

# Bronson Middle/High School



2014-15 School Improvement Plan

## Bronson Middle/High School

8691 NE 90TH ST, Bronson, FL 32621

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

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

35%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

27%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	C	C

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Aim high and soar like an eagle.

##### Provide the school's vision statement

Bronson Middle/High School aims to enable its students to set and achieve challenging academic, social and life goals. It aims to do this through establishing trust and a collaborative relationship with students, parents and the community, through maintaining a safe and positive school environment, and through nurturing a culture of educational rigor, professionalism, accountability and ongoing learning.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

There are a number of initiatives that Bronson Middle/High School uses to learn about students' cultures and build relationships between teachers and students. These include:

1. Monthly "Eagle Time" homeroom that includes getting to know you and team-building activities from the AVID curriculum.
2. Inclusion of "hook" section in required lesson plan templates that is designed to require teachers to include activities that activate the prior knowledge of students and relate content to their personal lives.
3. On August 1, 2014, BMHS teachers were invited to a one-day training on collaborative learning strategies that included examples of how to administer multiple intelligence and learning preference surveys within their classrooms.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Bronson Middle/High School follows the district guidelines for safety, security and emergency procedures through the development and maintenance of a school security procedures manual that includes specific procedures for a wide variety of emergency and safety issues. Multiple safety and security drills are conducted each year, and law enforcement is consulted regularly regarding how to improve school safety and security.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school utilizes the Positive Behavior Support model, and provides incentives for positive behavior such as front-of-the-lunch-line passes, sporting event passes, and honor roll incentives. Bronson Middle/High School also incorporates a lunch detention system for students that have multiple tardies.

The school follows an established Code of Conduct developed at the county level for disciplinary matters. All students are provided with a copy of this policy during the first week of school.



**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 guidance counselors.
2. Availability of family counseling referrals to the Corner Drug Store counseling program.
2. Use of monthly "Eagle Time" homerooms to deliver AVID-aligned activities designed to foster a sense of community and social/emotional safety.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Every other week, teachers meet in grade level teams on Tuesday in order to review student data and action plan for how to intervene with struggling students. While in these meetings, teachers utilize the district's Performance Matters data disaggregation and analysis tool in order to identify students with Early Warning System flags. Within Performance Matters, students can be tracked with filters including truancy, absences, course failures, GPA targets, state test performance, and ISS/OSS data. Multiple filters can be applied at once in order to find students that are demonstrating more than one warning flag.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	24	20	23	22	27	19	13	148
One or more suspensions	50	40	33	44	45	17	20	249
Course failure in ELA or Math	27	27	32	33	32	16	16	183
Level 1 on statewide assessment	19	26	27	14	14	8	3	111

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	25	26	32	32	33	16	16	180

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The school utilizes a school-wide Positive Behavior Support system. A wide range of intervention strategies are utilized by grade level teams in order to intervene with students identified by the school's early warning system. These include parent conferences, informal mentoring, subject area tutoring provided by our math tutor (Shanno Dukes), subject area tutoring provided by our resources aide (Donna Leggett), behavioral incentive plans established by teachers and/or administration, Attendance/truancy home visits completed by the school social worker (Terri Pogue) or the district truancy officer (Laura Brown), and enrollment in reading and math intervention classes. Additional referrals for free family counseling are available through an on-site CDS counseling service. All

BMHS students receive educational support through Eagle Time activities each Club Day. These activities are derived from the AVID elective curriculum and are a part of the school-wide AVID model. Activities include: team-building, GPA calculation, and goal-setting, among others.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

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

#### **Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Bronson Middle/High School utilizes a variety of means to build and sustain partnerships with the local community as a means to increase the resources and support available to students and staff. Several sports and club programs work closely with affiliated booster organizations, such as the Quarterback Club, Baseball Boosters, and the FFA Alumni Organization. Sports equipment, awards and uniforms are provided to BMHS students through their fundraising.

