Bronson Middle/High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/5/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2021-22 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	2021-22: C (52%) 2018-19: B (55%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 10/25/2022.

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

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)

High School
6-12

2021-22 Title I School

Yes

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

99%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

32%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

This plan was approved by the Levy County School Board on 10/25/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bray, Jennifer	Principal	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. Principal Bray 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 Bray will also manage the daily operation of Bronson Middle High School.
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, but further outside training may be required. Dean Miller will also share the responsibility of running our PBiS program.
Barber, Michelle	Instructional Coach	Dr. 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. Dr. Barber will also model direct instruction and proper planning with targeted teachers at least two times monthly. As the AVID Site Coordinator, Dr. Barber will organize the monthly AVID Instructional strategies professional development sessions. She will be the point of contact for the AVID District Director.
Jones, Garrett	Assistant Principal	Assistant Principal Jones 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 Jones 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. Furthermore, Mr. Jones will work closely with the dean of students to assist teachers with classroom behavior management strategies.
Putnam, Cindy	Math Coach	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. District math coach point of contact.
Weins, Karen	School Counselor	Mrs. Weins 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

Name	Position Title	Job Duties and Responsibilities
		learning gains. Mrs.Weins will also provide assistance with the testing process.
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.
Schuler, Sherrie	Graduation Coach	Meet with our juniors and seniors on a regular basis to ensure that they are on track for graduation. She will work with students that are failing classes and have attendance issues. She will also provide parental support by providing a Senior Scholarship Night and a Junior Journey Night.
Garreu-Jones, Carolyn	Teacher, K-12	Mrs. Garreau-Jones will work on various items that will steer the school in the direction that is needed to improve the school grade. Mrs. Garreau-Jones will also be the point of contact for any science related initiatives.
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.
O'Steen, Caryl	Teacher, K-12	Mrs. O'Steen is the Intensive Reading teacher for the high 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.

Demographic Information

Principal start date
Tuesday 7/5/2022, Jennifer Bray

Number of teachers with a 2022 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.*
15

Number of teachers with a 2022 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.*
10

Total number of teacher positions allocated to the school
34

Total number of students enrolled at the school

531

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	91	89	87	78	75	61	50	531
Attendance below 90 percent	0	0	0	0	0	0	34	27	25	26	26	17	13	168
One or more suspensions	0	0	0	0	0	0	7	3	12	8	10	8	5	53
Course failure in ELA	0	0	0	0	0	0	5	7	6	1	0	1	0	20
Course failure in Math	0	0	0	0	0	0	12	22	25	18	25	13	7	122
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	22	21	17	22	22	0	0	104
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	24	15	11	19	0	0	0	69
Number of students with a substantial reading deficiency	0	0	0	0	0	0	22	21	25	18	25	13	7	131

Using the table above, complete the table below with the number of students by current grade level who have 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	57	64	70	58	63	52	36	400

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	7	6	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/15/2022

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	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	
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	
Course failure in Math	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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0		

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	101	91	90	85	81	78	50	576
Attendance below 90 percent	0	0	0	0	0	0	35	26	24	25	25	17	12	164
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	7	8	14	6	0	6	0	41
Course failure in Math	0	0	0	0	0	0	5	5	10	6	5	4	7	42
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	11	8	6	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%		51%				43%		56%
ELA Learning Gains	45%						51%		51%
ELA Lowest 25th Percentile	37%						48%		42%
Math Achievement	49%		38%				49%		51%
Math Learning Gains	60%						51%		48%
Math Lowest 25th Percentile	49%						37%		45%
Science Achievement	50%		40%				57%		68%
Social Studies Achievement	52%		48%				67%		73%

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	2022					
	2019	40%	41%	-1%	54%	-14%
Cohort Comparison						
07	2022					
	2019	32%	37%	-5%	52%	-20%
Cohort Comparison		-40%				
08	2022					
	2019	36%	36%	0%	56%	-20%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	33%	45%	-12%	55%	-22%
Cohort Comparison						
07	2022					
	2019	56%	55%	1%	54%	2%
Cohort Comparison		-33%				
08	2022					
	2019	15%	29%	-14%	46%	-31%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	30%	43%	-13%	48%	-18%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	66%	11%	67%	10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	72%	-11%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	68%	-4%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	57%	-13%	61%	-17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	53%	9%	57%	5%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	56	42	34	59	40	32	24		100	8
ELL	9	16		35	60	50					
BLK	19	41		27	46		38	21			
HSP	31	33	18	42	62	50	22	40			
MUL	38	50		36	70						
WHT	42	48	41	53	61	46	58	59	42	98	68
FRL	36	48	40	45	59	48	44	46	40		
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				

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
HSP	32	31	31	35	38	29	29	40			
MUL	25	25		60	50						
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 learning gains increased from 36-45%, math learning gains increased from 53-60%, English Language Arts Learning Gains of the Lowest 25% increased from 29-37%, English Language Arts Achievement increased from 37 to 38%, Science Achievement inceased 49 to 50%, Social Studies Achievement increased from 49-52%, Graduation rate increased from 79 to 98%, College and Career Acceleration increased from 79-98% and overall we increased our school grade from 50-52 points. Mathematics achievement decreased from 52-49%, our Mathematics Learning Gains of the Lowest 25% decreased from 52-49%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Mathematics is an area that saw a decrease in achievment and learning gains of the lowest 25%.

