

School Board of Levy County

Bronson Middle/High School



2019-20 Schoolwide Improvement Plan

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Bronson Middle/High School

8691 NE 90TH ST, Bronson, FL 32621

<http://www.levyk12.org/schools>

Demographics

Principal: Jennifer Bray

Start Date for this Principal: 7/16/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (46%) 2016-17: C (44%) 2015-16: C (45%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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<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	Job Duties and Responsibilities
McCarthy, Timothy	Principal	Principal McCarthy 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. Principal McCarthy will also coordinate all safety policies with assigned School Resource Officer from the Levy County Sheriff's Office ensuring that all state statutes are carefully executed. Principal McCarthy will also manage the daily operation of Bronson Middle High School.
Putnam, Cindy	Teacher, K-12	Ms. Putnam will work on various items that will steer the school in the direction that is needed to improve the school grade and to retain accreditation from the state. Ms. Putnam will also be the advisor to any math related initiatives.
Barber, Michelle	Teacher, K-12	Ms. Barber will work on various items that will steer the school in the direction that is needed to improve the school grade and to retain accreditation from the state. Ms. Barber will also be the advisor to any AVID or Performing Arts related initiatives.
Allen, Cheryl	Assistant Principal	Assistant Principal Allen 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.
Welch, Karen	Instructional Coach	Dr. Welch 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. Dr. Welch will also model direct instruction and proper planning with targeted teachers at least two times monthly.
Thornton, Nicole	School Counselor	Dr. Thornton 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.
Miller, John	Dean	Dean Miller 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,

Name	Title	Job Duties and Responsibilities
		but further outside training may be required. Dean Miller will also share the responsibility of running our PBiS program.
Foshee, Genny	School Counselor	Ms. Foshee 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. Ms.Foshee will also work as one of our Testing Coordinators.
Smith, Marcia	Teacher, K-12	Ms. Smith will work on various items that will steer the school in the direction that is needed to improve the school grade and to retain accreditation from the state. Ms. Smith will also be the advisor to any Vocational or Agriculture related initiatives. Ms. Smith will also run our monthly club day.
Kussel, Colette	Teacher, K-12	Ms. Kussell will work on various items that will steer the school in the direction that is needed to improve the school grade and to retain accreditation from the state. Ms. Kussell will also be the advisor to any Science related initiatives

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	113	95	79	76	73	88	41	565
Attendance below 90 percent	0	0	0	0	0	0	17	21	13	9	14	26	9	109
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	2	3	8	14	18	4	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	39	39	29	21	28	26	8	190

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	83	80	66	48	62	68	33	440

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

37

Date this data was collected or last updated

Wednesday 9/4/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	81	67	63	55	65	49	68	448

