

Manatee County Public Schools

# Braden River High School



2022-23 Schoolwide Improvement Plan

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# Braden River High School

6545 SR 70 E, Bradenton, FL 34203

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

## Demographics

**Principal: Carl Auckerman**

Start Date for this Principal: 6/10/2021

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>9-12   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2021-22 Title I School</b>  | No  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 48%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: B (55%)<br>2018-19: A (63%)<br>2017-18: A (62%)  |
| <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>   | ATSI  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |   |

## School Board Approval

This plan is pending approval by the Manatee 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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Braden River High School

6545 SR 70 E, Bradenton, FL 34203

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

## School Demographics

|   |  |  |
|---|--|--|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p style="text-align: center;">High School<br/>9-12</p> | <p><b>2021-22 Title I School</b></p> <p style="text-align: center;">No</p> | <p><b>2021-22 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p style="text-align: center;">48%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>        | <p><b>Charter School</b></p> <p style="text-align: center;">No</p>         | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p style="text-align: center;">49%</p>               |

## School Grades History

|       |         |         |         |         |
|-------|---------|---------|---------|---------|
| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | B       | B       | A       | A       |

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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.

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

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

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

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

Braden River had a positive 2021 - 2022 school year as the school not only emerged from the pandemic but also started the year off with new school leaders including a new Principal, a new Assistant Principal and three new Deans/Student Support Specialists. The 2022 - 2022 school year started with the excitement and challenge of the new "BEST" Standards (Benchmark for Excellent Student Thinking), integrating new textbook/curriculum adoptions in both Math and English/Language Arts and a new accountability and progress monitoring assessments - F.A.S.T. (Florida Assessment of Student Thinking).

BRHS will continue to re-define how the Career Academies are implemented/reinforced into the school culture with academy integration in core academic and elective courses. While BRHS will work with all students, there will be the continued focus with At-Risk interventions to ensure ALL of our students are making learning gains and being proficient at each level. With new standards, new curriculum resources, and new assessments, Braden River High School will strive to once again be deemed an "A" school for the 2022-2023 school year.

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name               | Position Title      | Job Duties and Responsibilities   |
|--------------------|---------------------|---|
| Auckerman, Carl    | Principal           | <p>The School Leadership Team:</p> <ol style="list-style-type: none"> <li>1. Monitors achievement and data to ensure that the learning environment is providing consistent results.</li> <li>2. Identifies gaps in performance or processes and plans for improvement.</li> <li>3. Ensures that all students are placed in the correct courses.</li> <li>4. Collaborates and makes decisions to govern the school.</li> <li>5. Develops, reviews, and revises the school improvement plan for the purpose of improving student performance for all student populations.</li> <li>6. Helps to set school wide goals and provides resources needed for learning.</li> <li>7. Helps to coordinate staff development opportunities for staff and teachers on campus.</li> <li>8. Implements the school curriculum and hold all staff accountable for higher learning.</li> </ol> <p>Responsibilities include:<br/>                     Athletics, Finance/Budget, School Accountability, Core Leaders ILT, etc.<br/>                     Admin over:<br/>                     Social Studies &amp; Performing Fine Arts<br/>                     Arts &amp; Communication Academy</p> |
| Austerman, Rebecca | Assistant Principal | <p>Responsibilities include:<br/>                     Academies, Attendance/FTE, Professional Learning, School Accountability, etc.<br/>                     Admin over:<br/>                     English/Language Arts &amp; Reading<br/>                     Business &amp; International Studies Academy</p>   |
| Gonzales, Laura    | Assistant Principal | <p>Responsibilities include:<br/>                     Discipline &amp; School Safety, CTE/Industry Cert., Seniors, Technology, etc.<br/>                     Admin over:<br/>                     Math<br/>                     Science, Technology &amp; Health Academy</p>  |
| Whelden, Matthew   | Assistant Principal | <p>Responsibilities include:<br/>                     Master Schedule, Facilities, Advanced Studies, ESE/504/MTSS, etc.<br/>                     Admin over:</p>  |



| Name           | Position Title                              | Job Duties and Responsibilities |
|----------------|---|---------------------------------|
|                | Science<br>Engineering & Leadership Academy |                                 |
| Boyd, Hannah   | Dean  |                                 |
| Bowling, Kelly | School<br>Counselor                         |                                 |

**Demographic Information**

**Principal start date**

Thursday 6/10/2021, Carl Auckerman

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

8

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

82

**Total number of students enrolled at the school**

1,786

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

13

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

13

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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 | 453 | 445 | 456 | 432   | 1786 |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 114 | 126 | 117 | 105   | 462  |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 25  | 19  | 17    | 61   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 48  | 45  | 53    | 146  |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 72  | 93  | 67    | 232  |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95  | 104 | 266 | 120   | 585  |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49  | 74  | 134 | 65    | 322  |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 266 | 105   | 371  |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 74 | 95 | 90 | 101   | 360 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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  | 0     | 0 |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     | 0 |

