

# Brandon High School



2014-15 School Improvement Plan

## Brandon High School

1101 VICTORIA ST, Brandon, FL 33510

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

60%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

57%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	A

### School Board Approval

This plan is pending approval by the Hillsborough County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>29</b>
Professional Development Opportunities	30
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>34</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

We at Brandon High School unite to educate students capable of reaching their full potential as successful, productive citizens in an innovative global community.

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

Making a difference one student at a time.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Brandon High School's primary focus during preplanning was on teachers building relationships with their students. The primary goal is to build trusting relationship, developing understanding in relation to the culture of the diverse student body, and maintaining positive interactions with all staff and students. During preplanning activities were completed by the faculty and administration that demonstrated understanding of barriers, cultures, discrimination towards race, religion, and other factors that our students face each day. This brought awareness to our staff and provided strategies that will build relationships and increase awareness of our students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Brandon High School has implemented student and faculty ID cards that are mandatory for all students and faculty/staff members to wear. This will aid in recognizing students and help identify visitors to our campus. Additionally, there is a premise securing schedule that is followed daily to ensure that all exterior doors are locked to limit accessibility to our buildings. Finally, the security gates installed help with the flow of traffic into the office and control the contact that visitors to our campus have with students.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The schoolwide discipline plan was presented to the faculty during preplanning. This plan ensures that teachers have adequate intervention strategies to help manage student behavior without escalation to the office which could lead to lost instructional time. Teachers will have an objective written on their board and will utilize instructional time to maximize learning time so students remain engaged in the lessons. All teachers were asked to cover their classroom expectations and include them on their course syllabus at the beginning of the year. Classroom management strategies will be shared during collegial buzz for new teachers, during PLC's, and modeled by teachers for those who are struggling or need assistance with classroom management.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



The school has two school psychologist who see and counsel students on an as needed basis as well as a set schedule of students who are in need of counseling services mandated through IEP's. The school counselors in conjunction with the school psychologist and school social worker hold small groups that focus on anger management skills, interpersonal skills, coping skills, and other specific needs groups. Our student success specialist and out PSLT have implemented a mentoring program for our "at risk" students. Each student is given an action plan to help them get back on track and is assigned a mentor that meets with them twice a month.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

At risk meetings were held with all 10th, 11th, and 12th grade students over the summer and through the first two weeks of school that were identified as missing credits, lacking GPA, had not met benchmarks, or had attendance issues. Several of the parents for these students were present at the meetings and were made aware of the educational plan that was available for their student such as credit recovery, night school, or taking course via Florida Virtual School in order to make up credits and raise their GPA. A team effort by Administration, Guidance, and the Student Success Specialist is now tracking the progress of these students in order to keep a more accurate record of the progress that is being made by the student and that they are on track for graduation. At-risk early warning indicators include:

1. Overage students (for grade level)
2. Attendance (students who have missed 10 or more days per school year).
3. Credits (students who have not attained proper number of credits per grade level).
4. Grade Point Average (students under 2.0).
5. Students scoring Level 1 on FCAT or Algebra 1 EOC.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	65	94	110	103	372
One or more suspensions	71	70	89	65	295
Course failure in ELA or Math	19	186	124	105	434
Level 1 on statewide assessment	159	142	121	60	482

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	83	145	118	90	436

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

1. At-Risk meetings
2. Credit Recovery

3. Florida Virtual School supplement
4. In-school Tutoring
5. Pairing students with teacher mentors
6. Parent meetings
7. One on one progress monitoring with students.
8. Phoenix Society for Seniors who have not passed FCAT.
9. Individual Action/Success Plan created for each at-risk student.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### *PIP Link*

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### *Description*

Brandon High School works to build positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress by maintaining an active PTSA, facilitating parent-teacher conferences, utilizing the ParentLink phone system to inform families of important upcoming events. Additionally, Brandon High School offers opportunities for parents to volunteer on campus. Edsby (district gradebook) is updated by teachers regularly to give parents the ability to check their child's progress at anytime. Brandon High School continues to build and refine the relationships with our feeder Middle Schools in an effort to make 8th grade transition to high school smoother.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Brandon High School utilizes partnerships with the community by club members volunteering with different organizations within the community. These relationships establish different partnerships with community members and aid in resources for our school and students.

