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School Board Approval

This plan was approved by the Manatee County School Board on Original date for School Board approval 10/8/24 - Rescheduled due to Hurricane. School Board approved 10/22/24.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Wendell Butler, Jr.

Position Title

Principal

Job Duties and Responsibilities

Instructional leader. Provides visionary leadership in the design, development and implementation of comprehensive instructional programs and support services available to students and families. Works to provide a high quality learning experience in a safe and orderly environment. Principal manages the daily functions regarding school budget and staff allocations. In addition, enforces all State Board Rules and Regulations, and local policies. Works to make sure all students have an opportunity to learn; provides leadership over implementation and evaluation of curriculum and instruction and the improvement of instruction and student performance. Furthermore, the principal develops and maintains positive school / community relations and act as liaison between the two.

Leadership Team Member #2

Employee's Name

Matthew Whelden

Position Title

Assistant Principal

Job Duties and Responsibilities

Support and assist the Principal in providing leadership, direction, and oversight for the administrative and instructional functions of the school. Aid in developing a school curriculum guide to be utilized by students as they register for classes. Assist in developing a process for registration and monitor its implementation. Assist in coordinating the school's accreditation programs. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Provide curriculum and instructional leadership. Assist in the development and implementation of the School's Improvement Plan. Assist in monitoring curriculum and instructional implementation to determine that District and state guidelines are met.

Leadership Team Member #3

Employee's Name

Rebecca Austerman

Position Title

Assistant Principal

Job Duties and Responsibilities

Support and assist the Principal in providing leadership, direction, and oversight for the administrative and instructional functions of the school. Aid in developing a school curriculum guide to be utilized by students as they register for classes. Assist in developing a process for registration and monitor its implementation. Assist in coordinating the school's accreditation programs. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Provide curriculum and instructional leadership. Assist in the development and implementation of the School's Improvement Plan. Assist in monitoring curriculum and instructional implementation to determine that District and state guidelines are met.

Leadership Team Member #4

Employee's Name

Laura Gonzales

Position Title

Assistant Principal

Job Duties and Responsibilities

Support and assist the Principal in providing leadership, direction, and oversight for the administrative and instructional functions of the school. Aid in developing a school curriculum guide to be utilized

by students as they register for classes. Assist in developing a process for registration and monitor its implementation. Assist in coordinating the school's accreditation programs. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Provide curriculum and instructional leadership. Assist in the development and implementation of the School's Improvement Plan. Assist in monitoring curriculum and instructional implementation to determine that District and state guidelines are met.

Leadership Team Member #5

Employee's Name

Meghan Seabrook

Position Title

Math Teacher

Job Duties and Responsibilities

Serves as a member of our instructional leadership team and math teacher. Role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #6

Employee's Name

Richard Farmer

Position Title

ESE Teacher

Job Duties and Responsibilities

Serves as a member of our instructional leadership team and ESE teacher. Role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in

assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #7

Employee's Name

Monica Moore

Position Title

Student Support Specialist

Job Duties and Responsibilities

Assist in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment. Design short-and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents and community agencies. Maintain comprehensive files on each student requiring disciplinary action and maintain records for adults. Complete investigative and due-process procedures to include disciplinary action consistent with District Code of Student Conduct. Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change. Use relevant student information, i.e., Individual Education Plan (IEP), as an integral part of recommendations for suspension and expulsion.

Leadership Team Member #8

Employee's Name

Jenerra Finklea

Position Title

Literacy Coach

Job Duties and Responsibilities

Serves as a member of our instructional leadership team and literacy coach. Role is to provide leadership, planning, development, implementation, and evaluation to schools to improve literacy across the curriculum. Engages in coaching support with teachers at least 80 percent of the weekly instructional time. Uses data to identify and prioritize coaching support and inform instruction.

Provides specialized instruction and assessment strategies to teachers through demonstration and modeling. Facilitates the review, evaluation, and integration of literacy resources across the content areas. Acquaints teachers with and provides support to integrate successful and innovative strategies for classroom instruction and assessment. Provides information about materials and resources. Collaborates with other departments and district Curriculum Specialists to promote and support district literacy initiatives. Attends district coaching professional development opportunities

and academies.

Leadership Team Member #9

Employee's Name

Rebecca Rouse

Position Title

Dropout Prevention Teacher

Job Duties and Responsibilities

Serves as a member of our instructional leadership team and DOP teacher. Primary role is to support at-risk students with deficiencies in credit and GPA recoup these credits towards on time graduation. Additionally, her role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #10

Employee's Name

Laura Russin

Position Title

Science

Job Duties and Responsibilities

Serves as a member of our instructional leadership team and science teacher. Role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #11

Employee's Name

Rachel Jacavage

Position Title

Social Studies Teacher

Job Duties and Responsibilities

Serves as a member of our instructional leadership team and social studies teacher. Role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #12

Employee's Name

Zachary Reeves

Position Title

ESE Department Chair

Job Duties and Responsibilities

Serves as a member of our instructional leadership team and ESE department head. Role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Works with teachers campus wide to support the implementation of student's IEP and provide adequate accommodations that support SWD achievement and on-time graduation.

