

Manatee County Public Schools

Braden River High School



2023-24

Schoolwide Improvement Plan (SIP)

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Braden River High School

6545 SR 70 E, Bradenton, FL 34203

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

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.

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 collaborating with our parents and community partners to create an environment in which our students will thrive.

Braden River had a mostly successful 2022 - 2023 school year. While student success will continue to be the primary focus of the school, the recruitment and retention of teachers and staff members continues to be a concern and must be a priority not only at the school level but also at the District, State and National level. An emphasis will be placed on aiding our teachers and providing the necessary supports to make sure they are not only being successful in their instruction but "happy" as an educator at Braden River High School.

The 2023 - 2024 school year will have our BRHS Math & ELA teachers continue to understand and teacher under the new "BEST" Standards (Benchmark for Excellent Student Thinking) as they become more familiar with the new textbook/curriculum adoptions in both Math and English/Language Arts and the second year of 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 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 qualify as an "A" school for the 2023-2024 school year.

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

Name	Position Title	Job Duties and Responsibilities
Whelden, Matthew	Assistant Principal	Responsibilities include: Master Schedule, Facilities, Advanced Studies, ESE/504/MTSS, etc. Admin over: Science Engineering & Leadership Academy
Boyd, Hannah	Dean	Responsibilities include: Discipline IST CHAIR - ESE/MTSS/504 Coordinator LIFE Referrals Seniors/DOP/Smart Horizons
Swann, Kevin	School Counselor	Department Head - School Counselor Member of the Instructional Leadership Team (ILT)
Cooper, Cindy	Teacher, K-12	Department Head - Science Member of the Instructional Leadership Team (ILT)
Dubois, Jaclyn	Teacher, K-12	Department Head - English Language Arts ELA Member of the Instructional Leadership Team (ILT)
Hartline, Debra	Teacher, K-12	Department Head - Reading / ELA Member of the Instructional Leadership Team (ILT)
Hilt, Jeff	Teacher, K-12	Department Head - Math Member of the Instructional Leadership Team (ILT)
Martin, Charla	Teacher, ESE	Department Head - ESE Special Education Member of the Instructional Leadership Team (ILT)
Nelson, Erik	Teacher, K-12	Department Head - Social Studies Member of the Instructional Leadership Team (ILT)

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.

Throughout the year, the School District of Manatee County shares District, State and National trends and concerns with all the schools in the county. This often includes new curriculum resources, new objectives, and new initiatives as well as areas of professional development for staff. Braden River High

School's administration continues to take this information as it follows District mandates and prepares for each school year.

Also, throughout the school year, the Instructional Leadership Team (ILT) reviews District initiatives along with school wide data and progress. This information is reviewed and discussed potentially creating new task and goals. At the end of each school year, school wide data is disseminated and shared. Admin & ILT members review this shared data. As the new school year starts, areas of focus and school wide goals are established, revised and implemented.

Admin and their academic departments (teachers) as well as ILT members provide input into these areas. Other school wide groups like our Team Energy and our Deans/School Counselors also provide input for areas of focus.

Since the SIP plan is a fluid document, goals and areas of focus at the end of the school year are improved and refined as needed.

The School Advisory Council (SAC) reviews school data as well as the initial development of the SIP. Our SAC membership includes parent, community, and student members. As the school year proceeds, SAC reviews school wide data as well as the goals and areas of focus for the school year. SAC input and recommendations by various SAC members are given and have always been taken into consideration.

Braden River High School also has Academy Advisory Councils for each of our four Academies. These councils made up of business and nonprofit community members meet semi-annually and support their Academy. Their input provides insight into our career and technical education and academic planning.

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 is regularly monitored as it is viewed as a "fluid" document and the goal is continuous improvement. As different data and information is available, BRHS responds accordingly making needed adjustments accordingly.

At the District level, Directors and Curriculum Specialist will monitor school-based data as well as instructional methods and resources. The district will communicate this information in a variety of ways to ensure BRHS is following the direction of improved student achievement.

