

School Board of Levy County

Bronson Middle/High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	24
Positive Culture & Environment	27
Budget to Support Goals	28

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: 7/1/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Levy County School Board on 10/12/2021.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	24
Title I Requirements	0
Budget to Support Goals	28

Bronson Middle/High School

8691 NE 90TH ST, Bronson, FL 32621

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	B	B	B	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Gaus, Curtis	Principal	Principal Gaus 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 Gaus will also coordinate all safety policies with the assistance of the SBLC Coordinator or School Safety ensuring that all state statutes are carefully executed. Principal Gaus will also manage the daily operation of Bronson Middle High School.
Bray, Jennifer	Assistant Principal	Assistant Principal Bray 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. Assistant Principal Bray will preside over the MTSS Committee Meetings where a tiered approach to problem-solving for students will be discussed and problem-solved in a collaborative manner.
Miller, John	Administrative Support	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, but further outside training may be required. Dean Miller will also share the responsibility of running our PBiS program.
Barber, Michelle	Instructional Coach	Ms. Barber 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. Ms. Barber will also model direct instruction and proper planning with targeted teachers at least two times monthly. As the AVID Site Coordinator, Ms. Barber will organize the monthly AVID Instructional strategies professional development sessions. She will be the point of contact for the AVID District Director.
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 provide assistance with the testing process.
Beauchamp, Judy	Teacher, K-12	Ms. Beauchamp will work on various items that will steer the school in the direction that is needed to improve the school grade. Ms. Beauchamp will also be the point of contact for any elective course related initiatives.

Name	Position Title	Job Duties and Responsibilities
Garreau-Jones, Carolyn	Teacher, K-12	Ms. Garreau-Jones will work on various items that will steer the school in the direction that is needed to improve the school grade. Ms. Garreau-Jones will also be the point of contact for any science related initiatives.
O'Steen, Caryl	Teacher, K-12	Ms. O'Steen is the Intensive Reading teacher for the middle school. She will be responsible for tracking the progress of the students on Tier 3 reading interventions. She will work with the middle school teachers to assist with developing content-based reading lessons, so they are complimenting her efforts with struggling readers.
Putnam, Cindy	Teacher, K-12	As the Math representative on the School Leadership team, Ms. Putnam will provide the other math teachers on campus instructional support to ensure they are delivering standards-based instruction, assistance with research-based instructional strategies, and provide technology support for the Canvas LMS.
Schuler, Sherrie	Teacher, K-12	As the Social Science representative on the School Leadership team, Ms. Schuler will provide the other Social Science teachers on campus instructional support to ensure they are delivering standards-based instruction, assistance with research-based instructional strategies, and provide technology support for the Canvas LMS.
Benge, Carol	Teacher, ESE	Ms. Benge will ensure all teachers on campus are aware of the accommodations and supports that are afforded to the students with disabilities. She will work with the other ESE teachers on campus to help them provide differentiation within the lesson planning process.

Demographic Information

Principal start date

Wednesday 7/1/2020, Jennifer Bray

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

572

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	101	91	90	85	81	78	50	576
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	1	3	3	5	1	4	2	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	37	24	26	30	30	0	0	147
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	40	15	25	29	0	0	0	109
Number of students with a substantial reading deficiency	0	0	0	0	0	0	37	24	26	30	30	0	0	147

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	4	5	4	11	3	4	1	32

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

Date this data was collected or last updated

Friday 9/3/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	108	99	82	77	81	72	67	586
Attendance below 90 percent	0	0	0	0	0	0	11	28	19	13	12	22	16	121
One or more suspensions	0	0	0	0	0	0	12	38	27	15	14	21	6	133
Course failure in ELA	0	0	0	0	0	0	12	23	17	11	3	21	4	91
Course failure in Math	0	0	0	0	0	0	11	11	9	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	23	25	25	14	16	0	0	103
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	22	23	22	19	15	7	1	109

