



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Bronson Middle/High School

8691 NE 90TH ST

Bronson, FL 32621

352-486-5261

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

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 35%
Alternative/ESE Center No	Charter School No	Minority Rate 27%

School Grades History

2013-14 PENDING	2012-13 B	2011-12 C	2010-11 C	2009-10 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bronson Middle/High School

Principal

John Lott

School Advisory Council chair

Mindy Shouse

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
John Lott, Jr.	Principal
Morgan Bennett	Assistant Principal
Sherrie Schuler	Dean of Students
Tina Wilkerson	High School Guidance
Teri Edison	Middle School Guidance
April Fleetwood	Reading Coach
Cindy Putnam	Math Team Leader
Travis Seay	Social Studies Team Leader
Stacy Drummond	Science Team Leader
Marcia Smith	CTE/Special Area/Physical Ed. Team Leader

District-Level Information

District

Levy

Superintendent

Mr. Robert O Hastings

Date of school board approval of SIP

10/8/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

President (Chair): Mindy Shouse

Vice-President: Amber Holder

Secretary: Christie Fitzsimmons

Members: John Lott, Morgan Bennett

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) was provided with a draft of the School Improvement Plan during the September 9, 2013 meeting and provided feedback and recommendations for revisions/additions/deletions to the plan.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) shall be provided with monthly updates on the progress the school is making regarding the implementation of the implementation strategies on the SIP, as well as monthly updates regarding student progress monitoring data.

Projected use of school improvement funds, including the amount allocated to each project

No school improvement funds are allocated to the school at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

1. Parents and community members recruited during annual Title I meeting
2. Phone-home messages to all students reminding parents of upcoming SAC meetings
3. Display of "SAC Meeting" sign at the student drop off/pick up loop on all SAC meeting days.
4. Personal email/phone contact with all parents that have volunteered to participate in SAC.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Morgan Bennett

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Degrees:

Master of Education in Educational Leadership, Bachelor of Arts

Certifications:

Educational Leadership 6-12, Psychology 6-12, Business

Education 6-12, National Board Certification in Business

Education

Performance Record

Bronson Middle/High School:

2011-2012 C

Williston Middle School, 2010-2011 .

WMS earned a school grade of "A". Seventy-two percent of students met high standards in reading, sixty-six percent of students made a year's worth of progress in reading, and seventy percent of students in the lowest quartile made a year's worth of progress in reading. Seventy-five percent of students met high standards in math, seventy-four percent of students made a year's worth of progress in math, and seventy percent of students in the lowest quartile made a year's worth of progress in math.

Ninety-one percent of students met high standards in writing, and fifty-four percent of students met high standards in science. In 2010-2011, WMS met ninety percent of the required AYP criteria.

Williston Middle School, 2009-2010.

WMS earned a school grade of "A". Sixty-seven percent of students met high standards in reading, sixty-one percent of students made a year's worth of progress in reading, and fifty-nine percent of students in the lowest quartile made a year's worth of progress in reading. Seventy-three percent of students met high standards in math, seventy-seven percent of students made a year's worth of progress in math, and seventy-seven percent of students in the lowest quartile made a year's worth of progress in math. Ninety-one percent of students met high standards in writing, and forty-nine percent of students met high standards in science. In 2009-2010, WMS met seventy-seven percent of the required AYP criteria.

Williston Middle School, 2008-2009.

WMS earned a school grade of "A". Sixty-seven percent of students met high standards in reading, sixty-five percent of students made a year's worth of progress in reading, and seventy-two percent of students in the lowest quartile made a year's worth of progress in reading. Seventy-three percent of students met high standards in math, Seventy-four percent of students made a year's worth of progress in math, and seventy-one percent of students in the lowest quartile made a year's worth of progress in math. Ninety-three percent of students met high standards in writing, and fifty-five percent of students met high standards in science. In 2008-2009, WMS met seventy-nine percent of the required AYP criteria.

Williston Middle School, 2007-2008.

WMS earned a school grade of “A”. Sixty-eight percent of students met high standards in reading, Sixty-eight percent of students made a year’s worth of progress in reading, and seventy-two percent of students in the lowest quartile made a year’s worth of progress in reading. Seventy-two percent of students met high standards in math, seventy-seven percent of students made a year’s worth of progress in math, and seventy percent of students in the lowest quartile made a year’s worth of progress in math. Eighty-three percent of students met high standards in writing, and thirty-six percent of students met high standards in science. In 2007-2008, WMS met ninety-five percent of the required AYP criteria.

Williston Middle School, 2006-2007.

WMS earned a school grade of “B”. Sixty percent of students met high standards in reading, fifty-seven percent of students made a year’s worth of progress in reading, and sixty-one percent of students in the lowest quartile made a year’s worth of progress in reading. Sixty-four percent of students met high standards in math, seventy-four percent of students made a year’s worth of progress in math, and sixty-six percent of students in the lowest quartile made a year’s worth of progress in math. Sixty-seven percent of students met high standards in writing, and forty-eight percent of students met high standards in science. In 2006-2007, WMS met eighty-two percent of the required AYP criteria.

Williston Middle School, 2005-2006.

