

Hillsborough County Public Schools

Brandon Success Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	24

Brandon Success Center

1019 N PARSONS RD, Seffner, FL 33584

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Students will consistently be safe following behavioral expectations, engaging in building relationships, restorations, reteach, and rigor to help them excel in any learning environment.

Provide the school's vision statement.

Student achievement will be enhanced by using equitable, differentiated, student-centered, and collaborative learning structures while focusing on relevant, rigorous text building behavioral and learning skills needed for success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 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 Staff Meetings Communication to parents Student and faculty management plan Incentives-Faculty and Staff Internal Accounts Audit Manage Title 1 Funds and Title 1 toolbox. Observation Schedule Personnel hiring Preplanning School-wide in-service Supervision of assistant principals teacher evaluations Perform class walkthroughs. Unit Allocations Supervise Clerical Staff Monitor search and student areas Attend PLCS and PSLTs Operation of school
Davis, Samelia	Teacher, K-12	SAC Chair
Valentino, Kathryn	Assistant Principal	Faculty meetings Communication to parents Academic accountability coordinator Articulation DP coordinator ELP/ESY FTE Incentives-Faculty and Staff Master Schedule New teacher orientation Classroom walkthroughs All things curricula All student testing Teacher observations Unit allocations Title/SIP/SAC ESE PSLT/PLC Oversee TIP/TOP Textbook inventory Honor roll incentives Monitoring student safety Committee assignments APC meetings Discipline M-Z Substitute handbook CSTAG monitor

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development of the school improvement plan involves feedback from parents during enrollments, conferences, and general meetings. The school staff meets monthly to discuss academic, attendance, and behavioral needs. Their data and input presented reflects in our plan for improvement. The community is included through programs and outreach that is specifically created with collaboration and our students needs in mind.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by the school's leadership team in conjunction with instructional staff, families, and community members in regular meetings and varied modes of communication. This will be completed through transparency and communication of timely data in achievement, attendance, and behavior.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY

	2017-18: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	1	51	50	0	52	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	2	42	38	0	39	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		64	64	0	46	40			
Social Studies Achievement*		69	66	0	49	48			
Middle School Acceleration					41	44			
Graduation Rate		89	89	9	64	61	3		
College and Career Acceleration		62	65		72	67			
ELP Progress		39	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	2
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	3
Total Components for the Federal Index	2
Percent Tested	48
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	2
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	9
Total Components for the Federal Index	5
Percent Tested	
Graduation Rate	9

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	0	Yes	2	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	10	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	10	Yes	1	1

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	1			2								
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	0										1	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	0			0			0	0		9		
SWD												
ELL												
AMI												
ASN												
BLK										10		
HSP												
MUL												
PAC												
WHT												
FRL										10		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										3		
SWD												
ELL												
AMI												
ASN												
BLK										0		
HSP												
MUL												
PAC												
WHT												
FRL										0		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	0%	50%	-50%	50%	-50%
07	2023 - Spring	3%	47%	-44%	47%	-44%
08	2023 - Spring	10%	44%	-34%	47%	-37%
09	2023 - Spring	2%	48%	-46%	48%	-46%
06	2023 - Spring	8%	47%	-39%	47%	-39%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	0%	53%	-53%	54%	-54%
07	2023 - Spring	7%	36%	-29%	48%	-41%
08	2023 - Spring	5%	57%	-52%	55%	-50%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	41%	-41%	44%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	55%	-49%	50%	-44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	49%	-43%	48%	-42%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	62%	-62%	63%	-63%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	64%	-48%	66%	-50%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	65%	-63%	63%	-61%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

The greatest decline in achievement data was in the area of science. The decline can be attributed to lack of instructional clarity, access to hands-on scientific experiences and learning opportunities, and discussion/questioning methods within the science classroom.

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

For the prior year, the greatest area of decline was in the area of ELA. Reading and writing proficiency affect every subject. Many students arrived without fluency in the area of foundational reading skills. A long-term sub was teaching the intensive reading courses on campus. This year we have certified teachers instructing students in the area of ELA and Reading.

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

Science showed the greatest gap between school and state in the final testing period for last year. The decline can be attributed to lack of instructional clarity, access to hands-on scientific experiences and learning opportunities, and discussion/questioning methods within the science classroom.

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

The area with the most was ELA growing by as much as 8% in some grade levels. Last year we had a strong certified teacher in ELA that worked in tandem with a VE teacher to support students. Students had access to rigorous texts. This will be expanded through PD and rigorous materials supported through UNISIG and Title 1 funds.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The areas identified with <41 percent are Black and African American students and low socioeconomic students. Many of our students have faced continuous moves among school on the traditional side and some within the DJJ and alternative system. Students need stability and trusting relationships to feel safe and succeed in academics and behavior.