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	81	67	63	55	65	49	68	448

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	0%	56%	32%	0%	53%
ELA Learning Gains	51%	0%	51%	44%	0%	49%
ELA Lowest 25th Percentile	48%	0%	42%	42%	0%	41%
Math Achievement	49%	0%	51%	29%	0%	49%
Math Learning Gains	51%	0%	48%	34%	0%	44%
Math Lowest 25th Percentile	37%	0%	45%	42%	0%	39%
Science Achievement	57%	0%	68%	42%	0%	65%
Social Studies Achievement	67%	0%	73%	71%	0%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	113 (0)	95 (0)	79 (0)	76 (0)	73 (0)	88 (0)	41 (0)	565 (0)
Attendance below 90 percent	17 (25)	21 (19)	13 (16)	9 (11)	14 (13)	26 (13)	9 (18)	109 (115)
One or more suspensions	0 (8)	0 (14)	0 (13)	0 (13)	0 (13)	0 (7)	0 (9)	0 (77)
Course failure in ELA or Math	2 (23)	3 (27)	8 (6)	14 (11)	18 (13)	4 (13)	0 (28)	49 (121)
Level 1 on statewide assessment	39 (58)	39 (44)	29 (44)	21 (40)	28 (13)	26 (15)	8 (13)	190 (227)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	41%	-1%	54%	-14%
	2018	36%	35%	1%	52%	-16%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	32%	37%	-5%	52%	-20%
	2018	28%	41%	-13%	51%	-23%
Same Grade Comparison		4%				
Cohort Comparison		-4%				
08	2019	36%	36%	0%	56%	-20%
	2018	35%	48%	-13%	58%	-23%
Same Grade Comparison		1%				
Cohort Comparison		8%				
09	2019	36%	50%	-14%	55%	-19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	40%	40%	0%	53%	-13%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
10	2019	52%	50%	2%	53%	-1%
	2018	29%	38%	-9%	53%	-24%
Same Grade Comparison		23%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	45%	-12%	55%	-22%
	2018	31%	41%	-10%	52%	-21%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	56%	55%	1%	54%	2%
	2018	43%	56%	-13%	54%	-11%
Same Grade Comparison		13%				
Cohort Comparison		25%				
08	2019	15%	29%	-14%	46%	-31%
	2018	27%	38%	-11%	45%	-18%
Same Grade Comparison		-12%				
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	30%	43%	-13%	48%	-18%
	2018	30%	44%	-14%	50%	-20%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	66%	11%	67%	10%
2018	62%	58%	4%	65%	-3%
Compare		15%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	72%	-11%	71%	-10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	73%	-17%	71%	-15%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	68%	-4%	70%	-6%
2018	57%	66%	-9%	68%	-11%
Compare		7%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	57%	-13%	61%	-17%
2018	30%	44%	-14%	62%	-32%
Compare		14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	53%	9%	57%	5%
2018	46%	48%	-2%	56%	-10%
Compare		16%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	29	43	35	37	42	26	58	57		82	
ELL	19	58	73	35	33						
BLK	32	43	46	32	41	30	35	55			
HSP	37	46	47	37	41	29	46	47		90	
WHT	45	54	48	54	55	38	64	71	77	84	45
FRL	40	49	48	46	46	19	52	66	79	77	46
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
FRL	26	40	38	22	31	38	37	59	27	82	22

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	665
Total Components for the Federal Index	12
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall, Math Lowest 25th Percentile with a score of 37. This is a trend for BMHS. It was previously the lowest and even though we raised it by 6 points, it still needs to be higher. A contributing factor may have been a lack of a targeted spiral review for the math standards for all math classes. This will be implemented with fidelity this year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The social studies achievement of our Hispanic student subgroup decreased 17 percentage points from 64% in 2018 to 47% in 2019. The factor contributing to this decline is not clear; however, the possibility exists that it could be linked to our ELL ELA proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap in this comparison is 25 percentage points in ELA overall for the White subgroup and 22 percentage points in Math of the same subgroup. The contributing factor is unknown, but our data has traditionally lagged behind the state even though this subgroup had significant increases in ELA achievement and learning gains from the previous year.

Which data component showed the most improvement? What new actions did your school take in this area?

Middle School Acceleration was the largest increase of 19 points. The factor that contributed to this was ensuring that all 8th grade students that scored a level 3 or higher in 7th grade math were placed in the Algebra 1 course.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our main area of concern is the Federal Index of Black/ African American Subgroup scoring below the federal index of 41 with a score of 39.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. English Language Arts Achievement
2. Math Learning gains of the Lowest 25 %
3. Mathematics Achievement
4. English Language Arts gains of the Lowest 25 %
5. English Language Arts Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts Achievement
Rationale	The rationale is based on the data from English Language Arts Achievement score of forty-three (43) percent from the previous year, which also has an impact on student achievement in other content areas.
State the measurable outcome the school plans to achieve	The goal is to achieve a score of 50 or higher in English Language Arts Achievement as measured on the 2020 FSA. The goal for our subgroup of Black/ African American students is to increase the federal index to 45%.
Person responsible for monitoring outcome	Timothy McCarthy (timothy.mccarthy@levyk12.org)
Evidence-based Strategy	BMHS is employing the expertise of content area specialists through the Northeast Florida Education Consortium to consult with ELA teachers in data disaggregation, instructional practice support, curriculum alignment, rigor of FSA standards, and progress monitoring.
Rationale for Evidence-based Strategy	As a result of the work NEFEC has provided for other schools and districts, they have shown increased achievement in school data and grades. Through the support they provided last year, BMHS increased percentage points in all reported content areas.
Action Step	
Description	<ol style="list-style-type: none"> 1. IReady done with fidelity and progress monitored. 2. 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. 3. Training provided by the district on Springboard for alignment. 4. District/NEFEC provided support in all areas of English Language Arts. 5. We will implement supplemental resources of iReady that includes targeted individualized instruction and support and frequent progress monitoring of specific standards and periodic cumulative diagnostics. 6. Students in the African American subgroup will be monitored in biweekly PST/ MTSS team meetings to review and measure short-term math goals and/or revise strategies for individual achievement.
Person Responsible	Timothy McCarthy (timothy.mccarthy@levyk12.org)