The Instructional Leadership Team (ILT) meets monthly (yearlong) to review the school's goals and areas of focus along with any current trends or issues the school may be facing. Our ILT reviews any/all progress monitoring data as well as school wide data (attendance, discipline, etc.).

Our Academic Departments meet formally eight times a year and informally on a continuous basis to pursue and collaborate on issues presented at the ILT meetings as well as any District meetings directed towards a specific academic area of concern.

The IST/MTSS Team meets weekly. Behavior concerns as well as specific academic concerns are discussed at this time. The school's goals and focus are often addressed and monitored at these meetings.

While our School Advisory Committee (SAC) only meets four times a year, they are updated on school

data and pertinent information regularly. The SAC relationship continues to be strong, and the members can be very vocal addressing any concerns as well as asking/requesting for pertinent information as it relates to the school, its goals, and the SIP.

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 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	48%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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*	46	44	50	47	48	51	54		
ELA Learning Gains				42			48		
ELA Lowest 25th Percentile				34			45		
Math Achievement*	45	42	38	48	35	38	44		
Math Learning Gains				40			30		
Math Lowest 25th Percentile				36			29		
Science Achievement*	74	64	64	65	45	40	73		
Social Studies Achievement*	75	59	66	77	43	48	69		
Middle School Acceleration					37	44			
Graduation Rate	86	84	89	90	63	61	92		
College and Career Acceleration	67	61	65	71	66	67	73		
ELP Progress	59	41	45	52			35		

** 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)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	86

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	90

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	35	Yes	2	
ELL	42			
AMI				
ASN	83			
BLK	49			
HSP	57			
MUL	61			
PAC				
WHT	72			
FRL	57			

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	33	Yes	1	
ELL	40	Yes	1	
AMI				
ASN	66			
BLK	46			
HSP	46			
MUL	61			
PAC				
WHT	61			
FRL	51			

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	46			45			74	75		86	67	59
SWD	9			25			44	33		22	6	
ELL	23			33			41	29		44	7	59
AMI												
ASN	74			68			96	90		73	6	
BLK	24			23			52	62		46	6	
HSP	39			41			63	60		54	7	64
MUL	45			47			77	67		42	6	
PAC												
WHT	50			51			80	87		77	6	
FRL	36			37			64	62		59	7	58

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	47	42	34	48	40	36	65	77		90	71	52
SWD	16	33	26	23	24	21	24	54		78	33	
ELL	21	33	33	24	40		30	50		90	29	52
AMI												
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	47
MUL	48	50	55	54	36		68	93		80		
PAC												
WHT	53	46	39	56	43	38	77	82		92	79	
FRL	34	38	33	42	42	47	56	74		83	56	56

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	54	48	45	44	30	29	73	69		92	73	35
SWD	27	39	31	18	23	14	51	41		83	26	
ELL	24	47	50	19	27	28	39	32		86	66	35
AMI												
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	34
MUL	57	42		39	19		75	90		93	71	
PAC												
WHT	61	52	49	52	33	26	82	79		93	75	
FRL	44	43	38	35	27	25	64	58		87	60	39

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	42%	44%	-2%	50%	-8%
09	2023 - Spring	47%	46%	1%	48%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	58%	-18%	50%	-10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	56%	-5%	48%	3%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	64%	9%	63%	10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	58%	17%	63%	12%

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.

English Language Arts Proficiency at 47% is the data component with the lowest performance. ELA proficiency continues to be lower than the State average for the second year in a row after being above the state average during the 2019 school year.

Some factors that may have contributed to last year's low performance may have been the introduction of new standards and assessments. "BEST" Standards (Benchmark for Excellent Student Thinking) were new, and teachers had to become familiar with the new textbook/curriculum adoptions as well as

the new accountability and progress monitoring assessments - F.A.S.T. (Florida Assessment of Student Thinking).

A more concerning trend is hiring and retaining qualified ELA teachers. For the 2022 - 2023 school year, we hired five new ELA teachers to start the year. Mid-year we had 1 ELA / Intensive Reading teacher quit her job and leave the profession. And, at the end of the year we had more ELA teachers quit the profession or go to other higher paying school districts. To start the 2023 - 2024 school year, we have hired another five new ELA teachers that have varying levels of experience or have never taught before.

