FLORIDA DEPARTMENT OF EDUCATION
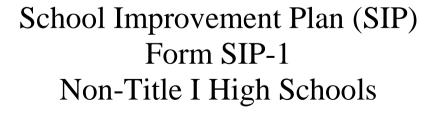# &
THE MANATEE COUNTY SCHOOL DISTRICT

BRADEN RIVER HIGH SCHOOL

School Improvement Plan (SIP)
Form SIP-1
Non-Title I High Schools

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Braden River High School	District Name: Manatee
Principal: Jennifer Gilray	Superintendent: Dr. David Gayler
SAC Chair: Jamie Phillips	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The school based RtI Team consists of the following members: Tammy Ralston, ESE Department Chairperson (facilitator); Alan Ramos, Assistant Principal; Matt Nesser, Guidance Counselor; Sonia Oquendo, Guidance Counselor; Kelly Vazquez, Guidance Counselor, Evelyn Williams, Guidance Counselor; school psychologist, school social worker, ESE specialist, and regular education teachers.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI Team meets at least twice a month on Thursday mornings. The RtI Team establishes and monitors the school-wide learning and development goals, develops the instructional/intervention plans (tier 1 and 2) to achieve goals, and allocates the resources needed to fully implement instructional/intervention plans with fidelity. The RtI Team shall maintain a problem-solving process that responds to the needs of our students and community. This team will look at data provided by district and state assessments as well as teacher provided data to determine what tier a student belongs on and how we can respond to the students' needs.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The RtI team distributes and assigns resources to implement plans. The school-based RtI Team has several representatives on the SIP writing committee and helps design and implement the SIP. The RtI Team will also help to address the need(s) of students in our lowest quartile and monitor their progress.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. FCAT assessment, EOC exams, FAIR assessment, CELLA, discipline referrals, attendance reports, student GPAs, and district wide benchmark assessments are all used to collect and manage data. The data management systems include but are not limited to: FOCUS, RtI documentation log, QuickQuery, PMRN, and SEAS. As the year progresses, data from the FAIR and district benchmark assessments will be used as comparison to summarize progress for Tier 1, 2, and 3 and lowest quartile students.
Describe the plan to train staff on MTSS.   The staff was introduced to MTSS during the preschool week in 2011-12. BRHS will continue to train and educate staff on the process as we are learning and growing in MTSS. The RtI Team chairperson and an assistant principal will attend a training session in the first quarter of the school year to help train others and implement MTSS with fidelity at Braden River High School.
Describe plan to support MTSS. Actively involved leadership, alignment of policies and procedures across the school, ongoing data-driven professional development activities that align to core student goals and staff needs, and communication of outcomes with stakeholders are all critical elements that shall be in place to effectively implement and sustain MTSS at Braden River High School.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Dr. Marshall (assistant principal), Ms. Galvin (reading teacher), Ms. Ashford (ESOL/reading teacher), Ms. Busby (reading teacher), Ms. Jack (reading teacher), Ms. Hartline (reading teacher), and Mr. Blanco (reading teacher).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team (LLT) meets monthly. The team will meet to analyze data and create strategies that foster an increase in student literacy. The LLT will plan for the implementation of the School Board of Manatee County K-12 Comprehensive Research-Based Reading Plan. The LLT will use data to determine areas of remediation and help to create departmental professional development that targets focus areas and align with the School Board of Manatee County K-12 Comprehensive Research-Based Reading Plan, such as student lack of proficiency. The LLT and the school Administrative Leadership Team will also monitor the implementation of professional development through classroom observations, review of lesson plans, and the continued analysis of student data.
What will be the major initiatives of the LLT this year? The LLT encourages all teachers to identify and know instructional benchmarks in Reading. Teachers will use FOCUS and/or Dashboard to access/interpret student data and use data to drive lesson planning. Teachers will receive professional development on strategies for utilizing higher order questioning and text complexity throughout content areas. The LLT will analyze

and use student data to create a positive reading environment for the students. All Reading classes have a classroom library of books. The LLT promote the creation of a cadre of highly-qualified teachers that are trained in the use of reading strategies by encouraging all content area teachers to become NGCAR-PD trained. Teachers will also be made aware of the benefits of NGCAR-PD training and utilizing reading strategies to increase student achievement.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school
Describe how the Lesson Study Plan will be implemented
What will be the major initiatives of the Lesson Study Plan this year?