The school also coordinates with a number of outside organizations that provide resources and services to students at BMHS. These include Levy Association for Retarded Citizens (L.A.R.C.), the Levy County Education Association, and the Levy County Prevention Coalition. Students in our Varying Exceptionalities program visit the L.A.R.C. facility on a regular schedule in order to participate in their programs. The Levy County Education Association provides scholarship opportunities for both students and staff. The Levy County Prevention Coalition supports student organizations such as Students Working Against Tobacco (S.W.A.T.), and provide educational resources related to substance abuse diversion.

Bronson Middle/High School also has a multi-year partnership with the grant-funded Gear Up project, the College Board Partnership, and the Corner Drugstore. These organizations provide textbooks, field trip opportunities, professional development, funding for SAT School Day, and an on-site family counseling service.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Lott, John	Principal
Bennett, Morgan	Assistant Principal
Drummond, Stacy	Teacher, K-12
Edison, Teri	Guidance Counselor
Fleetwood, April	Instructional Coach
Putnam, Cindy	Teacher, K-12
Roberts, Vickie	Teacher, K-12
Seay, Travis	Teacher, K-12
Smith, Marcia	Teacher, Career/Technical
Wilkerson, Tina	Guidance Counselor

### Duties

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

The School Leadership Team consists of: John Lott, Morgan Bennett, April Fleetwood, Tina Wilkerson, Teri Edison, Marcia Smith, Vickie Roberts, Cindy Putnam, Travis Seay, and Stacy Drummond. The team meets bi-weekly on Mondays to address successes, concerns, professional development, instructional strategies, and upcoming events in our school. Each member represents a content area team that meets bi-weekly on Tuesdays and serves to disseminate information to this team, as well as collaborate and practice shared decision making.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school improvement planning process is the system by which BMHS coordinates and integrates all available resources. As part of that process, a yearly Needs Assessment is completed. This establishes priorities for the school in the areas of curriculum, instruction, personnel and facilities/resources. These priorities are used in the development of the annual School Improvement Plan, which includes a problem-solving process that identifies persons responsible, frequency of meetings, and evaluation of effectiveness. Funds and resources from all of the following sources are considered: Title I, Title III, Gear Up, College Board Partnership, Levy County Prevention Coalition, sports booster organizations, and the Levy Education Foundation. School Improvement is an ongoing process that includes trainings or team meetings on all Early Release Days during the school year (approximately 2 per month).

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
John Lott	Principal
Morgan Bennett	Principal
Tammy Box	Parent
Mindy Shouse	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Each year, the SAC is presented with a draft of the evaluation form for the school's School Improvement Plan (form provided by the district office). SAC members review the document, provide suggestions for changes/corrections/additions, and formally approve the document as amended.

*Development of this school improvement plan*

Each year, the SAC is presented with a draft of the e school's School Improvement Plan (form provided by the district office). SAC members review the document, provide suggestions for changes/corrections/additions, and formally approve the document as amended.

*Preparation of the school's annual budget and plan*

In conjunction with the school's confidential secretary (Sherry Tindale), financial reporting forms provided by the district for the school's annual budget and plan are presented to the SAC. The committee reviews the document, provides suggestions for changes/corrections/additions, and formally approves the document as amended.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

No school improvement funds were allocated last year. A portion of the school's A+ Plan reward money was used to purchase supplies for teachers and the school, including binders for all students, as part of the formally approved reward money plan.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

All teachers are asked to try to find one parent from their Eagle Time class to participate on the SAC. During Open House, the importance of participating in SAC is discussed, and recruitment of parents and community members for participation occurs. Meetings are advertised in advance on the school marquee, on special signage in the car dropoff/pickup area, through automated call homes, on the school website, on the school Facebook page, and by personal calls to past SAC participants.