WMS earned a school grade of “A”. Fifty-six percent of students met high standards in reading, sixty-five percent of students made a year’s worth of progress in reading, and seventy of students in the lowest quartile made a year’s worth of progress in reading. Sixty-four percent of students met high standards in math, and seventy-three percent of students made a year’s worth of progress in math. Eighty-six percent of students met high standards in writing. In 2005-2006, WMS met ninety-two percent of the required AYP criteria.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

April Fleetwood		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Masters degree Bachelor of Arts Certifications: English (6-12), ESOL Endorsed, Reading Endorsed	
Performance Record	<p>Bronson Middle/High School: 2011-2012 C</p> <p>Cedar Key School, 2010-2011 CKS's school grade is pending at this time. Sixty-six percent of students met high standards in reading, fifty-seven percent made learning gains in reading, and fifty-six percent of students in the lowest quartile made learning gains in reading. Sixty-six percent of students met high standards in mathematics, fifty-five percent made learning gains in mathematics, and fifty percent of students in the lowest quartile made learning gains in mathematics. Seventy-five percent of tested students met high standards in writing, and forty-three percent of tested students met high standards in science. Eighty-five percent of AYP criteria were met.</p> <p>Cedar Key School, 2009-2010 CKS received a school grade of "A". Seventy-nine percent of students met high standards in reading, fifty-nine percent of students demonstrated learning gains in reading, and fifty-three percent of students in the lowest quartile demonstrated learning gains in reading. Seventy-eight percent of students met high standards in mathematics, seventy-five percent made learning gains in mathematics, and seventy percent of the students in the lowest quartile made learning gains in mathematics. Eighty-four percent of tested students met high standards in writing, and sixty-eight percent of tested students met high standards in science. Ninety-two percent of AYP criteria were met.</p> <p>Cedar Key School, 2008-2009 CKS received a school grade of "A". Eighty-one percent of students met high standards in reading, seventy-five percent of students demonstrated learning gains in reading, and sixty-five percent of students in the lowest quartile demonstrated learning gains in reading. Seventy-nine percent of students met high standards in mathematics, seventy-one percent demonstrated learning gains in mathematics, and sixty-three percent of students in the lowest quartile demonstrated learning gains in mathematics. Eighty-three percent of tested students met high standards in writing, and sixty percent of tested students met high standards in science. Ninety-five percent of AYP criteria were met.</p> <p>Cedar Key School, 2007-2008 CKS received a school grade of "A". Seventy-eight percent of students met high standards in reading, sixty percent demonstrated learning gains in reading, and sixty percent of the students in the lowest quartile demonstrated learning gains in</p>	

reading. Seventy-nine percent of students met high standards in mathematics, sixty-four percent of students demonstrated learning gains in mathematics and sixty-seven percent of the students in the lowest quartile demonstrated learning gains in mathematics. Seventy percent of tested student met high standards in writing, and sixty-five percent of tested students met high standards in science. Ninety percent of AYP criteria were met.

Classroom Teachers

of classroom teachers

37

receiving effective rating or higher

37, 100%

Highly Qualified Teachers

97%

certified in-field

36, 97%

ESOL endorsed

21, 57%

reading endorsed

11, 30%

with advanced degrees

13, 35%

National Board Certified

2, 5%

first-year teachers

0, 0%

with 1-5 years of experience

16, 43%

with 6-14 years of experience

12, 32%

with 15 or more years of experience

9, 24%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The district office maintains an online presence where all job listings are posted. Applications and reference materials can be submitted online by applicants and reviewed by school-based and district-based administrators. School-based administrators are responsible for selecting candidates for open positions which are highly-qualified, certified-in-field, effective teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All instructional staff that are in their first or second year of employment within the county are assigned a mentor that has completed at least 3 years of effective teaching and received professional development on how to be an effective mentor, called Clinical Educator Training. Mentors and mentees are required to meet at least monthly, and are provided with a timeline of topics to discuss and collaborate on that are related to effective instruction. Mentors may conduct non-evaluative observations of their mentees during instructional delivery. This year, our mentor/mentee pairs are:

Mentee Mentor

Sarah Gibson Stacy Drummond

Kyle Quincey Gloria Petty

James Roundtree Sherrie Schuler

Breanne Hooks Cindy Putnam

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All Bronson Middle/High School teachers have an individual mandate to monitor student performance data for their students and to provide appropriate interventions to students struggling academically. Individual teachers shall maintain records of these interventions and the response of students to them on progress monitoring measures, such as classroom tests/projects, Levy Interim Assessments (LIAs), Florida Assessment of Reading (FAIR), Scholastic Reading Inventory (SRI), and the Reading Progress Indicator (RPI), and share them with administration during 2-4 data chats per school year. If teacher-maintained RtI records indicate that testing for special education programs is warranted, Mrs. Linda Weinar will prepare the packet and submit it to the district office.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