Date this data was collected or last updated  
Wednesday 9/7/2022

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 | 0 | 435 | 464 | 429 | 416   | 1744 |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 88  | 101 | 103   | 292  |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 19  | 21  | 15    | 55   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 47  | 59  | 60    | 166  |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 69  | 61  | 55    | 185  |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65  | 89  | 175 | 146   | 475  |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61  | 0   | 115 | 79    | 255  |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0     | 0    |
| Pass FSA ELA or Concordant 11/12                         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 175 | 146   | 321  |
| Pass Math EOC or Concordant 11/12                        | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 115 | 79    | 194  |

**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  | 87 | 113 | 104   | 304 |

**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  | 0     | 0 |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     | 0 |

**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 | 0  | 435 | 464 | 429   | 416 | 1744 |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 88  | 101 | 103   |     | 292  |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 19  | 21  | 15    |     | 55   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 47  | 59  | 60    |     | 166  |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 69  | 61  | 55    |     | 185  |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 89  | 175 | 146   |     | 475  |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 0   | 115 | 79    |     | 255  |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0   | 0   | 0     |     | 0    |
| Pass FSA ELA or Concordant 11/12                         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0   | 175 | 146   |     | 321  |
| Pass Math EOC or Concordant 11/12                        | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0   | 115 | 79    |     | 194  |

**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 | 87 | 113 | 104   |    | 304 |

**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     |    | 0 |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     |    | 0 |

**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             | 47%    | 48%      | 51%   |        |          |       | 58%    | 49%      | 56%   |
| ELA Learning Gains          | 42%    |          |       |        |          |       | 51%    | 47%      | 51%   |
| ELA Lowest 25th Percentile  | 34%    |          |       |        |          |       | 43%    | 37%      | 42%   |
| Math Achievement            | 48%    | 35%      | 38%   |        |          |       | 55%    | 51%      | 51%   |
| Math Learning Gains         | 40%    |          |       |        |          |       | 48%    | 47%      | 48%   |
| Math Lowest 25th Percentile | 36%    |          |       |        |          |       | 46%    | 45%      | 45%   |
| Science Achievement         | 65%    | 45%      | 40%   |        |          |       | 80%    | 67%      | 68%   |
| Social Studies Achievement  | 77%    | 43%      | 48%   |        |          |       | 83%    | 69%      | 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 |

| 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 |
| 2022        |        |          |                       |       |                    |
| 2019        | 79%    | 69%      | 10%                   | 67%   | 12%                |

| CIVICS EOC |        |          |                       |       |                    |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year       | School | District | School Minus District | State | School Minus State |
| 2022       |        |          |                       |       |                    |
| 2019       |        |          |                       |       |                    |

| HISTORY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        | 84%    | 71%      | 13%                   | 70%   | 14%                |

| ALGEBRA EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        | 44%    | 65%      | -21%                  | 61%   | -17%               |

| GEOMETRY EOC |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 58%    | 61%      | -3%                   | 57%   | 1%                 |

**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 |
| SWD                                       | 16       | 33     | 26          | 23        | 24      | 21           | 24       | 54      |           | 78                | 33                  |
| ELL                                       | 21       | 33     | 33          | 24        | 40      |              | 30       | 50      |           | 90                | 29                  |
| ASN                                       | 68       | 43     |             | 64        | 28      |              | 76       | 86      |           | 94                | 71                  |
| BLK                                       | 33       | 38     | 26          | 23        | 44      | 50           | 47       | 70      |           | 90                | 36                  |
| HSP                                       | 36       | 34     | 30          | 37        | 35      | 27           | 45       | 66      |           | 87                | 61                  |
| MUL                                       | 48       | 50     | 55          | 54        | 36      |              | 68       | 93      |           | 80                |                     |
| WHT                                       | 53       | 46     | 39          | 56        | 43      | 38           | 77       | 82      |           | 92                | 79                  |
| FRL                                       | 34       | 38     | 33          | 42        | 42      | 47           | 56       | 74      |           | 83                | 56                  |
| 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                                       | 27       | 39     | 31          | 18        | 23      | 14           | 51       | 41      |           | 83                | 26                  |
| ELL                                       | 24       | 47     | 50          | 19        | 27      | 28           | 39       | 32      |           | 86                | 66                  |
| ASN                                       | 71       | 50     |             | 64        | 33      |              | 86       | 46      |           | 100               | 90                  |
| BLK                                       | 35       | 52     | 54          | 32        | 29      | 29           | 55       | 47      |           | 85                | 39                  |
| HSP                                       | 44       | 42     | 39          | 34        | 28      | 33           | 60       | 56      |           | 90                | 72                  |
| MUL                                       | 57       | 42     |             | 39        | 19      |              | 75       | 90      |           | 93                | 71                  |
| WHT                                       | 61       | 52     | 49          | 52        | 33      | 26           | 82       | 79      |           | 93                | 75                  |
| FRL                                       | 44       | 43     | 38          | 35        | 27      | 25           | 64       | 58      |           | 87                | 60                  |
| 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                                       | 23       | 40     | 35          | 31        | 52      | 47           | 52       | 59      |           | 86                | 35                  |
| ELL                                       | 8        | 34     | 41          | 31        | 35      | 36           | 53       | 70      |           | 85                | 35                  |
| ASN                                       | 60       | 39     |             | 72        | 40      |              | 81       | 84      |           | 96                | 83                  |
| BLK                                       | 23       | 31     | 30          | 25        | 43      | 29           | 34       | 64      |           | 88                | 50                  |
| HSP                                       | 42       | 49     | 46          | 42        | 40      | 38           | 72       | 78      |           | 92                | 57                  |
| MUL                                       | 74       | 48     |             | 54        | 44      |              | 81       | 100     |           | 93                | 64                  |
| WHT                                       | 68       | 55     | 47          | 65        | 52      | 53           | 87       | 87      |           | 95                | 72                  |
| FRL                                       | 45       | 47     | 41          | 47        | 52      | 47           | 69       | 72      |           | 88                | 51                  |