Leadership Team Member #13

Employee's Name

Elisa Burek

Position Title

ESOL Teacher

Job Duties and Responsibilities

In collaboration with site leaders, plan, coordinate and implement a comprehensive English for Speakers of Other Languages (ESOL) model at designated site using effective research-based methodologies leading to English proficiency development and the academic success of English Learners (ELs). Provide Program Support: Consult with school personnel in the delivery and analysis of diagnostic assessments for determining the English language proficiency levels of students in listening, speaking, reading and writing. Provide Program Support: Collaborate with school personnel in maintaining appropriate documentation of ESOL instruction, services and student records to comply with local, state, federal and related policies, procedures and laws. Provide Program Support: Collaborate with guidance counselors, teachers and other school personnel in scheduling and conducting parent/teacher conferences related to EL progress and providing awareness activities for school faculties. Provide Program Support: Consult with teachers, guidance counselors and administrators to select and schedule ELs into appropriate educational courses to meet their social and developmental needs and in determining the eligibility of ELs referred for staffing. Provide Program Support: Ensure that oral and written communication with families of ELs, is in their heritage language when feasible.

Leadership Team Member #14

Employee's Name

Jodie Vonseggern

Position Title

Science Teacher

Job Duties and Responsibilities

Serves as a member of our instructional leadership team and science teacher. Role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #15

Employee's Name

Kristen Toomey

Position Title

Testing Coordinator

Job Duties and Responsibilities

Coordinate testing campus wide. Support the analysis of school wide data.

Leadership Team Member #16

Employee's Name

Jaclyn Dubois

Position Title

English Department Chair

Job Duties and Responsibilities

Serves as a member of our instructional leadership team, ELA teacher, and ELA department head. Role is to provide leadership, planning, development, implementation, and evaluation to support schoolwide instructional initiatives across the curriculum. Additionally, her role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #17

Employee's Name

Erik Nelson

Position Title

Social Studies Department Chair

Job Duties and Responsibilities

Serves as a member of our instructional leadership team, social studies teacher, and department head. Role is to provide leadership, planning, development, implementation, and evaluation to support schoolwide instructional initiatives across the curriculum. Additionally, his role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging.

Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #18

Employee's Name

Cynthia Cooper

Position Title

Science Department Chair

Job Duties and Responsibilities

Serves as a member of our instructional leadership team, science teacher, and department head. Role is to provide leadership, planning, development, implementation, and evaluation to support schoolwide instructional initiatives across the curriculum. Additionally, her role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #19

Employee's Name

Christy Goehring

Position Title

Vocational Department Chair

Job Duties and Responsibilities

Serves as a member of our instructional leadership team, vocational teacher, and department head. Role is to provide leadership, planning, development, implementation, and evaluation to support schoolwide instructional initiatives across the curriculum. Additionally, her role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging.

Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

Leadership Team Member #20

Employee's Name

Jeff Hilt

Position Title

Math Department Chair

Job Duties and Responsibilities

Serves as a member of our instructional leadership team, math teacher, and department head. Role is to provide leadership, planning, development, implementation, and evaluation to support schoolwide instructional initiatives across the curriculum. Additionally, his role is to provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	50.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	50.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	56	52	55	46	44	50	47	48	51
ELA Grade 3 Achievement **									
ELA Learning Gains	57	56	57				42		
ELA Learning Gains Lowest 25%	53	54	55				34		
Math Achievement *	43	41	45	45	42	38	48	35	38
Math Learning Gains	41	44	47				40		
Math Learning Gains Lowest 25%	27	33	49				36		
Science Achievement *	79	69	68	74	64	64	65	45	40
Social Studies Achievement *	75	67	71	75	59	66	77	43	48
Graduation Rate	91	86	90	86	84	89	90	63	61
Middle School Acceleration								37	44
College and Career Readiness	77	69	67	67	61	65	71	66	67
ELP Progress	60	42	49	42	41	45	52		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	659
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	65%	55%	54%		63%	62%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	44%	No		
English Language Learners	46%	No		
Asian Students	77%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	54%	No		
Multiracial Students	61%	No		
White Students	66%	No	1	
Economically Disadvantaged Students	56%	No		

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%
Students With Disabilities	35%	Yes	2	
English Language Learners	42%	No		
Asian Students	83%	No		
Black/African American Students	49%	No		
Hispanic Students	57%	No		
Multiracial Students	61%	No		
White Students	72%	No		
Economically Disadvantaged Students	57%	No		