All school-based leadership team members are required to monitor student data and identify students in need (behaviorally or academically) of additional interventions/supports for learning. Administration, guidance, and subject area team leaders focus upon identifying students in need of academic support, while administration, the Dean of Students and guidance focus upon identifying students in need of behavioral support. Linda Weinar maintains paperwork for any students receiving Tier II or Tier III support.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All BMHS teachers participate in 2-4 individualized data chats with administration each year. These chats address a preset series of questions, including the identification of struggling students by name, as well as what teachers are doing to intervene/support them so that they may achieve greater academic success. The SIP is monitored through periodic review of action steps and progress towards goals by instructional staff on early release days. A comprehensive report of student academic performance monitoring is completed at both mid-year and end-of-year and shared with district staff.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Tier I (Core Instruction) - Progress monitoring data is maintained and available for disaggregation within Performance Matters. Data sources include the Levy Interim Assessments, county-developed CIM checks for some subjects, Write Score, and FAIR (Florida Assessment for Instruction in Reading). The Skyward student data system is used to generate reports identifying students that are experiencing higher than normal behavioral problems.
2. Tier II (Supplemental Intervention) – Progress monitoring data is maintained within the Reading 180 database in the form of the Scholastic Reading Inventory (SRI), which estimates the functional lexile range of students participating in the program. Both the Skyward student data system and records from such interventions as small group counseling, check-in/check-out, and the school's Positive Behavior Support initiatives are used to track students in need of supplemental intervention for behavior.
3. Tier III (Intensive Support) – Progress monitoring data is maintained within the Fast ForWord system in the form of the Reading Progress Indicator. For students receiving intensive support for behavior, all data sources utilized in Tier I and II are also utilized to monitoring purposes, as well as individualized data collection systems based on Positive Behavior Intervention Plans.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school Positive Behavior Support (PBS) team will provide training and support to teachers with behavioral interventions.

The district Department of Special Programs provides behavior analyst consultation for a limited number of students in Tier III for behavior.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 540

Title I funds are utilized to provide extended hours after school tutoring and credit retrieval in the Media Center lab. All students may utilize this opportunity for 4 days each week, from 2:45pm to 5:30pm, beginning in September and ending in May. Tutoring is staffed by certified teachers, and students have access to all Media Center resources (paper and electronic), as needed.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Sign in logs are maintained to monitor student participation rates, and the PLATO and Study Island computerized instructional systems provide reports that can be used to identify student success rates with credit retrieval.

Who is responsible for monitoring implementation of this strategy?

Morgan Bennett, Sherry Tindale, Sherrie Schuler, Stacy Drummond

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
John Lott, Jr.	Principal
Morgan Bennett	Assistant Principal
Sherrie Schuler	Dean of Students
Tina Wilkerson	High School Guidance
Teri Edison	Middle School Guidance
April Fleetwood	Reading Coach
Cindy Putnam	Math Team Leader
Travis Seay	Social Studies Team Leader
Stacy Drummond	Science Team Leader
Marcia Smith	CTE/Special Area/Physical Ed. Team Leader

How the school-based LLT functions

The LLT functions as a group of teacher leaders dedicated to a common goal of increasing rigor and expectations for student achievement in the classroom. The team meets twice per month to discuss the efforts BMHS is making to increase student achievement in reading, writing, speaking, and listening skills, including the support teachers may need to continue to move forward with their efforts.

Major initiatives of the LLT

This year, as part of our efforts affiliated with SACS accreditation (add this or no?), the LLT's goal is to initiate a shift in culture at BMHS that includes a clear focus on high expectations for academic

achievement. As part of this effort, the team will meet and plan for necessary professional development and gathering of resources that will provide support for BMHS teachers, specifically in the areas of reading and writing, modeling strategies such as analyzing text complexity, close reading of texts, daily writing, and using the Comprehension Instructional Sequence.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

For the 2013-2014 school year, a series of expectations regarding cross-curricular reading instruction were established and communicated to the faculty. These include the following non-negotiables:

1. All teachers will conduct at least 1 close reading in each class each week.
2. All teachers will conduct at least 1 Comprehension Instructional Sequence (CIS) lesson each 9-weeks.
3. All teachers will have students write daily utilizing the "5 Writing Commandments" strategy.
4. All teachers will have students complete at least 1 multi-paragraph (essay) written response activity each 9-weeks, and grade it utilizing the appropriate common grading rubric.
5. All teachers will cite Common Core literacy standards in their lesson plans.

During pre-planning, all teachers received professional development on close reading, CIS lessons and writing instruction utilizing the "5 Writing Commandments." Followup trainings for for these strategies and others shall be ongoing throughout the school year.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

1. The school offers applied electives in Business, Agriculture and Building construction to all high school students. Students may complete a series of courses, take an industry certification test, and thus earn industry certification in these three areas.
2. Students in grade 8 have the opportunity to complete the first course in the industry certification sequence for Business and Agriculture.
3. All students in Career/Technical Education (CTE) courses receive the Ready to Work curriculum, and have opportunities to test in order to earn Ready to Work credentials.
4. High school students have the opportunity to participate in the Cooperative Diversified Education curriculum, in which they can receive on-the-job training with an outside employer while earning high school credit.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

1. All 8th grade students complete the Choices career planning curriculum before promotion to grade 9. This curriculum helps students to identify their interests, skills, and abilities profile and matches it to existing career opportunities in the area. At the end of the curriculum, students develop an online educational plan (called an ePEP) to reach their career goals.
2. As part of the school's AVID binder initiative, all students complete a goal-setting activity during the first week of school, and keep the goal sheet in their binders.

Strategies for improving student readiness for the public postsecondary level

1. All students in grades 11 and 12 that have not yet earned a college ready score take the Postsecondary Educational Readiness Test (P.E.R.T.), and are placed in Math for College Readiness or

English 4: College Prep courses if they do not score college ready.

2. All students in grades 11 and 12 with a college ready score on the P.E.R.T. shall have an opportunity to complete dual-enrollment coursework through Santa Fe College's Davis Center in nearby Archer, Florida. A bus is provided by the district to transport students to and from the Davis Center.