Brandon High School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by creating and maintaining incentive programs which recognize perfect attendance, improved attendance, academic achievement and citizenship.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Perez, Glennis	Assistant Principal
Green, Carl	Principal
Dent, Autumn	Instructional Coach
Williams, Tavon	Instructional Coach
Finch, Christian	Assistant Principal
Streeter, Karina	Instructional Coach
Widerberg, Laura	Instructional Coach
Woods, Rashad	Assistant Principal

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Leadership Team (LT) is comprised of site-based administration, instructional coaches and department heads. The role of administration is to distribute federal, state and district information as it pertains to policy and practice. This distribution takes place through the facilitation of meetings and teacher-led trainings. Weekly meetings are held with both coaches and department heads to distribute information, work through issues and/or concerns that arise.

Instructional coaches are responsible for collaboration of departments and coordinating trainings for the faculty and staff. Their group collaboration ensures that maximum effectiveness is achieved by offering trainings that touch upon current and future needs of our students. Instructional coaches are also responsible for the instructional development of their assigned departments.

Department Heads are responsible for the facilitation of communication between administration and faculty. Although there is open flow of communication between administration and faculty for major concerns, department heads voice concerns of the areas that might not warrant immediate attention. DH are also responsible for assisting the Assistant Principal of Curriculum with teaching assignments for their departments.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The needs of the student population are communicated to the Leadership Team (LT) by the teachers. Allocation of resources is determined by curricular needs. Personnel are selected based on an interview process designed to isolate and select the best fit for the culture that has been established by the LT. Instructional staff are distributed among departments based on projected needs of the students as well as areas of certification and previous performance of students (i.e. tests, exams, etc.). The allocation of federal funding is managed by the LT. The areas of greatest need are determined by data collected from testing and previous year areas of concern. Distribution is based on hierarchy system by highest area of need.

State funding is allocated by our Student Advisory Council (SAC) and overseen by Student Advisory Council Chair. The SAC Chair is responsible for conducting meetings and maintaining records of meeting attendance. We divide SAC funds into three areas of distribution. The first area of distribution is student incentives. Student incentives are distributed among students based upon achieving certain attendance and academic accomplishments. There are also student funds made available for students that make progress in with their academics and attendance.

The second area of distribution is our Autism Spectrum Disorder Unit (ASD). Our ASD students make

buttons and bracelets as a fundraiser but need funds to acquire materials for manufacturing of the items. Our Exceptional Student Education Specialist applies for a grant each fall to cover the cost of manufacturing.

The third area of distribution is classroom grants which are applied for by our teachers. Teachers apply for grants for their classrooms. The grants must fit certain criteria in order to be awarded. The most critical of the criteria is the population that the grant will produce the greatest impact. The purpose of the classroom grants to assist with additional materials but also to enhance the educational experience of our learners. There is a grant maximum amount and quantity distributed established each year based on the amount of the overall SAC allocation.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carl Green	Principal
Myrna Torres-Flecha	Education Support Employee
Terry O'Grady	Teacher
Jamie Turner	Teacher
Ron Schwind	Teacher
Bryan Ayres	Teacher
Brian Krautter	Teacher
Bobby Larkin	Student
Kevin McDonald	Teacher
Jean Gordon	Teacher
Amy Watson	Teacher
Alysa Cruz	Teacher
	Student
Christian Montesinos	Student
	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC team met during our pre-planning activities to review the previous year's SIP. We analyzed our school-wide data, goals and strategies used to determine effectiveness.