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

- Graduation and postsecondary opportunities
- Technology
- Use of small groups and strategies
- PLCs
- Restorative behavioral strategies

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Brandon Success Center's culture and environment will be positively improved through a wholistic approach encompassing increased teacher capacity, small groups, differentiation, restorative practices and postsecondary opportunities. Teachers will plan and implement small groups based on specific student data and needs. The students will receive more individualized instruction to close gaps and move students forward into more rigorous learning experiences. Students will take part in restorative groups while building character and resilience. Students will take field trips and have access to post-secondary information and community members, experiences, and options to increase graduation and positive outcomes.

Measurable Outcome:

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

Students will increase engagement and interactions within assignments, higher rate of work completion and grades.

Students will make gains on unit assessments, semester exams, and progress-monitoring assessments.

Students will have less referrals with more positive restorative interventions.

Students will increase likelihood of graduation through relationships and community experiences that steer them towards post-secondary plans.

Monitoring:

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

The assistant principal for curriculum will monitor classroom grades, instructional practice, and assessments to measure student growth.

The administrative team will perform regular walkthroughs with feedback to monitor the use of small groups and the quality of small group instruction.

The leadership team will take part in PLCs where the use of small groups and classroom data is discussed.

The leadership team will provide professional development on cooperative groups and data based instructional decisions to build capacity.

The use of newline boards and virtual programs to create engaging content geared towards students' needs will be evident in walkthroughs.

The PBIS lead, FACE lead offering family engagement supplies and texts to be offered on family nights, and DRT will plan and implement post-secondary informational sessions and field trips.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reteach of important skills when evidence shows a gap or lack of mastery.

Extension of Lesson based on in the moment interactions with students that show evidence of furthering the extent of the benchmark expectation.

small group rotations with teacher support and groupings based on data within the frameworks of BEST curriculum,

Discussion/Questioning-to build student ownership of learning, student voice, and to depths of understanding embedded in instruction to provide data to differentiate within the classroom and in small groups.

Restorative practices to build character and resilience.
Community involvement for equitable representation of postsecondary success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reteach-to ensure that we are closing the gap of achievement in a responsive, urgent manner.

Extension of Lesson-to push student forward in rigorous interactions with content.

small group rotations-to capture levels of support needed for students based on in the moment data embedded within each lesson.

Discussion/Questioning-to build student ownership of learning, student voice, and to measure the depths of understanding to provide data to differentiate within the classroom and in small groups.

Restorative practices- to decrease referrals and increase positive student choices to be generalized to other settings.

Community involvement-to partner with members of the local areas to offer instruction and opportunities that lead to postsecondary success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Teachers will implement small group rotations with varying levels of reteach, extension, discussion, and questioning techniques. Teachers will take part in professional development to understand the use of data to form groups and drive instruction. They will learn how to use these techniques to increase quality and engaging instruction supported by Newline technology and laptops. Students will receive ELP tutoring outside of school hours to improve academic achievement. The media center will expand its text to support subject areas. We will be adding a scholastic subscription to support reading instruction and outcomes. We will hold bi-monthly PLCs to address standards-based planning, implementation, and achievement with embedded PD.

Person Responsible: Kathryn Valentino (kathryn.valentino@hcps.net)

By When: continuously throughout the year.

Students and staff will lead restorative lessons and discussions that build character and resilience in academic and personal behaviors to strengthen overall student outcomes. The school will provide professional development and supportive materials through Kagan and the 7 mindsets. We will hold bi-monthly PSLTS to address behavior and attendance with embedded PD.

Person Responsible: Kathryn Valentino (kathryn.valentino@hcps.net)

By When: continuously throughout the year.

The school will hold sessions and trips with community members and institutions to build knowledge and engage students in postsecondary options and plans. Lab manager will be provided to encourage and support high school students in moving towards graduation. Middle school will also take field trip focusing on STEAM.

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

By When: continuously throughout the year.

Purchase 2 65" Newline Interactive boards to support learning in the primary and intermediate classrooms. The boards will be used to engage students in their learning.

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

By When: continuously throughout the year

Purchase 4 student laptops at \$415.88 to support small group instructions during the day as well as after school tutorial.

