

School Board of Levy County

Bronson Middle/High School



2015-16 School Improvement Plan

Bronson Middle/High School

8691 NE 90TH ST, Bronson, FL 32621

<http://bronsonmiddlehigh.levyschools.org/r/home>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	29%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Aim high and soar like an eagle.

Provide the school's vision statement

Bronson Middle/High School aims to enable its students to set and achieve challenging academic, social and life goals. It aims to do this through establishing trust and a collaborative relationship with students, parents and the community, through maintaining a safe and positive school environment, and through nurturing a culture of educational rigor, professionalism, accountability and ongoing learning.

School Environment

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

There are a number of initiatives that Bronson Middle/High School uses to learn about students' cultures and build relationships between teachers and students. These include:

1. Monthly "Eagle Time" homeroom that includes getting to know you and team-building activities from the AVID curriculum.
2. Inclusion of "hook" section in required lesson plan templates that is designed to require teachers to include activities that activate the prior knowledge of students and relate content to their personal lives.

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

Bronson Middle/High School follows the district guidelines for safety, security and emergency procedures through the development and maintenance of a school security procedures manual that includes specific procedures for a wide variety of emergency and safety issues. Multiple safety and security drills are conducted each year, and law enforcement is consulted regularly regarding how to improve school safety and security.

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

The school utilizes the Positive Behavior Support model, and provides incentives for positive behavior such as front-of-the-lunch-line passes, sporting event passes, and honor roll incentives. Bronson Middle/High School also incorporates a lunch detention system for students that have multiple tardies.

The school follows an established Code of Conduct developed at the county level for disciplinary matters. All students are provided with a copy of this policy during the first week of school. During "Eagle Time" on early release the Code of Conduct is reviewed. It is also located in the planner.

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

There are a number of initiatives that Bronson Middle/High School uses to ensure the social-emotional needs of all students are being met. These include:

1. Availability of one-on-one counseling by appointment with the school guidance counselors.
2. Availability of family counseling referrals to the Corner Drug Store counseling program.
2. Use of monthly "Eagle Time" homerooms to deliver AVID-aligned activities designed to foster a sense of community and social/emotional safety.

Early Warning Systems

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

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

Every other week, teachers meet in grade level teams on Tuesday in order to review student data and action plan for how to intervene with struggling students. While in these meetings, teachers utilize the district's Performance Matters data disaggregation and analysis tool in order to identify students with Early Warning System flags. Within Performance Matters, students can be tracked with filters including truancy, absences, course failures, GPA targets, state test performance, and ISS/OSS data. Multiple filters can be applied at once in order to find students that are demonstrating more than one warning flag.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	31	19	12	24	27	27	21	161
One or more suspensions	50	40	33	44	45	17	20	249
Course failure in ELA or Math	27	27	32	22	25	22	5	160
Level 1 on statewide assessment	64	33	52	16	17	0	0	182

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	20	45	44	49	39	55	41	293

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

The school utilizes a school-wide Positive Behavior Support system. A wide range of intervention strategies are utilized by grade level teams in order to intervene with students identified by the school's early warning system. These include parent conferences, informal mentoring, subject area tutoring provided by our resources aide (Donna Leggett), behavioral incentive plans established by teachers and/or administration, Attendance/truancy home visits completed by the school social worker (Terri Pogue) or the district truancy officer (Laura Brown), and enrollment in reading and math intervention classes. Additional referrals for free family counseling are available through an on-site CDS counseling service. All BMHS students receive educational support through Eagle Time activities each Club Day. These activities are derived from the AVID elective curriculum and are a