During the 2022 – 2023 school year we had four ELA teachers volunteer to teach 7 out of 7 in their English or Intensive Reading classes. Due to an inability to hire, ELA teachers taught additional sections. Teaching 7 out of 7 without any planning time is not ideal. The simple fact that those teachers do not have the opportunity to collaborate with their peers during the day is a concern. Also, the taxing nature of teaching from 7:30 to 2:30 without any time plan or "recharge" during the day (outside 30-minute lunch period) does impact a teacher's effectiveness.

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

The most concerning data component based on the 2022 - 2023 school year is actually lagging data with our Graduation Rate as well as our College & Career Acceleration Rate.

The 2021 - 2022 School year had Braden River High School's graduation rate at 86% which is lower than the State average of 87%. The State Graduation Rate went from 90% in 19-20 to 87% in 21-22. BRHS Graduation Rate went from 92% in 19-20 to 86% in 21-22.

While the State & District is trending down and BRHS is above the District's average by 6% it is still an alarming decline. The main function of any high school is to graduate students. There are a variety of ways to do this with various forms of remediation, concordant test scores, etc. BRHS will have to continue to be aggressive with getting our At-Risk students a high school diploma.

Graduation Rate has a multitude of factors that contribute to its decline. From economic factors to continued attendance and truancy concerns, there is not one single factor or a single solution. A lack of student engagement as well as a growing community of families and students at Braden River High School that no longer see the relevance of a high school diploma. A lack of teachers and support staff as well as a lack of more teacher allocations directed at early intervention are additional factors to consider.

The 2021 - 2022 School year had Braden River High School's acceleration rate at 66% which is higher than the State average of 63% but BRHS has seen a decline in the college & career acceleration rate dropping from 73% in 19-20 and 71% in 21-22.

Over the past two years we have added Cambridge AICE courses to the BRHS curriculum which should add more opportunities for acceleration for students. Our Career & Tech Education programs will need to continue to evolve to provide relevant certification opportunities for our students - especially those that want to transition directly from high school to the world of work and/or a Technical Collège. This past year we have lost certified and qualified CTE teachers, and it has become increasingly difficult to hire these (and all) teachers. As an example, one CTE teacher left mid-year leaving over 150 students without the opportunity to certify. 150 students is a very significant number when you look at acceleration points earned.

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.

Both English Language Arts and Math Proficiency at below the state average. This doesn't include how learning gains and our lowest 25% will be incorporated into school grades for the following school year in 2023 - 2024.

One factor that may have contributed to the gap is how our BRHS Math & ELA teachers continue to understand and teacher under the new "BEST" Standards (Benchmark for Excellent Student Thinking) as they become more familiar with the new textbook/curriculum adoptions in both Math and English/ Language Arts and the second year of accountability and progress monitoring assessments - F.A.S.T. (Florida Assessment of Student Thinking).

As stated in Reflection #1, a more concerning trend is hiring and retaining qualified ELA teachers. During the 2022 - 2023 school year, we hired five new ELA teachers to start the year. Mid-year we had 1 ELA / Intensive Reading teacher quit her job and leave the profession. And, at the end of the year we had more ELA teachers quit the profession or go to other higher paying school districts. To start the 2023 - 2024 school year, we have hired another five new ELA teachers that have varying levels of experience or have never taught before.

During the 2022 – 2023 school year we had four ELA teachers volunteer to teach 7 out of 7 in their English or Intensive Reading classes. Due to an inability to hire, ELA teachers taught additional sections. Teaching 7 out of 7 without any planning time is not ideal. The simple fact that those teachers do not have the opportunity to collaborate with their peers during the day is a concern. Also, the taxing nature of teaching from 7:30 to 2:30 without any time plan or "recharge" during the day (outside 30-minute lunch period) does impact a teacher's effectiveness.

