Bronson Middle/High School

2017-18 Schoolwide Improvement Plan

Bronson Middle/High School

8691 NE 90TH ST, Bronson, FL 32621

http://www.levyk12.org/schools

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

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 was approved by the Levy County School Board on 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bronson Middle/High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Adults will model professionalism as they nurture and challenge students to meet career goals. Students will engage in an environment of mutual respect and academic focus while preparing for future success. Unified, we will accomplish this mission.

b. Provide the school's vision statement.

Adults and students will interact respectfully in an academically challenging environment.

2. School Environment

a. 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. Before school starts, parents and students are invited to Open House to meet the teachers and visit classrooms. This creates an opportunity for teachers to learn more about students before school even begins.

2.The first week of school teachers hand out personal interest surveys to students to learn more about their students.

3.Students are encouraged to participate in activities related to "Awareness" months.

4. The ELL support staff hosts a Spanish Heritage Luncheon that provides an opportunity for families to get together, along with school staff, to build relationships and learn more about cultures.

5. AVID creates an environment between students, teachers, and families that fosters strong, trusting relationships through team building activities and presentations to a variety of audiences.

6. Principal sends out a "Word of the Week" to facilitate classroom discussion about character.

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

Students and staff receive training in identifying, reporting, and preventing bullying.

Staff and athletes participate in the Core program by Almon Gunter designed to build strong character and respect for self and others.

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.

The school resource officer is on campus daily to monitor the security of day to day operations, but also to build a relationship with students so they feel safe reporting issues or problems by attending lunch and after school events with them.

During lunch, videos related to handling bullying, reporting suspicious activity, and making healthy decisions are projected for students to view and discuss.

Two school counselors and a family counselor are on campus to meet with students, parents, teachers and families. School counselors also host informative meetings after school to discuss students' future plans, routes for success, and support available to them.

c. 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.

At the beginning of the year, students receive the district Code of Student Conduct and Student Rights and Responsibilities, as well as a planner that contains school levels policies and expectations relevant to the middle and high school level. The first week of school teachers read, discuss, and model with their classes the expectations set forth in the handbook and in classroom procedures. The handbook is sent home for parents and student to review and discuss, then sign the back page and return. Positive behavior is recognized through postcards sent home, student of the month recognition, and Caught in an Act of Kindness tickets.

Teachers provide opportunities in the beginning of the school year for students to participate in establishing classroom norms. The classroom norms are periodically reviewed and adjusted as needed as a gentle reminder for students of behavioral expectations. Charts of norms are posted in many classrooms or put on a document to be placed in student binders. As norms are violated, the teacher may issue a verbal or visual warning. If the behavior continues, the teacher would begin tracking the behavior and/or implement an intervention, such as moving the student's seat and/or contacting parents/guardians.

To minimize classroom disruption, teachers use a shared Google document to enter infractions such as dress code, food in the classroom, and technology distractions. This reduces conflict between the teacher and student and allows the teacher to continue with instruction. The document is monitored every class period by administration to address the behavior as it is reported. After the initial warnings, students receive lunch detention and can progress to ISS for repeated offenses as stated in the Code of Student Conduct.

Teachers participate in professional development to review classroom management strategies and reflect on consistency and the effectiveness of procedures. To further ensure discipline is fair, the dean and administration participate in disproportionate discipline meetings to review discipline data and reflect on procedures.

An added step to the behavioral system includes a change in setting with a reduced audience and stimuli for students who are chronically interrupting instructional time.

d. 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 counselors.

2. Availability of family counseling referrals to the Corner Drug Store counseling program.

3. The graduation coach meets and counsels with the each senior individually in the first quarter of school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Every other Wednesday, teachers meet in grade level teams 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. A list of the students who are flagged with warning indicators are the priority for bi-weekly review. A weekly report is created by data entry to identify students who have reached 5 absences and a letter is sent home. Administration tracks suspensions monthly.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	12	9	12	10	8	23	11	85
One or more suspensions	0	0	0	0	0	0	6	4	11	4	6	9	6	46
Course failure in ELA or Math	0	0	0	0	0	0	30	15	10	15	11	38	10	129
Level 1 on statewide assessment	0	0	0	0	0	0	38	44	48	44	38	55	29	296

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	25	45	53	38	36	61	43	301

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning 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, meetings with the behavior specialist to review behavior plans, informal mentoring, subject area tutoring provided by our resources aide, behavioral incentive plans established by teachers and/or administration, attendance/truancy letters and phone calls home, and enrollment in reading and math intervention classes. Additional referrals for free family counseling are available through an on-site CDS counseling service.
Additionally, the AVID class is offered for students in high school to provide support and strategies for academic and career success. Students have access to AVID tutors during and after school.