*Development of this school improvement plan*

As the result of reviewing the previous years SIP and overall effectiveness appropriate adjustments were made and new goals were set. We reviewed our school-wide data and established goals and strategies based on our data and review of last year's SIP.

*Preparation of the school's annual budget and plan*

When preparing the new year's annual budget and plan, we first review and analyze the previous year. We discuss the needs of the school and where funds are allocated and make adjustments where needed. The focus is on applying funds to areas where the greatest impact will be on student achievement and success.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Several teachers received mini-grants. Teachers applying for the grants were required to provide evidence that explained how the funds would be used in a way to support a school improvement goal. Teachers who received a mini-grant provided an after action report stating how the funds were utilized and the impact that they had in the classroom.

A resource text for US History was purchased to further support both the teachers and students to increase student achievement.

The ASD program purchased technology resources to further enhance their learning environment.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Green, Carl	Principal
Perez, Glennis	Assistant Principal
Dent, Autumn	Instructional Coach
Streeter, Karina	Instructional Coach
Widerberg, Laura	Instructional Coach
Williams, Tavon	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The literacy leadership team promotes literacy by promoting writing in response to close reading of rigorous texts. We are also working on integrating rigorous texts into all classrooms. Our reading coach is working closely with our ROTC and PE department to incorporate reading strategies in those areas. Our ROTC teachers are working on SAT prep and FCAT explorer with their cadets at least once a month.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All teachers are members of grade level and content specific Professional Learning Communities. These PLC's support the school plan with follow-up in analysis of data and implementation of Professional

Development goals.

The faculty is also involved in a rotating Professional Development cycle which allows for reflection and growth in teaching. At the end of each cycle, a meeting is held to celebrate the success teachers have found working on certain criteria each quarter. This positivity allows the faculty to promote individual as well as collaborative success.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

At BHS we strive in recruiting, developing and retaining highly qualified staff. We do this by attending teacher interview day and well as student teacher internship meetings offered by the district in order to recruit highly qualified teachers. In order to develop and retain these teachers we have implemented our collegial buzz which meets with our new teachers once a month to offer support and best teaching practices. Each new teacher is also paired up with a veteran teacher as well as an administrative mentor which offer them support through-out the school year.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

BHS follows the district initiative in Teacher Evaluation. Teachers are placed under the guidance of a Peer Mentor, screened and selected by the district, to provide support and feedback during the first three years in the district. This mentor works closely with the mentee teachers and administration to provide support in areas of planning, classroom environment, student engagement, and professionalism.

On a smaller scale, BHS has also implemented its own teacher mentor program, Collegial Buzz, which supports any teacher who is either new to teaching or new to the county. Teachers are paired within their main content area with a veteran, highly effective teacher who can further support the mentee teacher on a more familiar basis.

The mentor and mentee teachers meet monthly, along with administration, as a whole group in order to discuss implemented strategies and successes in their classrooms. The meetings are broken in to two parts: the beginning focuses on teachers' sharing the successful strategies used since the previous meeting and the end allows the mentee teachers to receive support in a new area of focus through effective strategies and role playing.

Topics are developed in response to mentee teacher feedback, based on what areas they feel they need the most support in.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school district provides teachers with a calendar and pacing guide for each subject that is directly linked to the Florida Standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The leadership team as well as the PSLT analyze school-wide data, exam data, formative data and classroom data to inform instruction.

\*Through school-wide Professional Development, teachers have been trained on strategies to differentiate instruction in the classrooms - for high, medium, and low level learners, including ELL and ESE students.

\*Students who are having difficulty attaining proficiency levels on state assessments are pulled for small group instruction. Phoenix Society consists of teachers who provide small group tutoring on specific reading benchmarks to groups of students who have not yet passed FCAT 2.0.

\*Students who have not passed the Algebra EOC have also been targeted and supported by the math coach through co-teaching and small group instruction.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 10,800

Extended Learning Program - Students report to content area teachers for small group tutoring after school each day.