Math has a very similar concern. In 2022 - 2023 BRHS hired two new uncertified Math teachers including a teacher hired "out of country" with very limited English speaking skills. as well as having multiple vacant math sections taught by out-of-field teachers. The inability to find certified and qualified Math teachers (or any teachers till vacancies), BRHS had seven (7) teachers teach 7 out of 7 in Math sections. Of these 7 sections, four (4) of those teachers were uncertified Math teachers. Again, as discussed in Reflection #1, the taxing nature of teaching from 7:30 to 2:30 without any time plan or "recharge" during the day (outside 30-minute lunch period) does impact a teacher's effectiveness.

BRHS and the School District will continue to provide support in ELA & Math including monitoring/ maximizing progress monitoring data to ensure standards are being taught and students are being prepared. Coaching & collaboration with school leaders, Department Head, peer subject area teachers and District specialist will continue to be required.

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

The data component that showed the most improvement was Biology - Science Achievement for the 22-23 school year. The Biology EOC saw an 8% increase in proficiency.

Mid-year we had a Biology teacher quit which forced the two remaining Biology teachers to work extra hard to collaborate and provide engaging lessons for our long-term substitute teacher. An 8% increase is pretty significant considering over 1/3 of our Biology students did not have a certified teacher for almost half of the year.

BRHS Biology - Science Achievement at 73% compared to the State's 61% & the District's 63% proficiency.

BRHS US History - Social Studies Achievement at 75% did go down from the past year but was a lot higher than the State's 62% and the District's 58% proficiency.

Our teachers spend extra time collaborating and sharing best practices. In Social Studies, we had 2 veteran teachers and 1 brand new teacher take on the bulk of US History. In Science, we had 2 veteran teachers and a long-term sub for half of the year.

BRHS will continue to provide support and allow for teachers to have structured and unstructured collaboration time. When appropriate, these teachers will be compensated for their time. We will continue these "actions" as well as take advantage of any District curriculum support. Ultimately, when good teachers are allowed to teach and given the support and time they need we see areas of success.

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

N/A

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

- 1) Graduation Rate
- 2) Course Failures & Remediation
- 3) Learning Gains in ELA & MATH with a continued focus on our SWD & ELL populations
- 4) Acceleration
- 5) Teacher Retention & Recruitment

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

If Tier I instruction is aligned to the rigor of the benchmarks, scaffolded to address individualized students' needs, and designed to increase accountability for learning among all students, then ELA and Math proficiency will increase by 10% or more as measured by 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

Measurable Outcome:

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

If Tier I instruction is aligned to the rigor of the benchmarks, scaffolded to address individualized students' needs, and designed to increase accountability for learning among all students, then ELA and Math proficiency will increase by 10% or more as measured by 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

Monitoring:

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

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, such as ILT, PLCs, and TCTs, to monitor progress toward school improvement.

Person responsible for monitoring outcome:

Rebecca Austerman (austermanr@manateeschools.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.)

Florida's Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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?

No

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.

Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional task that engage all students. Bi-Monthly Formal collaborative planning along with additional Informal sessions will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data.

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

By When: Ongoing as arranged by the Leadership Team & our Instructional Leadership Team.

Define Look Fors related to high-quality instruction that are present every day, in every classroom, and for the benefit of every student. Create and use systems for monitoring Look Fors to strengthen alignment of daily instructional tasks to grade level benchmarks, ensure fidelity use of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students.

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

By When: Ongoing with support from District personnel.

Identify the instructional practice(s) that will increase teacher capacity and create a plan for coaching to accelerate improvement. Create systems for monitoring the focus, frequency, and types of coaching and support for improved teaching and learning.

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

By When: Ongoing with support from District personnel.

Create a calendar of yearlong meeting structures (ILT, Dept, TCT, and IST) to analyze student performance data, define key attributes of learners to address their unique needs, and evaluate available resources best matched to students' needs.

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

By When: Calendar has been created prior to pre-school & monitored and adjusted as needed based on ILT & Dept Schedules.

Implement a response to intervention framework (MTSS) to support students' academic and behavioral success.

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

By When: MTSS scheduled every Monday pending availability of support staff.

#2. Instructional Practice specifically relating to Collaborative Planning

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.