The graduation coach monitors the academic performance of seniors and meets with them to discuss their attendance and behavior issues, grades, and requirements for graduation. Parents are also invited to attend these individual meetings.

Also, the reading coach reviews the early warning data and helps identify individual students to connect with tutors.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/452811.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

School counselors organize a Career Fair Day and secures professionals in the community to speak and present on opportunities and resources available locally to assist students in exploring and deciding on a career.

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.

The Administrative Office Specialist and Agriscience Programs are part of the Mid Florida Career Pathways Consortium. The consortium provides a Career Pathways coordinator who meets twice a year with students to explain dual enrollment, Programs of Study, Florida Gold Seal, and admission requirement.

Students with significant cognitive disabilities receive work experience within the community.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Masters, Gary	Principal
Fleetwood, April	Instructional Coach
Putnam, Cindy	Teacher, K-12
Roberts, Vickie	Teacher, K-12
Wilkerson, Tina	School Counselor
Barber, Michelle	Teacher, K-12
Allen, Cheryl	Assistant Principal
Durden, Emma	Teacher, K-12
Ward, Constance	Teacher, K-12
O'Steen, Caryl	

b. Duties

1. 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: Gary Masters, Cheryl Allen, April Fleetwood, Tina Wilkerson, Vickie Roberts, Cindy Putnam, Emma Durden, Constance Ward, and Michelle Barber . The team meets monthly on Mondays to address successes, concerns, professional development, instructional strategies, and upcoming events in our school. Each member represents a content area team and serves to disseminate information to this team, as well as collaborate and practice shared decision making. Tina Wilkerson, the school counselor serves as instructional leaders by conferring with teachers on reaching students with exceptional social and emotional needs. They work to create behavior plans geared towards students reaching achievable goals to be successful. Teacher concerns in the reading, math, and science departments are taken to Vickie Roberts, Cindy Putnam, Emma Durden, and Constance Ward who work with other lead team members to problem solve, help make decisions, and identify resources. In addition to being department liasons, these teachers work to market and implement the decisions the whole team makes. Michelle Barber is the lead teacher for the Career and Technical Education department. Mrs. Barber is responsible for meeting with the business, agriculture, carpentry , and foreign language teachers and identifying ways they can provide additional support to students through their departments. Each of these lead teachers work with their department teams to identify the standards their students are struggling on according to the most current data and bounce ideas for improvement that include, but are not limited to reviewing behavior and classroom management, the depth to which the standards are being taught, instructional strategies used, and resources. This compilation of information helps to build the professional development that will be needed. April Fleetwood, along with administration, takes the

lead on professional development plans for the year with input from the other department heads. When the team meets, they review data and the progress being made toward meeting goals.

These leaders also model instructional strategies, such as Socratic Seminar, to demonstrate and foster student engagement and collaboration. And some work on the MTSS team to identify issues and participate in the shared problem-solving process.

2. 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, persons responsible, frequency of meetings, and evaluation of effectiveness. The team examines and analyzes data, such as assessment results and surveys to determine those critical areas of need and then identifies strategies and resources to remove barriers to reach goals for improvement. Funds and resources from all of the following sources are considered in the alignment of resources: Title I, Title II Title III, 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 during the school 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, Title III, Title IX, and Title I, Part A funds. Integration and coordination of services provided under Title iX ensures that homeless students receive services on the same basis as other children. Title iX Homeless Students: Guidance identifies homeless and identifies services that can be provided through the McKinney Vento Act.
The K-12 Reading Grant helps to fund the reading coach and provides support for professional development.
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.
IDEA supports PD, equipment, supplemental curriculum and paraprofessional support to students with disabilities, as well as SEDNET PD an behavior curriculum.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Gary Masters	Principal
Caryl Carlisle	Parent
Cheryl Allen	Student
Jenalee Hutto	Parent
Aimee Smith	Parent
Amy Durden	Parent
Tammy Box	Parent
Malisa Fletcher	Parent
Tiffany Johnson	Parent
Wanda Johnson	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Each year, the SAC convenes to review the outcome from the school's School Improvement Plan and helps to provide input on strategies that need to be continued or revised in an effort to meet the goals established in the Plan. As part of this process, the SAC reviews and discusses the school grade, published state testing data, and the plan's goals.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