3. High school students have an opportunity to participate in a number of Advanced Placement courses, which may result in college credit when and if students pass the associated Advanced Placement exam. Course offerings for 2013-2014 include: AP English Language and Composition, AP English Literature and Composition, AP Psychology, AP World History, AP U.S. History. Advanced Placement Environmental Science has been offered historically, but will not be offered again until 2014-2015 so that prospective students for the course may first complete a course in Chemistry.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	45%	No	63%
American Indian		66%		
Asian		100%		
Black/African American	42%	37%	No	48%
Hispanic	50%	31%	No	55%
White	63%	50%	No	67%
English language learners		6%		
Students with disabilities	43%	13%	No	48%
Economically disadvantaged	58%	42%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	217	45%	65%
Students scoring at or above Achievement Level 4	92	18%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		54%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	226	51%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	51	58%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		26%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	15	27%	37%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	64	44%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		76%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	44%	No	59%
American Indian		66%		
Asian		100%		
Black/African American	43%	30%	No	49%
Hispanic	44%	33%	No	50%
White	58%	48%	No	62%
English language learners		11%		
Students with disabilities	45%	6%	No	51%
Economically disadvantaged	52%	39%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	44%	59%
Students scoring at or above Achievement Level 4	27	11%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	55%	65%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	148	59%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	52%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		20%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	44%	No	59%
American Indian		66%		
Asian		100%		
Black/African American	43%	30%	No	49%
Hispanic	44%	33%	No	50%
White	58%	48%	No	62%
English language learners		11%		
Students with disabilities	45%	6%	No	51%
Economically disadvantaged	52%	39%	No	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	55%	65%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	148	59%	69%
Students in lowest 25% making learning gains (EOC)	24	52%	62%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	10	18%	28%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	63%	73%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		29%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	76%	86%
Students scoring at or above Achievement Level 4	21	33%	43%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	38%	48%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		76%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		43%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		76%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		43%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	67%	77%
Students scoring at or above Achievement Level 4	14	22%	32%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		11
Participation in STEM-related experiences provided for students	133	25%	35%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	40	13%	23%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	24	4%	5%
CTE-STEM program concentrators	16		20
Students taking CTE-STEM industry certification exams	26	8%	18%
Passing rate (%) for students who take CTE-STEM industry certification exams		92%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	233	91%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	26	8%	18%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	50%	75%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	96	18%	8%
Students who fail a mathematics course	7	2%	1%
Students who fail an English Language Arts course	5	1%	0%
Students who fail two or more courses in any subject	8	3%	2%
Students who receive two or more behavior referrals	114	45%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	56	22%	12%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	96	18%	8%
Students in ninth grade with one or more absences within the first 20 days	59	73%	63%
Students in ninth grade who fail two or more courses in any subject	5	6%	3%
Students with grade point average less than 2.0	26	8%	4%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	97	32%	22%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	48	16%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	13	4%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	50	87%	97%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	10	90%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parental Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The BMHS graduation rate will increase 10 or more percentage points from 2012-2013 to 2013-2014.
- G2.** All students shall be exposed to structured close readings at least 7 times per instructional week. 63% or more of tested BMHS students shall score proficient on the 2014 FCAT Reading test.
- G3.** Students in 8th grade science classes shall demonstrate mastery of scientific technical vocabulary relevant to the 8th grade science curriculum. 48% or more of tested students shall score proficient on the 2014 8th grade FCAT Science test.
- G4.** 63% (49% for African Americans, 51% for Students with Disabilities) or more of tested BMHS students shall score proficient or higher on the 2013-2014 FCAT 2.0 Mathematics test.
- G5.** 50% or more of 8th & 10th grade students will score proficient on the 2014 Florida Writes test. All BMHS students shall receive: (1) daily text-based writing in all classes, and (2) at least 1 multi-paragraph writing assignment per class per 9-weeks.

Goals Detail

G1. The BMHS graduation rate will increase 10 or more percentage points from 2012-2013 to 2013-2014.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Reading Coach
- Math Tutor
- Credit Retrieval Lab
- District Truancy Coordinator

Targeted Barriers to Achieving the Goal

- Bronson Middle/High School does not currently have an early warning system for tracking students at risk of dropping out.

Plan to Monitor Progress Toward the Goal

BMHS entry/withdrawal records, Skyward.

Person or Persons Responsible

Morgan Bennett, Sheila Long

Target Dates or Schedule:

Quarterly, beginning Quarter 2, 2013-2014.

Evidence of Completion:

School-wide, no more than 5 students shall withdraw under a "dropout" withdrawal code per 9-weeks.

G2. All students shall be exposed to structured close readings at least 7 times per instructional week. 63% or more of tested BMHS students shall score proficient on the 2014 FCAT Reading test.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- AVID Weekly
- Online newspaper articles
- Scholastic Magazine online
- Junior Great Books
- Accelerated Reader program
- Study Island
- USA TestPrep
- Read 180 materials
- Springboard student textbooks
- School novel sets
- Subject area textbooks and materials (social studies, science, CTE, etc.)

Targeted Barriers to Achieving the Goal

- Small number of class sets of high interest novels aligned with Springboard
- Subject area teachers untrained in how to conduct structured close readings

Plan to Monitor Progress Toward the Goal

BMHS administration shall conduct 1-2 classroom walkthroughs each 9 weeks, 2-4 individualized data chats with each teacher, and 2-4 rounds of lesson plan evaluations using the BMHS Lesson Planning Rubric. Use of existing and supplementary reading materials for weekly close readings shall be monitored using all of these methods.