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 school year with quarterly benchmark testing. The intended outcome will assist in adjusting instruction, providing additional resources (if necessary) and will also increase FAST and EOC test scores. Benchmark data with FAST PM (along with other assessments) 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.

BRHS should see at least a 2% increase in proficiency in all tested subject areas at the end of the school year. This would include a growth in "proficiency" with each progress monitoring opportunity.

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 to the School Leader that is monitoring that specific subject.

C. Auckerman : Social Studies

R. Austerman: ELA & Reading

L. Gonzales: Math

M. Whelden: Science.

BRHS should see at least a 2% increase in proficiency in all tested subject areas.

Person responsible for monitoring outcome:

Matthew Whelden (wheldenm@manateeschools.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.)

Use of District Benchmark Assessments, Curriculum Maps, etc.

Teachers will be afforded time to collaborate to analyze 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 Intervention:

Explain the rationale for selecting this specific strategy.

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.

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?

No

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)

By When: *Completion of each benchmark assessment.

#3. Instructional Practice specifically relating to ELA

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.

Majority of Level 2 and Level 1 FAST 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 will be that all students placed in an Intensive reading course will become proficient. The intent that is for students to become proficient or make "gains" in order to fulfill the FAST ELA graduation requirement and/or a concordant score with the SAT, ACT, etc.

A 2% increase in proficiency for 9th and 10th grade students at the end of the year based the the ELA FAST testing in the Spring of 2024.

Monitoring:

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

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 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 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.)

Use of the Lexia Reading program and the data collection and analysis of those results. Lexia and No Red Ink are the District supported Reading Programs purchased by the District that are research based systems to support increased reading proficiency and student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Use of the Lexia Reading program and the data collection and analysis of those results. Lexia and No Red Ink are the District supported Reading Programs purchased by the District that are research based systems to support increased reading proficiency and student 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?

No

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 18 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 Chats where students to ensure students are also monitoring their own progress.
5. 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)

By When: *Monthly - with reviews at the end of every progress monitoring benchmark testing session as well as completion of school based SAT & ACT testing.

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

Braden River High School will be utilizing ALEKS as a supported math programs in our in our Algebra 1A, Algebra 1 (Combo 1 & 1B), and Math for College Liberal Arts courses to give students additional support. ALEKS will be used with 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 become 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.

With this additional support, Braden River High School's 9th and 10th grade level of proficiency will increase by 2% after the Algebra 1 EOC administered in the Spring of 2024.

The number of 10th & 11th grade students that need to meet their Algebra 1 assessment graduation requirement will decrease by 35% by the end of the 2023 - 2024 school year.

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.

Since there are still a number of first year 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)

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.)

ALEKS is the District approved Math Remediation/Acceleration program. 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ALEKS is the District approved Math Remediation/Acceleration program. 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.

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?

No

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 placed in Algebra 1A & utilize ALEKS. The Math for College Liberal Arts classes will also utilize ALEKS math program for additional support.
2. All Algebra 1A and Math for College Liberal Arts 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.
4. Reports will be pulled from ALEKS (Average Progress Report, College Preparedness Progress, etc.) bi-monthly to assess teacher usage, student usage as well as student growth.
5. Math Admin & Dept. Head will closely monitor and provide both informal/formal observations.
6. Collaboration time has been set aside to allow teachers to review data, instruction, and assessments.

Person Responsible: Laura Gonzales (gonzalesl#@manateeschools.net)

By When: *Monthly - with reviews at the end of every progress monitoring benchmark testing session.

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

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 also be targeted to specific students in specific sub-groups 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 and high school credits earned for all students enrolled that utilize this service. This will also include a decrease in the number of Semester 1 & Semester 2 Failures as compared to previous years.

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 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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 and overall school performance.

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?

No

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" in "demand" as well as which teachers are "referring" students to Pirate Power Hour.

Person Responsible: Rebecca Austerman (austermanr@manateeschools.net)

By When: Quarterly Monitored at the end of each grading period.

#6. ESSA Subgroup specifically relating to Students with Disabilities

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.