In conjunction with the school's confidential secretary, 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 revisions, and formally approves the document as amended.

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

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

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Masters, Gary	Principal
Allen, Cheryl	Assistant Principal
Fleetwood, April	Instructional Coach
Wilkerson, Tina	School Counselor
Barber, Michelle	Teacher, K-12
Putnam, Cindy	Teacher, K-12
Roberts, Vickie	Teacher, K-12
Durden, Emma	Teacher, K-12
Ward, Constance	Teacher, K-12
Palmer, April	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership team collaboratively promotes literacy at Bronson Middle High School. This team, with the help of the lead 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, UDL, and Comprehension Instructional Sequence; the reading coach also promotes literacy by modeling such strategies in the classrooms. The team promotes and assists with active participation in Literacy Week. In conjunction with the reading coach and administration, the LLT provides leadership to their department level teams, as well, mentoring and assisting teachers as they address literacy strategies in their individual content area classrooms. They review, monitor and analyze the school's data to identify strengths and areas for improvement.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Positive working relationships are encouraged through bi-monthly grade level meetings where teachers meet in interdisciplinary teams to collaborate about student data, plan instructional strategies and resources to make adjustments for struggling students and topics identified for improvement. New teachers are paired with mentor teachers for support in planning and the use of effective instructional strategies. During pre-planning, teachers partnered with another teacher to schedule a time to model and observe each other's classes participate in Socratic Seminar. Working relationships are further developed through content area cadres.

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

Recruitment strategies include attending local job fairs and virtual fairs that connect the school with teachers across the country. Within the hiring process, applicants are reviewed for highly qualified status and certifications for the pending position. Teachers are provided with numerous opportunities

throughout the year to participate in subject area cadres that bring teachers together across the district, attend workshops and local professional development meetings. The retention of teachers is supported through a mentoring program. Seasoned teachers who express interest in being a mentor or who are invited to be mentors attend a 2-day mentoring seminar to prepare for being a mentor. All newly hired teachers are paired with a trained, experienced mentor teacher (from the same field whenever possible) to build and foster strong relationships and support effective professional practice. 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 mastered targeted skills and tasks, and classroom observations. Specific mentoring activities are planned as a result of a request by the mentee, through observations by the mentor teacher or administration, and from student data. Additionally, new teachers are encouraged to attend the new teacher cadre hosted by the district. Administration meets with new teachers after 60 days of employment and then again after 90 days for an informal discussion with regard to retention and recruiting other teachers they may know who might like to join our school.

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

Each year, the district provides opportunities for experienced teachers working in the district to participate in clinical educator training to be a mentor to new teachers. All newly hired teachers are paired with a trained, experienced mentor teacher (from the same field whenever possible) to build and foster strong relationships and support effective professional practice. 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 mastered targeted skills and tasks, and classroom observations. Specific mentoring activities are planned as a result of a request by the mentee, through observations by the mentor teacher or administration, student data, and identified deficient areas in need of mentoring attention.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

To ensure core instructional programs and materials are aligned to Florida's standards, teachers participate in curriculum mapping and unit planning which involves using Item Specs to facilitate with unpacking standards, then comparing those to their curriculum and how it is taught. The reading coach assists in identifying or locating research-based supplementary curriculum if it is determined that students need more support than the core curriculum provides. Additionally, when new curriculum is up for adoption, teachers are invited to demonstrations to review potential new curriculum for their subject areas and identify standards the material may not adequately address prior to adoption. Teachers interested in being part of a team who monitors and maintains alignment with programs, materials, and standards, are invited to be a member of the district content specific cadre.

b. Instructional Strategies

1. 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.