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. Braden River High School applies and integrates courses to help students see the relationships between subjects and
relevance to their future by:
• incorporating the Career Academy/Small Learning Community (SLC) Model wall-to-wall
• selection of an academy by all incoming 9th grade students
• incorporating more academic content in vocational courses
• vocational and core teachers plan together through their career academies twice a month to enhance academic competencies in vocational programs
• guest speakers are also brought in to speak to students regarding career paths
• students have access to all courses offered across academies during registration
• offer level 4 (schoolwide) integration of academies. Examples of integrated activities include: A Career Academy Symposium at the South Florida Museum to inform the community how their business knowledge and skills can help BRHS students be successful, integrated unit within academies, Schoolwide Leadership Traits presented by students from all academies for the teachers to utilize in their classrooms.
• offer level 3 (academy wide) integration of activities. Career Day, Arts & Communication (academy) Film Festival, Civil Engineering/Construction partnership with the new MTI campus next door, Aquaponics maintenance project raising vegetables, tilapia and prawn on the BRHS campus in collaboration with the new MTI campus.
* offer level 2 and level 1 integration of multi-disciplinary activities.

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How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

An academy requesting a review goes through a written self-assessment process and a site visit and is ranked as "Model," "Certified" or "In Progress." We are one of only two high schools in the entire state with wall-to-wall academies that have had all of their academies attain Model status. Model academies are able to use their status to garner additional funds and resources.

FOUR CAREER ACADEMIES
Arts & Communication Technology
Business & International Studies
Engineering Design & Leadership
Science Technology & Health

All students have the option to self-select their academy each year. Electives are aligned with career academies and students selecting an elective within their academy will receive priority placement. Students may change their academy each year during the registration period.

The College & Career Advisor works with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance.

The College & Career Advisor meets with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements and helps students seeking financial assistance. The advisor also arranges career trips (small group) and individual career shadows (4-hour minimum), facilitates Career and Academic Fair, and arranges for students to speak with representatives from post secondary institutions during the school day. All seniors will complete a capstone project within their academy discipline. All students attend monthly advisory meetings to build positive relationship with their peers and teachers to provide additional support. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

According to the most recent High School Feedback Report, 61% of BRHS graduates have completed a college prep curriculum. This is an increase from the previous year and above the District average (52%). To measure student skills needed for college, all 10th grade students will take the PSAT. Students in 11th grade are also given the opportunity to participate in the PSAT administration to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students' area(s) of weakness will be addressed by providing students the opportunity to enroll in college preparatory courses during their senior year (Math for College Readiness and/or English 4 Florida College Prep). Students in the 12th grade are exposed to and encouraged to apply for the various scholarships available to them. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time.

PART II: EXPECTED IMPROVEMENTS

Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Reading)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By June 2013, the percentage of students scoring at Level 3 or above on the FCAT 2.0 Reading will increase by 1% (10).	Faculty buy-in for reading strategy incorporation. Number of non reading endorsed or CAR-PD trained teachers. Number of students entering BRHS in 9th grade without the foundational skills necessary to be successful.	Small teacher cooperative groups will meet bi-monthly to share their experiences and successes. NGCAR-PD will be offered. Use AVID Strategies such as Cornell Notetaking	Administrative Team and Reading Department Chairperson.	Administration will monitor implementation through classroom walk-throughs and review of FAIR data reports. Administration will monitor use of AVID and reading strategies through lesson plans (OnCourse) and Instructional Focus Calendars.	FAIR testing 2013 FCAT 2.0 Reading results

Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

By June 2013, 62% (605) of 9th & 10th grade students will score at Level 3 or above on the Reading FCAT 2.0.