***Strategy Rationale***

Targeted students are tutored on specific standards that they missed on statewide assessments.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Perez, Glennis, glennis.perez@sdhc.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

ELP sign in sheet will identify students actively participating in ELP. Formative assessments for the students who attend ELP are tracked and analyzed for success in the program.

**Strategy:** Extended School Day

**Minutes added to school year:** 0

Students can participate in drop-in lunch time tutoring for assistance from the Academic Coaches that supports college and career readiness.

**Strategy Rationale**

Lunch tutoring provides support to students without impacting their content area instruction or extra-curricular activities.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Dent, Autumn, autumn.dent@sdhc.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Active participants will work on sequential college readiness programs, with data tracking to measure improvement.

**Strategy:** Extended School Day

**Minutes added to school year:**

Phoenix Society specifically targets at risk students to provide additional small group instruction in the weeks leading to a State Assessment.

**Strategy Rationale**

Students are provided instruction in a 1:4 ratio setting, allowing teachers time to assist students in implementing reading and comprehension strategies during assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Streeter, Karina, karina.streeter@sdhc.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

FCAT data will be used to determine effectiveness of the program.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**



1. Freshman Transition Program
2. GAP Camp
3. Visits to middle feeder schools to gather information about incoming students and needs analysis.
4. In class visits with students covering the student summary to determine credits, gpa, and benchmarks
5. GPA and credit reports run by semester

### **College and Career Readiness**

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Brandon utilizes the College and Career specialist to bring information to the students in regards to different colleges, career paths, SAT and ACT schedules, providing testing waivers, and hosting a district college night with over 100 colleges present along with college representatives to answer questions and provide enrollment information. Our Finance Academy also works with the community and local businesses to help provide internships for our students.

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Though our Academy of Finance and Academy of Information Technology we offer several industry certifications such as microsoft specialist, photoshop, and dreamweaver, Comt1001, Certified internet Web, certified Adobe specialist. In our Early Childhood Education program students have the ability to earn their ECE certification at the end of the four year program. Our Autotech courses also offer industry certifications with program completion.

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

BHS has integrated career and technical education into all of our business courses, our Autotech courses and our Early childhood education courses where all students can earn industry certification.

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

- Offering SAT/ACT prep on Saturdays
- JROTC is using SAT prep and FCAT explorer with their students once a month
- BHS offers a math for college success course that prepares students for taking the SAT and for college level math courses.
- BHS also offers math for college readiness and English 4 college prep to improve readiness in postsecondary level courses.
- Hosted college night for all students where over 100 college reps were on campus for informational sessions.
-

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** SIP goal: Our cross content goal is to support a 5% increase in student proficiency across all core content areas by working with teachers in the areas of Designing Coherent Instruction, Higher Order Questioning and Engaging students in learning.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** SIP goal: Our cross content goal is to support a 5% increase in student proficiency across all core content areas by working with teachers in the areas of Designing Coherent Instruction, Higher Order Questioning and Engaging students in learning. 1a

G050832

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Reading	73.0
4-Year Grad Rate (Standard Diploma)	73.0
College Readiness Mathematics	64.0
FSA - English Language Arts - Proficiency Rate	44.0
FSA - Mathematics - Proficiency Rate	40.0
Bio I EOC Pass	63.0

**Resources Available to Support the Goal** 2

- District and school created resources that support teacher development in 1E, 3B and 3D.
- State released sample tests and question specifications to support FSA aligned assessment.
- ADI Science Curriculum

**Targeted Barriers to Achieving the Goal** 3

- Teachers are unaware of how to increase their effectiveness in designing coherent instruction (1E) that is aligned to state standards.
- Teachers are unaware of how to effectively create student led questioning in classrooms to mirror FSA style questioning (3C).
- There are limited resources, data, and information about the FSA and the assessment's effect on classroom instruction (3D).
- Teachers need to adjust their teaching methods to allow for new curriculum, collaboration and common assessments.