part of the school-wide AVID model. Activities include: team-building, GPA calculation, and goal-setting, among others.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Bronson Middle/High School utilizes a variety of means to build and sustain partnerships with the local community as a means to increase the resources and support available to students and staff. Several sports and club programs work closely with affiliated booster organizations, such as the Quarterback Club, Baseball Boosters, and the FFA Alumni Organization. Sports equipment, awards and uniforms are provided to BMHS students through their fundraising. The school also coordinates with a number of outside organizations that provide resources and services to students at BMHS. These include Levy Association for Retarded Citizens (L.A.R.C.), the Levy County Education Association, and the Levy County Prevention Coalition. Students in our Varying Exceptionalities program visit the L.A.R.C. facility on a regular schedule in order to participate in their programs. The Levy County Education Association provides scholarship opportunities for both students and staff. The Levy County Prevention Coalition and Quit Doc supports student organizations such as Students Working Against Tobacco (S.W.A.T.), and provide educational resources related to substance abuse diversion. Bronson Middle/High School also has a multi-year partnership with, the College Board Partnership, and the Corner Drugstore. These organizations provide textbooks, field trip opportunities, professional development, funding for SAT School Day, and an on-site family counseling service.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Lott, John	Principal
Slemp, Joshua	Assistant Principal
Drummond, Stacy	Teacher, K-12
Fleetwood, April	Instructional Coach
Putnam, Cindy	Teacher, K-12
Roberts, Vickie	Teacher, K-12
Seay, Travis	Teacher, K-12
Wilkerson, Tina	Guidance Counselor
Bray, Jennifer	Teacher, K-12
Barber, Michelle	Teacher, K-12

Duties

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

The School Leadership Team consists of: John Lott, Joshua Slemp, April Fleetwood, Tina Wilkerson, Allysa Raykovitz, Marcia Smith, Vickie Roberts, Cindy Putnam, Travis Seay, and Stacy Drummond. The team meets bi-weekly on Wednesdays to address successes, concerns, professional development, instructional strategies, and upcoming events in our school. Each member represents a content area team that meets bi-weekly on Mondays and serves to disseminate information to this team, as well as collaborate and practice shared decision making. Teacher concerns from the different departments are shared at these meetings. April Fleetwood along with administration takes the lead on professional development plans for the year with input from the other department heads.

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

The school improvement planning process is the system by which BMHS coordinates and integrates all available resources. As part of that process, a yearly Needs Assessment is completed. This establishes priorities for the school in the areas of curriculum, instruction, personnel and facilities/ resources. These priorities are used in the development of the annual School Improvement Plan, and school based Title I plan. The development of the SIP includes a problem-solving process that identifies critical areas of need and persons responsible, frequency of meetings, and evaluation of effectiveness. Funds and resources from all of the following sources are considered in the alignment of resources: Title I, Title II Title III, Title VI, College Board Partnership, Levy County Prevention Coalition, sports booster organizations, and the Levy Education Foundation. School Improvement is an ongoing process that includes professional development based on determined goals or team meetings on all Early Release Days during the school year (8 during the year) with a focus on identified instructional priorities.

Integration of federal, state, and local initiative occurs through continuous collaboration of school and district staff. Students benefit from the coordination of services from a multiplicity of funds including but not limited to, Title 1, part C Migrant programs, ESOL/ELL, Title VI Rural and Low Income Schools, Title X, and Title I Part A funds.

Integration and coordination of services provided under Title X ensures that homeless students receive services on the same basis as other children. Title X Homeless Students: Guidance identifies

homeless and identifies services that can be provided through the McKinney Vento Act. The K-12 Reading Grant helps funds reading coaches and provide professional development as indicated by K-12 Reading Plan.

Carl Perkins Secondary and Rural/Sparsely Populated projects support the enhancement of services to students in career and technical education programs. These projects support supplementary supplies, equipment, and software for CTE students. In addition, professional development for CTE teachers is provided through collaboration with this project. Industry certifications, travel costs, and other fees are supported through the coordination and integration of these funds.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
John Lott	Principal
Joshua Slempe	Principal
Tammy Box	Parent
Julius Smith	Student
Katie Bogart	Business/Community
Autumn Boyd	Student
Caryl Carlisle	Parent
Julie Whiteacre	Parent
Kathy Lawrence	Teacher

Duties

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

Evaluation of last year's school improvement plan

Each year, the SAC reviews the outcome from the school's School Improvement Plan and helps to determine strategies that need to be continued or revised in an effort to meet the Goals established in the Plan.

Development of this school improvement plan

Each year, the SAC is presented with a draft of the school's School Improvement Plan (form provided by the district office). SAC members review the document, provide suggestions for changes/corrections/additions, and formally approve the document as amended.

