Brandon Alternative School

2014-15 School Improvement Plan

Brandon Alternative School

1019 N PARSONS RD, Seffner, FL 33584

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	91%

Alternative/ESE Center	Charter School	Minority
No	No	86%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

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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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	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Brandon Success Academy will provide a safe, structured learning environment that promotes the academic and social changes that allow students to achieve their highest level of success.

Provide the school's vision statement

Brandon Success Academy will be the model for alternative education programs nationwide.

School Environment

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

The school uses several district applications to learn about students through dempgraphic data. Teachers are trained in several areas including PBS, AVID, CHAMPS. In addition, several groups present information through SparksInside, Personal Career and School Development, Young Mens group and our own Golden Group. All students are involved with groups and that information is shared with the staff.

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

Students feel safe and respected as the school creates a school wide approach to discipline. Owelus is used to inform students about the effects of bullying and how to prevent bullying of other students. In addtion, the school has four alternative school rules that promote a safe feeling around campus.

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 school has a leadership team that has created a school wide discipline plan. The school is a Bronze PBS school. Staff training is implemented throughout the year via meeting and planning.

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

Several groups and vendors are slected to instruct students about various social-emotional needs. These groups include counseling, mentoring and other pupil services. Including SparksInside, Derrick Brooks, Young Mens group and our own Golden Group.

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

The school has an attendance committee that monitors student attendance. The administration pulls discipline data weekly, monthly and quarterly to monitor suspensions including ESE suspensions. Grade reporting is reviewed weekly with teachers and staff.

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 8	Total
Attendance below 90 percent	39	39
One or more suspensions	25	25
Course failure in ELA or Math	18	18
Level 1 on statewide assessment	72	72

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

Indicator	Grade Level 8	Total
Students exhibiting two or more indicators	37	37

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

Edconnect, Edgenuity, Mainframe, Edsby, CST, Attendance commitee, School Leadership team, PSTL

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

Parentlink, Open House, Conference night, Principal Honor Roll breakfast, Perfect attendance notifications to parents, Edsby

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

Community events are planned through our social worker.

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
Lind, Nancy	Principal
Rose, John	Assistant Principal
Sandoval, Canille	Teacher, K-12
Stewart-Golden, Emily	Guidance Counselor

Duties

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

The leadership team meets to review classroom observations and discuss the school climate on a monthly basis.

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 princiapl controls the budget and follows the district guidelines. The budget is viewed weekly and the team meets once a month.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Nancy Lind	Principal
Austin Doyle	Student
Kevin Baker	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 team met to review and discuss last year's school improvement plan.

Development of this school improvement plan

This plans was created during teacher pre-planning.

Preparation of the school's annual budget and plan

Per district policy and Title I funds.

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

School improvement funds from last year were spent on student incentives and staff trainings.

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
Lind, Nancy	Principal
Rose, John	Assistant Principal
Sandoval, Canille	Teacher, K-12
Stewart-Golden, Emily	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by the use of daily annoucements and through reading across all curriculum levels. Our media center is available to all students throughout the day.

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

The teachers at this school meet to plan and discuss stdudents on a daily, weekly and monthly basis.

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

The schools strategies to recruit teachers is to use Kelley Services along with the district's employment home page.

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

N/A

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

Classroom observation and collection of lesson plans.

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 school uses data to assist students in acheiving thier maximum potential. Teachers and staff meet to discuss student progress.

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: Extended School Day
Minutes added to school year: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

N/A

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

The school has a student transition specialists.

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

Teachers are trained in AVID.

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

N/A

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

N/A

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

N/A

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.   To empower students to achieve their maximum potential.

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. To empower students to achieve their maximum potential. `1a`

🔑 G050946

Targets Supported `1b`

Indicator	Annual Target
	30.0

Resources Available to Support the Goal `2`
- Teachers, mentors, parents, community partners and district support

Targeted Barriers to Achieving the Goal `3`
- Behavior, attitude, time, transportation, reputation and recruitment

Plan to Monitor Progress Toward G1. `8`

Edsby and Edgenuity data will be used to monitor student achievement

Person Responsible
Nancy Lind

Schedule

Evidence of Completion

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. To empower students to achieve their maximum potential. 1

🔑 G050946

G1.B1 Behavior, attitude, time, transportation, reputation and recruitment 2

🔑 B127856

G1.B1.S1 Behaviors 4

🔑 S140017

Strategy Rationale

Students respond to incentives

Action Step 1 5

PBS

Person Responsible

John Rose

Schedule

Evidence of Completion

Weekly student incentives

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

Incentive passes will be collected

Person Responsible

John Rose

Schedule

Evidence of Completion

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

Incentive passes will be logged throughout the year. Students will be surveyed if they don't participate.

Person Responsible

Canille Sandoval

Schedule

Evidence of Completion

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	PBS	Rose, John	8/19/2014	Weekly student incentives	annually
G1.MA1	Edsby and Edgenuity data will be used to monitor student achievement	Lind, Nancy	8/19/2014		weekly
G1.B1.S1.MA1	Incentive passes will be logged throughout the year. Students will be surveyed if they don't participate.	Sandoval, Canille	8/19/2014		weekly
G1.B1.S1.MA1	Incentive passes will be collected	Rose, John	8/19/2014		annually

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 Opportuntities

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

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**