#2	
Title	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 seven (37).
State the measurable outcome the school plans to achieve	Our goal is to score a 47 or higher which will be an increase of 10 points as measured on the math FSA and EOC in 2020. The goal for our subgroup of Black/African American students is to increase the federal index to 45% by using biweekly PST/MTSS team meetings to review and measure short-term math goals and/or revise strategies for individual achievement.
Person responsible for monitoring outcome	Timothy McCarthy (timothy.mccarthy@levyk12.org)
Evidence-based Strategy	BMHS is employing the expertise of content area specialists through the Northeast Florida Education Consortium to consult with math teachers in data disaggregation, instructional practice support, curriculum alignment, rigor of FSA standards, and progress monitoring.
Rationale for Evidence-based Strategy	As a result of the work NEFEC has provided for other schools and districts, they have shown increased achievement in school data and grades. Through the support they provided last year, BMHS increased percentage points in all reported content areas.
Action Step	
Description	<ol style="list-style-type: none"> 1. Target students in the bottom 25% for multi-layered support including data chats and tutoring. 2. 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. 3. NEFEC training in mathematics instruction. 4. Data chats between students and teachers. 5. Progress monitoring of all students. 6. Students in the African American subgroup will be monitored in biweekly PST/MTSS team meetings to review and measure short-term math goals and/or revise strategies for individual achievement.
Person Responsible	Timothy McCarthy (timothy.mccarthy@levyk12.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our remaining three priorities will be handled the same way that we are addressing our two main areas of focus due to the fact that they are all about improving student proficiency in Language Arts and Math knowledge acquisition. All staff will be made aware of the students in their classes that need to be accelerated in Language Arts and Math. These students will be monitored and tracked through consistent data chats that look at their past FSA scores coupled with their iReady, Fair Testing and Write Score data. All stakeholders will work together to ensure that all students are given the most support where needed.

Another main area of focus is our subgroup made up of Black/African American students. These students received a score below 41% on the federal index. Our subgroup received a score of 39%. Our

plan is to increase the level of communication with the Black/African American community through contact with local churches and organizations. We will ensure that these entities have current and pertinent information regarding all school activities that will impact all of our stakeholders in this subgroup. Also, in the same way that we support our lowest quartile, we will support this subgroup through data chats, progress monitoring and our grade level problem solving teams.

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 Schoolwide Improvement Plan 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.
4. Utilization of the BASE program as a source of additional information and training for students.

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 scheduled for approximately the same date so the parents can 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 integrates all available resources. A yearly Needs Assessment is completed. This establishes priorities for the school in the areas of curriculum, instruction, personnel and facilities/resources. These priorities help develop the annual SIP and Title I plan. The development of the SIP identifies areas of need, persons responsible, frequency of meetings, and evaluation of effectiveness 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, and the Levy Education Foundation. School Improvement 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 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.

Title IX ensures that homeless students receive services on the same basis as other children that can be provided through the McKinney Vento Act.

The K-12 Reading Grant helps fund the reading coach and provides professional development.

Perkins Secondary and Rural 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 this project. Industry certifications, travel costs, and 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: English Language Arts Achievement	\$0.00
2	III.A.	Areas of Focus: Mathematics Learning Gains of the lowest 25%	\$0.00
Total:			\$0.00