Preparation of the school's annual budget and plan

In conjunction with the school's confidential secretary (Sherry Tindale), financial reporting forms provided by the district for the school's annual budget and plan are presented to the SAC. The committee reviews the document, provides suggestions for changes/corrections/additions, and formally approves the document as amended.

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

No school improvement funds were allocated last year. A portion of the school's A+ Plan reward money was used to purchase supplies for teachers and the school, including binders for all students, as part of the formally approved reward money plan.

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

No

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

All teachers are asked to try to find one parent from their Eagle Time class to participate on the SAC. During Open House, the importance of participating in SAC is discussed, and recruitment of parents and community members for participation occurs. Meetings are advertised in advance on the school marquee, on special signage in the car dropoff/pickup area, through automated call homes, on the school website, on the school Facebook page, and by personal calls to past SAC participants.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lott, John	Principal
Slemp, Joshua	Assistant Principal
Fleetwood, April	Instructional Coach
Putnam, Cindy	Teacher, K-12
Roberts, Vickie	Teacher, K-12
Seay, Travis	Teacher, K-12
Smith, Marcia	Teacher, Career/Technical
Wilkerson, Tina	Guidance Counselor
Drummond, Stacy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team collaboratively promotes literacy at Bronson Middle High School. This team develops a school-wide plan for professional development for the year, which includes strategies for teaching reading and writing such as Cornell notes, AVID WICOR strategies for reading and writing with purpose, close reading, and Comprehension Instructional Sequence; the team also promotes literacy by modeling such strategies in their classrooms. In conjunction with the reading coach and administration, the LLT provides leadership to their department level teams, as well, assisting teachers as they address literacy strategies in their individual content area classrooms.

Public and Collaborative Teaching

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

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

The BMHS Leadership Team collaborates to establish weekly meetings that alternate between departments and grade level teams. The team also plans for professional development that meets the needs of our faculty. Lead Team members then lead department meetings in collaborative lesson planning and follow up activities that focus on instructional strategies provided to teachers in monthly/bi-monthly professional development sessions. Our school's focus this year is on student engagement.

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

A variety of strategies are used to recruit, develop and retain highly qualified, certified-in-field, effective teachers at B.M.H.S. All job openings are posted on a district website and to www.teachers-teachers.com. Administration attends local recruitment fairs within the state. Unless no other options are available, all newly-hired teachers are chosen from the pool of applicants that would be highly qualified and certified-in-field for the position advertised. Those who are not are required to become highly qualified and certified-in-field within a specific length of time after hire. Upon hire, all new teachers are automatically enrolled in the teacher mentoring program noted above. Veteran teachers that have demonstrated a lack of effectiveness are also enrolled in a mentoring program and/or provided with a formal assistance plan.

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

All newly hired teachers are paired with a mentor teacher (from the same field whenever possible). There is a formal mentoring protocol that the mentor and mentee must follow, including a number of required face-to-face meetings, documentation on the part of the mentor that the mentee has master certain skills and completed certain tasks, and classroom observations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers at BMHS participate in course curriculum mapping and blueprinting processes to ensure that curriculum materials are aligned to the Florida Standards. Teachers use these materials to guide their unit and lesson plans, ensuring that the Florida Standards drive instruction. In addition, administration meets with teachers individually each semester to discuss curriculum progress, lesson planning, and student data with regards to Florida's standards.

Instructional Strategies

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

Teachers meet bi-weekly in grade level teams to focus on student data and strategies to increase student achievement. Using the established protocol, teachers identify individual students needing academic or behavioral support and create action plans for meeting student needs. These plans include parent contacts, extra accommodations, behavior plans, and follow-up analysis to judge intervention effectiveness.

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

Strategy: Extended School Day

Minutes added to school year: 6,480

Three times per week during the fall semester the school's math tutor, Shanno Dukes, stays after school for 2 hours to work with students struggling in math.

Strategy Rationale

Some students are unable to access Ms. Dukes during the regular school day due to scheduling. The after school time frame also allows Ms. Dukes to provide additional support to students in BMHS interscholastic athletic programs.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

A log of all program participants is maintained, and their Florida Standards Assessment and class grade data will be reviewed at the end of the year and compared to their non-participating peers.