**Plan to Monitor Progress Toward G1.** 8

Quarterly District Formative Assessment Data and walk through data

**Person Responsible**

Carl Green

**Schedule**

Monthly, from 9/1/2014 to 3/6/2015

**Evidence of Completion**

Formative Data as well as walk through data will be used to demonstrate progress made toward goals.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** SIP goal: Our cross content goal is to support a 5% increase in student proficiency across all core content areas by working with teachers in the areas of Designing Coherent Instruction, Higher Order Questioning and Engaging students in learning. **1**

 G050832

**G1.B1** Teachers are unaware of how to increase their effectiveness in designing coherent instruction (1E) that is aligned to state standards. **2**

 B127465

**G1.B1.S1** Academic Coaches will provide on-going professional development that focus on supporting teacher comprehension of how to include lessons that support purposeful objectives aligned to FSS. **4**

 S139582

### Strategy Rationale

If teachers are provided with engaging and meaningful professional development, along with a embedded safety net of school personnel to assist with effective implementation of targeted EET areas, then teachers will be able to create and administer lessons that engage students in increased levels of critical thinking.

### Action Step 1 **5**

Academic coaches will create a quarterly focus that addresses one of the previously mentioned domains through the following structure: PD through rolling Faculty meeting (explanation, examples and resources), Lunch-and-Learns to support discussion and any concerns, scheduled individual meetings with teachers to support implementation. After, teachers showing mastery will be selected by their Area Leadership Team to become a demonstration classroom for their specific department or the whole school.

#### Person Responsible

Autumn Dent

#### Schedule

Quarterly, from 9/1/2014 to 3/6/2015

#### Evidence of Completion

Feedback from active participants will drive the focus of the discussion support. Individual teacher support will be developed through coaching cycles and observations.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Teachers will submit lesson plan templates and attend all scheduled meetings (faculty, department and PLCs)

**Person Responsible**

Autumn Dent

**Schedule**

Quarterly, from 9/1/2014 to 3/6/2015

***Evidence of Completion***

Lesson plans, demonstration classrooms and discussion at ALT meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Teachers EET scores as well as submitted lesson plans will be tools used to monitor the effectiveness of PD and embedded support.

**Person Responsible**

Glennis Perez

**Schedule**


***Evidence of Completion***

School wide EET scores, targeting the 3 areas of focus.

**G1.B2** Teachers are unaware of how to effectively create student led questioning in classrooms to mirror FSA style questioning (3C). 2

 B134576

**G1.B2.S1** Academic Coaches will provide PD on effective questioning, FSA style questioning, and cross-curricular writing support. 4

 S146408

### Strategy Rationale

Teachers and students alike will be exposed to the questions stems and the new assessment tools.

### Action Step 1 5

To expose teachers to the student requirement on FSA Reading & support them through professional development (wholistically, departmentally and individually) on how they can embed FSA-like questions (or higher order questions) and/or structures into their lessons and classroom setting on an on-going basis.

#### Person Responsible

Autumn Dent

#### Schedule

Monthly, from 9/1/2014 to 4/30/2015

#### Evidence of Completion

Teacher created questions to be shared among PLC's and in PD groupings.

### Action Step 2 5

The reading and writing coach will collaboratively create a quarterly Mock FSA, that encompasses both reading and writing, that will be administered through 9-11th grade English classes.

#### Person Responsible

Karina Streeter

#### Schedule

Quarterly, from 10/1/2014 to 4/30/2015

#### Evidence of Completion

Data from common assessments, walkthrough forms from Academic Leadership team.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Walk throughs by administration, instructional coaches and dept heads.

**Person Responsible**

Glennis Perez

**Schedule**

Monthly, from 9/1/2014 to 4/1/2015

**Evidence of Completion**

Walk through forms

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Classroom Walkthroughs

**Person Responsible**

Glennis Perez

**Schedule**

Monthly, from 9/1/2014 to 4/30/2015

**Evidence of Completion**

Walkthrough forms can identify trends in questioning that we can address.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Classroom Walkthroughs

**Person Responsible**

Glennis Perez

**Schedule**

Monthly, from 9/1/2014 to 4/30/2015


**Evidence of Completion**

Walkthrough forms can identify trends in questioning that we can address.

