Brandon Success Center

2022-23 Ungraded Schoolwide Improvement Plan

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Brandon Success Center

1019 N PARSONS RD, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Jeanne Terry Byrd

Start Date for this Principal: 9/20/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: No Rating 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Hillsborough County School Board on 8/31/2022.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Brandon Success Center engages in building relationships, facilitating restorations and providing academic rigor to empower students with realizing their maximum success for their future.

Provide the school's vision statement.

Brandon Success Center is preparing students for life.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The student population at our site consists of students in need of help with their emotions, academic attainment, appropriate interactions with peers and adults. The use of restorative practices and Positive Behavior Intervention Systems infuse in the curriculum with Social Emotional Learning; while Differentiated Instruction and progress monitoring provide the academic acceleration needed to ensure student learning gains and growth to maximum outcomes over the short duration of time students are enrolled at the site. This also includes helping students to stop, think, reflect and make the right choice with their behavior.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Terry-Byrd, Jeanne	Principal	· Administrative and Staff Evaluations · Administrative staff meeting · Communication to parents · Student and faculty management plan · Faculty Observations · Incentives - Faculty and Students · Internal Accounts Audit · Manage Title I Funds and Title I toolbox · Observation Schedule · Personnel Hiring · Preplanning · School Wide In-Service · Supervises Assistant Principals · Teacher Evaluations · Perform classroom walkthroughs · Unit Allocations · Supervises clerical · Stand in the cafeteria helping with search. After school – Standing in the courtyard and bus ramp · All lunch duties · Attend PLCs · Attend PSLT · Responsible for the entire operation of the school
Martin, Miranda	Assistant Principal	Site administrator in charge in the absence of the principal · Faculty meetings · Communication to parents

Name	Position Title	Job Duties and Responsibilities
		· Academic accountability coordinator · Articulation · Data processing coordinator · ELP/ESY · FTE · Incentives - Faculty and students · Master schedule · New teacher orientation – Curriculum · Perform classroom walk-throughs · Student scheduling, new enrollment, schedule changes; all things curricula · All student testing · Teacher observations · Unit allocations · Title I parent involvement/SAC/SIP · PSLT/RTI Meetings · Oversee site-based TIP/ACP · Textbooks Inventory · Honor roll Incentives · Stand in the cafeteria helping with search in the mornings. After school – Standing on the bus ramp · ·Marketing team · Committee assignments · Attend APC (middle and high school) meetings · Discipline students last names M-Z · Substitute handbook · Performs student registration/enrollments · CSTAG monitor until we have a counselor on staff
Brooks, Kevin	Teacher, K-12	SAC Chair

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Sunday 9/20/2020, Jeanne Terry Byrd

Total number of students enrolled at the school.
114

Total number of teacher positions allocated to the school.
11

Number of teachers with professional teaching certificates?
6

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
2

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

2022-23

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated
Wednesday 8/31/2022

2021-22 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	14	23	13	22	16	9	97
Attendance below 90 percent	0	0	0	0	0	0	0	5	9	6	11	9	0	40
One or more suspensions	0	0	0	0	0	0	0	14	23	13	22	16	9	97
Course failure in ELA	0	0	0	0	0	0	0	10	19	10	18	14	8	79
Course failure in Math	0	0	0	0	0	0	0	11	21	11	21	14	8	86
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	11	5	4	5	3	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	2	10	4	0	0	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	11	21	11	20	14	7	84

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	14	22	11	20	15	9	91

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	1	17	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	1	14	8	18	11	5	57

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		52%	51%					56%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		39%	38%					49%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								45%	45%
Science Achievement		46%	40%					69%	68%
Social Studies Achievement		49%	48%					75%	73%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	15%	53%	-38%	54%	-39%
Cohort Comparison						
07	2022					
	2019	6%	54%	-48%	52%	-46%
Cohort Comparison		-15%				
08	2022					
	2019	4%	53%	-49%	56%	-52%
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	49%	-49%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	4%	47%	-43%	48%	-44%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	66%	-41%	67%	-42%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	5%	67%	-62%	71%	-66%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	63%	-33%	61%	-31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
BLK										10	
FRL										10	
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
BLK											
FRL											
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

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	2
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	9
Total Components for the Federal Index	5
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Improve Student Literacy through the use of strategically planned lessons that aligned with the Florida BEST
standards and a balanced curriculum. Increase the Reading Level of students which will translate into better understanding and increased comprehension. Progress monitoring with the use of Achieve 3000.