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%
Students With Disabilities	33%	Yes	1	
English Language Learners	40%	Yes	1	
Native American Students				
Asian Students	66%	No		
Black/African American Students	46%	No		
Hispanic Students	46%	No		
Multiracial Students	61%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	51%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%		57%	53%	43%	41%	27%	79%	75%		91%	77%	60%
Students With Disabilities	28%		39%	36%	24%	44%		50%	53%		81%	39%	
English Language Learners	27%		53%	58%	35%	26%	19%	50%	42%		81%	59%	60%
Asian Students	79%		74%		68%	41%		82%	95%		100%	76%	
Black/African American Students	27%		37%	40%	28%	19%	0%	52%	58%		89%	50%	
Hispanic Students	45%		50%	52%	31%	34%	21%	72%	63%		89%	68%	68%
Multiracial Students	47%		33%		44%	46%		62%	74%		93%	85%	
White Students	66%		65%	64%	53%	50%	43%	88%	82%		91%	86%	40%
Economically Disadvantaged Students	47%		53%	53%	38%	38%	27%	72%	71%		85%	70%	58%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	42%
Students With Disabilities	9%				25%			44%	33%		76%	22%	
English Language Learners	23%				33%			41%	29%		64%	44%	59%
Asian Students	74%				68%			96%	90%		94%	73%	
Black/African American Students	24%				23%			52%	62%		87%	46%	
Hispanic Students	39%				41%			63%	60%		80%	54%	64%
Multiracial Students	45%				47%			77%	67%		86%	42%	
White Students	50%				51%			80%	87%		89%	77%	
Economically Disadvantaged Students	36%				37%			64%	62%		80%	59%	58%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	16%		33%	26%	23%	24%	21%	24%	54%		78%	33%	
English Language Learners	21%		33%	33%	24%	40%		30%	50%		90%	29%	52%
Native American Students													
Asian Students	68%		43%		64%	28%		76%	86%		94%	71%	
Black/African American Students	33%		38%	26%	23%	44%	50%	47%	70%		90%	36%	
Hispanic Students	36%		34%	30%	37%	35%	27%	45%	66%		87%	61%	47%
Multiracial Students	48%		50%	55%	54%	36%		68%	93%		80%		
Pacific Islander Students													
White Students	53%		46%	39%	56%	43%	38%	77%	82%		92%	79%	
Economically Disadvantaged Students	34%		38%	33%	42%	42%	47%	56%	74%		83%	56%	56%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	55%	51%	4%	53%	2%
Ela	9	51%	51%	0%	53%	-2%
Biology		75%	68%	7%	67%	8%
Algebra		25%	54%	-29%	50%	-25%
Geometry		50%	51%	-1%	52%	-2%
History		73%	66%	7%	67%	6%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	16%	-1%	16%	-1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	21%	-4%	17%	0%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component(s) that showed the most improvement based on current data was both our Biology and US History achievement. Biology and US History continue to be above the District and State average. Regarding student proficiency and achievement, Biology was 8% above the State average and US History was 6% above the State average.

Braden River High School (BRHS) has dedicated teachers in both content areas that are willing to collaborate with newer teachers. In both subject areas, we had veteran teachers collaborating with newer teachers. BRHS provided the support and allowed for teachers to have structured and unstructured collaboration time. When appropriate, these teachers were compensated for their time. This, in addition to utilizing District supported curriculum allowed for continued improvement.

While our ELA proficiency is similar and comparable to the District and State average for the 2023 - 2024 school year, in reviewing the ESSA School, District, State Comparison BRHS increased 10% in overall ELA proficiency from last year to this school year.

Structures were put into place to allow ELA teachers more time to "informally" collaborate in addition to the more structured collaboration. BRHS has prioritized ELA and last year placed all English 9 and English 10 teachers in the same building. ELA teachers this past year also had more time and support to maximize the newly adopted textbook/curriculum adoptions materials and have more familiarity with the new "BEST" Standards (Benchmark for Excellent Student Thinking) and testing.

Lowest Performance

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

Algebra Math Proficiency at 25% was our lowest performance. Being 25% below the State average is a critical concern. Math Learning Gains for our Lowest 25% is also a very low data component that needs to be addressed.

Braden River High School (BRHS) continues to struggle to find qualified Math teachers. Once Math

teacher was hired "out of country" and was terminated mid-year. Multiple math teachers also had to teach "7 out of 7" in Math sections. The taxing nature of teaching from 7:30 to 2:30 without any time planning time does impact a teacher's effectiveness.

BRHS did not place more effective Math teachers in some of the tested areas and will need to be more strategic in who is teaching those course this year.