Boot Camps (Reading and Math)

In addition to the support students receive in their Intensive Reading, Learning Strategies, Math for College Liberal Arts 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 FAST, EOC, and SAT/ACT.

Measurable Outcome:

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 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. There will be a 3% increase in the number of ESE students that become PROFICIENT in F.A.S.T. ELA and all Math EOC's.

Monitoring:

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

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. This may include Pull-Out programs when and where applicable.

Person responsible for monitoring outcome:

Carl Auckerman (auckermc@manateeschools.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.)

Pirate Boot Camps & After School Tutoring

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Pirate Boot Camps & After School Tutoring

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.

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?

No

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 2024.

Student participants will include ELL & ESE students as well as junior and senior students that have yet to meet their graduation requirements in assessments.

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

By When: Students will be identified in early January 2024 with a plan to start implementation early Semester 2 - no later than Jan. 17, 2024.

#7. ESSA Subgroup specifically relating to English Language Learners**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.

As Braden River High School's English Language Learning student population increases and is a low performing subgroup, a new approach is warranted. BRHS will change some process for the 2023 - 2024 school year especially since there is a new ESOL ELA Teacher to start the school year and the ESOL Paraprofessional position has been vacant for over one year. A new ESOL Para was hired for the 23-24 school year but quit after (according to her) "the demands of the job were too much for the amount of pay..." ESOL Paraprofessional position is currently vacant as of 8/20/2023.

Measurable Outcome:

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

BRHS has modified the ESOL Teacher's schedule to allow time to work with students directly in their individual classrooms & not just in the ESOL classroom. It will allow the ESOL teacher extra time to assess incoming ELA students to the school and complete required paperwork since there is NO Paraprofessional. This will also allow the ESOL teacher to support teachers and provide instructional support within the classroom.

BRHS has also created an additional support course for our ELA students beyond the ESOL courses. This course will help ELA students not only prepare for upcoming Assessments including FAST & SAT/ACE but will also help them remediate missing credits. The teacher will personalize instruction based on their varied needs.

There will be an increase in Reading Proficiency by 3% as compared to last year's ELA FAST assessment data. A secondary outcome will ensure our ELA student population is on-target for graduation.

Monitoring:

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

Mrs. Austerman will work directly with the new ESOL teacher to monitor our ELA students' progress. Mrs. Austerman will work directly with the teacher in our new Research based ESOL course. Formal Bi-Monthly meetings will be established with the new ESOL teachers as well as informal meetings as she is a brand new teacher the BRHS and the school district.

Person responsible for monitoring outcome:

Rebecca Austerman (austermanr@manateeschools.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.)

There will be specialized instruction that is specific to the ELA learner's needs in the new ESOL Research course which will include expanded learning opportunities for students in this specialized course.

With our ESOL teacher having an additional period in the day for "Pull-In" type activities, this will increase different inclusion type practices as well as opportunities for academic adjustment strategies, etc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There will be specialized instruction that is specific to the ELA learner's needs in the new ESOL Research course which will include expanded learning opportunities for students in this specialized course.

With our ESOL teacher having an additional period in the day for "Pull-In" type activities, this will increase different inclusion type practices as well as opportunities for academic adjustment strategies, etc.

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?

No

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.

*Development of supplemental ESOL Course offered by Teacher Carmen Specier.

*Training of NEW ESOL ELA Teacher (New To District).

*ESOL Para yet to be hired as of 10/5

*Continued scheduled changes with ELL students (ongoing) as students based on status & English proficiency are changed.

Develop schedule where ESOL Teacher (Burek) can provide more Pull-In activities.

Person Responsible: Rebecca Austerman (austermanr@manateeschools.net)

By When: Ongoing

#8. Graduation specifically relating to Graduation

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.

12th Grade "Pirate Promotion Program" for the 2023 - 2024 School Year.

Braden River High School will continue to facilitate a program similar to the LIFE credit retrieval/ acceleration program 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.

Graduation Rate should see an increase of over 3% as compared to the last calculated graduation rate.

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:

Laura Gonzales (gonzalesl#@manateeschools.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.)