**G1.B3** There are limited resources, data, and information about the FSA and the assessment's effect on classroom instruction (3D). **2**

 B134577

**G1.B3.S1** Academic Coaches will provide on-going professional development that focus on supporting teacher comprehension of how the FSS are addressed using the FSA and EOC exams. **4**

 S148458

### **Strategy Rationale**

Exposing the teachers to the language and standards of both the FSS and the corresponding assessment piece will allow teachers to begin assessing the manner in which our students will be assessed at the end of the year. This will lead to higher scores as the students' knowledge of content and skills will be assessed as opposed to their knowledge of educational pedagogy.

### **Action Step 1** **5**

Through ongoing PD, specific Writing Strands will be introduced each quarter as a cross-curricular focus for all content areas.

#### **Person Responsible**

Autumn Dent

#### **Schedule**

Monthly, from 9/1/2014 to 3/6/2015

#### **Evidence of Completion**

Student production of writing will be scored in classes as well as scored by the Writing Coach, looking for specific areas of improvement.

### **Action Step 2** **5**

Math Coach will monitor all computer based math classes for completion of computer skills when solving mathematical equations.

#### **Person Responsible**

Tavon Williams

#### **Schedule**

Weekly, from 9/1/2014 to 4/30/2015

#### **Evidence of Completion**

Student scores will increase as they become more comfortable with the format for answering their problems.



### Action Step 3 5

The reading and writing coach will collaboratively create a quarterly Mock FSA, that encompasses both reading and writing, that will be administered through 9-11th grade English classes.

#### **Person Responsible**

Karina Streeter

#### **Schedule**

Quarterly, from 10/1/2014 to 4/30/2015

#### **Evidence of Completion**

Mock FSA data

### Action Step 4 5

Department Heads will facilitate small group and whole group PLC's in order to support collaboration in the analysis of data and collaboration for creating mock FSA aligned assessments in common classes.

#### **Person Responsible**

Glennis Perez

#### **Schedule**

Monthly, from 9/1/2014 to 4/30/2015

#### **Evidence of Completion**

PLC Notes, Student score data on common assessments.

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

All FSS and FSA mock assessment data will be reported and compiled.

#### **Person Responsible**

Glennis Perez

#### **Schedule**

Monthly, from 9/1/2014 to 4/30/2015

#### **Evidence of Completion**

Data trends look for an increase in student scores.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Student scores will rise, despite the new assessments.

**Person Responsible**

Carl Green


**Schedule**

Monthly, from 3/2/2015 to 6/5/2015

**Evidence of Completion**

Student scores on FSA ELA/Literacy and Mathematics, as well as EOC exams.

**G1.B4** Teachers need to adjust their teaching methods to allow for new curriculum, collaboration and common assessments. 2

 B140104

**G1.B4.S1** Argument Driven Inquiry Curriculum 4

 S152463

**Strategy Rationale**

Teachers will work with students on inquiry skills that will allow them to collaborate with each other to solve real world science problems.

**Action Step 1** 5

Teachers will work in their PLC to impliment new curriculum while at the same time work on individual teaching

**Person Responsible**

Laura Widerberg

**Schedule**

Biweekly, from 9/16/2014 to 5/29/2015

**Evidence of Completion**

PLC logs and walk through sheets

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

PLCs will meet biweekly to plan and administration and instructional coaches will do walk throughs.

**Person Responsible**

Laura Widerberg

**Schedule**

Biweekly, from 9/16/2014 to 5/30/2015

**Evidence of Completion**

PLC logs, common assesment data sheets, walk through forms

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Common Assesments will be analyzed and discussed as well as make any changes necessary based on the data.