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

By When: Beginning September through May

The school will purchase supplemental materials to support reading and mathematics. They will purchase Storyworks for each grade level. Storyworks empowers every student to become a confident, successful reader. Purchase 6 (per grade level) Let's Talk Math at \$514.98 each. Let's Talk Math will build a deeper mathematical understanding and strengthen students' language and critical thinking skills with challenging task.

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

By When: Beginning in September through May

The school will conduct planning sessions with 15 teachers and focus on standards and task alignment to meet the needs of their students. The planning will take place 4 hours after school for 12 weeks at a rate of \$38.

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

By When: Beginning in September through December.

The school will conduct after school tutoring for 120 students. The tutorial program will focus on reading, math, and science. The students will rotate between subject and receive small group instruction in standards that have not been met based on walkthrough data and district assessments. Twelve (12) teachers will work 4 hours after school or Saturday for 6 weeks at a rate of \$38.00

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

By When: Beginning in September through May.

Math Manipulatives for small group instruction to increase students' understanding of standards.

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

By When: By the end of September

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In order to move students towards proficiency levels, students will need to authentically engage in rigorous, students 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 proficiency in ELA, Math, Science, and Social Studies 8%.

Monitoring:

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

Progress monitoring via walkthroughs, practices, and data trends. Ongoing PD will be provided throughout the school year to support teachers implementing rigorous content standards in a way that will intellectually engage student to increase academic achievement.

Person responsible for monitoring outcome:

Kathryn Valentino (kathryn.valentino@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Engaging students in the learning process increases their attention, focus, working memory retention, and motivates them to practice higher level critical thinking skills. This also promotes meaningful learning experiences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Having students authentically engage in rigorous curriculum allows them to take ownership of their academic and learning goals thus allowing students to be postsecondary ready.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Ongoing PLC training-APC and leadership team

Ongoing PD-APC and leadership team

common assessments, common language to monitor progress across curriculum and in literacy--APC and leadership team.

Boosting teachers' capacity to provide rigorous lessons and supports-APC and leadership team.

Person Responsible: Kathryn Valentino (kathryn.valentino@hcps.net)

By When: continuously throughout the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

To educate students properly funds are being allocated for a lab manager for the high school side of Brandon Success at the bachelor's level to support students in meeting their graduation requirements. Newline boards and laptops will offer engaging and interactive technology to boost student engagement and achievement. This will be especially helpful in boosting our science data to bring to life STEAM experiences and make vocabulary and content more meaningful. This holds true across curriculum. The school will implement on going and continuous professional development in areas identified in our action steps, but also, we will be responsive to any needs of staff. These funding needs are based on the data of our school in academics, character, and behavior. Additional classroom libraries and media center resources will bring equity to the school by putting texts and important information in the hands of students. Family engagement supplies will help us engage parents in the schooling process which is shown to improve student outcomes. Community groups and field trips geared towards post-secondary goals are chosen to engage students in planning and working towards postsecondary goals.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Information about the school improvement plan will be shared on the school's website. It will also be shared with parents through conferences, invitations to monthly SAC meetings, our school's PFE(FACE) leadership strategies, parent/community meetings, parent links, and translation will be provided in print and in person.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Positive relationships with parents, families, and community stakeholders will be accomplished through parent account through edgenuity, subject progress reports, conference and family nights, CEO days, and programs that partner with our school to build character and resilience in students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Teachers and students are expected to focus on learning from bell to bell. Clarity in instruction, presentation, and purpose are to be provided daily. New teachers are provided mentorship through the district and the school site. Students are incentivized through the point system to focus on academics, attendance, and behavior to have greater outcomes and return to their traditional schools. The school focuses on relationships, restorative practices, reteach, and rigor to enrich all learning at all levels.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We receive UNISIG and Title 1 funds to support teachers and students be successful throughout the school year. We partner with approved local services to support students' mental health and character development.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students often arrive with counseling required. This is communicated to providers and families in alignment with OSE processes and enrollment procedures within the school site. Once a student requires counseling that enrollment must make its way into the receiving counselors' hands. This is overseen by the leadership team. When students need counseling services, whether new or mandated, they use panther connection slips to obtain access to trusted adults for mentoring or counseling. We also use schoolwide restorative practices within classrooms daily along with positive behavior interventions systems with staff and students consistently.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are provided counseling on postsecondary opportunities by the school counselor and Assistant principal for curriculum. These are paired with community resources such as apprenticeships, vocational institutions, and colleges or universities within the community.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students follow a point system that grows with more privileges and opportunities as they grow in incidence of positive behaviors. Point systems are individualized for students with FBAs. One of the areas measured by points is a personal goal that students create and can change over time. Students also have services, goals, objectives, and accommodations if they have an IEP. Restorative practices