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	11	18	11	13	8	13	5	79

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	4	9	11	12	1	1	2	40
Students retained two or more times	0	0	0	0	0	0	7	9	11	10	3	5	6	51

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	108	99	82	77	81	72	67	586
Attendance below 90 percent	0	0	0	0	0	0	11	28	19	13	12	22	16	121
One or more suspensions	0	0	0	0	0	0	12	38	27	15	14	21	6	133
Course failure in ELA	0	0	0	0	0	0	12	23	17	11	3	21	4	91
Course failure in Math	0	0	0	0	0	0	11	11	9	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	23	25	25	14	16	0	0	103
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	22	23	22	19	15	7	1	109

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	11	18	11	13	8	13	5	79

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	4	9	11	12	1	1	2	40
Students retained two or more times	0	0	0	0	0	0	7	9	11	10	3	5	6	51

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%		56%	36%		56%
ELA Learning Gains				51%		51%	44%		53%
ELA Lowest 25th Percentile				48%		42%	40%		44%
Math Achievement				49%		51%	39%		51%
Math Learning Gains				51%		48%	42%		48%
Math Lowest 25th Percentile				37%		45%	31%		45%
Science Achievement				57%		68%	46%		67%
Social Studies Achievement				67%		73%	60%		71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	40%	41%	-1%	54%	-14%
Cohort Comparison						
07	2021					
	2019	32%	37%	-5%	52%	-20%
Cohort Comparison		-40%				
08	2021					
	2019	36%	36%	0%	56%	-20%
Cohort Comparison		-32%				
09	2021					
	2019	36%	50%	-14%	55%	-19%
Cohort Comparison		-36%				
10	2021					
	2019	52%	50%	2%	53%	-1%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	33%	45%	-12%	55%	-22%
Cohort Comparison						
07	2021					
	2019	56%	55%	1%	54%	2%
Cohort Comparison		-33%				
08	2021					
	2019	15%	29%	-14%	46%	-31%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	30%	43%	-13%	48%	-18%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	66%	11%	67%	10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	72%	-11%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	68%	-4%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	57%	-13%	61%	-17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	53%	9%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady for grades 6-8 ELA & math
 Levy Interim Assessments (Civics, 8th Science, Algebra 1, Biology, US History)
 FAIR Data (9th and 10th ELA)

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		22%	23%	42%
	Economically Disadvantaged		19%	19%	35%
	Students With Disabilities		18%	13%	14%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		20%	38%	58%
	Economically Disadvantaged		21%	22%	49%
	Students With Disabilities		18%	13%	40%
	English Language Learners		0%	0%	0%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	28%	36%
	Economically Disadvantaged	18%	27%	33%
	Students With Disabilities	10%	20%	10%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	24%	62%
	Economically Disadvantaged	16%	26%	62%
	Students With Disabilities	11%	10%	30%
	English Language Learners	20%	20%	60%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	47%	23%	16%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	42%	38%
	Economically Disadvantaged	29%	24%	30%
	Students With Disabilities	17%	17%	17%
	English Language Learners	17%	17%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	25%	32%
	Economically Disadvantaged	15%	14%	16%
	Students With Disabilities	17%	17%	33%
	English Language Learners	0%	0%	20%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	24%	33%	33%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52%	39%	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	12%	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	33%	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	12%	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	N/A	43%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	33	46	31	43	60	69	29	50		62	
ELL	20	28	23	37	39	30	10				
BLK	22	17	8	46	59		43				
HSP	32	31	31	35	38	29	29	40			
MUL	25	25		60	50						

2021 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 2019-20	C & C Accel 2019-20
WHT	42	41	35	57	57	59	54	51	65	85	57
FRL	32	32	27	44	50	55	39	49	63	68	43
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	12
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	33
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	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	55
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