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Aggregated Classroom Walkthrough reports, data chat records, completed BMHS Lesson Planning Rubrics.

G3. Students in 8th grade science classes shall demonstrate mastery of scientific technical vocabulary relevant to the 8th grade science curriculum. 48% or more of tested students shall score proficient on the 2014 8th grade FCAT Science test.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- P.K. Yonge science vocabulary lists
- S.T.E.M. tutor
- Study Island

Targeted Barriers to Achieving the Goal

- Overall low reading proficiency rates for BMHS 8th grade cohort.

Plan to Monitor Progress Toward the Goal

BMHS 8th grade science teachers and administration shall administer and review the results of 3 Levy Interim Assessment tests for 8th grade science, with the goal of achieving performance at or above the district average on 75% or more of tests. 80% of tested 8th grade students will score 70% or higher on the majority of classroom science vocabulary tests during the 2013-2014 school year.

Person or Persons Responsible

Jennifer Bray

Target Dates or Schedule:

3 times per year

Evidence of Completion:

Performance Matters Baseball Card V3 and district summary reports.

G4. 63% (49% for African Americans, 51% for Students with Disabilities) or more of tested BMHS students shall score proficient or higher on the 2013-2014 FCAT 2.0 Mathematics test.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Springboard Math textbooks
- Study Island online curriculum
- Algebra Nation website
- USA TestPrep online curriculum

Targeted Barriers to Achieving the Goal

- Current staffing levels and BMHS Master Schedule does not allow for creation of Intensive Math classes for all students scoring Level 1 or 2 for the previous year.
- Many students do not have easily available support for math homework at home.

Plan to Monitor Progress Toward the Goal

BMHS math teachers and administration shall administer and review the results of 3 Levy Interim Assessment tests for all mathematics courses, with the goal of achieving performance at or above the district average on 75% or more of tests.

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule:

3 times per year

Evidence of Completion:

Performance Matters Baseball Card V3 and district summary reports.

G5. 50% or more of 8th & 10th grade students will score proficient on the 2014 Florida Writes test. All BMHS students shall receive: (1) daily text-based writing in all classes, and (2) at least 1 multi-paragraph writing assignment per class per 9-weeks.

Targets Supported

- Writing

Resources Available to Support the Goal

- FCAT 2.0 Writing Anchor Sets
- FCAT 2.0 Writing Scoring Rubrics
- Write Score
- Springboard Writing Workshops
- Document-Based Questions (DBQ) materials

Targeted Barriers to Achieving the Goal

- Lack of universal 8th and 10th grade teacher familiarity with FCAT 2.0 Writing Anchor Sets, FCAT 2.0 Writing Scoring Rubrics, and how to use them for instruction.

Plan to Monitor Progress Toward the Goal

BMHS administration shall conduct 1-2 classroom walkthrough each 9 weeks, 2-4 individualized data chats with each teacher, and 2-4 rounds of lesson plan evaluation using the BMHS Lesson Planning Rubric. Writing instruction that includes (1) daily text-based writing in all classes that follows the 5 Writing Commandments, (2) at least 7 extended (multi-paragraph) writing assignments per 9-weeks, and (3) 8th and 10th grade writing instruction that utilizes the FCAT 2.0 Writing Anchor Sets, FCAT 2.0 Writing Scoring Rubrics, and original student writing shall be monitored using all of these methods in triangulation.

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Aggregated Classroom Walkthrough data reports, Data Chat records, and Lesson Plan rubrics

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The BMHS graduation rate will increase 10 or more percentage points from 2012-2013 to 2013-2014.

G1.B1 Bronson Middle/High School does not currently have an early warning system for tracking students at risk of dropping out.

G1.B1.S1 The Bronson Middle/High School Lead Team shall establish an Early Warning System record for all students that shall flag students at risk of dropping out due to retention, grades, GPA, test scores, attendance, or behavior. The system shall be reviewed at least quarterly (beginning with Term 2) to ensure students are provided with appropriate interventions whenever possible.

Action Step 1

The Bronson Middle/High School Lead Team shall establish a spreadsheet file (called the Early Warning System Record) to track and flag students at risk of dropping out, by November 15 2013.

Person or Persons Responsible

BMHS Lead Team

Target Dates or Schedule

By November 15, 2013

Evidence of Completion

Completed spreadsheet

Action Step 2

The Bronson Middle/High School Lead Team shall meet at least quarterly, beginning in Term 2, 2013-2014, to review students who have been flagged at risk of dropping out using the Early Warning System Record, and shall plan interventions for students that have been flagged.

Person or Persons Responsible

BMHS Lead Team

Target Dates or Schedule

First meeting by January 10, 2013. Quarterly meetings thereafter.

Evidence of Completion

Meeting Minutes from quarterly Lead Team meetings focused upon Early Warning System Record.

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

BMHS Administration shall, through walkroughs, observations, and review of educational records, confirm that the interventions assigned to at-risk students using the Early Warning System Record are occurring with fidelity.

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough data, classroom observation data, educational records, such as tutoring and credit retrieval logs and schedules, counseling records, parent contact logs, etc.

Plan to Monitor Effectiveness of G1.B1.S1

BMHS entry/withdrawal records, Skyward.

Person or Persons Responsible

Morgan Bennett, Sheila Long

Target Dates or Schedule

Quarterly, beginning Quarter 2, 2013-2014.