and materials are use schoolwide and with more frequency for intervention based on student needs. We follow the PBIS model.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers receive professional development in content, instructional practices, restorative practices, and classroom management. These practices will be expanded this year to include small group rotations, Kagan strategies, and the 7 mindsets to build staff capacity in all areas to increase resiliency and retention. All of these practices positively affect student outcomes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$68,884.74
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	4332 - Brandon Success Center	UniSIG		\$3,532.50
			<i>Notes: Purchase supplies for teachers and students to support academic learning. The school will purchase notebook paper, notebooks, pens, pencils, crayons, markers, composition notebooks, and copy paper.</i>			
	5200	648	4332 - Brandon Success Center	UniSIG		\$2,903.68
			<i>Notes: Purchase 2 65" Newline Interactive boards to support learning in the primary and intermediate classrooms. The boards will be used to engage students in their learning.</i>			
	5200	649	4332 - Brandon Success Center	UniSIG		\$1,622.74
			<i>Notes: Purchase 2 65" motorized stands for Newline boards.</i>			
	5200	359	4332 - Brandon Success Center	UniSIG		\$648.22
			<i>Notes: Purchase 2 65" mount cart assembly for Newline boards.</i>			
	5200	644	4332 - Brandon Success Center	UniSIG		\$1,950.36
			<i>Notes: Purchase 4 student laptops at \$415.88 to support small group instructions during the day as well as after school tutorial.</i>			
	5200	520	4332 - Brandon Success Center	UniSIG		\$2,500.00

			<i>Notes: Purchase classroom libraries for 10 classrooms at \$250 per class. The books will support small group instruction as well as focused on specific standards to increase reading comprehension.</i>		
	5200	520	4332 - Brandon Success Center	UniSIG	\$6,000.00
			<i>Notes: The school will purchase supplemental materials to support reading and mathematics. They will purchase Storyworks for each grade level. Storyworks empowers every student to become a confident, successful reader. Purchase 6 (per grade level) Let's Talk Math at \$514.98 each. Let's Talk Math will build a deeper mathematical understanding and strengthen students' language and critical thinking skills with challenging task.</i>		
	5200	520	4332 - Brandon Success Center	UniSIG	\$7,912.50
			<i>Notes: Purchase subscriptions to support students learning in small and whole group instructions. The teachers will be able to adjust and modify the curriculum to meet the needs of the students. This will allow students with a deficit in reading, mathematics, and science to gain understanding in the skills in order to reach their ability to be at or above grade level. They will purchase iReady, BrainPop, IXL, and Penda for all students.</i>		
	6300	120	4332 - Brandon Success Center	UniSIG	\$24,241.12
			<i>Notes: The school will conduct planning sessions with 15 teachers and focus on standards and task alignment to meet the needs of their students. The planning will take place 4 hours after school for 12 weeks at a rate of \$38.</i>		
	6300	210	4332 - Brandon Success Center	UniSIG	\$3,289.52
			<i>Notes: Retirement</i>		
	6300	220	4332 - Brandon Success Center	UniSIG	\$1,502.95
			<i>Notes: FICA</i>		
	6300	220	4332 - Brandon Success Center	UniSIG	\$351.50
			<i>Notes: Medicare</i>		
	6300	240	4332 - Brandon Success Center	UniSIG	\$94.54
			<i>Notes: Workers Compensation</i>		
	5100	120	4332 - Brandon Success Center	UniSIG	\$9,867.61
			<i>Notes: The school will conduct after school tutoring for 120 students. The tutorial program will focus on reading, math, and science. The students will rotate between subject and receive small group instruction in standards that have not been met based on walkthrough data and district assessments. Twelve (12) teachers will work 4 hours after school or Saturday for 6 weeks at a rate of \$38.00</i>		
	5100	210	4332 - Brandon Success Center	UniSIG	\$1,339.03
			<i>Notes: Retirement</i>		
	5100	220	4332 - Brandon Success Center	UniSIG	\$611.79
			<i>Notes: FICA</i>		
	5100	220	4332 - Brandon Success Center	UniSIG	\$143.08

			<i>Notes: Medicare</i>			
	5100	240	4332 - Brandon Success Center	UniSIG		\$38.48
			<i>Notes: Workers compensation</i>			
	5100	510	4332 - Brandon Success Center	UniSIG		\$335.12
			<i>Notes: Math Manipulatives for small group instruction to increase students' understanding of standards.</i>			
2	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$0.00
					Total:	\$68,884.74

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No