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index                           |      |
|--|------|
| ESSA Category (TS&I or CS&I)                 | ATSI |
| OVERALL Federal Index – All Students         | 55   |
| OVERALL Federal Index Below 41% All Students | NO   |
| Total Number of Subgroups Missing the Target | 2    |

| <b>ESSA Federal Index</b>   |     |
|---|-----|
| Progress of English Language Learners in Achieving English Language Proficiency | 52  |
| Total Points Earned for the Federal Index                                       | 602 |
| Total Components for the Federal Index  | 11  |
| Percent Tested  | 98% |
| <b>Subgroup Data</b>  |     |
| <b>Students With Disabilities</b>   |     |
| Federal Index - Students With Disabilities                                      | 33  |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0   |
| <b>English Language Learners</b>  |     |
| 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   |
| <b>Native American Students</b>   |     |
| 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   |
| <b>Asian Students</b>   |     |
| Federal Index - Asian Students  | 66  |
| Asian Students Subgroup Below 41% in the Current Year?                          | NO  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                   | 0   |
| <b>Black/African American Students</b>  |     |
| Federal Index - Black/African American Students                                 | 46  |
| Black/African American Students Subgroup Below 41% in the Current Year?         | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%  | 0   |
| <b>Hispanic Students</b>  |     |
| Federal Index - Hispanic Students   | 46  |
| 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   | 61  |
| 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   | 61  |
| 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                                | 51  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

## Part III: Planning for Improvement

### 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?

A simple review of the Data shows a decrease in all areas from the 2019 to 2022 (there are some minor "upticks" in Math & Social Studies). Braden River High School (BRHS) has prided itself in being at or above the State & District Average over the past few years prior to the pandemic. The long term trend since 2017 clearly indicate a decline in overall assessment performance which conflicts with the Florida state average where there is incremental improvement over the past few years.

While there is a decline in our overall Science achievement, both Social Studies and Science continue to be above the State & District average. Math continues to fluctuate as our Middle School feeders are continuing to have more students take Algebra 1 EOC - this "decreases" our testing number as well as "increase" the number of 9th grade students we have to remediate because they were unsuccessful in Algebra 1 in 8th grade.

In terms of subgroups, BRHS has seen a decline in the Students with Disabilities (SWD) & English Language Learners (ELL). This past year SWD students proficiency in ELA dropped over 10% in one year. Since the implementation of Every Student Success Act (ESSA) in 2018 BRHS has never been identified of having these subgroups below the federal index.



**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

ELA dropped in all three areas (Achievement, Learning Gains & L25 Learning Gains) which would demonstrate the greatest need for improvement. ELA Learning Gains was below the Florida state average by 10% this year and the Gains made by our L25 students also decreased 10% from the prior year. And, with the overall Achievement (3+ proficiency) in ELA being 6% below the state average this year, it is an area of concern.

Math is also an area for anticipated improvement. While there was an increase in Math Achievement from the prior year, BRHS is still 5% below the state average when it comes to overall Achievement.

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

For the 2022 - 2023 school year, we have hired 5 new ELA teachers, 2 new uncertified Math teachers, as well as having multiple vacant math sections taught by out-of-field teachers.

New actions for this school year at BRHS not only include allowing for collaboration and shared planning but providing resources and direct support for all of these new teachers. While prescriptive teaching isn't the answer, each of these new teachers in MATH & ELA will need to be provided extra support to ensure they are following the correct actions to best prepare our students. Of course, the support will need to be provided to all our our ELA & Math teachers.

This support would include help with maximizing progress monitoring data to ensure standards are being taught as well as students are being prepared. Coaching & collaboration with school leaders and District specialist will be required. With new standards, new textbooks, and new "assessment", BRHS will need to provide support in order to address these areas for improvement.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math Learning Gains as well as Social Studies Achievement showed the most improvement. Math Learning Gains went up 10% from the prior year with Social Studies Achievement going up 8% from the prior year.