Evidence of Completion

School-wide, no more than 5 students shall withdraw under a "dropout" withdrawal code per 9-weeks

G2. All students shall be exposed to structured close readings at least 7 times per instructional week. 63% or more of tested BMHS students shall score proficient on the 2014 FCAT Reading test.

G2.B2 Small number of class sets of high interest novels aligned with Springboard

G2.B2.S1 Teachers shall compile thematic lists of supplementary reading materials that include grade-level appropriate complex text that is aligned with the Springboard curriculum and district curriculum maps.

Action Step 1

The BMHS ELA/Reading department shall compile thematic lists of supplementary reading materials that include grade-level appropriate complex text that is aligned with the Springboard curriculum and district curriculum maps.

Person or Persons Responsible

BMHS ELA/Reading department members

Target Dates or Schedule

During Lesson Study/Department Meeting team time (every Tuesday, 2:55pm - 3:30pm).

Evidence of Completion

Completed lists for each grade level, grades 6 - 12.

Facilitator:

April Fleetwood

Participants:

BMHS ELA/Reading department members

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Mrs. Fleetwood shall establish a schedule for developing a thematic list of supplementary reading materials for each grade level during the weekly ELA/Reading Lesson Study/Department Team time.

Person or Persons Responsible

April Fleetwood

Target Dates or Schedule

Weekly during ELA/Reading Lesson Study/Departmental Team time (Tuesdays, from 2:55pm - 3:30pm)

Evidence of Completion

Completed schedule of planning meetings.

Plan to Monitor Effectiveness of G2.B2.S1

Lead Team meeting shall include an update on the progress of the initiative from Mrs. Fleetwood.

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule

Team Leader Meetings (Every other Monday, 2:55 - 3:30pm)

Evidence of Completion

Minutes of BMHS Lead Team meetings.

G2.B7 Subject area teachers untrained in how to conduct structured close readings

G2.B7.S1 All BMHS teachers shall receive initial and followup training in how to conduct structured close readings by the end of the first 9 weeks.

Action Step 1

The Literacy Leadership Team shall develop initial and followup training that provide teachers with practice experiencing and delivering a close reading that includes multiple readings of the text for a variety of purposes, marking the text, and responding to text-dependent questions. A variety of subject area texts shall be used.

Person or Persons Responsible

The Literacy Leadership Team shall develop the training, and Mrs. Fleetwood and Mr. Bennett shall deliver it.

Target Dates or Schedule

Initial training shall occur on 08/14/13 during pre-planning. Followup training shall occur on 09/16/13.

Evidence of Completion

Professional Development sign-in rosters and follow-up forms.

Facilitator:

Fleetwood, Bennett

Participants:

The Literacy Leadership Team shall develop the training, and Mrs. Fleetwood and Mr. Bennett shall deliver it.

Plan to Monitor Fidelity of Implementation of G2.B7.S1

The BMHS Team shall monitor implementation of this strategy through inclusion of strategy tasks on their bi-weekly meeting agendas.

Person or Persons Responsible

BMHS Lead Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

BMHS Lead Team agendas and minutes

Plan to Monitor Effectiveness of G2.B7.S1

BMHS administration shall review teacher lesson plans, classroom walkthrough data, and teacher data chat records in order to determine (1) whether close readings are being delivered correctly and (2) whether they are being delivered with the appropriate frequency.

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule

Ongoing after followup training.

Evidence of Completion

Teacher lesson plans, aggregated classroom walkthrough data, teacher data chat records.

G3. Students in 8th grade science classes shall demonstrate mastery of scientific technical vocabulary relevant to the 8th grade science curriculum. 48% or more of tested students shall score proficient on the 2014 8th grade FCAT Science test.

G3.B2 Overall low reading proficiency rates for BMHS 8th grade cohort.

G3.B2.S1 All BMHS 8th grade science students shall receive targeted science technical vocabulary instruction daily, and be tested on science technical vocabulary weekly.

Action Step 1

Students shall receive explicit vocabulary instruction utilizing the P.K. Yonge Science Vocabulary lists daily.

Person or Persons Responsible

Jennifer Bray (8th grade Science)

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Action Step 2

Students shall be tested on explicitly taught vocabulary weekly.

Person or Persons Responsible

Jennifer Bray (8th Grade Science)

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1

BMHS administration shall review 8th grade science lesson plans using the BMHS Lesson Planning Rubric and conduct Classroom Walkthroughs quarterly to ensure explicit instruction in science technical vocabulary is occurring daily. Quarterly individualized data chats shall also be conducted by BMHS administration, in which the 8th grade science teacher shall bring and discuss examples of the explicit instruction in scientific technical vocabulary.

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Planning Rubrics, Classroom Walkthrough reports, and Data Chat records for 8th grade science.

Plan to Monitor Effectiveness of G3.B2.S1

BMHS administration shall review 8th grade science lesson plans using the BMHS Lesson Planning Rubric and conduct Classroom Walkthroughs quarterly to ensure explicit instruction in science technical vocabulary is occurring daily. Quarterly individualized data chats shall also be conducted by BMHS administration, in which the 8th grade science teacher shall bring and discuss examples of the explicit instruction in scientific technical vocabulary.

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Planning Rubrics, Classroom Walkthrough reports, and Data Chat records for 8th grade science.

G4. 63% (49% for African Americans, 51% for Students with Disabilities) or more of tested BMHS students shall score proficient or higher on the 2013-2014 FCAT 2.0 Mathematics test.