English Language Arts declined in all grades and subgroups. Math improved in 6th, 7th, and 8th on the iReady progress monitoring tool.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Learning Gains in English Language Arts is the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The lack of continuity between the instruction in English Language Arts and the intensive reading instruction causes gaps in instruction. The loss of instructional time due to COVID had a direct impact in the school performance. This factor is more prevalent in struggling learners. Implementing a 110-minute ELA/Intensive Reading Block will provide consistency and continuity in reading instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math scores in 6th, 7th and 8th grade increased on iReady diagnostic and state assessment scores.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Focus on Math in the school improvement plan and providing struggling math students an additional year of instruction prior to taking the Algebra EOC contributed to the improvement.

What strategies will need to be implemented in order to accelerate learning?

Focus on explicit math instruction and provide 6th, 7th and 8th grade students an extended instructional block to assist with filling gaps in math instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Additional support facilitators have been added to the staff to assist with small group instruction. Content area teachers and ESE support facilitators will need professional development on how to maximize the time in the class in order to have the biggest impact on student learning. The entire faculty will receive professional development on content area reading strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continue to schedule the extended instructional block for the struggling learners and continue to provide ESE support staff to push-in to core content areas to provide students with additional assistance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The results of the 2021 Florida standards assessment showed a decline in the English Language Arts achievement across grade levels. The achievement in English Language Arts dropped from 43% in 2019 to 37% in 2021. Learning gains in ELA from all students dropped from 51% to 36%, while the learning gains of the students in the lowest quartile dropped from 48% to 29%.

Measurable Outcome: BMHS will increase the learning gains on the ELA Florida Standards Assessment to 50% by the end of the 2021-2022 school year.

Monitoring: The English Language Arts teachers will meet on a weekly basis to monitor the progress toward the goal. The meetings will focus on curriculum implementation planning, data review, MTSS, and research-based instructional strategy development.

Person responsible for monitoring outcome: Curtis Gaus (curtis.gaus@levyk12.org)

Evidence-based Strategy: The National Reading Panel Report shows that all students need at least 90 minutes of uninterrupted reading instruction each day to become strong readers and that reading instruction must be systemic, explicit, scaffolded, and differentiated across the classroom (Just, Read Florida).

Evidence-based Strategy: BMHS has implemented a 110 minute ELA/Intensive Reading block for all students in 6th, 7th, and 8th grade who are reading below grade level. In addition to the extended reading class, an ESE push-in teacher and a classroom paraprofessional will provide additional support for students with significant reading deficiencies.

Rationale for Evidence-based Strategy: Past practice has been for students who are reading below grade level to have their intensive reading instruction separate from the English Language Arts instruction. This schedule design causes the Intensive reading instruction and the English Language Arts instruction to be disjointed and counter-productive. According to the results of the initial iXL Diagnostic Assessment approximately 50% of the 6th, 7th, and 8th grade students are reading two or more grade levels behind.

Action Steps to Implement

The principal and the reading coach will meet with the ELA and Intensive Reading teachers to develop plans to maximize the 110 minute reading block. The teachers will divide the instructional time into smaller chunks of time for whole-group instruction, small group instruction, and intensive remediation.

Person Responsible: Curtis Gaus (curtis.gaus@levyk12.org)

To support the goal of increasing the learning gains of all students, the BMHS faculty will implement evidenced-based reading strategies in their classrooms anytime students are reading for information. The faculty will implement "Interactive Notebooks" to assist the students in their critical reading progress and to provide additional reading strategies through focused notetaking and collaborative study groups.

Person Responsible: Michelle Barber (michelle.barber@levyk12.org)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: In 2019, the ESSA Federal Index for African-American students was 39%. It is critical that all subgroups of our student population show gains and are successful. The overall success of a school is dependent on how well it provides additional support and resources to student subgroups. When all subgroups are achieving success, it will benefit the entire school.

Measurable Outcome: BMHS will improve the ESSA Federal Index for African-American students to 41% by the end of the 2021-2022 school year as evidenced by ELA FSA.