Greatest Decline

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

Algebra Math Proficiency at 25% was our lowest performance. Being 25% below the State average is a critical concern. Math Learning Gains for our Lowest 25% is also a very low data component that needs to be addressed.

Upon debriefing with students and teachers after the end of year testing, it was discovered that some Math students were ill advised and/or misinterpreted how to handle the new adaptive testing. While these Math scores showed the greatest decline, we believe this misinformation may have impacted our school to some degree.

*A reminder to BRHS on how we prepare our teachers and proctors as to how they prepare students for end of year assessments.

Greatest Gap

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.

Algebra Math Proficiency at 25% was our lowest performance. Being 25% below the State average is a critical concern. Math Learning Gains for our Lowest 25% is also a very low data component that needs to be addressed.

EWS Areas of Concern

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

Awaiting District to summarize the EWS (Early Warning Sign) data from the 2023 - 2024 school year.

Highest Priorities

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

1. Math Proficiency and capitalizing on Math Learning Gains.
2. Graduation Rate (District Initiative).

3. Support specific Sub-Groups (ATSI - African American Male) with targeted interventions.
4. Increased support and collaboration for tested subject areas.
5. Teacher retention, increased professional development and support.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Professional Learning Communities

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Braden River High School's Area of Focus is aligned with the School District of Manatee County's Instructional Priorities for the the 2024 - 2025 school year. District instructional expectations focus on the instructional core and three key areas: 1) What is taught, 2) How it is taught, 3) How it is prepared and planned for. This area of focus will ensure instruction is following targeted benchmark standards and taught with purpose and engagement. BRHS will continue to provide support and allow teachers to have structured and unstructured collaboration time as well as access to a variety of types of District curriculum support.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Reading Goals

- Increase the number of students scoring at proficiency or higher on the Grade 9/10 FAST ELA by 4%: (60%).
- Overall students making learning gains on the Grade 9/10 FAST ELA by 3%: (60%).
- L25 students making learning gains on the Grade 9/10 FAST ELA by 3%: (56%).

Math Goals

- Increase the number of students scoring at proficiency or higher on the Algebra 1/Geometry BEST EOC by 5%: (48%).
- Overall students making learning gains on the Algebra 1/Geometry BEST EOC by 8%: (49%).
- L25 students making learning gains on the Algebra 1/Geometry BEST EOC by 8%: (35%).

Science Goal

- Increase the number of students scoring at proficiency or higher on the Biology 1 BEST EOC by 3%: (82%).

US History Goal

- Increase the number of students scoring at proficiency or higher on the US History BEST EOC by 3%: (78%).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring instructional practice will take a variety of steps. At the core, when teachers have both formal and informal collaborative planning there will be an expectation that agendas, notes and plans are shared with administration. Monitoring will also include regular classroom observations and informal walkthroughs with feedback and coaching. Administration will utilize the instructional priorities guidelines provided by the District at the start of this school year to support the feedback and coaching. Student performance data will continually be analyzed and shared during all assessments and progress monitoring windows. This data will be used routinely to assess current instructional practice along with teacher and individual student concerns. Finally, regular team meetings including our ILT, Department PLCs, and content area teams to monitor student progress toward proficiency and school improvement.

Person responsible for monitoring outcome

Wendell Butler, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Practices for Powerful Teaching and Learning.

Rationale:

Student proficiency and increased learning will occur when there is high-quality classroom instruction occurring for all students in all classrooms. With high quality instruction, the continued use of assessment data to measure and monitor academic progress will help identify non-proficient students along with teachers in need of support. Teacher collaboration and structured data informed teams will need to happen frequently to determine the school's needs when it comes to groups of students, teachers in need of coaching and support, and specific content area focus and review.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning Meetings

Person Monitoring:

Department Heads in conjunction with Admin

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action 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 and provide opportunities for problem solving, discussion of effective teaching practices, and ongoing review of student performance data. 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.

Action Step #2

Instructional Rounds & Coaching

Person Monitoring:

Administration & Literacy Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In addition to the contractual formal evaluation process, an Instructional Rounds calendar will be developed at the start of the school year. Admin will do "rounds" visiting teachers with specific targeted look-fors including the use of district approved materials, posted learning goals, standards based instruction, galleries of student work, etc. As a result of the instructional rounds, some teachers may be identified to receive additional coaching and support. Other teachers may be identified as exemplars and used to help support other teachers.

Action Step #3

Instructional Leadership Team (ILT)

Person Monitoring:

Wendell Butler, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The School District of Manatee County's Superintendent has an overarching goal of increasing the District's graduation rate. This goal includes expectations that each individual high school increases their own graduation rate based on previous year's data, student population, etc.