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lott, John	Principal
Bennett, Morgan	Assistant Principal
Drummond, Stacy	Teacher, K-12
Edison, Teri	Guidance Counselor
Fleetwood, April	Instructional Coach
Putnam, Cindy	Teacher, K-12
Roberts, Vickie	Teacher, K-12
Seay, Travis	Teacher, K-12
Smith, Marcia	Teacher, Career/Technical
Wilkerson, Tina	Guidance Counselor

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership team collaboratively promotes literacy at Bronson Middle High School. This team develops a school-wide plan for professional development for the year, which includes strategies for teaching reading and writing such as Cornell notes, AVID WICOR strategies for reading and writing with purpose, close reading, and Comprehension Instructional Sequence; the team also promotes literacy by modeling such strategies in their classrooms. In conjunction with the reading coach and administration, the LLT provides leadership to their department level teams, as well, assisting teachers as they address literacy strategies in their individual content area classrooms. The Literacy Leadership Team for Bronson Middle/High School consists of the following members: John Lott, Morgan Bennett, April Fleetwood, Teri Edison, Marcia Smith, Cindy Putnam, Vickie Roberts, Travis Seay and Stacy Drummond.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The BMHS Leadership Team collaborates to establish weekly meetings that alternate between departments and grade level teams. The team also plans for professional development that meets the needs of our faculty. Lead Team members then lead department meetings in collaborative lesson planning and follow up activities that focus on instructional strategies provided to teachers in monthly/bi-monthly professional development sessions. Our school's focus this year is on close reading and writing lessons, which teachers develop and discuss during this collaborative planning time.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

A variety of strategies are used to recruit, develop and retain highly qualified, certified-in-field, effective teachers at B.M.H.S. All job openings are posted on a district website and to [www.teachers-teachers.com](http://www.teachers-teachers.com). Administration attends local recruitment fairs within the state. Unless no other options are available, all newly-hired teachers are chosen from the pool of applicants that would be highly qualified and certified-in-field for the position advertised. Those who are not are required to become highly qualified and certified-in-field within a specific length of time after hire. Upon hire, all new teachers are automatically enrolled in the teacher mentoring program noted above. Veteran teachers that have

demonstrated a lack of effectiveness are also enrolled in a mentoring program and/or provided with a formal assistance plan.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All newly hired teachers are paired with a mentor teacher (from the same field whenever possible). There is a formal mentoring protocol that the mentor and mentee must follow, including a number of required face-to-face meetings, documentation on the part of the mentor that the mentee has master certain skills and completed certain tasks, and classroom observations.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers at BMHS participate in course curriculum mapping and blueprinting processes to ensure that curriculum materials are aligned to the Florida Standards. Teachers use these materials to guide their unit and lesson plans, ensuring that the Florida Standards drive instruction. In addition, administration meets with teachers individually each semester to discuss curriculum progress, lesson planning, and student data with regards to Florida's standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers meet bi-weekly in grade level teams to focus on student data and strategies to increase student achievement. Using the established protocol, teachers identify individual students needing academic or behavioral support and create action plans for meeting student needs. These plans include parent contacts, extra accommodations, behavior plans, and follow-up analysis to judge intervention effectiveness.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 6,480**

Three times per week during the fall semester the school's math tutor, Shanno Dukes, stays after school for 2 hours to work with students struggling in math.

**Strategy Rationale**

Some students are unable to access Ms. Dukes during the regular school day due to scheduling. The after school time frame also allows Ms. Dukes to provide additional support to students in BMHS interscholastic athletic programs.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Bennett, Morgan, bennett@levy.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

A log of all program participants is maintained, and their Florida Standards Assessment and class grade data will be reviewed at the end of the year and compared to their non-participating peers.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**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 matriculating 6th graders. The students come across the street from the elementary, tour the campus, meet teachers, and listen to guidance and administration speak about school rules, expectations and procedures. At around this same time each year parents of these students are invited to a parent information night which guidance, administration and teachers share further information about school rules, expectations and procedures.
2. A yearly orientation day for matriculating 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. Around this same time each year parents of these students are invited to a parent information night which guidance, administration and teachers share further information on the same topics and work collaboratively with guidance to complete student course request forms.

**College and Career Readiness**

**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, industry and community organizations. These include:

1. Each year all BMHS students have the opportunity to attend an on-campus Career Day event,

where a wide variety of local businesses and professions set up informational tables to tell students about their careers and the requirements for pursuing a career in their area.