Unfortunately, our Math Achievement is still below the state average while our Social Studies Achievement is well above the state average. Math continues to go in cycles as the total testing pool varies in Algebra 1, Algebra 1B & Geometry each year.

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

This past year, our teachers (specifically Social Studies) did spend extra time collaborating and sharing best practices. We had 3 veteran teachers take on the bulk of US History and continue to understand how to prepare students for the US History EOC. In contrast, one of our Geometry teachers was an out-of-field uncertified Math Teacher.

BRHS will continue to provide support and allow for teachers to have structured and unstructured collaboration time. This is addition to District curriculum support may have been contributing factors in addition to the hard work of each of the teachers.

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

In terms of acceleration, BRHS continues to offer Advanced Placement and Dual Enrollment courses. Last year, BRHS had one section of AICE General paper serving 20+ students. For this school year, AICE General Paper will be offered to over 200+ Juniors and Seniors for acceleration purposes. BRHS also has a wide array of CTE courses where students can receive industry certification.

BRHS continues to increase the number of Agriculture Science courses offered to 9th grade to students to allow more Lowest 25% students to have access to industry certification (acceleration).

The 2021 - 2022 school year continued to see an increase of course failures. This trend has continued for the past two years. While not necessarily an area of acceleration, the number of students credit deficient is a major concern as high school graduation with the opportunity to pursue post secondary training or employment is one of the more important goals of any high school.

We have built more sections of Credit Recovery during the school day this year. BRHS has also planned for more opportunities for students to attend "Boot Camps" not only for FAST and/or FSA EOC prep this year but also for Credit Recovery opportunities.

BRHS will fund the Pirate Power Hour with ESSER & Milledge Funds to promote additional tutoring opportunities for students. While teachers will continue to offer after school help, the Pirate Power Hour will be used as a resource for students that need additional support in their core academics.

**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.**

Braden River High School's ESSER Funds along with the Milledge / "Mission Critical" Funds have allowed us to provide and continue to provide extra resources (time & pay) for teacher collaboration. This collaboration time will allow teachers to work with their peers to review progress monitoring data, identify critical benchmarks and standards, share AP strategies, develop common lessons, etc. The collaboration time/pay will be made available to all (but not limited to) the teachers that work with FSA EOC type courses.

With two new teachers that have never taught AICE General Paper, collaboration time & District support will be provided to our new AICE teachers. BRHS also had significant turn over in AP teachers. With 5 new AP teachers, they will also be provided with additional collaboration time & support.

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

This year a group of highly effective teachers have established "Team Energy". Their mission, with support and guidance from administration, is to encourage a school wide culture of positivity, enthusiasm, communication, and collaboration. Of course, this initiative started prior to the start of the school year.

Team Energy want to provide collaboration and instructional coaching in a non-evaluative manner. Prior to the start of the school year, Team Energy worked with the teaching staff on topics that included: Interactive Note Books, Constructive Seating Charts, Exciting Syllabus, etc. Team Energy has different events planned throughout the year including encouraging and incentivizing teachers to visit other teacher's classrooms, effective Brain Breaks, etc.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Collaborative Planning**

Increased Planning and Collaboration (Quarterly Benchmark Assessment Review)

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

Formal and Informal assessments provide significant insight into students' progress, curriculum effectiveness and teaching strategies. With limited planning time, substitute teachers as well as after hour compensation will be provided quarterly for teachers in testable subjects to review quarterly benchmark tests. This collaboration time will also be used to review District Initiatives and resources, share "best practices" and focus on what areas of curriculum, standards and instruction need to be strengthened and/or redirected.

Testable subjects include:  
 Algebra 1, Algebra 1B, Geometry, English 1, English 2, Biology and U.S. History.

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

Increased Collaboration and Planning will monitor and track students, sections, teachers and course progress throughout the quarterly benchmark testing. The intended outcome will assist in adjusting instruction, providing additional resources if necessary, but to also increase FAST and EOC test scores.

Benchmark data FAST PM (along with ALEKS, Acaletics, No Red Ink, Lexia Reading, etc.) will be collected via School City or other computer based programs. The Data will be disseminated with the expectation that each collaborative group will summarize the data and plan accordingly based on student performance.

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

Subject Area collaborative groups will not only report out to the Department Head but will also report out the the School Leader that is monitoring that specific subject.

C Auckerman : Social Studies  
 R Austerman: ELA & Reading  
 L Gonzales: Math  
 M Whelden: Science.

**Person responsible for monitoring outcome:**

Matthew Whelden (wheldenm@manateeschools.net)

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

Use of District Benchmark Assessments, Curriculum Maps, etc.

Teachers will be afforded time to collaborate to analyzing the data gathered - both summative/formative - in order to evaluate students, classes, grade levels, etc. against specific grade-level standards and specific learning goals.