Every high school's #1 goal should be increasing the graduation rate. A high school graduation is one of the primary factors that leads to better career opportunities, access to post-secondary training, and enhanced earning potential.

High schools should also focus on ensuring graduating students have access to post-secondary skills, training, and credit options. Increasing the acceleration rate ensure that students are better prepared for their post-secondary options.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Graduation Rate Goal (lagging Data)

- Increase the number of students graduating by 2%: (93%).

Acceleration Goal (lagging Data)

- Increase the number of students scoring at proficiency or higher by 3%: (80%).
- AP / AICE / Dual Enrollment Courses / Industry Certifications Exams

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

12th Grade Seniors are monitored throughout the school year by Counselors, Student Support Specialists, our 12th Grade ESE Teacher / Graduation Coach and the entire Instructional Leadership Team. Already established in early June 2024, 12th grade students at-risk of not graduating have been identified and will be tracked. As new information and data is available (Attendance, Grades, Discipline, Credit Retrieval, etc.) students will be monitored. Potential new students may be added to the monitoring list as the year progresses.

Person responsible for monitoring outcome

Laura Gonzales - Assistant Principal will be the primary person responsible for monitoring outcomes.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

12th Grade "Pirate Promotion Program" for the 2024 - 2025 School Year. Braden River High School will continue to facilitate a credit retrieval program on the BRHS campus. Senior students that are credit deficient but still have the opportunity to graduate in May or July will be "enrolled".

Rationale:

The Pirate Promotion Program (PPP) will provide out students with an alternative setting that will allow our at-risk Seniors to graduate on time with their cohort. The PPP will utilize the Edgenuity program for students to remediate and retrieve credits. Since PPP is an alternative classroom setting, it will allow for credit acceleration opportunities not based on seat time but on mastery of content. The Instructors will also be able to provide small group instructional support, mentoring and the needed motivation to ensure our at-risk seniors find success.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Maximizing current and newly added staff members to support our at-risk Senior students - including Literacy Coach and 12th Grade ESE Graduation Coach.

Rationale:

While the majority of BRHS teachers have supported our Seniors in the past, this intervention would be more targeted towards specific students. New roles and expectations to ensure our graduation rate increases.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

BRHS Pirate Promotion Program Enrollment

Person Monitoring:

Laura Gonzales - Assistant Principal

By When/Frequency:

Oct 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In early January 2025 the monitored list of at-risk Seniors should determine the start time of the Pirate Promotion Program. Counselors and other Instructional Leadership Team members will determine what students should be enrolled into the PPP to ensure graduation.

Action Step #2

BRHS Pirate Promotion Program Support & Monitoring

Person Monitoring:

School Counselors and PPP Instructors

By When/Frequency:

Sept 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Since the PPP is an alternative setting working with at-risk students, the BRHS Counselors and PPP Instructors will take an active role in ensuring the students are on pace for graduation. Since there are all types of at-risk student in PPP, there will be a variety of supports put in place to support and monitor the students.

Action Step #3

12th Grade ESE Teacher - Graduation Coach

Person Monitoring:

Richard Farmer, ESE Teacher

By When/Frequency:

Aug 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

BRHS has created flexibility in an ESE teacher's schedule to ensure that the person can closely monitor and provide additional supports to our most at-risk Senior students including 12th Grade ESE students. The flexibility in his schedule will allow for tracking students, potential home visits, and individualized mentoring.

Action Step #4

Remediation and preparation for assessments that our 12th Grade Seniors have yet to pass for graduation (Pirate Boot Camps).

Person Monitoring:

Janera Finklea, Literacy Coach

By When/Frequency:

Oct 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Development of pull-out support and boot camps for Seniors that have yet to pass required assessment. These additional supports will provide additional academic skills and test strategies in preparation for FAST, EOC, SAT, ACT, and CLT. Ensuring not only that these students have every opportunity to test but have the preparation and support to pass. Mrs. Finklea will work with the Instructional Leadership Team to not only monitor the students that need to test but develop the before, during and after school programs for these Seniors.

Action Step #5

At-Risk Senior Monitoring & Mentoring

Person Monitoring:

Rebecca Rouse, Teacher & ILT member

By When/Frequency:

Ongoing/Aug 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Based on the active list of at-risk Seniors, a variety of teachers will be tasked to monitor a select few students that they have in class. We will be asking each teacher involved to develop that supportive relationship with select students. While these students will already be monitored and supported in a variety of ways, selected teachers will make additional efforts to ensure the at-risk Seniors get the support they need in order to graduate. This will be an informal mentoring program willing teachers will participate in.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Under ESSA our federal index for African American students fell below 41% and is currently at 40%. African American students make up roughly 9% of our student population and 9% of the tested students towards school grade. Our ability to support this targeted subgroup will impact scores within our learning gains in both ELA and Math and our achievement levels across Math, ELA, US History, and Biology.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase the overall achievement level within our African American subgroup by 3% to 43%.