Progress monitoring, diagnostic and formative assessment data are used to provide and differentiate instruction by identifying individual students needing academic or behavioral support and creating action plans for meeting student needs. These plans include parent contacts, extra accommodations, behavior plans, and follow-up analysis to judge intervention effectiveness.

As an example, instruction is modified by providing a more concrete representation of topics, using multiple or paired resources that are leveled to students' reading abilities, or incorporating a variety of audio, visual, or kinesthetic materials. Additionally, as data are collected on the specific learning needs of each student, teachers modify their instruction with the universal design for learning and adjust by allowing students to represent what they know in different ways.

Middle school teachers utilize iReady, a program that groups students according to instructional needs so that teachers and the online program provide remedial lessons that are standard specific. The school's reading coach works closely with teachers to monitor progress and provide professional development in differentiation and the Universal Design for Learning.

Teachers provide additional instruction for students in intensive and remedial classes using data from i-Ready, Rosetta Stone, Reading Assistant, and Achieve 3000 to guide their work at students' reading levels.

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

Strategy: After School Program

Minutes added to school year: 4,320

With Title I funds, Bronson Middle High will target students who are deficient in ELA or Math based on both state and local progress monitoring data. Tutoring will be offered for an hour after school two days a week. On an ongoing basis, problem solving team will monitor and recommend students for tutoring. Students bring their notes and materials and receive guidance and assistance from content area teachers in the specific areas they are struggling.

Strategy Rationale

Due to tight regular school day scheduling some students are unable to access extra help during the regular school day. Students and teachers have expressed concern that with the variety of learning needs and content-specific deficits that some students are struggling to overcome, more opportunities are needed for students to have the extra time to receive additional explicit explanations and guided practice.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy
Fleetwood, April, april.fleetwood@levyk12.org

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.

Strategy: Summer Program

Minutes added to school year: 2,880

Students who failed to pass the Algebra I EOC at the end of their course in the fall receive remediation during a summer program taught by a certified math teacher 4 hours a day, 4 days a week for 3 weeks.

Strategy Rationale

This program provides an opportunity for students to receive instruction on the specific areas they performed poorly, and it is preventative in that the information students learned throughout the year is reviewed and is less likely to be lost in the time off during the summer.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Allen, Cheryl, cheryl.allen@levyk12.org

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 summer Algebra I retake is compared to their fall Algebra I EOC to determine growth and effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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. Meetings are held for students with special needs to make plans and arrangements prior to the new school year.

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.

b. College and Career Readiness

1. 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. Students preparing to graduate and transition to college or a career meet with guidance counselor or Graduation Coach during the first term to ensure they are on track for graduation. Students and parents are invited to attend a meeting hosted by the guidance counselors to gain knowledge and instruction for applying to college, completing scholarships and the FAFSA.

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. Additionally, dual enrollment at the University of Florida is also available for students meeting their entrance criteria.

5. Students have the opportunity to enroll in a Career and Technical Education Program at BMHS. The Programs available are Administrative Office Specialist, Agritechnology, Agriculture Associate Certification, and Carpentry. All of the programs have articulation agreements with the College of Central Florida or Santa Fe College and students can earn articulated college credit towards an A.S. degree. A Career Pathways Coordinator meets with students twice a year to explain dual enrollment, programs of study, and admission requirements.

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 and have an opportunity to receive work experience within the community.

2. 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/Carpentry (NCCER Building Construction Technology Certification and Carpentry Certification)
4. Agriculture Associate Certification

3. 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. The Carpentry instructor, teaches a middle school wheel class that integrates building construction skills with grade level mathematics instruction and support. The freshmen and sophomore classes all have chromebooks and incorporate skills from the Digital Information Technology education course into academic courses to complete assignments and projects efficiently online. All of the CTE teachers participate in academic alignment workshops through the Florida Association of Career and Technical Education when available.

4. 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. Additionally, two Advance Placement courses were added to the master schedule as another added layer of rigor to prepare students for college coursework.

College test prep is available for students through Edgenuity.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

8th grade performed well in the Language and Editing category with 70% of students scoring proficient. Overall, students under-performed in the Key Ideas and Details reporting category with 7th grade finishing posting 36% of students proficient in this category. ELL, ESE, and Black students posted the lowest percentages of proficiency.