The percentage of 9th grade students scoring at Level 3 or above increased dramatically from 57% (2011) to 64% (2012). Our goal is BRHS is to build upon this success by implementing Common Core State Standards, double-blocking disfluent Level 1 students in Intensive Reading/English courses, infusing text complexity and higher-order questioning across the curriculum, use AVID strategies, and offer NGCAR-PD training to teachers.

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* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Reading)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By June 2013, the percentage of students making learning gains in Reading will increase by 1% (10).	Limited number of teachers who have completed NGCAR-PD. A potential barrier is the limited amount of supplemental enrichment programs offered in the area of reading.	Implementation of reading across the curriculum activities. Continue to encourage teachers to complete NGCAR-PD on campus and on-line. A schoolwide focus on higher-order questioning and text complexity. Teachers will make a concerted effort to provide more challenging assignments by incorporating additional critical thinking requirements for the higher level students. Work with reading	Reading Department Chairperson, Administrative Team, and the Literacy Leadership Team (LLT).	Through the use of FCIM the students' performance data will be reviewed each quarter by the administrative team and teachers to monitor the students' progress and implement corrective action on a timely basis.	FAIR, reading program diagnostic instruments, classroom assessments, and 2013 FCAT 2.0 Reading results.

		department chair to offer remediation/enrichment to students by pulling them out of an elective several times a quarter.			

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

By June 2013, 70% (683) of 9th and 10th grade students will make learning gains in Reading.

The percent of students making learning gains in Reading increased substantially from 5 3% (2011) to 69% (2012). Our goal is BRHS is to build upon this success by implementing Common Core State Standards, double-blocking disfluent Level 1 students in Intensive Reading/English courses, infusing text complexity and higher-order questioning across the curriculum, use AVID strategies, and offer NGCAR-PD training to teachers.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Reading)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By June 2012, at least 72% (176) of 9th and 10th grade students in the lowest 25% will make learning gains.	Lack of effective implementation of developmentally appropriate Interventions. Teachers not aware of who is in the lowest quartile (L25). Students sometimes do not understand the meaning of their student	All 9th & 10th grade students scoring at Levels 1 & 2 on the 2012 FCAT will receive research-based reading instruction through specific reading classes. Double-blocked classes taught by a highly-qualified teacher	Administrative Team, RtI Team, Reading teachers, content area & elective teachers	Number of teacher successfully completing NGCAR-PD training. Monitoring and analysis of FAIR and 2012 FCAT data.	FAIR, reading program diagnostic instruments, classroom assessments, and 2013 FCAT 2.0 Reading results.

	data.	for disfluent Level 1 readers. In order to make growth and show improvement students should be informed about what their data means and should be aware of what their strengths and weaknesses are according to their past performance. Teachers will also be provided with a list of students in the lowest 25% sorted by academy so they can assist students. Additional reading endorsed and NGCAR-PD trained teachers will incorporate reading strategies across the content areas.			

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

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In 2013, our goal is to maintain the percentage of students in the lowest 25% making learning gains at no less than 72%

The percent of students in the lowest quartile making learning gains in reading increased significantly from 45% (2011) to 72% (2012). Our goal is BRHS is to build upon this success by implementing Common Core State Standards, double-blocking disfluent Level 1 students in Intensive Reading/English courses, infusing text complexity and higher-order questioning across the curriculum, use AVID strategies, and offer NGCAR-PD training to teachers. Teachers will be given the list of students in the lowest quartile, broken down by academy to use to address the specific needs of individual students based on their performance.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Writing)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By June 2013, the percentage of students scoring at Level 3 or above on the FCAT Writing will increase by 2%.	Content area teachers may not have expertise in teaching writing strategies that will enable students to move beyond proficiency.

Questioning and assessments utilize mostly low-complexity items. | Language arts teacher will work with 10th grade social studies teacher to increase awareness of writing strategies.