This will be accomplished by significantly improving learning gains and lowest 25 learning gains in ELA currently at (37%) / (40%) and Math (19%) / (0%).

Raise ELA / Math proficiency by 3% to (30%) / (31%) respectively.

Increase Biology proficiency by 3% to (55%).

Increase US History proficiency by 3% to (61%).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

BRHS will monitor our African American subgroup academic progress through both our MTSS and ILT meetings. We will utilize common assessments during Q1, Q2, and Q3 to drive instruction. We believe data provided through our instructional support programs including Lexia PowerUp, ALEKS, Penda, No Red Ink and Progress Learning as well as, PM1 and PM2 data will provide us an accurate snapshot of student performance and will allow us to provide necessary remedial and/or enrichment support to help students achieve their targeted goal.

Person responsible for monitoring outcome

Wendell Butler; Matt Whelden; Rebecca Austerman; Laura Gonzales; Janerra Finklea; Richard Farmer; Monica Moore; Rebecca Rouse

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Use of AVID and Kagan instructional strategies to engage students in purposeful learning. Focus on daily emphasis on reading, writing, listening, and speaking using AVID WICOR strategies and focusing on PEARL writing. Use of Focused Notetaking strategies and Interactive Word Walls to support student thought, summarization, and increased academic vocabulary.

Rationale:

AVID and Kagan support student engagement which we struggle with in content areas. Providing students increase opportunities to use their voice and agency to take responsibility for their learning is critical them to meet their targeted goals. Writing PEARL paragraphs helps students understand how evidence is supposed to support conclusions, a connection with which students also struggle. Interactive word walls will force students to use the unit vocabulary and help them draw connections between the words and the concepts the teacher is presenting.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Tier One Instructional Support to increase student achievement, specifically for subgroups.

Person Monitoring:

Wendell Butler

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monitor lesson plans to ensure engaging, standards-based strategies are being used to teach the appropriate standards. Ensure fidelity of instructional programming through formal and informal classroom walkthroughs. Facilitated planning for tested areas to determine best strategies, areas of acceleration, and areas to reteach/remediate. PLCs are beginning in all area during monthly department meetings with facilitated support via administrative team and instructional specialist.

Area of Focus #4

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction,

Intervention, Math, Professional Learning Communities, Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Algebra Math Proficiency at 25% was our lowest performance. Being 25% below the State average is a critical concern. Math Learning Gains for our Lowest 25% is also a very low data component that needs to be addressed.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Algebra Math Proficiency at 25% was our lowest performance. Being 25% below the State average is a critical concern. Math Learning Gains for our Lowest 25% is also a very low data component that needs to be addressed.

Math Goals

- Increase the number of students scoring at proficiency or higher on the Algebra 1/Geometry BEST EOC by 5%: (48%).
- Overall students making learning gains on the Algebra 1/Geometry BEST EOC by 8%: (49%).
- L25 students making learning gains on the Algebra 1/Geometry BEST EOC by 8%: (35%).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Math Department will be in a state of constant monitoring. Monitoring will include Instructional Rounds, Classroom Walks, and Formal Observations. Both formative and summative assessment data and student work will be reviewed as part of the Bi-Monthly collaboration meetings. District adopted curriculum materials and pacing guides will be monitored and analyzed to ensure each Math teacher is teaching standards based lessons aligned with the District's recommended pace.

Person responsible for monitoring outcome

Laura Gonzales, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Math Department at Braden River High School will follow the prescribed pacing guides and use the district adopted curriculum materials and support programs with complete adherence and fidelity. District curriculum specialist have vetted the materials to ensure teachers are covering the correct tested standards with appropriate materials.

Rationale:

With Algebra 1 achievement data being extremely low this past year, it is critical that each and every teacher (both veteran and new) follows the prescribed curriculum to ensure our students are continuing to develop math proficiency. Collaboration and District Support will be critical and having all Algebra teachers aligned should increase communication, peer support, and administrative coaching.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Increased Collaboration and Planning

Person Monitoring:

Jeff Hilt, Math Department Head

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math teachers will be expected to collaborate frequently in addition to the required Department meetings. This collaboration time will also be used to review District Initiatives and resources, share "best practices" and focus on what areas of the curriculum, standards and instruction need to be strengthened and/or redirected. Increased Collaboration and Planning will also include monitor and tracking specific students and course progress throughout the school year. Quarterly benchmark testing will also be reviewed so Math teachers can adjust instruction and provide additional resources if necessary. Benchmark data will be collected via School City or other computer-based programs. This Data will be disseminated with the expectation that Math teachers will summarize the data and plan accordingly based on student performance.

