

School Board of Levy County

Bronson Middle/High School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	11
Budget to Support Goals	13

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
McCarthy, Timothy	Principal
Putnam, Cindy	Teacher, K-12
Wilkerson, Tina	School Counselor
Barber, Michelle	Teacher, K-12
Allen, Cheryl	Assistant Principal
Ward, Constance	Dean
Benge, Carol	Teacher, K-12
Schuler, Sherrie	Teacher, K-12
Deen, George	Teacher, K-12
Vascellaro, Nickolas	Teacher, K-12
Welch, Karen	Instructional Coach
Roundtree, James	Dean
Thornton, Nicole	School Counselor

Duties

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

- The leadership team participates in weekly collaborative planning and professional development with faculty.
- Principal and Assistant Principal will continue to emphasize bell-to-bell instruction, engaged learners, standards based instruction and higher level questioning techniques by instructional staff through informal or targeted walkthroughs and formal observations of instructional staff.
- Our instructional coach will work on ensuring that instructional staff know the standards that their subject area requires be taught and that they have strategies for releasing learning to the students. Our instructional coach will also model direct instruction and proper planning with targeted teachers at least two times monthly. Instructional Coach will keep a log and notes regarding their Professional Development with staff.

-Deans will work individually with teachers in monitoring behavior plans with fidelity and developing classroom management plans. They will also begin to train in the restorative practice model with full implementation as a long term goal. Most training will be done with principal, but further outside training may be required.

-Counselors will counsel individual students according to their IEP and will also support targeted student groupings for deeper progress monitoring in regards to graduation, proficiency and making learning gains.

Members will work on increasing the agenda of teaching with standard based instruction that will steer the school in the direction that is needed to improve the school grade from a C to an A. Literacy/ MTSS Meeting agenda and notes will be the way that it is documented.

The above list of professionals includes both the Administrative Team and Lead Team. Some members are on both teams.

Early Warning Systems

Year 2017-18

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	25	19	16	11	13	13	18	115	
One or more suspensions	0	0	0	0	0	0	8	14	13	13	13	7	9	77	
Course failure in ELA or Math	0	0	0	0	0	0	23	27	6	11	13	13	28	121	
Level 1 on statewide assessment	0	0	0	0	0	0	58	44	44	40	13	15	13	227	

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	81	67	63	55	65	49	68	448	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Lowest 25th Percentile with a score of 31. Yes, this is a trend for BMHS.

Which data component showed the greatest decline from prior year?

Math Lowest 25th Percentile and Social Studies Achievement both dropped 11 points.

Which data component had the biggest gap when compared to the state average?

Science Achievement had a gap of 21 points with state reported scores.

Which data component showed the most improvement? Is this a trend?

Math Achievement with a gain of 10 points. Yes, this is a trend for BMHS.

Describe the actions or changes that led to the improvement in this area.

Increased implementation of IReady math and increased progress monitoring.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	36%	0%	56%	32%	44%	52%
ELA Learning Gains	44%	0%	53%	34%	42%	46%
ELA Lowest 25th Percentile	40%	0%	44%	30%	34%	38%
Math Achievement	39%	0%	51%	38%	42%	43%
Math Learning Gains	42%	0%	48%	44%	37%	39%
Math Lowest 25th Percentile	31%	0%	45%	34%	33%	38%
Science Achievement	46%	0%	67%	49%	62%	65%
Social Studies Achievement	60%	0%	71%	77%	73%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	25 (12)	19 (9)	16 (12)	11 (10)	13 (8)	13 (23)	18 (11)	115 (85)
One or more suspensions	8 (6)	14 (4)	13 (11)	13 (4)	13 (6)	7 (9)	9 (6)	77 (46)
Course failure in ELA or Math	23 (30)	27 (15)	6 (10)	11 (15)	13 (11)	13 (38)	28 (10)	121 (129)
Level 1 on statewide assessment	58 (38)	44 (44)	44 (48)	40 (44)	13 (38)	15 (55)	13 (29)	227 (296)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	36%	35%	1%	52%	-16%
	2017	31%	38%	-7%	52%	-21%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	28%	41%	-13%	51%	-23%
	2017	26%	37%	-11%	52%	-26%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
08	2018	35%	48%	-13%	58%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	37%	40%	-3%	55%	-18%
Same Grade Comparison		-2%				
Cohort Comparison		9%				
09	2018	40%	40%	0%	53%	-13%
	2017	25%	35%	-10%	52%	-27%
Same Grade Comparison		15%				
Cohort Comparison		3%				
10	2018	29%	38%	-9%	53%	-24%
	2017	29%	38%	-9%	50%	-21%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	31%	41%	-10%	52%	-21%
	2017	17%	39%	-22%	51%	-34%
Same Grade Comparison		14%				
Cohort Comparison						
07	2018	43%	56%	-13%	54%	-11%
	2017	35%	49%	-14%	53%	-18%
Same Grade Comparison		8%				
Cohort Comparison		26%				
08	2018	27%	38%	-11%	45%	-18%
	2017	16%	35%	-19%	46%	-30%
Same Grade Comparison		11%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	30%	44%	-14%	50%	-20%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	62%	58%	4%	65%	-3%
2017	44%	58%	-14%	63%	-19%
Compare		18%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	73%	-17%	71%	-15%
2017	65%	68%	-3%	69%	-4%
Compare		-9%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	66%	-9%	68%	-11%
2017	72%	73%	-1%	67%	5%
Compare		-15%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	30%	44%	-14%	62%	-32%
2017	41%	54%	-13%	60%	-19%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	46%	48%	-2%	56%	-10%
2017	76%	65%	11%	53%	23%
Compare		-30%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	42	27	28	33	23	25	36		36	
ELL	9	43		7	43						
BLK	28	31	20	22	22	23	8	57		80	
HSP	33	44	39	25	42	41	42	64			
WHT	38	46	47	45	45	28	51	57	57	66	47
FRL	34	42	39	37	40	31	43	59	42	66	42
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	32	32	9	33	38	25	62		64	
ELL		25	36	8	17						
BLK	20	40	42	21	34	27	24	77		70	
HSP	24	33	18	29	35	47	39	63			
MUL				8	17						
WHT	35	47	50	32	35	45	46	73	31	90	40