Student Transition and Readiness

PreK-12 Transition

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

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

The school utilizes a variety of strategies to support incoming and outgoing cohorts of students in transition from one school level to another. These include:

1. A yearly orientation day for incoming 6th graders. The students come across the street from the elementary, tour the campus, meet teachers, and learn from guidance and administration about school rules, expectations and procedures. At approximately the same time each year parents of these students are invited to a parent information night where guidance, administration, and teachers share further information about school rules, expectations and procedures.
2. A yearly orientation day for incoming 9th graders. The students are presented in assembly with information from guidance and administration on high school graduation requirements, changes in attendance policies from middle to high school, the high school credit system, dual enrollment and advanced placement programs. A parent night is schedule for approximately the same date so the parents and meet with guidance, administration and teachers and learn more information on the same topics and how they can work collaboratively with guidance to complete student course request forms.

College and Career Readiness

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

The school utilizes a variety of strategies to advance college and career awareness, which includes partnerships with business, industry and community organizations. These include:

1. Each year all BMHS students have the opportunity to attend an on-campus Career Day event, where a wide variety of local businesses and professions set up informational tables to tell students about their careers and the requirements for pursuing a career in their area.
2. Bronson Middle/High School has an active AVID (Advancement Via Individual Determination) program that is designed to assist targeted students (average to above average students that would be the first in their family to attend college). We currently have 5 cohorts of students (grades 8-12) that are enrolled in the AVID elective and meet AVID academic requirements (honors classes).
3. As part of the school-wide AVID initiative, BMHS has establish Eagle Time. This is a homeroom-style class for all students that they attend on each Early Release Day. They keep the same Eagle Time teacher each year until they graduate. During Eagle Time, students participate in elements of the AVID curriculum selected by the school Lead Team.
4. Accelerated students that meet dual-enrollment requirements may begin taking dual enrollment coursework in their Junior year. Students that participate in this program are transported by bus to the Santa Fe College Davis Center in neighboring Archer for classes each day.
5. Students have the opportunity to enroll in a Career and Technical Education Program at BMHS. The Programs available are Administrative Office Specialist, Agritechnology, Ag. Communications, and Building Construction Technology. All of the programs have articulation agreements with the College of Central Florida and students can earn articulated college credit towards an A.S. degree.
6. All of the CTE programs have Career and Technical Student Organizations that extend the learning opportunities beyond the high school. Students have the opportunity to do Career Shadowing, hear directly from guest speakers from industry, and visit industry. The FFA Alumni is a strong community support for our students enrolled in an Agriscience Program.
7. Students with identified disabilities are encouraged to apply for and participate in transition services offered by the Vocational Rehabilitation Program.

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

Three CTE programs with industry certification components are offered at BMHS:

1. Administrative Office Specialist (Microsoft Office Specialist certifications)
2. Agritechnology (Agriculture Productions Technician Certification)
3. Building Construction (NCCER Building Construction Technology Certification)

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

Members of the BMHS CTE team integrate Close Reading and FSA-aligned writing in their curriculum. Several are currently pursuing NGCAR-PD certification. Kevin Williams, the Building Construction instructor, teaches two middle school wheel class that integrate building construction skills with grade level mathematics instruction and support. All of the CTE teachers participate in academic alignment workshops through the Florida Association of Career and Technical Education when available.

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

One of the primary initiatives undertaken by Bronson Middle/High School in response to the High School Feedback Report (HSFR) is the AVID program. The HSFR trends have indicated that the percent of Bronson High School graduates that enroll in a postsecondary institution in the fall after graduation is below that of both the district and state. The AVID program is designed to increase the number of academically capable students that enroll in and complete postsecondary programs after high school. It does that by providing students with both a yearly elective curriculum and training teachers in the school to use strategies with all students (both AVID and non-AVID) that will increase their chances of success in college. Strategies address the areas of writing, inquiry, collaboration,

organization and reading. Since instituting the program, the number of students in the school's dual enrollment program has increased substantially.