**Person Responsible**

Glennis Perez

**Schedule**

Every 6 Weeks, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Plc logs, data assesment sheets

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Academic coaches will create a quarterly focus that addresses one of the previously mentioned domains through the following structure: PD through rolling Faculty meeting (explanation, examples and resources), Lunch-and-Learns to support discussion and any concerns, scheduled individual meetings with teachers to support implementation. After, teachers showing mastery will be selected by their Area Leadership Team to become a demonstration classroom for their specific department or the whole school.	Dent, Autumn	9/1/2014	Feedback from active participants will drive the focus of the discussion support. Individual teacher support will be developed through coaching cycles and observations.	3/6/2015 quarterly

**Hillsborough - 0291 - Brandon High School - 2014-15 SIP**  
*Brandon High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	To expose teachers to the student requirement on FSA Reading & support them through professional development (wholistically, departmentally and individually) on how they can embed FSA-like questions (or higher order questions) and/or structures into their lessons and classroom setting on an on-going basis.	Dent, Autumn	9/1/2014	Teacher created questions to be shared among PLC's and in PD groupings.	4/30/2015 monthly
G1.B3.S1.A1	Through ongoing PD, specific Writing Strands will be introduced each quarter as a cross-curricular focus for all content areas.	Dent, Autumn	9/1/2014	Student production of writing will be scored in classes as well as scored by the Writing Coach, looking for specific areas of improvement.	3/6/2015 monthly
G1.B4.S1.A1	Teachers will work in their PLC to impliment new curriculum while at the same time work on individual teaching	Widerberg, Laura	9/16/2014	PLC logs and walk through sheets	5/29/2015 biweekly
G1.B3.S1.A2	Math Coach will monitor all computer based math classes for completion of computer skills when solving mathematical equations.	Williams, Tavon	9/1/2014	Student scores will increase as they become more comfortable with the format for answering their problems.	4/30/2015 weekly
G1.B2.S1.A2	The reading and writing coach will collaboratively create a quarterly Mock FSA, that encompasses both reading and writing, that will be administered through 9-11th grade English classes.	Streeter, Karina	10/1/2014	Data from common assessments, walkthrough forms from Academic Leadership team.	4/30/2015 quarterly
G1.B3.S1.A3	The reading and writing coach will collaboratively create a quarterly Mock FSA, that encompasses both reading and writing, that will be administered through 9-11th grade English classes.	Streeter, Karina	10/1/2014	Mock FSA data	4/30/2015 quarterly
G1.B3.S1.A4	Department Heads will facilitate small group and whole group PLC's in order to support collaboration in the analysis of data and collaboration for creating mock FSA aligned assessments in common classes.	Perez, Glennis	9/1/2014	PLC Notes, Student score data on common assessments.	4/30/2015 monthly
G1.MA1	Quarterly District Formative Assessment Data and walk through data	Green, Carl	9/1/2014	Formative Data as well as walk through data will be used to demonstrate progress made toward goals.	3/6/2015 monthly
G1.B1.S1.MA1	Teachers EET scores as well as submitted lesson plans will be tools used to monitor the effectiveness of PD and embedded support.	Perez, Glennis	6/1/2015	School wide EET scores, targeting the 3 areas of focus.	one-time
G1.B1.S1.MA1	Teachers will submit lesson plan templates and attend all scheduled meetings (faculty, department and PLCs)	Dent, Autumn	9/1/2014	Lesson plans, demonstration classrooms and discussion at ALT meetings.	3/6/2015 quarterly
G1.B2.S1.MA1	Classroom Walkthroughs	Perez, Glennis	9/1/2014	Walkthrough forms can identify trends in questioning that we can address.	4/30/2015 monthly
G1.B2.S1.MA1	Classroom Walkthroughs	Perez, Glennis	9/1/2014	Walkthrough forms can identify trends in questioning that we can address.	4/30/2015 monthly
G1.B2.S1.MA1	Walk throughs by administration, instructional coaches and dept heads.	Perez, Glennis	9/1/2014	Walk through forms	4/1/2015 monthly
G1.B3.S1.MA1	Student scores will rise, depstie the new assessments.	Green, Carl	3/2/2015	Student scores on FSA ELA/Literacy and Mathematics, as well as EOC exams.	6/5/2015 monthly
G1.B3.S1.MA1	All FSS and FSA mock assessment data will be reported and compiled.	Perez, Glennis	9/1/2014	Data trends look for an increase in student scores.	4/30/2015 monthly
G1.B4.S1.MA1	Common Assesments will be analyzed and discussed as well as make any changes necessary based on the data.	Perez, Glennis	9/8/2014	Plc logs, data assesment sheets	5/29/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	PLCs will meet biweekly to plan and administration and instructional coaches will do walk throughs.	Widerberg, Laura	9/16/2014	PLC logs, common assesment data sheets, walk through forms	5/30/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** SIP goal: Our cross content goal is to support a 5% increase in student proficiency across all core content areas by working with teachers in the areas of Designing Coherent Instruction, Higher Order Questioning and Engaging students in learning.