Increase writing across the curriculum. Instruction will emphasize the correct use of standard English conventions and the quality of details, requiring use of relevant, logical, and plausible support | Administrative Team, Social Studies Department Chair, and Language Arts Department Chair. | Implementation of writing strategies, use of text complexity, and higher-order questions will be noted on the adminstration's classroom walk-through data.

Formal and informal assessments in the classroom, results from the District Writing Assessment, and walk-through data will be analyzed to ensure that writing is being taught across the curriculum.

The implementation of CCSS will be measured by checking lesson plans and conducting classroom walk-throughs to ensure that rigorous content and | Results of the 2013 FCAT 2.0 Writing Test |

| | | Language arts teachers will facilitate department essay rating inservice.

Professional learning on the implementation of content area literacy standards (text complexity) to the staff will begin the week teachers return. | | application of knowledge through high-order skills are present. | |

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

In 2012, 88% of students scored at Level 3 or above on the Writing FCAT 2.0. Unlike the Florida Writes!, the Writing FCAT 2.0 emphasizes the correct use of standard English conventions and the quality of details, requiring use of relevant, logical, and plausible support that mirror the CCSS. Therefore, writing scores for 2012 dropped statewide.

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By June 2013, the percentage of students scoring at Level 3 or above on the Algebra 1 EOC Assessment will increase by 2% (11).	Due to budget constraints, there are no Intensive Math courses offered this year for Level 1 math students.	Use data to identify students in need of remediation and offer remediation before and after school. Math teachers will use laptop carts to	Administrative Team, Math Department Chair, Engineering and Algebra teachers.	Results on district-wide Benchmark Assessments. Teachers will use progress reports and quarterly grades to determine a student's	Results of 2013 Algebra 1 EOC Assessment

	Students are not always prepared to take Algebra 1 when they enter 9th grade. Some students are still not as comfortable taking an exam on a computer (vs. paper and pencil tests).	have students take assessments online. Make students aware that they must still pass the Algebra 1 EOC Assessment to graduate. Students will take assessments online (ePAT, FCAT Explorer- Math Timeline, and 1st semester exam). Textbook resources Math and Engineering teachers will ensure that instruction is aligned with the appropriate EOC Test Specifications.		improvement throughout the year. Scores of the online unit assessment will help teachers identify the technological obstacles. Quarterly progress monitoring assessments from Pearson teacher resources. Administrative classroom walkthroughs	

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

By June 2013, at least 66% of students will score at Level 3 or above on the Algebra 1 EOC Assessment. In 2011, 58% of students scored at Level 3 or above on the Algebra 1 EOC Assessment. In 2012, the number of proficient students increased to 64%.

Geometry End-of-Course Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Geometry EOC Goals		Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By June 2013, at least 50% of Geometry students	Due to budget	Use data to identify	Administrative	Results on district-	Results of the

will pass the EOC assessment as evidenced by a passing score set by the FLDOE.	constraints, there are no Intensive Math courses offered this year for Level 1 math students. Students who failed the Algebra 1 EOC are often lacking the skills to be successful in Geometry. All students must take and pass the Geometry EOC Assessment online.	students in need of remediation and offer remediation before and after school. Students will take assessments online (ePAT, FCAT Explorer- Math Timeline, and 1st Semester exam). Math, Engineering, and Commercial Art teachers will ensure that instruction is aligned with the appropriate EOC Test Item Specifications.	Team and Math Department Chairperson	wide benchmark assessments. Teachers will use progress reports and quarterly grades to determine a student's improvement throughout the year. Scores of the online unit assessment will help teachers identify the technological obstacles. Quarterly progress monitoring assessments from Pearson teacher resources. Administrative classroom walkthroughs	2013 Geometry EOC Assessment

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

The 2011-12 school year established the baseline for the Geometry EOC Assessment. In 2013, Braden River High School will exceed the district wide percentage of students scoring at 3 or above on the Geometry EOC Assessment.