In addition, our CTE Programs are part of the Mid-Florida Career Pathways consortium. The Career Pathways Coordinator from the College of Central Florida visits all of the CTE classes in the Fall and Spring to discuss enrollment, articulated college credit, and A.S. and PSAV Certificate Programs.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Bronson Middle High School will increase student engagement in mathematics.
- G2.** Bronson Middle High School will increase student engagement in reading and writing.

Strategic Goals Detail

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

G1. Bronson Middle High School will increase student engagement in mathematics. 1a

G071561

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0

Resources Available to Support the Goal 2

- The use of i-Ready computer program in intervention classes and regular math classes.
- Algebra Nation
- Khan Academy
- Online resources from the newly adopted text.

Targeted Barriers to Achieving the Goal 3

- Intervention students in Math lacking the academic skills to be successful in their core curriculum classes.
- Teacher's not utilizing all available instructional time in the classroom I.E. Not teaching bell to bell.

Plan to Monitor Progress Toward G1. 8

i-Ready Diagnostic results. Student performance on classroom assessments will be reviewed biweekly at math department meetings.

Person Responsible

Cindy Putnam

Schedule

Biweekly, from 10/19/2015 to 6/9/2016

Evidence of Completion

Lesson plans. Performance by students on successive i-Ready diagnostics. Data chats.

G2. Bronson Middle High School will increase student engagement in reading and writing. 1a

G071562

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- AVID Weekly
- Reading 180
- Junior Great Books
- Springboard
- NewsELA
- NGCAR-PD Reading Training modules
- cPalms
- Scholastic Scope
- Jr. Scholastic
- USA TestPrep
- Massachusetts Practice Tests
- Grade Level Novel Selections aligned with Springboard
- DBQ Project
- AVID Subject Area Books
- LDC.org website
- IQWST curriculum materials
- AVID Subject Area Books
- LDC.org website
- i-Ready workbooks

Targeted Barriers to Achieving the Goal 3

- Due to scheduling requirements and staffing levels, BMHS students have a 7 period day that places them at a time disadvantage for ELA instruction. Other schools in the county were able to double block their students in ELA. This puts BMHS students at a disadvantage when it comes to writing and reading instruction.

Plan to Monitor Progress Toward G2. 8

FAIR-FS progress monitoring data will show a 10% or more increase in the percent of students that demonstrate an 85% or higher probability of literacy success from the first to the last administration in the 2015-2016 school year. 71% of students will show one years growth as measured on i-Ready diagnostic.

Person Responsible

April Fleetwood

Schedule

On 6/9/2016

Evidence of Completion

FAIR-FS progress monitoring reports, i-Ready for 6-8th and Write Score Data.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Bronson Middle High School will increase student engagement in mathematics. **1**

 G071561

G1.B1 Intervention students in Math lacking the academic skills to be successful in their core curriculum classes. **2**

 B186520

G1.B1.S1 Use the i-Ready diagnostic to level the students and create a profile that differentiates the instruction for each individual student. This will be in concert with front loading the lessons that will occur in their regular math classes in their intervention classes. **4**

 S197918

Strategy Rationale

Differentiation as provided by i-Ready with close teacher monitoring and examination of data reports and repeat diagnostic checks will help to fill the gaps that some of our struggling math students have. The front loading of the curriculum for their regular math classes should help these students be more successful.

Action Step 1 **5**

Math intervention teachers will use the i-Ready diagnostic to differentiate instruction for their students and front load material for the students' regular math instruction.

Person Responsible

Cindy Putnam

Schedule

Weekly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Diagnostic data from i-Ready, grades, and FSA Assessment results

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

Bring lesson plans, diagnostic reports, and or student work samples to biweekly meetings.

Person Responsible

Cindy Putnam

Schedule

Biweekly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Meeting minutes from biweekly department meetings.

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

Math teachers will compare i-Ready reports for students to track progress along with the diagnostics that will occur 3 times a year. They will also monitor the grades of the intervention students in their regular math classes.

Person Responsible

Cindy Putnam

Schedule


Biweekly, from 10/12/2015 to 6/9/2016

Evidence of Completion

i-Ready reports and diagnostic reports. Better performance in the student's regular math classes measured by their classroom grades and performance on classroom assessments. Performance on the FSA Assessment will also be a measure for effectiveness.