Action Step #2

Instructional Practice - ALEKS usage.

Person Monitoring:

Laura Gonzales, Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Braden River High School will be utilize 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. ALEKS is the District approved Math Remediation/Acceleration program. Reports can be pulled from ALEKS (Average Progress Report, College Preparedness Progress, etc.) to assess teacher usage, student usage, and student growth.

Action Step #3

Pirate Boot Camps for Math

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

Start 2nd Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Supplemental "Boot Camps" will be provided to our L25 Math students. This additional support will provide additional academic skills and test strategies in preparation for Algebra EOC. 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 also include Pull-Out programs when and where applicable.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The School District of Manatee County's Superintendent has an overarching goal of increasing the District's graduation rate. This goal includes expectations that each individual high school increases their own graduation rate based on previous year's data, student population, etc.

Every high school's #1 goal should be increasing the graduation rate. A high school graduation is one of the primary factors that leads to better career opportunities, access to post-secondary training, and enhanced earning potential.

High schools should also focus on ensuring graduating students have access to post-secondary skills, training, and credit options. Increasing the acceleration rate ensure that students are better prepared for their post-secondary options.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Graduation Rate Goal (lagging Data)

Increase the number of students graduating by 2%: (93%).

Acceleration Goal (lagging Data)

Increase the number of students scoring at proficiency or higher by 3%: (80%).

AP / AICE / Dual Enrollment Courses / Industry Certifications Exams

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students in the Class of 2025 and the Class of 2026 that have yet to receive an acceleration point will be compiled at the start of the school year. The student schedules will be reviewed to ensure they have an opportunity to earn an acceleration point by the end of the year. While Industry Certification may be an easier route for an acceleration point, we will also look at the students who can take advantage of being in Cambridge AICE General paper as a Junior or as a Senior.

Person responsible for monitoring outcome

Matt Whelden, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students that take Advanced Placement, Cambridge AICE, and Dual Enrollment courses have the opportunity to better prepare themselves for post-secondary education but also the opportunity to potentially earn credit. Students that take Career Education courses (CTE) are also provided with an opportunity to not only learn valuable technical skills but to earn Industry Certification to better prepare them for a variety of endeavors after high school.

Rationale:

Rigorous coursework benefits students in a variety of ways. In addition to helping our students develop into productive citizens, the acceleration points awarded to schools based on students showing proficiency in Advanced Placement courses, Cambridge AICE courses, Dual Enrollment courses, and Industry Certifications helps support the school's overall school grade.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identification of Students without Acceleration Point(s)

Person Monitoring:

Matt Whelden, Assistant Principal

By When/Frequency:

Aug 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be identified that do not currently have an acceleration point. When possible these students will be scheduled into a course that provided this opportunity. Students that do not have an acceleration point but are scheduled in a course will be tracked. Teachers of these students will be notified to ensure that they are giving the students the additional support needed to earn the acceleration point.

Action Step #2

Industry Certification Exams

Person Monitoring:

Christy Goehring, CTE Dept. Head

By When/Frequency:

Oct 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The 11th and 12th Grade students without an Industry Certification will be tracked. Numerous CTE courses have the opportunity to test multiple times within a school year. These students will be monitored throughout the year and tracked to ensure they have every opportunity to pass a certification exam.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

There is a shortage of qualified and committed educators due to a number of factors. Among these factors are pay, working conditions, lack of support, lack of autonomy, and the changing curriculum. The shortage of teachers will inevitably cause a decline in student achievement and learning.

If Braden River High School wants to see an increase in student achievement and an increased graduation rate, a priority must be placed on supporting our teachers.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the start of the 2024 - 2025 school year, there are 14 new hires and 2 unfilled teacher positions. This number excluded lose of school counselors and lose of student support specialists.

For the start of the 2023 - 2024 school year, there were 17 new hires with unfilled teacher allocations throughout the year.

Teacher retention is critical and should be a School and District based priority.

The end of year goal is to retain at least 85% of the new teachers added to the BRHS staff this current year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Aligned with the District's evaluation process, systems will be put in place to ensure the new teaching staff is being carefully monitored and supported. Each Department Head will be tasked with checking in on the new staff in their department weekly. Each Administrator will also check in with the new staff weekly. Open communication between Administration, Department Heads and the New Teachers will be an expectation.

Person responsible for monitoring outcome

School Leadership Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Beginning new teachers are more likely to be retained if they receive: structured support, meaningful professional development, positive school culture, open communication, and constructive timely feedback.

Rationale:

New teachers, both classically trained and those entering a second career, need support. From creating a positive school culture to offering meaningful formal and informal professional development opportunities, schools need to nurture and develop their teachers.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

District Mentor Program

Person Monitoring:

Rebecca Austerman, Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Three veteran teachers have been paired with six new teachers as part of the the District Teacher Mentor Program. In addition to monthly meetings and a book study, the Mentor Teachers are BRHS are going to provide additional support of our new teachers.