2. In collaboration with the Gear Up grant program, interested and qualifying students attend a number of field trips each year to local postsecondary institutions, museums, and industry centers in order to learn more about them.

3. Bronson Middle/High School has an active AVID (Advancement Via Individual Determination) program that is designed to assist targeted students (average to above average students that would be the first in their family to attend college). We currently have 5 cohorts of students (grades 8-12) that are enrolled in the AVID elective and meet AVID academic requirements (honors classes).

4. As part of the school-wide AVID initiative, BMHS has established Eagle Time. This is a homeroom-style class for all students that they attend on each Early Release Day. They keep the same Eagle Time teacher each year until they graduate. During Eagle Time, students participate in elements of the AVID curriculum selected by the school Lead Team.

5. Accelerated students that meet dual-enrollment requirements may begin taking dual enrollment coursework in their Junior year. Students that participate in this program are transported by bus to the Santa Fe College Davis Center in neighboring Archer for classes each day.

6. Accelerated high school students have the opportunity to enroll in a variety of Advanced Placement courses on campus. Currently, these include: AP English Literature and Composition, AP World History, AP US History, and AP Psychology. AP Environmental Science and AP English Language and Composition have been offered in the past and may be offered again in future years if numbers permit. Qualified teachers for both remain on staff.

7. Students with identified disabilities are encouraged to apply for and participate in transition services offered by the Vocational Rehabilitation Program.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Three CTE programs with industry certification components are offered at BMHS:

1. Business Software Applications (Microsoft Office certifications)
2. Agritechnology
3. Building Construction

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Members of the BMHS CTE team integrate Close Reading, Comprehension Instructional Sequence, and FSA-aligned writing in their curriculum. Several are currently pursuing NGCAR-PD certification. Kevin Williams, the Building Construction instructor, has volunteered to teach a middle school wheel class that integrates building construction skills with grade level mathematics instruction and support.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

One of the primary initiatives undertaken by Bronson Middle/High School in response to the High School Feedback Report (HSFR) is the AVID program. The HSFR trends have indicated that the percent of Bronson High School graduates that enroll in a postsecondary institution in the fall after graduation is below that of both the district and state. The AVID program is designed to increase the number of academically capable students that enroll in and complete postsecondary programs after high school. It does that by providing students with both a yearly elective curriculum and training teachers in the school to use strategies with all students (both AVID and non-AVID) that will increase their chances of success in college. Strategies address the areas of writing, inquiry, collaboration, organization and reading. Since instituting the program, the number of students in the school's dual enrollment program has increased substantially.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** The frequency of high-fidelity close reading/writing and/or CIS lessons will increase for all BMHS students.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** The frequency of high-fidelity close reading/writing and/or CIS lessons will increase for all BMHS students. 1a

G039745

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

**Resources Available to Support the Goal** 2

- AVID Weekly
- Reading 180
- Junior Great Books
- Springboard
- NewsELA
- NGCAR-PD Reading Training modules
- cPalms
- Scholastic Scope
- Jr. Scholastic
- USA TestPrep
- Massachusetts Practice Tests
- Grade Level Novel Selections aligned with Springboard
- DBQ Project
- Engage NY
- AVID Subject Area Books
- LDC.org website
- IQWST curriculum materials
- AVID Subject Area Books
- LDC.org website
- IQWST curriculum materials

**Targeted Barriers to Achieving the Goal** 3

- Due to scheduling requirements and staffing levels, BMHS students have a 7 period day that places them at a time disadvantage for reading instruction in comparison to their within-county peers. This is particularly true for Level 2 readers.

**Plan to Monitor Progress Toward G1. 8**

FAIR-FS progress monitoring data will show a 10% or more increase in the percent of students that demonstrate an 85% or higher probability of literacy success from the first to the last administration in the 2014-2015 school year..

**Person Responsible**

April Fleetwood

**Schedule**

On 6/8/2015

***Evidence of Completion***

FAIR-FS progress monitoring reports

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** The frequency of high-fidelity close reading/writing and/or CIS lessons will increase for all BMHS students.