G4.B1 Current staffing levels and BMHS Master Schedule does not allow for creation of Intensive Math classes for all students scoring Level 1 or 2 for the previous year.

G4.B1.S1 District S.T.E.M. funds shall be utilized to hire a full time S.T.E.M. tutor, which shall be based in the Reading Coach Mini-Lab, and which shall establish a tutoring schedule that will make him/her available to all math students on a weekly basis.

Action Step 1

Advertise and hire a full-time S.T.E.M. tutor using S.T.E.M. funds

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule

August 2013

Evidence of Completion

School Board Minutes

Action Step 2

The BMHS S.T.E.M. tutor shall identify students in the African American and Students with Disabilities subgroups, as well as the lowest quartile of performance on the previous year's FCAT Mathematics test, and target those students in need of additional support in those subgroups for either push-in or pull-out intervention on a regular basis.

Person or Persons Responsible

S.T.E.M. tutor

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Completed tutoring schedule.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

BMHS administration shall receive and review a weekly schedule and time log for the Math Tutor, in order to ensure availability to all students and focus upon students in the African American and Students with Disabilities subgroups, the lowest quartile and cohorts with weakest math performance historically (7th & 8th grade).

Person or Persons Responsible

BMHS Administration

Target Dates or Schedule

Weekly, beginning September 9, 2013

Evidence of Completion

S.T.E.M. tutor schedules and time logs

Plan to Monitor Effectiveness of G4.B1.S1

BMHS administration shall monitor S.T.E.M. tutor time logs and schedule to ensure the appropriate students are being tutored with regularity.

Person or Persons Responsible

S.T.E.M. tutor and BMHS Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

75% or more of students in our African American and Students with Disabilities subgroups shall receive one-on-one or small group tutoring assistance from the S.T.E.M. tutor at least weekly, as documented by the S.T.E.M. tutor schedule and time logs.

G4.B4 Many students do not have easily available support for math homework at home.

G4.B4.S1 BMHS administration shall require lesson plans to be prepared in an explicit teaching model format, and include Cornell Notes as a regular strategy.

Action Step 1

BMHS administration shall complete a lesson plan review rubric for each teacher at least quarterly. Reviews shall require the BMHS Lesson Planning template to be utilized. The template shall include lesson elaboration for each explicit teaching model step and specific codes for Cornell Note use.

Person or Persons Responsible

John Lott, Morgan Bennett

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed BMHS Lesson Plan review rubrics and completed lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B4.S1

BMHS administration shall complete a lesson plan review rubric for each teacher at least quarterly. Reviews shall require the BMHS Lesson Planning template to be utilized. The template shall include lesson elaboration for each explicit teaching model step and specific codes for Cornell Note use.

Person or Persons Responsible

John Lott, Morgan Bennett

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed Lesson Plan review rubrics and completed lesson plans. 90% or more of teachers should have lesson plans that include evidence of all steps of the explicit teaching model and Cornell notes.

Plan to Monitor Effectiveness of G4.B4.S1

90% or more of teachers shall submit lesson plans which include details for all explicit teaching model steps and Cornell notes.

Person or Persons Responsible

John Lott, Morgan Bennett

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed Lesson Plan review rubrics.

G5. 50% or more of 8th & 10th grade students will score proficient on the 2014 Florida Writes test. All BMHS students shall receive: (1) daily text-based writing in all classes, and (2) at least 1 multi-paragraph writing assignment per class per 9-weeks.

G5.B4 Lack of universal 8th and 10th grade teacher familiarity with FCAT 2.0 Writing Anchor Sets, FCAT 2.0 Writing Scoring Rubrics, and how to use them for instruction.

G5.B4.S1 All 8th and 10th grade teachers shall receive professional development on how to use the FCAT 2.0 Writing Anchor Sets and FCAT 2.0 Writing Rubrics for instruction before the end of the 1st 9-weeks.

Action Step 1

The BMHS Literacy Leadership Team shall develop and deliver an initial and followup training for all 8th and 10th grade on how to use the FCAT 2.0 Writing Anchor Sets, FCAT 2.0 Writing Rubrics, and samples of original student writing for instruction.

Person or Persons Responsible

BMHS Literacy Leadership Team

Target Dates or Schedule

Trainings shall be planned during bi-weekly BMHS Lead Team/Literacy Team meetings. Initial training shall occur on 09/16/2013. Followup training shall occur during or before January 2014.

Evidence of Completion

BMHS Literacy Leadership Team agendas and minutes.

Facilitator:

April Fleetwood

Participants:

BMHS Literacy Leadership Team

Plan to Monitor Fidelity of Implementation of G5.B4.S1

The BMHS Literacy Leadership Team shall monitor implementation of this strategy through inclusion of strategy tasks on their bi-weekly meeting agendas.

Person or Persons Responsible

BMHS Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

BMHS Literacy Leadership Team agendas and minutes

Plan to Monitor Effectiveness of G5.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A:

Title I funding is utilized to fund after school tutoring and credit retrieval, parent conference nights, implementation of school-wide AVID binders, purchase and use of Accelerated Reader, Reading 180, Study Island and USA Testprep access, stipend pay for a parent involvement coordination position, and salaries for 2 BMHS Business Education students to develop and maintain the school website and assist with parental communications.

