	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

2020-21 - 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	437	408	429	462	1736
Attendance below 90 percent	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	65	69	60	57	251
Course failure in ELA	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	62	52	129	138	381
Level 1 on 2019 statewide ELA assessment	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	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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	56%	56%	43%	54%	56%
ELA Learning Gains				50%	54%	51%	52%	53%	53%
ELA Lowest 25th Percentile				37%	41%	42%	42%	43%	44%
Math Achievement				30%	49%	51%	39%	48%	51%
Math Learning Gains				41%	48%	48%	48%	49%	48%
Math Lowest 25th Percentile				35%	45%	45%	47%	45%	45%
Science Achievement				47%	69%	68%	49%	65%	67%
Social Studies Achievement				73%	75%	73%	74%	73%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	40%	55%	-15%	55%	-15%
Cohort Comparison						
10	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison		-40%				

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
2021					
2019	44%	66%	-22%	67%	-23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	73%	-3%	70%	0%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	63%	-46%	61%	-44%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	57%	-21%	57%	-21%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students were progress monitored in core subjects using common assessments throughout the school. ELA used Achieve 3000. Achieve 3000 was also infused into Biology and History classes monthly. Math classes used common assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	56	55
	Economically Disadvantaged	16	21	26
	Students With Disabilities	10	10	10
	English Language Learners	0	21	21
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	58	48
	Economically Disadvantaged	21	53	56
	Students With Disabilities	38	40	35
	English Language Learners	6	94	40
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	58	61
	Economically Disadvantaged	32	38	50
	Students With Disabilities	0	0	38
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	45	47
	Economically Disadvantaged	30	32	36
	Students With Disabilities	60	63	56
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	51	27
	Economically Disadvantaged	43	48	20
	Students With Disabilities	18	57	29
	English Language Learners	0	48	33
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	66	50
	Economically Disadvantaged	27	28	50
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	56	100
	Economically Disadvantaged	0	61	100
	Students With Disabilities	0	61	100
	English Language Learners	0	0	100

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	20	18
	Economically Disadvantaged	12	16	17
	Students With Disabilities	15	22	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	39	43
	Economically Disadvantaged	23	39	50
	Students With Disabilities	43	39	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	83
	Economically Disadvantaged	0	0	33
	Students With Disabilities	0	0	33
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	19	60	79
	Economically Disadvantaged	19	51	80
	Students With Disabilities	21	79	54
	English Language Learners	0	60	42

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	16	15
	Economically Disadvantaged	3	4	6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	39	0
	Economically Disadvantaged	7	39	0
	Students With Disabilities	0	0	0
	English Language Learners	1	0	1
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	8	85	0
	Economically Disadvantaged	6	86	0
	Students With Disabilities	0	0	0
	English Language Learners	11	25	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	30	24	33	41	39	26	39		88	10
ELL	14	47	42	31	26	19	18	26		92	41
ASN	50	58						82		100	67
BLK	27	40	45	17	23	22	37	53		93	24
HSP	30	42	36	35	36	33	39	57		90	35

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	41	47		30	21		60	59		90	42
WHT	51	53	42	43	38	22	59	70		92	37
FRL	32	43	41	30	33	28	41	56		89	32

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	11
Percent Tested	86%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
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	36
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	71
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	49
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 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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

In analyzing the data across the grade levels, the trend is that math is an area of concern. We see that the subgroup that is least proficient in all areas is our English Language Learners. The grade level that performs at the lowest level is the 9th grade.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

We need to increase the learning gains in all core content areas for out ELL students.

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

We are not seeing a positive trend among our ELL students, specifically our Spanish speaking students. We need to be more proactive about engaging our ELL families and including them in all school activities. We need a way to build the culture for school success for our ELL students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Algebra EOC showed remarkable improvement.

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

The gains in Algebra were made by one teacher who really was relentless in engaging students. The school has utilized that teacher in a role to help other teachers develop their skills and to help push in to other classes to help more students.

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

The ILT, department leaders, instructional coaches, and administrators are doing walk throughs to provide teachers with non evaluative feedback and note trends to push the ILT. The ILT is using this

data to create and present professional development that will be impactful for students and uses assessment data to drive the instruction for acceleration.