Action Step #2

Departmental Collaboration & Collegiality

Person Monitoring:

Department Heads

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each Department at BRHS has a variety of both formal and informal collaboration days scheduled multiple times each month. Department Heads will be responsible to support and monitor the new teachers. Any issues or concerns will be directly reported to the Admin over the specific Department to ensure the new teacher is getting the help and support required.

Action Step #3

Hallway Peers / Content Area "Buddies"

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Specific staff members have been identified to provide daily support to the new teachers. The expectation is frequent and informal conversations between peers can help new teachers navigate the school year successfully.

Action Step #4

Reinstate Team Energy for the 2024 - 2025 School Year

Person Monitoring:

Matt Whelden, Assistant Principal

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In previous school years, Team Energy provided collaboration and instructional coaching in a non-evaluative manner. A group of teachers worked with the the teaching staff on variety of topics that supported effective instruction. Team Energy also planned different events throughout the year that encouraging and incentivized teachers to visit other teachers' classrooms as well as events that supported staff morale and a positive school culture.

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Specific student sub-groups have been identified this year that need additional support. Our At-Risk 12th Grade Students (for Graduation Rate) and our Black/African American Students (ESSA

SubGroup). In addition to identification and monitoring, these two student groups will have additional support with Mentoring. The social emotional support will ideally help students to graduate and/or make learning gains and find academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Graduation Rate Goal (lagging Data)

- Increase the number of students graduating by 2%: (93%).

Black/African American Students

- Increase proficiency in all areas by 3%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Elective and Core Teachers will be given a select number of At-Risk Seniors to Mentor. Student Support Specialists, Literacy Coach, School Counselors and Administration will be given a select number of Black/African American Students to Mentor.

Person responsible for monitoring outcome

Matt Whelden, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

School based mentoring program for specific students.

Rationale:

Mentors can provide guidance and encouragement to help students navigate their academic and personal lives. Mentors can help high school students follow the right path based on school expectations as well as individual student goals and aspirations.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

At-Risk Senior Student Mentoring

Person Monitoring:

Rebecca Rouse, ILT Member

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Based on the active list of at-risk Seniors, a variety of teachers will be tasked to monitor a select few students that they have in class. We will be asking each teacher involved to develop that supportive relationship with select students. While these students will already be monitored and supported in a variety of ways, selected teachers will make additional efforts to ensure the at-risk Seniors get the support they need in order to graduate. This will be an informal mentoring program willing teachers will participate in.

Action Step #2

Black/African American Student Mentoring

Person Monitoring:

Janera Finklea, Literacy Coach

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student Support Specialists, School Counselors, Literacy Coach, select Teachers, and Administration will be tasked to monitor a select few students. We will be asking each staff member involved to develop a supportive relationship with that student. This will be an informal mentoring program willing teachers will participate in.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

N/A

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

N/A

Plans to Strengthen the Academic Program

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

N/A

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

N/A

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

N/A

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

N/A

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Based on our current SIP goals and information discussed at both our ILT and department head meetings. In addition, with feedback provided from our parents we identified what our 24-25 goals and objectives would be to support our over instructional needs to improve student achievement. The goal and objectives below were identified, as well as our desired outcomes.

Goal:

- To achieve a school grade of “A”.
- Provide academic supplemental materials including technology & computers.
- Support S.T.E.M
- Provide additional academic support to our L25 & at-risk students.
- Provide supplemented/structured time for collaboration & professional development.

Objectives:

- Increase success in all FAST & EOC Courses. Assessments as well as increased graduation rate.
- Enhance before/after school opportunities for acceleration and remediation.
- Purchase additional materials & equipment to maintain and expand academic programs.

Outcomes:

- Tested subject areas will have an increase in proficiency:
 - Bio/US – 3% / ELA – 4% / Math 5% / ELA Lrn. Gains 5% / Math Lrn. Gains 8%
- Graduation rate will increase by 2%.
- Course failure rate (EOY) will decrease by 10% compared to the 2023-2024 school year.
- Increased STEM Technology

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Activities:

Remediation & Credit Recovery for At-Risk students:

- Pirate Promotion Program-\$15,224.72
- Summer School-\$6,433.67

Supplemental Academic Support and afterschool enrichment. -\$4,354.02

Collaboration time for teachers in testable subject areas for student achievement. -\$6,900

- 48 Full Day Subs

Afterschool Professional Development on Instructional Strategies – Engagement / At-Risk with AVID & WICOR \$2,114.56

- \$20 pd. Rate per staff/hour

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00