Students in 9th grade are performing only half as well as their peers across the state where 25% of

BMHS students compared to 52% for the state. 9th grade struggles with the Integration of Knowledge and Ideas. The percentage of students meeting the ELA graduation requirement dropped 9% from 38% to 29%. 10th grade struggles most with Craft and Structure.

The highest average percentage of proficiency was demonstrated in the Number System reporting category. Hispanic students in 7th grade had a higher percentage of students proficient (40%) than all other subgroups.
Over three years of data, the percentage of proficient students is trending downward across all three grade levels. All three grade levels performed poorly in the Geometry reporting category. ELL and ESE students across all three grade levels underperformed students in all other subgroups.

B. 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"Â? 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.

Progress monitoring across content areas occur on infrequent intervals; therefore, valid, reliable data on struggling students are not being used to plan differentiated instruction or guiding instruction so that reteaching can occur and gaps in student learning can be filled prior to summative evaluation.

C. Strategic Goals

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 the percent of students proficient in mathematics.

G2.   Bronson Middle High School will increase the percent of students proficient in Reading.

Strategic Goals Detail

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

G1. Bronson Middle High School will increase the percent of students proficient in mathematics. `1a`

🔑 G098849

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	45.0
Algebra I EOC Pass Rate	42.0

Targeted Barriers to Achieving the Goal `3`

- Minimal variety of instructional strategies (UDL/Differentiation)

Resources Available to Help Reduce or Eliminate the Barriers `2`

- iReady

- Mastery Connect

- Tutoring

- Algebra Nation

- Khan Academy

Plan to Monitor Progress Toward G1. `8`

Data reports from iReady, Mastery Connect, and teacher-created tests will be monitored for improved proficiency, specifically in number sense categories.

Person Responsible
Cheryl Allen

Schedule
Monthly, from 10/31/2017 to 10/31/2017

Evidence of Completion
The data reports will be collected as evidence and will include notes of concern or changes that need to be made.

G2. Bronson Middle High School will increase the percent of students proficient in Reading. 1a

🔑 G098850

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Consistent use of progress monitoring data to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Item Specs
- FSA Standards
- Core Curriculum
- FAIR
- iReady
- Achieve 3000
- Mastery Connect

Plan to Monitor Progress Toward G2. 8

Results from monitoring tests through iReady and Mastery Connect will be used to chart improvement and progress toward meeting the goal.

Person Responsible
Cheryl Allen

Schedule
Monthly, from 10/30/2017 to 4/30/2018

Evidence of Completion
iReady data, FAIR data and teacher/school created Mastery Connect will be collected.

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 the percent of students proficient in mathematics. `1`

🔑 G098849

G1.B1 Minimal variety of instructional strategies (UDL/Differentiation) `2`

🔑 B266077

G1.B1.S1 Provide teachers with opportunities for professional development in instructional strategies. `4`

🔑 S282007

Strategy Rationale

By providing teachers with professional development in instructional strategies, teachers become aware of the research supporting effective, high-impact strategies and learn a variety of ways to reach and support math students.

Action Step 1 `5`

Professional development in high-impact strategies will be provided for teachers.

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 10/30/2017 to 1/3/2018

Evidence of Completion

A roster of teacher participants, lesson plans including implementation of a variety of instructional strategies, and classroom walk-throughs documenting various strategies.

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

Classroom walk-throughs will be performed to observe a variety of instructional strategies identified in lesson plans followed by feedback to teachers.

Person Responsible

Cheryl Allen

Schedule

Weekly, from 11/30/2017 to 3/30/2018

Evidence of Completion

Classroom walk-throughs forms will be used to demonstrate the action plan was monitored and implemented.

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

Current baseline data of student and teacher performance will be compared to ongoing data and performance.

Person Responsible

Cheryl Allen

Schedule

Monthly, from 10/30/2017 to 3/30/2018

Evidence of Completion

Effectiveness will be measured with a linear regression and/or a correlation coefficient to determine the relationship between the student data and instructional strategies. Student data will improve as a wider variety of instructional strategies are utilized.