Teachers will use data driven instruction and differentiating based on the assessments and the collaboration.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale**

When teachers work together, are given time to work together, and are compensated for their time they form important professional and personal relationships. Teachers can draw support from each another and can share tasks

**for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

that allow each teacher to feel more productive and effective. Collaboration between teachers contributes to school improvement and student 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.

1. BRHS Academic Departments (ELA, Math, Science, Social Studies, etc.) will continue to meet formally as scheduled in addition to informal meetings throughout the school year.
2. At the completion of each benchmark assessment, substitute teachers will be hired and/ after hour times will be scheduled for subject-area teachers to review assessment data and collaborate.
3. This collaborative planning will follow a data-driven instruction model, teachers will use the data to drive the groups instructional plans, make decisions on what standards are being covered and/or reviewed, and to develop plans if there are any "curricular" issues or problems.

**Person Responsible** Matthew Whelden (wheldenm@manateeschools.net)

**#2. Instructional Practice specifically relating to ELA**

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

MOST Level 2 and the majority of Level 1 FSA ELA students (9th & 10th Grade) have been placed in an Intensive Reading class following District mandate utilizing the Lexia Reading Program. Students given additional reading instruction and support should make become proficient and/or in the future school years make annual learning gains not only to increase proficiency in FAST ELA but also to better prepare them for other EOC courses and to fulfill graduation requirements.

Students in 11th and 12th grade intensive reading classes will also focus on ACT and SAT preparation to fulfill graduation requirements.

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

The goal this year will be that all students placed in an Intensive reading course will become proficient. While it will be difficult to measure annual learning gains this year, the intent that is for students to become proficient or make "gains" in order to fulfill the FSA and/or FAST ELA graduation requirement.

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

Monitoring:

The Reading Dept. Head Mrs. Hartline will continue to attend monthly District mtgs. and will work with her Reading Dept. Any major updates or concerns with the new Reading programs (Lexia, No Read Ink) and other Instructional Delivery (SAT/ACT prep) will be discussed with Dept. and Admin.

Along with Class Walks & Evaluations, reports will be utilized in Lexia to monitor desired outcomes. FAST Progress Monitoring will also be reviewed.

SAT, ACT & FSA ELA retakes will also be monitored as we continue to have Juniors & Seniors complete their Reading graduation requirement.

**Person responsible for monitoring outcome:**

Rebecca Austerman (austermanr@manateeschools.net)

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

Use of the Lexia Reading program and the data collection and analysis. Lexia and No Red Ink are the District supported Reading Program. Research based system for student success

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

Use of the Lexia Reading program and the data collection and analysis. Lexia and No Red Ink are the District supported Reading Program. Research based system for student 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.

1. BRHS currently has 15 intensive reading classes built into our Master Schedule in order to serve both level 1 and level 2 students.
2. All intensive reading teachers have a computer for each student in their classroom in order to ensure effective implementation of the Lexia Reading program.
3. Each Intensive Reading teacher is assuring their students meet the weekly performance goals established by the District.
4. Intensive Reading teachers will continue the process of having Data Charts where students to ensure students are also monitor their own progress.
4. Each Intensive Reading teacher has a variety of incentives, that include: ice cream, pizza, donuts and other school-based privileges to encourage students to work as hard as they can.

**Person**

**Responsible**

Rebecca Austerman (austermanr@manateeschools.net)

**#3. Instructional Practice specifically relating to Math**

**Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Like last year, we will be utilizing ALEKS and ACALETICS math programs in our in our Algebra 1A, Algebra 1 (Combo 1 & 1B), Math for Data & Financial Literacy, and Foundations in Math courses to give students additional support to our lowest level Algebra students and those that have yet to pass the Algebra EOC.

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

Along with traditional instruction, additional support will be given to BRHS Math students that were previous Level 1 or Level 2 students in Math with the expectation that they will be come more proficient in Math. Students that did not pass the Algebra EOC this past year will get the remediation required to pass the Algebra 1 on the retakes, etc.

Monitoring:

With additional support, Braden River High School 9th and 10th grade level 1 and 2 students will make annual learning gains in the Algebra 1 EOC and/or pass the re-takes

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

Reports can be pulled from ALEKS (Average Progress Report, College Preparedness Progress, etc.) to assess teacher usage, student usage as well as student growth. Likewise with ACALETICS, reviewing the Quick Picks & the Pre/Post Assessments will monitor student growth.

Since there are a number of first year (uncertified) Math teachers as well as second year Math teachers, there will be a lot of personalized monitoring and informal/formal observations. Collaboration time has been set aside to allow teachers to review data, instruction, and assessments.

**Person responsible for monitoring outcome:**

Laura Gonzales (gonzalesl#@manateeschools.net)

ALEKS and ACALETICS are the District approved Math Remediation/Acceleration programs.

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

ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As students work through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course he or she is taking.

ACALETICS is based on the simple premise of practice, practice, practice developed to supplement and guide the Math curriculum while keeping students engaged.