Monitoring: BMHS Lead/AVID Site team will conduct a root cause analysis to identify the possible causes of the achievement discrepancy for African-American students. In addition to the evidence-based strategies that will be used to improve the all students, the Lead/AVID site team will utilize the following strategies to improve the achievement of African American students:

Person responsible for monitoring outcome: Curtis Gaus (curtis.gaus@levyk12.org)

- Evidence-based Strategy:**
1. All teachers and staff will create an atmosphere of high academic achievement for African-American students.
 2. Increase the personal relationships with African-american students to ensure instruction is culturally relevant and teachers are able to identify an address misconceptions.

Rationale for Evidence-based Strategy: In order to improve the overall federal index of the African-American students, identification of areas of improvement that are not already included in the School Improvement Pan will be identified and strategies will be developed for improvement.

Action Steps to Implement

Create a list of students in the African-American subgroup, and Identify the areas within the federal index that can be improved.

Students in the African-American subgroup will be monitored in the monthly PST/MTSS meetings to review and measure short-term math and reading goals and/or revise strategies for individual improvement.

Person Responsible: Michelle Barber (michelle.barber@levyk12.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In the 2019-2020 school year, BMHS ranked in the very high range in total number of suspensions. According to SafeSchoolsforAlex.org, BMHS had 36 suspensions per 100 students in attendance. The school was ranked 491 out of 505 statewide and 3rd in the district. When students are suspended from school, it affects their ability to be successful academically. The BMHS leadership team will use a targeted approach to lowering the number of suspensions during the 2021-2022 school year.

Goal:

By the end of the 2021-2022 school year, BMHS will lower the number of suspensions in the classes with the highest rate of discipline incidences.

Strategies:

- 1. Identify 3 classrooms with the highest rate of discipline incidences.**
- 2. Provide the teachers with additional professional development on classroom management strategies and high engagement teaching strategies to keep the students interested in the lessons.**
- 3. Utilize restorative discipline practices to help the selected teachers navigate difficult students, and provide assistance with developing classroom policies and procedures.**

Professional Development:

The selected teachers will participate in a research-based classroom management professional development.

Person Responsible:

John Miller, Dean of Students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

BMHS has expanded its successful PBIS program that was started several years ago, by updating the school-wide positive branding with new signage, classroom posters, and staff shirts that illustrate the school's PBIS core values of Excellence Ambition Goals Leadership Enthusiasm/Perseverance Respect Integrity Dignity Equality. The teachers faculty focus group worked together to develop a common classroom expectation matrix for consistently managing classroom behaviors and a consistent teacher response to those behaviors. All teachers were required to develop a classroom positive behavior plan for their classroom.

In addition to the PBIS Program that has been in place for the past several years, BMHS will implement a leveled card system that will reward students who performing above their peers. The leveled cards are as follows:

Blue Card - students that have no more than 2 absences, 1 tardy, no discipline referrals, and all As, Bs, and Cs in their classes

Orange Card - students with no more than 1 absence, no tardies, no discipline referrals, and all As, and Bs.

Gold Card - students with no absences, no tardies, no discipline referrals, and All As

Platinum Card - any student that has two or more Gold Card.

White Card - Teachers will be provided one white card to distribute to any student of their choosing who has made significant progress in their class.

Teachers are encouraged to send home positive postcards to students who deserve recognition. Teachers who bring the positive postcards to the semi-monthly faculty meetings are entered into a drawing to win a gift card. The students who receive a positive postcard are invited to be recognized at the monthly SAC meeting.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

BMHS School Advisory Council will be comprised of representatives of each stakeholder groups (parents, student, community, teachers and staff). The SAC will meet monthly to discuss the school's mission, action plan, progress towards school improvement goals, and expenditure of school house funds. The SAC will also be part of the process of developing school activities that build positive relationships, culture and school spirit.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
Total:			\$0.00