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By June 2013, at least 42% of Biology students will pass the EOC assessment as evidenced by a passing	Some teachers are not familiar	Provide professional development to all	Administrative Team and Science	We will use progress monitoring data to	Results of the 2013 Biology EOC

score set by the FLDOE.	with critical thinking strategies or increasing the cognitive complexity of instruction in the classroom. Students may not be aware that passing the Biology EOC Assessment is now a graduation requirement	teachers on increasing cognitive complexity in the classroom tasks with a focus critical thinking implementation and on higher-order questioning activities. Attend professional development on how to analyze the District Math and Science Benchmark assessment (Webinar on 9/26/12). Utilize FCAT Explorer to provide students with direct exposure to the format and structure of the EOC test items. Students will take the 1st Semester exam). Science teachers and guidance counselors will let the students know that they have to pass the EOC assessment to receive credit for Biology.	Department Chairperson	determine growth of students' achievement level. Biology teachers will use the results of the District Science Benchmark assessment (pre-test/post-test) to determine effectiveness. Biology teacher will collaborate monthly to ensure that instruction is aligned with the appropriate EOC Test Item Specifications. Administrative classroom walkthroughs	Assessment

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* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

The 2011-12 school year established the baseline for the Biology EOC Assessment. In 2011-12, BRHS had the second-highest Biology EOC scores in Manatee County (based on the mean scale score) and exceeded the state average.

History End-of-Course (EOC) Goals – Middle and High School (if administered)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Professional Development at Your School

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Moodle 2.2 Orientation	Technology	Dawn Howard	School-wide	August 2012	Teachers will share ideas for usage in their classrooms.	Dr. David Marshall
Close Reading for Struggling Readers	Reading	Susan Busby	Reading and language arts teachers	August 2012	Participants will receive and review Close reading lessons and strategies that can be incorporated into the intensive reading programs. Administrators will check lesson plans to ensure that reading strategies are incorporated in them.	Administrative Team

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NGCAR-PD approach emphasizes reading deeply in multiple disciplines about multiple topics.	Reading	Susan Busby	PLC	Beginning on October 12, 2012 through April 17, 2013. Participants will be meeting twice a month after the student school day.	NGCAR-PD is designed to move students to high levels of proficiency. Reading data for teachers who complete their NGCAR-PD will be monitored.	Susan Busby
MTSS/RtI Symposium with focused learning areas including: effective service delivery models, policy and practice, roles and functions, and data decision making	RtI/ESE	District staff	ESE	October 22, 2012		Dr. Anne Juola and Tammy Ralston

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention			
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			Limited options dropout prevention options for students who are behind and have less than a 2.0 GPA.	The administrative team, ESE specialist, ESOL teacher, guidance department, and registrar will work together to monitor student progress to make sure students are	Administrative Team, Guidance Counselors	At-risk graduation rate, four-year federal uniform graduation rate, and five-year modified graduation rate. The dropout rate at BRHS is lower than the district average (1.8%).	
In 2013, the dropout rate at BRHS will decrease by 0.1%	2012 Current Dropout Rate:* The dropout rate for the 2011-12 school year was 1.2%.	2013 Expected Dropout Rate:* The dropout rate for the 2012-13 school year will be no more than 1.1%					
	1.2%	1.1%					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					

	The at-risk graduation rate is approximately 81%. This is an improvement of 7% from 2011. The overall graduation rate is 88%.	The at-risk graduation rate will be at least 75%. The four-year federal uniform graduation rate will be at least 85%. The five-year modified rate will be at least 90%.		on-track. Special emphasis will be given to students in the at at-risk graduation co-hort. The administrative team will work with district DOP staff to provide students with strategies/options when they are not being successful at BRHS.		

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.	
The SAC will be an integral part of the SACS accreditation process, curriculum reforms, parental involvement tools, and the development of the school improvement plan (SIP).	
Describe the projected use of SAC funds.	Amount
Student planners to increase communication between teachers and parents. To provide students/parents with information on school policies, procedures, and important dates.	$3,000.00
Substitutes for teacher professional development/conferences	$450.00