**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

ALEKS and ACALETICS are the District approved Math Remediation/Acceleration programs.

**Describe the resources/criteria used for selecting this strategy.**

**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. BRHS 9th grade level 1 students were place in Algebra 1A & utilize ACAELETICS. The Math for Data & Financial Literacy classes will also utilize ALEKS math program for additional support.
2. All Algebra 1A and Math for Data & Financial Literacy teachers are provided with computers to support math instruction.
3. ALEKS is a web-based assessment and learning system that aligns with Florida Mathematics Standards. ACALETICS (new this year) resources and materials will continue to be distributed and utilized as they are received from the District.

**Person Responsible**

Laura Gonzales (gonzalesl#@manateeschools.net)

**#4. Instructional Practice specifically relating to Standards-aligned Instruction**

**\*\*See Area of Focus - Collaborative Planning\*\* Copied from Area of Focus 1**

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

Increased Planning and Collaboration (Quarterly Benchmark Assessment Review) Formal and Informal assessments provide significant insight into students' progress, curriculum effectiveness and teaching strategies. With limited planning time, substitute teachers as well as after hour compensation will be provided quarterly for teachers in testable subjects to review quarterly benchmark tests. This collaboration time will also be used to review District Initiatives and resources, share "best practices" and focus on what areas of curriculum, standards and instruction need to be strengthened and/or redirected.

Quarterly Benchmark Data utilizing District Benchmark Assessment as well as Lexia Reading, ALEKS & ACALETICS Data.

Testable subjects include:  
Algebra 1, Geometry, English 1, English 2, Biology and U.S. History.

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

Increased Collaboration and Planning will monitor and track students, sections, teachers and course progress throughout the quarterly benchmark testing. The intended outcome will assist in adjusting instruction, providing additional resources if necessary, but to also increase FSA ELA and EOC test scores.

Quarterly Benchmark Data utilizing District Benchmark Assessment as well as Lexia Reading, ALEKS & ACALETICS Data.

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

Benchmark data (along with ALEKS, Lexia Reading, etc.) will be collected via School City or other computer based programs. The Data will be disseminated with the expectation that each collaborative group will summarize the data and plan accordingly based on student performance.

Subject Area collaborative groups will not only report out to the Department Head but will also report out the the School Leader that is monitoring that specific subject.

CA: Social Studies, RA: ELA & Reading, LG: Math, & MW: Science.

**Person responsible for monitoring outcome:**

Matthew Whelden (wheldenm@manateeschools.net)

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

Use of District Benchmark Assessments, Curriculum Maps, etc.

Teachers will be afforded time to collaborate to analyzing the data gathered - both summative/formative - in order to evaluate students, classes, grade levels, etc. against specific grade-level standards and specific learning goals.

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

Teachers will use data driven instruction and differentiating based on the assessments and the collaboration.

When teachers work together, are given time to work together, and are compensated for their time they form important professional and personal relationships. Teachers can draw support from each another and can share tasks that allow each teacher to feel more productive and effective. Collaboration between teachers contributes to school improvement and student 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.

1. BRHS Academic Departments (ELA, Math, Science, Social Studies, etc.) will continue to meet formally as scheduled in addition to informal meetings throughout the school year.
2. At the completion of each benchmark assessment, substitute teachers will be hired and/ after hour times will be scheduled for subject-area teachers to review assessment data and collaborate.
3. This collaborative planning will follow a data-driven instruction model, teachers will use the data to drive the groups instructional plans, make decisions on what standards are being covered and/or reviewed, and to develop plans if there are any "curricular" issues or problems.

**Person Responsible** Matthew Whelden (wheldenm@manateeschools.net)

1. BRHS Academic Departments (ELA, Math, Science, Social Studies, etc.) will continue to meet formally as scheduled in addition to informal meetings throughout the school year.
2. At the completion of each benchmark assessment, substitute teachers will be hired and/ after hour times will be scheduled for subject-area teachers to review assessment data and collaborate.
3. This collaborative planning will follow a data-driven instruction model, teachers will use the data to drive the groups instructional plans, make decisions on what standards are being covered and/or reviewed, and to develop plans if there are any "curricular" issues or problems.

**Person Responsible** Matthew Whelden (wheldenm@manateeschools.net)

**#5. Instructional Practice specifically relating to Small Group Instruction**

Pirate Power Hour

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Pirate Power Hour is a whole school approach focusing on providing additional academic support through tutoring virtually and in-person. Providing a small group instruction setting will help in narrowing the achievement gap in all subgroups and improve overall performance of students that attend.

Participation will not only be optional but will be targeted based on progress report and report card data.

**Measurable Outcome:**

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

The intended measurable outcome is to improve the overall learning gains for all students enrolled that utilize this service. This will also include a decrease in the number of Semester 1 & Semester 2 Failures.