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

The lowest 30% of readers improved readings scores with the use of Achieve 3000. With a new focus on progress monitoring during the school year and our PLC cycle our teachers will plan for and deliver DI to students based on the ongoing progress monitoring.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Access to recent and relevant data on student reading levels is a barrier that our school encounters. Progress monitoring on a consistent basis will give the data needed for DI & improvement.

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

Students lack of engagement in school and stamina leads to the loss of reading skills to facilitate cross content learning.

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

Ongoing progress monitoring, DI, PLC with cross content planning based on recent student data will give the maximum opportunity for student learning.

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

The school focus on relationships, restorations and rigor is the driving focus of our PD for the school year. The implementation of RP, PBIS & DI during our PLC and PD sessions in conjunction with the ongoing progress monitoring; give staff the strategies to engage students in the learning while meeting the students academic needs to promote the highest levels of student learning.

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

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

Instructional priorities were designed by ILT based on feedback from last year to include student and teacher data showing the importance of Professional Learning Communities and Collaborative Planning to increase student gains and targeted instruction.

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

Outcome is for school proficiency rating in relation to ELA, Math, Bio, and US History to increase at least 6%.

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

Teachers, and administration are assigned to PLCs for support and monitoring to ensure each PLC is utilizing data based information and protocols established through ILT.

Person responsible for monitoring outcome:

Jeanne Terry-Byrd (jeanne.terry-byrd@hcps.net)

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

Using PLC planning collaboration and informative assessments that is data based to drive intentional and responsive instruction in order to increase our student's acceleration.

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

This provides opportunities to analyze common assessments as well as other formal and informal data points to drive standards-based instruction. Utilizing assessments will allow teachers to better meet the needs of students to ensure they are progressing towards efficiency.

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

1. Monthly data digs and bi-monthly PLCs to support standards-based planning and implementation. -APC & Leadership Team
2. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress on content-area standards/literacy. -APC & Leadership Team
3. Professional Development and utilizing our Department Heads in a coaching capacity to provide teacher level support. -APC & Leadership Team

Person Responsible

Jeanne Terry-Byrd (jeanne.terry-byrd@hcps.net)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

1. Monthly data digs and bi-monthly PLCs to support standards-based planning and implementation.
2. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress on content-area standards/literacy.
3. Professional Development and utilizing our Department Heads in a coaching capacity to provide teacher level support.

#2. Other specifically relating to Culture and Environment

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In order to progress towards proficiency levels, students will need to authentically engage in rigorous, student-centered instruction that is responsive to ongoing student assessment data; with the implementation of differentiation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student attendance will increase and student discipline will decrease with proper supports in place to assist students with accountability.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin, student services team, and teachers will continue to work towards utilizing restorative practices which allows the building of strong relationships while having high expectations in the classroom and throughout campus. MTSS and attendance committee will meet monthly to monitor students and keep procedures in place to hold students accountable.
Person responsible for monitoring outcome:	Jeanne Terry-Byrd (jeanne.terry-byrd@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through MTSS, PBIS, and SEL interventions, students will have access to resources that will support them in maximizing their academic experience. Having consistent classroom procedures and school-wide procedures demonstrate equitable student outcomes and accountability.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By monitoring the EWS, staff is able to track discipline, attendance, and academics. Activities and supports will be put in placed and designed to increase individual academic success thus improving our overall school grade and graduation rate.