G1.B2 Teacher's not utilizing all available instructional time in the classroom I.E. Not teaching bell to bell.

2

 B186521

G1.B2.S1 CWT feedback will focus on student engagement. Each month administration will focus on observing classes in the beginning of the period and the end of the period. Administration will provide feedback via email on the level and quality of engagement they are observing. 4

 S197919

Strategy Rationale

Through the feedback that is provided and the initiative to maximize all available classroom instruction student engagement should increase which should increase student achievement.

Action Step 1 5

Administration will conduct walk-throughs, with feedback, daily to check for student engagement and bell to bell instruction. The preceding will have different specific look fors throughout the year.

Person Responsible

John Lott

Schedule

Daily, from 10/19/2015 to 6/9/2016

Evidence of Completion

CWT feedback (formal and informal), sharing the results of the walk-through data at staff meetings.

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

Formal and informal walk through documentation that will be shared with teachers and staff as a whole.

Person Responsible

Joshua Slemp

Schedule

Daily, from 10/19/2015 to 6/9/2016

Evidence of Completion

Emails and formal CWT's that are shared with staff through performance matters documenting student engagement for the full 50 minutes of instruction.

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

Feedback and recommendations to teachers will be provided for each and every walk through that administration conducts. Focusing on the look fors that administration will inform the staff of.

Person Responsible

Schedule

Weekly, from 10/19/2015 to 6/9/2016


Evidence of Completion

Emails to teachers documenting feedback. CWT Results.

G2. Bronson Middle High School will increase student engagement in reading and writing. 1

 G071562

G2.B6 Due to scheduling requirements and staffing levels, BMHS students have a 7 period day that places them at a time disadvantage for ELA instruction. Other schools in the county were able to double block their students in ELA. This puts BMHS students at a disadvantage when it comes to writing and reading instruction. 2

 B186527

G2.B6.S1 Incorporate writing support to all content areas. Each content area team will present their needs to the ELA Department. 4

 S197921

Strategy Rationale

Adding writing will provide extra practice for students struggling with formulating thoughts into writing (reading/writing connection). This will also help with the lack of a double blocked ELA class for Bronson Middle High School.

Action Step 1 5

Content area classes will collaborate to determine how to increase the writing standards into their lessons. The ELA Department will pull resources to meet those needs.

Person Responsible

Vickie Roberts

Schedule

Biweekly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Lesson plans, Lesson planning rubrics ELA/Reading team meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Lesson plans and/or student work samples will be reviewed at bi-weekly meetings. Classroom Walk-through visits will be also be used by administration to support monitoring of goal.

Person Responsible

Vickie Roberts

Schedule

Biweekly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Teachers will compare student scores on writing assignments from October to December. Write Score Data from October and December will be used to monitor for effectiveness.

Person Responsible

Schedule

On 12/2/2015

Evidence of Completion

Writing Rubric progress monitoring notes in ELA/Reading meeting minutes

G2.B6.S2 Increase the amount of formal (1-3 paragraphs) and informal argumentative writing opportunities to once a month, and use the FSA writings rubrics for student feedback on their work. 4

 S197922

Strategy Rationale

Students will need to be successful text-based writers in order to pass their ELA Florida Standards Assessment. Increasing writing opportunities will increase their writing skills and confidence.

Action Step 1 5

Teachers will facilitate a formal written response lesson once per month and use the FSA writing rubrics to teach and evaluate the writing process (both teacher- and student-led).

Person Responsible

Stacy Drummond

Schedule

Monthly, from 11/1/2015 to 6/9/2016

Evidence of Completion

Lesson plans, student writing samples

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

Monthly lessons will be reviewed in Dropbox and Planbook.com

Person Responsible

Stacy Drummond

Schedule

Monthly, from 11/1/2015 to 6/9/2016

Evidence of Completion

Lesson Plans and feedback through the lesson plan rubrics that administration uses to give feedback to the teachers.

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

Eight percent or more of students will demonstrate a 20% or more increase in their performance on graded writing tasks, as evaluated by the Florida Standards Assessment rubrics.