G2. Bronson Middle High School will increase the percent of students proficient in Reading. `1`

🔍 G098850

G2.B1 Consistent use of progress monitoring data to drive instruction `2`

🔍 B266081

G2.B1.S1 Implement small group instruction `4`

🔍 S282009

Strategy Rationale

Teachers will use data gathered from student performance to group students for small-group, data driven instruction.

Action Step 1 `5`

Teachers will meet in grade levels to analyze and differentiate student class data by need to develop small groups. Teachers will use this to information to develop lessons that are based on the needs of the groups developed.

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 10/30/2017 to 4/30/2018

Evidence of Completion

A list of students by grade level grouped by need identified by data.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Admin and reading coach will meet with teachers to review data, small group composition, and provide support as needed for small group lesson development.

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 10/30/2017 to 4/30/2018

Evidence of Completion

Roster will be collected of teachers participating in the data meeting and discussion notes from planning and reflections will be retained.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Teachers will reflect on their data-driven small group instruction.

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 10/30/2017 to 4/30/2018

Evidence of Completion

The reflections will be documented and retained and classroom walkthroughs with anecdotal notes will be performed during small-group instruction.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M412858	Data reports from iReady, Mastery Connect, and teacher-created tests will be monitored for improved...	Allen, Cheryl	10/31/2017	The data reports will be collected as evidence and will include notes of concern or changes that need to be made.	10/31/2017 monthly
G1.B1.S1.A1 A380529	Professional development in high-impact strategies will be provided for teachers.	Allen, Cheryl	10/30/2017	A roster of teacher participants, lesson plans including implementation of a variety of instructional strategies, and classroom walk-throughs documenting various strategies.	1/3/2018 biweekly
G1.B1.S1.MA1 M412852	Current baseline data of student and teacher performance will be compared to ongoing data and...	Allen, Cheryl	10/30/2017	Effectiveness will be measured with a linear regression and/or a correlation coefficient to determine the relationship between the student data and instructional strategies. Student data will improve as a wider variety of instructional strategies are utilized.	3/30/2018 monthly
G1.B1.S1.MA1 M412853	Classroom walk-throughs will be performed to observe a variety of instructional strategies...	Allen, Cheryl	11/30/2017	Classroom walk-throughs forms will be used to demonstrate the action plan was monitored and implemented.	3/30/2018 weekly
G2.MA1 M412865	Results from monitoring tests through iReady and Mastery Connect will be used to chart improvement...	Allen, Cheryl	10/30/2017	iReady data, FAIR data and teacher/ school created Mastery Connect will be collected.	4/30/2018 monthly
G2.B1.S1.MA1 M412859	Teachers will reflect on their data-driven small group instruction.	Allen, Cheryl	10/30/2017	The reflections will be documented and retained and classroom walkthroughs with anecdotal notes will be performed during small-group instruction.	4/30/2018 biweekly
G2.B1.S1.MA1 M412860	Admin and reading coach will meet with teachers to review data, small group composition, and...	Allen, Cheryl	10/30/2017	Roster will be collected of teachers participating in the data meeting and discussion notes from planning and reflections will be retained.	4/30/2018 biweekly
G2.B1.S1.A1 A380532	Teachers will meet in grade levels to analyze and differentiate student class data by need to...	Allen, Cheryl	10/30/2017	A list of students by grade level grouped by need identified by data.	4/30/2018 biweekly

V. Professional Development Opportunities

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

G1. Bronson Middle High School will increase the percent of students proficient in mathematics.

G1.B1 Minimal variety of instructional strategies (UDL/Differentiation)

G1.B1.S1 Provide teachers with opportunities for professional development in instructional strategies.

PD Opportunity 1

Professional development in high-impact strategies will be provided for teachers.

Facilitator

Cheryl Allen/April Fleetwood

Participants

Teachers

Schedule

Biweekly, from 10/30/2017 to 1/3/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional development in high-impact strategies will be provided for teachers.	$0.00
2	G2.B1.S1.A1	Teachers will meet in grade levels to analyze and differentiate student class data by need to develop small groups. Teachers will use this to information to develop lessons that are based on the needs of the groups developed.	$0.00
		Total:	$0.00