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

Teachers will be provided with professional development opportunities on using data, technology in the classroom, informal assessment, and strategies to increase student voice and engagement.

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

The ILT will continue to develop and present professional development that is deemed pertinent by trends that are noticed through walkthroughs. Teachers will be offered ELP time to help students in smaller groups after school and on Saturdays. Teachers will offer tutoring during lunch. Mentorship opportunities will be provided during clubs to help students to improve their character and the school culture in addition to making academic advances.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Data Driven Instruction and Feedback

Area of Focus Description and Rationale:	Student learning (proficiency and gains) will be impacted when we routinely evaluate student learning data, implement feedback, and reflect on our practice to enhance instruction. 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 enhance instruction. Feedback will be differentiated and scaffolded to ensure that students are receiving the information that they need to strengthen their skills.
Measurable Outcome:	Brandon High School students will improve in each of the ten school grade components by 5 points for the 2021-2022 school year.
Monitoring:	The data will be analyzed in the Instructional Leadership Team and used to build professional development and encourage coaching cycles to improve instruction and therefore student learning.
Person responsible for monitoring outcome:	Camilla Burton (camilla.burton@hcps.net)
Evidence-based Strategy:	Brandon High School will offer professional development to support teachers in the instruction of all students and especially those who have deficient core skills. Professional development will be followed by implementation and feedback from administration and instructional coaches, Teachers will reflect and adjust as needed to elevate student achievement. The instructional coaches will be available to model observe, give feedback, and conduct coaching cycles based on professional development needs.
Rationale for Evidence-based Strategy:	Achievement improved when a similar plan was implemented. Teacher feedback was analyzed by the School Leadership Team during previous Summer Coaches-Administration Mini Conference and was modified this year with the focus on data to inform teaching and learning.

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 the 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 decisions to respond to student learning needs.

Person Responsible	Susan Spears (susan.spears@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 be cognitively engaged and able to respond to higher-level learning tasks.

Person Responsible	Camilla Burton (camilla.burton@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   Camilla Burton (camilla.burton@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 students can meet graduation benchmarks and increase their post-secondary readiness so that they can excel in college, university, trade schools, or the work force.

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

The core leadership team will address the needs of the ESSA subgroups of Students with Disabilities and English Language Learning students by helping teachers learn and implement strategies through targeted professional development which will help them use data to best help elevate and accelerate students.

Person Responsible   Stephanie Moore (stephanier.moore@hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the discipline data, Brandon High School has a higher incidence of violent offences. The core leadership team looked at the data and will address this. The staff will be aware of student conflict and will invest time in mediating issues before they become an altercation. The Climate and Culture Resource Teacher will work on mediations and informing families about the mediations. Suspensions were also high, with 362 days of In School Suspension and 151 days of Out of School Suspension. The team will attend training on restorative practices and levy time outs and restorative practice to reduce the amount of time that students are out of classes because of punitive means.

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.

The school is working very hard to build a positive school culture and environment.

The students were complaining about the physical appearance of the school and how that affected school pride. The building is currently being painted and school themed wraps were added to the doors in the front of the school, leading in from the student parking lot, and around the auditorium and gym. The aesthetic appeal was instantly recognizable and created a sense of school pride for the students.

The student success coaches and the Climate and Culture Resource Teacher, along with administration, are rolling out a Positive Behavior Incentive System to reward both academic and behavioral successes. Students will be rewarded with "Brandon Bucks" for academic and behavioral successes. Students can redeem the "Brandon Bucks" to obtain either physical or edible rewards. They can redeem on Fridays when teachers participate, the Student Government participates, and music is played during lunches as a celebratory spirit of student success.

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

Teachers will participate to man the stations where students can redeem their "Brandon Bucks".

Teachers will distribute "Brandon Bucks" to reward student behavior and academics.

Parents and community members can contribute donations to help provide the rewards.

Students can contribute ideas about the types of rewards that they would like to receive.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Data Driven Instruction and Feedback	$0.00
		Total:	$0.00