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

Consistent School-wide procedures - Admin
Student Incentives- Dr. Sanders
MTSS- Mrs. Martin
PBIS – Dr. Sanders
Attendance monitoring – Dr. Sanders
Weekly opportunities of SEL inside and outside the classroom-Admin Team/Student Services
Chrysalis/Community Partners on campus- Counseling Outside resources
Hold restorative conferences to repair & restore relationships on campus- Admin

Person Responsible	Miranda Martin (miranda.martin@sdhc.k12.fl.us)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Consistent School-wide procedures - Admin Student Incentives- Dr. Sanders MTSS- Mrs. Martin PBIS – Dr. Sanders Attendance monitoring – Dr. Sanders Weekly opportunities of SEL inside and outside the classroom-Admin Team/Student Services Chrysalis/Community Partners on campus- Counseling

	Outside resources Hold restorative conferences to repair & restore relationships on campus- Admin

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In order to progress towards proficiency levels, students will need to authentically engage in rigorous, student-centered instruction that is responsive to ongoing student assessment data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase academic achievement in ELA, Math, Bio, and US History by 6%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring via walk throughs, data trends, student assessment data, and soft data. Ongoing professional development will be provided throughout the school year to support teachers implementing rigorous content standards in a way that will intellectually engages students to increase academic achievement.
Person responsible for monitoring outcome:	Miranda Martin (miranda.martin@sdhc.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Having students authentically engage in rigorous curriculum allows them to take ownership of their academic and learning goals thus allowing students to be post-secondary ready.

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

1. Ongoing PLCs training - APC & Leadership Team
2. Ongoing professional development - APC & Leadership Team
3. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress on content-area standards/literacy. Using School City. -APC & Leadership Team
4. Utilizing our certified teachers capacity to provide rigorous lessons supports. -APC & Leadership Team

Person Responsible	Miranda Martin (miranda.martin@sdhc.k12.fl.us)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	1. Ongoing PLCs training - APC and Academic Coaches 2. Ongoing professional development - APC and Academic Coaches 3. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress on content-area standards/literacy. Using School City. 4. Utilizing our certified teachers capacity to provide rigorous lessons supports.

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Building a strong and positive school culture and environment is vital to the success of students and our school. We establish and maintain relationships with all stakeholders so that our student achievement scores and attendance will improve, while discipline incidents decrease. Stakeholders are encouraged to be involved in formulation and implementing the vision, mission, and values of our school. Below are a few of the ways we build a positive school culture.
1. Monthly newsletters are sent out to all stakeholders.
2. Website is kept up to date a resource for students and parents.
3. Hispanic and Black history month celebrations and activities occur
4. Career Expo is held in conjunction with GATI to expose students to careers and opportunities in the community.
5. PBIS and quarterly incentive cards.
6. Student and Staff of the Month recognition for the demonstration of ideal student and staff behaviors are posted and celebrated monthly.
7. Restorative Practices are used as an intervention for preliminary discipline incidents to empower students to make better choices and lead to lasting results.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Information is available to stakeholders through our SIP meetings, Parent & Family Engagement Events, school web site, school newsletters and the school SIP plan.

Describe how implementation will be progress monitored.

PBIS team engages in monitoring the points earned by students as well as the discipline data to determine the areas needed for success; as well target interventions for improvement of disruptive behaviors. Administration with Student Services team monitors the behavior tracker, referral system, and PBIS point cards for trends to address campus wide, grade level specific and implements MTSS interventions for students based on the level of intervention needed to support the student and bring success.

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

Action Step	Person Responsible for Monitoring
Develop a campus wide discipline program, in conjunction with a Panther Pride of the Month recognition.	Terry-Byrd, Jeanne, jeanne.terry-byrd@hcps.net
Create campus wide PBIS program.	Sanders, Octavius, octavius.sanders@hcps.net
Engage parents & families in the success of their students via orientations & communication	Martin, Miranda, miranda.martin@sdhc.k12.fl.us