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 students that took the Algebra 1 EOC due to implementing Algebra 1-A & 1-B as well as having a substitute for most of the year for our 8th grade students. Implementing a 110-minute Math/ Intensive Math Block will provide consistency and continuity in math instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

English scores in 6th, 7th and 8th grade increased on iXL 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 ELA/reading in the school improvement plan and providing struggling ELA /reading students an additional reading classes blocked with the same teacher contributed to the improvement. We also provided additional teacher support in the intensive redaing classes with one of our ESE teachers. Our graduation rate made improvements by closer tracking of data for our students and working on GPA and test score increases.

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

Continued focus on explicit ELA/Reading instruction and provide 6th, 7th and 8th grade students an extended instructional block to assist with filling gaps in ELA/Reading 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 ESE support facilitators have been added to the staff to assist with small group instruction. We double blocked ELA and math to provide the additional time need to work on closing the gaps. 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 and differentiation.

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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In 2021-2022, the ESSA Federal Index for African-American students was 32%. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, Bronson Middle High School Black/African American students will increase ELA achievement from 19% to 24% evidenced by the Florida Assessment for Student Thinking.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Jennifer Bray (jennifer.bray@levyk12.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 and address misconceptions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. Our MTSS teams have mapped out all of our tier students and are working closely with them to provide the needed personal confidencce and support to excel.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 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)

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In 2021-2022, the ESSA Federal Index for English Language Learners was 34%. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, Bronson Middle High School ELL students will increase ELA achievement from 20% to 25% as evidenced by the Florida Assessment for Student Thinking.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	BMHS Lead/AVID Site team will conduct a root cause analysis to identify the possible causes of the achievement discrepancy for English Language Learners. 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 English Language Learners.
Person responsible for monitoring outcome:	Garrett Jones (garrett.jones@levyk12.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Utilize Rosetta Stone in intensive reading classes 60 minutes a week to help with language acquisition for our NonEnglish speakers. Utilize Mindplay, IXL and Six-minute solution to increase decoding and fluency. 1. Build students' decoding skills so they can read complex multisyllabic words. 2. Provide purposeful fluency building activities to help students build effortly.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	IXL's personalized learning platform provides the tools needed to help English language learners (ELL) build confidence and reach new heights: • Ongoing analysis of each student's unique needs • Accessible curriculum to support targeted, personalized instruction • Actionable analytics to help teachers meet students where they are Each English language learner has a unique profile of strengths and weaknesses, and the first step in supporting them is knowing where they're at. IXL's Real-Time Diagnostic identifies the precise skills that will help each student grow. With a personalized action plan for each English language learner, teachers have what they need to fill knowledge gaps and help students make progress.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Differentiate the intensive reading menu to provide time to implement Rosetta Stone in intensive reading. Utilize Mindplay, IXL and Six-minute solution to increase decoding and fluency. Teachers will utilize IXL to provide targeted 1-1 support for ELL students. IXL's Questions Log gives teachers in-depth

information on a student's work in a single skill. For teachers supporting English language learners, the Questions Log helps them figure out exactly why a student might be struggling so that they can provide targeted 1-1 remediation.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The results of the 2022 Florida standards assessment showed a decline in the Math achievement across grade levels. The achievement in Math dropped form 52% to 49%. Learning gains in Math from all students dropped from 52% to 49%, while the learning gains of the students in the lowest quartile dropped from 52% to 49%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For the 2022-2023 school year, Bronson Middle High School will increase math achievement from 52% to 49% and learning gains from 52% to 49% as evidenced by the Florida Assessment for Student Thinking.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Math teachers will meet on a biweekly 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:	Jennifer Bray (jennifer.bray@levyk12.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	BMHS has implemented a 110 minute math block for all students in 6th, 7th, and 8th grade who are below a level 3.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Past practice has been for students who are below grade level to have their intensive math instruction separate from the Math instruction. This schedule design causes the Intensive math instruction and the Math 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 scoring reading two or more grade levels behind.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The principal will meet with the Math to develop plans to maximize the 110 minute math block. The teachers will divide the instructional time into smaller chunks of time for whole-group instruction, small group instruction, and intensive remediation. We are using math for college algebra as our math retake test preparation course and our students that took Algebra 1 A last year have moved into Algebra 1 to do test preparation. ESE teachers will push in to math classes through support facilitation. These teachers

will work with students 1 on 1 or in small group settings to meet the various IEP accommodations of our ESE students.

Person Responsible Jennifer Bray (jennifer.bray@levyk12.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 slideshow to consistently manage classroom procedures and behaviors. In an effort to consistantly manage classroom behaviors, we developed a classroom behavior flow chart to distinguish teacher managed versus office managed behaviors.

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.

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.

Our 6th grade academy is set up so that all 6th graders have an elective that we call "Eagles 101". It is set up using AVID as a guide. We have incorporated setting up for succes and what students need to be working on to be successful as a middle school student. They are devleoping goals, working on collaborative student groups, reading from a book study and much more.

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

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.

Teachers and students will present AVID strategies and/presentations at our SAC meetings to promote college and career readiness culture at BMHS.