Title I, Part C - Migrant:

A Migrant Liason provides services and support to students and parents. The liason coordinates with Title I and other programs to ensure student and parent needs are being met.

Title I, Part D:

The Levy County School District receives funds to support district and school drop-out prevention programs.

Title II: District funds are use to purchase technology equipment that supports classroom instruction. This money also provides for professional development for teachers and administrators.

Title III:

Services are provided at the district level for educational materials, such as Rosetta Stone and Reading Assistant, as well as professional development opportunities for teachers in need of ESOL endorsement. If LEP numbers are sufficient at the school level, the district may use this funding to establish and ESOL Aide position at the school. In the current school year, too few LEP students are enrolled at Bronson Middle/High School for an ESOL Aide position to be awarded to the school.

Title VI, Part B:

N/A

Title X Homeless: The district provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Program:

N/A

Nutrition Programs:

Bronson Middle High School maintains a health plan per state guidelines and participates annually in a school-wide Nutrition Day.

Housing Programs:

N/A

Adult Education:

N/A

CTE & Job Training:

See CTE section in Current School Status. Bronson Middle High School maintains Industry Certification programs in Business Systems Technology, Agritechnology, and Building Construction. In addition, the school offers a CDE program that allows students to receive on-the-job training for high school credit.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. All students shall be exposed to structured close readings at least 7 times per instructional week. 63% or more of tested BMHS students shall score proficient on the 2014 FCAT Reading test.

G2.B2 Small number of class sets of high interest novels aligned with Springboard

G2.B2.S1 Teachers shall compile thematic lists of supplementary reading materials that include grade-level appropriate complex text that is aligned with the Springboard curriculum and district curriculum maps.

PD Opportunity 1

The BMHS ELA/Reading department shall compile thematic lists of supplementary reading materials that include grade-level appropriate complex text that is aligned with the Springboard curriculum and district curriculum maps.

Facilitator

April Fleetwood

Participants

BMHS ELA/Reading department members

Target Dates or Schedule

During Lesson Study/Department Meeting team time (every Tuesday, 2:55pm - 3:30pm).

Evidence of Completion

Completed lists for each grade level, grades 6 - 12.

G2.B7 Subject area teachers untrained in how to conduct structured close readings

G2.B7.S1 All BMHS teachers shall receive initial and followup training in how to conduct structured close readings by the end of the first 9 weeks.

PD Opportunity 1

The Literacy Leadership Team shall develop initial and followup training that provide teachers with practice experiencing and delivering a close reading that includes multiple readings of the text for a variety of purposes, marking the text, and responding to text-dependent questions. A variety of subject area texts shall be used.

Facilitator

Fleetwood, Bennett

Participants

The Literacy Leadership Team shall develop the training, and Mrs. Fleetwood and Mr. Bennett shall deliver it.

Target Dates or Schedule

Initial training shall occur on 08/14/13 during pre-planning. Followup training shall occur on 09/16/13.

Evidence of Completion

Professional Development sign-in rosters and follow-up forms.

G5. 50% or more of 8th & 10th grade students will score proficient on the 2014 Florida Writes test. All BMHS students shall receive: (1) daily text-based writing in all classes, and (2) at least 1 multi-paragraph writing assignment per class per 9-weeks.

G5.B4 Lack of universal 8th and 10th grade teacher familiarity with FCAT 2.0 Writing Anchor Sets, FCAT 2.0 Writing Scoring Rubrics, and how to use them for instruction.

G5.B4.S1 All 8th and 10th grade teachers shall receive professional development on how to use the FCAT 2.0 Writing Anchor Sets and FCAT 2.0 Writing Rubrics for instruction before the end of the 1st 9-weeks.

PD Opportunity 1

The BMHS Literacy Leadership Team shall develop and deliver an initial and followup training for all 8th and 10th grade on how to use the FCAT 2.0 Writing Anchor Sets, FCAT 2.0 Writing Rubrics, and samples of original student writing for instruction.

Facilitator

April Fleetwood

Participants

BMHS Literacy Leadership Team

Target Dates or Schedule

Trainings shall be planned during bi-weekly BMHS Lead Team/Literacy Team meetings. Initial training shall occur on 09/16/2013. Followup training shall occur during or before January 2014.

Evidence of Completion

BMHS Literacy Leadership Team agendas and minutes.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	63% (49% for African Americans, 51% for Students with Disabilities) or more of tested BMHS students shall score proficient or higher on the 2013-2014 FCAT 2.0 Mathematics test.	\$23,040
Total		\$23,040

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Race to the Top, Project 3	\$23,040	\$23,040
Total	\$23,040	\$23,040

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. 63% (49% for African Americans, 51% for Students with Disabilities) or more of tested BMHS students shall score proficient or higher on the 2013-2014 FCAT 2.0 Mathematics test.

G4.B1 Current staffing levels and BMHS Master Schedule does not allow for creation of Intensive Math classes for all students scoring Level 1 or 2 for the previous year.

G4.B1.S1 District S.T.E.M. funds shall be utilized to hire a full time S.T.E.M. tutor, which shall be based in the Reading Coach Mini-Lab, and which shall establish a tutoring schedule that will make him/her available to all math students on a weekly basis.

Action Step 1

Advertise and hire a full-time S.T.E.M. tutor using S.T.E.M. funds

Resource Type

Personnel

Resource

Full time S.T.E.M. tutor.

Funding Source

Race to the Top, Project 3

Amount Needed

\$23,040