**Monitoring:**

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

Tutors will keep a running log of student attendance. Student information including teacher referrals and content area concerns will be tracked to determine effectiveness as well as target areas of concern.

Counselors will also monitor Pirate Power Hour based on their recommendations and referrals to tutoring.

**Person responsible for monitoring outcome:**

Rebecca Austerman (austermanr@manateeschools.net)

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

Tutoring allows for students to receive individualized instruction based on certain academic needs and also allows for students . During this time, relationships are fostered where students build trust and understanding within the instruction that is being given.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Utilizing tutoring is a great way for students to receive one on one instruction to close learning gaps for students choosing to participate in the program. Tutoring also brings excitement to learning which should correlate with improvement on test scores as well.

**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.

Pirate Power Hour is a before and after school tutoring session that will focus on one on one or small group instruction as well as virtual instruction to assist students with academic needs. This service is offered to the entire school population and lead by certified teachers in different subject areas to help students successfully reach academic and graduation goals.

Weekly attendance log sheets will be monitored to ensure students are attending as well as monitoring what subject areas are "higher" need as well as which teachers are "referring" students to Pirate Power Hour.

**Person Responsible**

Rebecca Austerman (austermanr@manateeschools.net)

**#6. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus** Boot Camps (Reading and Math)

**Description and Rationale:** In addition to the support students receive in their Intensive Reading, Learning Strategies, Liberal Arts Math and English Language Learning classes, supplemental "Boot Camps" will be provided to our L25 students including our ESE and ELL/ESOL student population. This additional support will provide additional academic skills and test strategies in preparation for FSA, EOC, and SAT/ACT.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:** There will be a 3% increase in the number of students becoming PROFICIENT (learning gains next year) on F.A.S.T. English Language Arts ELA and a 3% increase in the number of students PROFICIENT (learning gains next year) on all Math EOC's.

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

There will be a 3% increase in the number of the lowest 25% students becoming PROFICIENT (learning gain next year) in F.A.S.T. ELA and all Math EOC's.

**Monitoring:** Student information including satisfying graduation requirements will be tracked throughout the school year. Prior to the start of the Spring Testing Window, students that are eligible for Boot Camps will be identified and targeted to attend the after hours remediation support.

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

**Person responsible for monitoring outcome:** Carl Auckerman (auckermc@manateeschools.net)

Pirate Boot Camps & After School Tutoring

**Evidence-based Strategy:** Students may feel more comfortable working in smaller setting and in a more nurturing environment targeting their individual academic needs. Building confidence through tutoring will not only help students excel in class and on tests, but will also get them to try new things outside of school. After school tutoring can be the stepping stone for any student who needs help academically.

**Describe the evidence-based strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:** Pirate Boot Camps & After School Tutoring

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Students may feel more comfortable working in smaller setting and in a more nurturing environment targeting their individual academic needs. Building confidence through tutoring will not only help students excel in class and on tests, but will also get them to try new things outside of school. After school tutoring can be the stepping stone for any student who needs help academically.

**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.

Supplemental "Boot Camps" before and after school will take place prior to assessments (FAST/EOC/SAT/ACT) in the Spring of 2023. Student participants will include ELL students, ESE students, and L25 students and junior and senior students that have yet to meet their graduation requirements in assessments.

**Person Responsible** Carl Auckerman (auckermc@manateeschools.net)

**#7. Positive Culture and Environment specifically relating to At-Risk Students / Early Warning Systems**

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

Expand Mentoring of At Risk Students

School Leadership including Deans and Assistant Principals will work directly with At-Risk students in a weekly mentor relationship in order to provide our most At-Risk students additional support and direction.

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

The mentor relationship should increase the likelihood that the students that are mentored should have an increase in daily attendance, a reduction in overall discipline as well as an increase in their academic performance and grades.

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

Student Mentoring Lists will be monitored. Data to be monitored will include an increase in daily attendance, a reduction in overall discipline as well as an increase in their academic performance and grades.

**Person responsible for monitoring outcome:**

Laura Gonzales (gonzalesl#@manateeschools.net)

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

Mentoring allows all students a chance to meet with a school leader each week as part of their academic and personal development. Students meet with the same mentor year over the year, providing them with a sense of continuity and allowing mentors to know students deeply.

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

Benefits of mentoring students includes helping students create and monitor goals, build trust with an adult and the school, and developing a sense of internal self awareness.

**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.

Deans & Student Support Specialist will identify At-Risk students and "assign" students to the leadership team. School leadership team will mentor / meet with the students weekly. Mentor relationships will be monitored throughout the school year with mentored students being provided the additional supports needed as developed/discovered through the mentoring process.

**Person Responsible**

Laura Gonzales (gonzalesl#@manateeschools.net)

**#8. Positive Culture and Environment specifically relating to Graduation Rate & At-Risk Student Support**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

12th Grade "Pirate Promotion Program" for the 2022 - 2023 School Year.