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	26	40	38	22	31	38	37	59	27	82	22

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title English Language Arts Achievement

Rationale The rationale is based on the data from English Language Arts Achievement score of thirty six (36)

Intended Outcome The intended outcome will be an increase of twenty points from 36 to 56 in the category English Language Arts Achievement.

Point Person Timothy McCarthy (timothy.mccarthy@levyk12.org)

Action Step

Description

1. Give ELA teachers a packet that includes: standards, curriculum maps, test release items and specs.
2. Training provided by the district on Springboard for alignment. (C. Jones)
3. Core Connection training for teachers in how to use multiple texts and unload reading standard clusters.
4. Core Connection training on how to unpack writing standard clusters and implement text-based writing.
5. NEFEC provided support in all areas of English Language Arts.
6. IReady done with fidelity and progress monitored.
7. Lead teachers of ELA to correctly use summative assessment to correctly provide true formative assessment that will enable teachers to release the learning to the students and thus know that the students have gained the required knowledge.

Person Responsible Karen Welch (karen.welch@levyk12.org)

Plan to Monitor Effectiveness

Description

1. Monitor lesson plans and grade books for fidelity in standards based planning and grading.
2. Monitor with walkthroughs (informal) and formal observations.
3. Progress monitoring of all students.
4. Data Chats with teachers.
5. Data chats with students .
6. Data chats between students and teachers.

Person Responsible Cheryl Allen (cheryl.allen@levyk12.org)

Activity #2	
Title	EWS- Mathematics Learning Gains of the lowest 25%
Rationale	The rationale is based on the data from Mathematics Learning Gains of the lowest 25% score of thirty one (31).
Intended Outcome	The intended outcome will be an increase of twenty-four points from 31 to 55 in the category Mathematics Learning Gains of the lowest 25%.
Point Person	Timothy McCarthy (timothy.mccarthy@levyk12.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Give Mathematics teachers a packet that includes: standards, curriculum maps, test release items and specs. 2. Target students in the bottom 25% for multi-layered support including data chats and tutoring. 3. NEFEC training in mathematics instruction. 3. Lead teachers of mathematics to correctly use summative assessment to correctly provide true formative assessment that will enable teachers to release the learning to the students and thus know that the students have gained the required knowledge.
Person Responsible	Karen Welch (karen.welch@levyk12.org)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Monitor lesson plans and grade books for fidelity in standards based planning and grading. 2. Monitor with walkthroughs (informal) and formal observations. 3. Progress monitoring of all students. 4. Data Chats with teachers. 5. Data chats with students . 6. Data chats between students and teachers.
Person Responsible	Cheryl Allen (cheryl.allen@levyk12.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

We will have a Title 1 Night in October of 2018 which will highlight student programs that are supported by Title.

Social Media is a tool we will be using to increase communication. Also, teacher are required to make parent calls as a preliminary step to writing a discipline referral for minor classroom disruptions. We believe that a parent should be given the opportunity to parent.

PFEP Link

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

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 or high school counselor meets and counsels with the each senior individually in the first quarter of school.

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.

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 II, Title III, Title IV, 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 and behavior curriculum.

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. These include:

1. Each year all BMHS students have the opportunity to attend an on-campus Career Day event.
2. Bronson Middle/High School has an active AVID (Advancement Via Individual Determination) program that is designed to assist students. This will also help to assure that our students are career ready in multiple fields.
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 and are 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. Additionally, dual enrollment at the University of Florida is also available.
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 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.

Part V: Budget

Levy - 0021 - Bronson Middle/High School - 2018-19 SIP
Bronson Middle/High School

Total:	\$0.00
--------	--------