**G1.B1** Teachers are unaware of how to increase their effectiveness in designing coherent instruction (1E) that is aligned to state standards.

**G1.B1.S1** Academic Coaches will provide on-going professional development that focus on supporting teacher comprehension of how to include lessons that support purposeful objectives aligned to FSS.

### **PD Opportunity 1**

Academic coaches will create a quarterly focus that addresses one of the previously mentioned domains through the following structure: PD through rolling Faculty meeting (explanation, examples and resources), Lunch-and-Learns to support discussion and any concerns, scheduled individual meetings with teachers to support implementation. After, teachers showing mastery will be selected by their Area Leadership Team to become a demonstration classroom for their specific department or the whole school.

#### **Facilitator**

Academic Coaches and Academic Leadership Team

#### **Participants**

All school faculty

#### **Schedule**

Quarterly, from 9/1/2014 to 3/6/2015

**G1.B2** Teachers are unaware of how to effectively create student led questioning in classrooms to mirror FSA style questioning (3C).

**G1.B2.S1** Academic Coaches will provide PD on effective questioning, FSA style questioning, and cross-curricular writing support.

**PD Opportunity 1**

To expose teachers to the student requirement on FSA Reading & support them through professional development (wholistically, departmentally and individually) on how they can embed FSA-like questions (or higher order questions) and/or structures into their lessons and classroom setting on an on-going basis.

**Facilitator**

Autumn Dent

**Participants**

Whole Faculty

**Schedule**

Monthly, from 9/1/2014 to 4/30/2015

**G1.B3** There are limited resources, data, and information about the FSA and the assessment's effect on classroom instruction (3D).

**G1.B3.S1** Academic Coaches will provide on-going professional development that focus on supporting teacher comprehension of how the FSS are addressed using the FSA and EOC exams.

**PD Opportunity 1**

Through ongoing PD, specific Writing Strands will be introduced each quarter as a cross-curricular focus for all content areas.

**Facilitator**

Autumn Dent

**Participants**

Whole Faculty

**Schedule**

Monthly, from 9/1/2014 to 3/6/2015

## PD Opportunity 2

Department Heads will facilitate small group and whole group PLC's in order to support collaboration in the analysis of data and collaboration for creating mock FSA aligned assessments in common classes.

### Facilitator

Department heads

### Participants

whole faculty

### Schedule

Monthly, from 9/1/2014 to 4/30/2015

**G1.B4** Teachers need to adjust their teaching methods to allow for new curriculum, collaboration and common assesments.

## G1.B4.S1 Argument Driven Inquiry Curriculum

## PD Opportunity 1

Teachers will work in their PLC to impliment new curriculum while at the same time work on individual teaching

### Facilitator

Laura Widerburg

### Participants

All Biology Teachers

### Schedule

Biweekly, from 9/16/2014 to 5/29/2015



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0