Person Responsible

Stacy Drummond

Schedule

Monthly, from 12/5/2015 to 6/9/2016

Evidence of Completion

Student scores on writing tasks as graded by Florida Standards Assessment rubric.

G2.B6.S3 Using the i-Ready diagnostic students will have an individualized profile that shows their deficits in reading and create differentiated instruction that can be worked on in their reading intervention classes and regular ELA classes. The intervention classes will also front load ELA curriculum through use of the i-Ready workbooks that are standards based and Spring Board curriculum. 4

 S197923

Strategy Rationale

Use of this strategy should help fill in the gaps for the intervention students along with the students that do not have the intervention classes. Through the use of the i-Ready diagnostic and the creation of the individualized i-Ready profile differentiation for these students should be easier. The use of i-Ready workbooks will help to supplement the Spring Board curriculum.

Action Step 1 5

BMHS ELA teachers will meet biweekly to make changes to their curriculum guides in incorporating the new i-Ready materials into their classroom instruction and intervention classes.

Person Responsible

Vickie Roberts

Schedule

Biweekly, from 10/19/2015 to 6/9/2016

Evidence of Completion

Agenda and Minutes from department meetings.

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

Based on a review of student i-Ready and FAIR data and student work. Specific problem areas will be discussed at meetings. This will include potential revisions to teaching sequence and or grading rubric.

Person Responsible

Vickie Roberts

Schedule

Biweekly, from 10/19/2015 to 6/9/2016

Evidence of Completion

ELA Department meeting agendas and minutes, lesson plans and i-Ready results.

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 7

During biweekly meetings individual progress reports for students will be examined to see how students are making gains in their problem areas.