Braden River High School has facilitated a similar program to LIFE on the BRHS campus - Pirate Promotion Program. 12th Grade Senior Students that were credit deficient but still had the opportunity to graduate in May or Late July were "enrolled".

**Measurable Outcome:**

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

Increase Graduation Rate for the Class of 2023. Identified At-Risk 12th Grade students that would traditionally go to LIFE or Drop-Out will be enrolled into Pirate Promotion Program.

**Monitoring:**

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

AT-Risks 12th Grade Seniors are monitored throughout the school year by Counselors and the school leadership team. As we complete Semester 1 students will be identified and recruited based on their current credit retrieval status.

**Person responsible for monitoring outcome:**

Rebecca Austerman (austerman@manateeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Alternative setting that may allow for At-Risk 12th Grade Seniors to graduate on time with their cohort.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Alternative setting that may allow for At-Risk 12th Grade Seniors to graduate on time with their cohort.

**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.

***No action steps were entered for this area of focus***

**#9. Positive Culture and Environment specifically relating to Graduation Rate & At-Risk Student Support**

**Area of Focus Description and Rationale:**

12th Grade "Pirate Promotion Program" for the 2022 - 2023 School Year.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Braden River High School has facilitated a similar program to LIFE on the BRHS campus - Pirate Promotion Program. 12th Grade Senior Students that were credit deficient but still had the opportunity to graduate in May or Late July were "enrolled".

**Measurable Outcome:**

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

Increase Graduation Rate for the Class of 2023. Identified At-Risk 12th Grade students that would traditionally go to LIFE or Drop-Out will be enrolled into Pirate Promotion Program.

**Monitoring:**

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

AT-Risks 12th Grade Seniors are monitored throughout the school year by Counselors and the school leadership team. As we complete Semester 1 students will be identified and recruited based on their current credit retrieval status.

**Person responsible for monitoring outcome:**

Rebecca Austerman (austermanr@manateeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Alternative setting that may allow for At-Risk 12th Grade Seniors to graduate on time with their cohort.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Alternative setting that may allow for At-Risk 12th Grade Seniors to graduate on time with their cohort.

**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.

AT-Risks 12th Grade Seniors are monitored throughout the school year by Counselors and the school leadership team. As we complete Semester 1 students will be identified and recruited based on their current credit retrieval status.

**Person Responsible**

Rebecca Austerman (austermanr@manateeschools.net)



## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### Describe how the school addresses building a positive school culture and environment.

Braden River High School continues to build a positive school culture and environment by providing students, teachers, staff, and community stakeholders with the tools they need to help BRHS and the surrounding community be successful.

Within our school, our students are challenged daily and are given the opportunity to be successful in a variety of ways. At BRHS there is a wide range of curricular and extracurricular opportunities to satisfy students academic and potential career goals.

For the 2022 - 2023 School year we will bring back Academy Advisories - a Bi-Monthly opportunity for teachers and students to build stronger relationships and promote a more positive school environment. The goal with Advisories is to build relationships with students and encourage involvement with a career and goal setting mindset. BRHS will utilize this time to disseminate information as well as build a sense of community with our students.

We have a school counseling department which strives to meet the emotional and social needs of our students. District physiologists and social workers work hand in hand with our counselors to make sure that the welfare of our students are being maintained. We also have community and faculty mentors who work with our students on a weekly basis and make themselves available in times of need (example: social work, school psychologist).

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

A number of student driven extracurricular clubs work to build a more positive school culture as well. Extracurricular clubs like the Student Government Association SGA, Students Working Against Tabaco (SWAT), and Youth in Action a just a few examples of clubs that work to support the school in the community.

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

At BRHS communication is a very important part of our success. All major parent information is swiftly disseminated on our website, Twitter, Facebook, Schoology, flyers, and through the use of our telephone messaging system and a weekly call out by the principal of upcoming events and important information.

The District Wide Learning Management System (LMS) that teachers will utilize. Students and parents will have access to course information, materials, and resources available to them. We also encourage our parents to check the academic progress of their students by using the FOCUS system. We hand out FOCUS passwords and encourage both student and teacher to constantly monitor their progress.

Through our School Advisory Council (SAC), a bi-monthly meeting is held to allow parents to learn what is occurring within the school, to allow for questions and concerns to be raised, and to vote on various items that benefit the school. All parents are welcomed and encouraged to join.

There are a variety of parent lead Booster Clubs on our Campus. The Boosters (Fine Arts, Athletics, etc.) our crucial stakeholders that are very involved and invested in promoting a positive school culture.

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

We also have Lunch setups from local post-secondary options such as MTC, SCF, Keiser as well as all branches of the Military to give students a chance to talk with them and gather information about their programs.

In addition to supporting our school in a variety of monetary donations & services, our business partners often allow our students to get an inside look into different career fields that may be available to them after high school. Through career days and career events, multiple business partners are invited to come and speak to our students about their career field and what requirements students may need beyond high school. This allows for relationships to be fostered early and often as well as encourages our students to return to the community after graduation to serve and give back.