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

Interventions include: Acceleration Opportunities, Mentoring, Motivation, and Academic Adjustment Strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Interventions include: Acceleration Opportunities, Mentoring, Motivation, and Academic Adjustment Strategies.

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?

No

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.

*Monthly meeting & 12th Grade monitoring.

*Alternatives developed pending the 12th Grade student.

LIFE, Credit Recovery, Mentoring, IST referral

*Jan 2024 - development of PPP program

Person Responsible: Sheila Halpin (halpins@manateeschools.net)

By When: Ongoing

#9. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

During the 2022 - 2023 school year a group of highly effective teachers established "Team Energy". Their mission, with support and guidance from administration, was to encourage a school wide culture of positivity, enthusiasm, communication, and collaboration. Team Energy will continue (also called the "Energy Crewe") will continue for the 2023 - 2024 school year.

Measurable Outcome:

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

Team Energy wants to provide collaboration and instructional coaching in a non-evaluative manner. At the start of the school year, Team Energy worked with the teaching staff on topics that included: Interactive Notebooks, Constructive Seating Charts, Exciting Syllabus, etc.

Team Energy will plan different events planned throughout the year including encouraging and incentivizing teachers to visit other teacher's classrooms, effective Brain Breaks, etc. Team Energy will actively focus and work with new teachers to Braden River High School as well as new teachers to the profession that are formally certified or those that have zero training and experience.

Monitoring:

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

Team Energy has developed a calendar for the 2023 - 2024 school year. The calendar identifies topics and themes to work with the faculty and staff throughout the year. Topics include instructional areas including note taking, review strategies, maintaining/increasing instructional momentum, etc. The calendar also identifies themes to support staff morale including Coffee Fridays, Egg Wars, Teacher Thank You Notes, etc.

Person responsible for monitoring outcome:

Rebecca Austerman (austermanr@manateeschools.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.)

The reality is there is a shortage of qualified and committed educators due to a number of factors. Among them are pay, working conditions, lack of support, lack of autonomy, and the changing curriculum. The shortage of teachers will inevitably cause a decline in educational standards and may have a lasting impact on our society and our Country. This should not only be a school priority. This should not only be a District priority. This should not only be a State priority. This is a National Crisis...

TEACHERS NEED OTHER TEACHERS. THIS IS NOT A JOB THAT CAN BE DONE ALONE.
COLLABORATION AND FRIENDSHIP ARE VITAL IN KEEPING TEACHERS SANE AND HAPPY.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

TEACHERS NEED OTHER TEACHERS. THIS IS NOT A JOB THAT CAN BE DONE ALONE.
COLLABORATION AND FRIENDSHIP ARE VITAL IN KEEPING TEACHERS SANE AND HAPPY.

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?

No

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.

Team Energy has developed a calendar for the 2023 - 2024 school year. The calendar identifies topics and themes to work with the faculty and staff throughout the year.

Team Energy / Energy Crewe will meet formally once a month to delegate responsibilities as well as identify any concerns that need to be addressed as the school year progresses.

Person Responsible: Rebecca Austerman (austermanr@manateeschools.net)

By When: Ongoing

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).

State funds are not provided to assist ATSI schools. However, local funds are provided to schools based on PPA in the School District of Manatee County (Mission Critical). These funds can be used and will be used to address areas of focus to support Federal Index Groups that are performing below 41% proficiency. Once schools are given an allocation school leadership team in collaboration with the Executive Directors of Elementary and Secondary review plans and ensure resources are used appropriately.

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: Instructional Practice: Benchmark-aligned Instruction				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0762 - Braden River High School	Other		\$5,000.00
			<i>Notes: Collaboration time for teachers in testable subject areas for student achievement.</i>			
3	III.B.	Area of Focus: Instructional Practice: ELA				\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math				\$0.00
5	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

			0762 - Braden River High School	Other		\$3,000.00
6	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$5,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0762 - Braden River High School			\$5,750.00
7	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$0.00
8	III.B.	Area of Focus: Graduation: Graduation				\$5,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0762 - Braden River High School			\$5,750.00
9	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
					Total:	\$19,500.00

Budget Approval

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

Yes