Person Responsible

Vickie Roberts

Schedule

Biweekly, from 10/19/2016 to 10/19/2016

Evidence of Completion

Lesson plans, Meeting minutes, i-Ready diagnostic results and Fair results.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Math intervention teachers will use the i-Ready diagnostic to differentiate instruction for their students and front load material for the students' regular math instruction.	Putnam, Cindy	10/12/2015	Diagnostic data from i-Ready, grades, and FSA Assessment results	6/9/2016 weekly
G1.B2.S1.A1	Administration will conduct walk-throughs, with feedback, daily to check for student engagement and bell to bell instruction. The preceding will have different specific look fors throughout the year.	Lott, John	10/19/2015	CWT feedback (formal and informal), sharing the results of the walk-through data at staff meetings.	6/9/2016 daily
G2.B6.S1.A1	Content area classes will collaborate to determine how to increase the writing	Roberts, Vickie	10/12/2015	Lesson plans, Lesson planning rubrics ELA/Reading team meeting minutes	6/9/2016 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	standards into their lessons. The ELA Department will pull resources to meet those needs.				
G2.B6.S2.A1	Teachers will facilitate a formal written response lesson once per month and use the FSA writing rubrics to teach and evaluate the writing process (both teacher- and student-led).	Drummond, Stacy	11/1/2015	Lesson plans, student writing samples	6/9/2016 monthly
G2.B6.S3.A1	BMHS ELA teachers will meet biweekly to make changes to their curriculum guides in incorporating the new i-Ready materials into their classroom instruction and intervention classes.	Roberts, Vickie	10/19/2015	Agenda and Minutes from department meetings.	6/9/2016 biweekly
G1.MA1	i-Ready Diagnostic results. Student performance on classroom assessments will be reviewed biweekly at math department meetings.	Putnam, Cindy	10/19/2015	Lesson plans. Performance by students on successive i-Ready diagnostics. Data chats.	6/9/2016 biweekly
G1.B1.S1.MA1	Math teachers will compare i-Ready reports for students to track progress along with the diagnostics that will occur 3 times a year. They will also monitor the grades of the intervention students in their regular math classes.	Putnam, Cindy	10/12/2015	i-Ready reports and diagnostic reports. Better performance in the student's regular math classes measured by their classroom grades and performance on classroom assessments. Performance on the FSA Assessment will also be a measure for effectiveness.	6/9/2016 biweekly
G1.B1.S1.MA1	Bring lesson plans, diagnostic reports, and or student work samples to biweekly meetings.	Putnam, Cindy	10/12/2015	Meeting minutes from biweekly department meetings.	6/9/2016 biweekly
G1.B2.S1.MA1	Feedback and recommendations to teachers will be provided for each and every walk through that administration conducts. Focusing on the look fors that administration will inform the staff of.		10/19/2015	Emails to teachers documenting feedback. CWT Results.	6/9/2016 weekly
G1.B2.S1.MA1	Formal and informal walk through documentation that will be shared with teachers and staff as a whole.	Slemp, Joshua	10/19/2015	Emails and formal CWT's that are shared with staff through performance matters documenting student engagement for the full 50 minutes of instruction.	6/9/2016 daily
G2.MA1	FAIR-FS progress monitoring data will show a 10% or more increase in the percent of students that demonstrate an 85% or higher probability of literacy success from the first to the last administration in the 2015-2016 school year. 71% of students will show one years growth as measured on i-Ready diagnostic.	Fleetwood, April	10/12/2015	FAIR-FS progress monitoring reports, i-Ready for 6-8th and Write Score Data.	6/9/2016 one-time
G2.B6.S1.MA1	Teachers will compare student scores on writing assignments from October to December. Write Score Data from October and December will be used to monitor for effectiveness.		12/2/2015	Writing Rubric progress monitoring notes in ELA/Reading meeting minutes	12/2/2015 one-time
G2.B6.S1.MA1	Lesson plans and/or student work samples will be reviewed at bi-weekly meetings. Classroom Walk-through visits will be also be used by administration to support monitoring of goal.	Roberts, Vickie	10/12/2015	Meeting minutes	6/9/2016 biweekly
G2.B6.S2.MA1	Eight percent or more of students will demonstrate a 20% or more increase in their performance on graded writing tasks, as evaluated by the Florida Standards Assessment rubrics.	Drummond, Stacy	12/5/2015	Student scores on writing tasks as graded by Florida Standards Assessment rubric.	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B6.S2.MA1	Monthly lessons will be reviewed in Dropbox and Planbook.com	Drummond, Stacy	11/1/2015	Lesson Plans and feedback through the lesson plan rubrics that administration uses to give feedback to the teachers.	6/9/2016 monthly
G2.B6.S3.MA1	During biweekly meetings individual progress reports for students will be examined to see how students are making gains in their problem areas.	Roberts, Vickie	10/19/2016	Lesson plans, Meeting minutes, i-Ready diagnostic results and Fair results.	10/19/2016 biweekly
G2.B6.S3.MA1	Based on a review of student i-Ready and FAIR data and student work. Specific problem areas will be discussed at meetings. This will include potential revisions to teaching sequence and or grading rubric.	Roberts, Vickie	10/19/2015	ELA Department meeting agendas and minutes, lesson plans and i-Ready results.	6/9/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Math intervention teachers will use the i-Ready diagnostic to differentiate instruction for their students and front load material for the students' regular math instruction.				\$0.00
2	G1.B2.S1.A1	Administration will conduct walk-throughs, with feedback, daily to check for student engagement and bell to bell instruction. The preceding will have different specific look fors throughout the year.				\$5,900.68
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3240	399800-OTHER MATERIALS AND SUPPLIES-TRAINING	0021 - Bronson Middle/High School	Title I Part A		\$400.68
<i>Notes: 40 Books Purchased for book study on engaging students.</i>						
	3240	120-Classroom Teachers	0021 - Bronson Middle/High School	Title I Part A		\$5,500.00
<i>Notes: Stipend pay for teachers PD afterschool.</i>						
3	G2.B6.S1.A1	Content area classes will collaborate to determine how to increase the writing standards into their lessons. The ELA Department will pull resources to meet those needs.				\$0.00
4	G2.B6.S2.A1	Teachers will facilitate a formal written response lesson once per month and use the FSA writing rubrics to teach and evaluate the writing process (both teacher- and student-led).				\$0.00
5	G2.B6.S3.A1	BMHS ELA teachers will meet biweekly to make changes to their curriculum guides in incorporating the new i-Ready materials into their classroom instruction and intervention classes.				\$0.00
					Total:	\$5,900.68