**1**

 G039745

**G1.B9** Due to scheduling requirements and staffing levels, BMHS students have a 7 period day that places them at a time disadvantage for reading instruction in comparison to their within-county peers. This is particularly true for Level 2 readers. **2**

 B127052

**G1.B9.S1** Add extended writing to close reading lessons in ELA/Reading classes **4**

 S139084

### Strategy Rationale

Adding writing will provide extra practice for students struggling with formulating thoughts into writing (reading/writing connection).

### Action Step 1 **5**

Reading intervention and ELA teachers will partner by grade level to work on common close reading and writing lesson

#### Person Responsible

Vickie Roberts

#### Schedule

Biweekly, from 10/14/2014 to 6/8/2015

#### Evidence of Completion

Lesson plans, Lesson planning rubrics ELA/Reading team meeting minutes

**Action Step 2** 5

Explicitly teach students how to mark the text and include text marking in grading.

**Person Responsible**

Vickie Roberts

**Schedule**

Weekly, from 10/13/2014 to 6/8/2015

**Evidence of Completion**

Student work

**Plan to Monitor Fidelity of Implementation of G1.B9.S1** 6

Bring lesson plans and/or student work samples to bi-weekly meetings.

**Person Responsible**

Vickie Roberts

**Schedule**

Biweekly, from 10/14/2014 to 6/8/2015

**Evidence of Completion**

Meeting minutes

**Plan to Monitor Effectiveness of Implementation of G1.B9.S1** 7

Participating teachers will compare student scores on writing assignments from October to December.

**Person Responsible**


**Schedule**

On 12/2/2014

**Evidence of Completion**

Writing Rubric progress monitoring notes in ELA/Reading meeting minutes

**G1.B9.S2** BMHS Social Studies teachers will collaborate to implement the DBQ project with consistency and fidelity, including the development of a universal sequence of reading/writing steps for DBQ prompts and a universal rubric for scoring DBQ writing responses that is aligned with the Florida Standards Assessment for Writing rubrics. Sequence may include: 1. Hook 2. Close reading of background essay 3. Vocabulary acquisition within essay 4. Document Analysis (Modeling, then students complete in groups): (1) Consider source, (2) close read of document, (3) vocabulary acquisition within documents, (4) analysis questions for each document 5. Categorize the document into "buckets" 6. Essay Outline 7. Essay Creation **4**

 S139085

### **Strategy Rationale**

Improve student skills in vocabulary acquisition, critical thinking across texts, comprehension, and nonfiction reading skills in order to develop effective historical thinking capacity

### **Action Step 1 **5****

BMHS Social Studies teachers will collaborate during bi-weekly department meetings to develop universal steps to teach DBQ prompts (close readings) and grade DBQ written responses (universal grading rubrics).

#### **Person Responsible**

Travis Seay

#### **Schedule**

Biweekly, from 11/10/2014 to 11/10/2014

#### **Evidence of Completion**

Agendas and minutes from department meetings

### **Plan to Monitor Fidelity of Implementation of G1.B9.S2 **6****

Based on a review of student data (work samples), we will discuss specific problem areas and strategize to address them. This will include potential revisions to teaching sequence and/or grading rubric.

#### **Person Responsible**

Travis Seay

#### **Schedule**

Quarterly, from 11/10/2014 to 6/8/2015

#### **Evidence of Completion**

Social Studies Department meeting agendas and minutes, lesson plans and gradebook entries for DBQs.

**Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7**

Eighty percent or more of applicable students will show 20% or more of growth in their DBQ writing prompt scores according to the universal writing rubric.

**Person Responsible**

Travis Seay

**Schedule**

Quarterly, from 11/10/2014 to 5/15/2015

**Evidence of Completion**

Mean student scores from universal DBQ rubric

**G1.B9.S3** BMHS students will be required to mark text of word problems and complete close readings of them. 4

 S139086

**Strategy Rationale**

Students will be asked to reinforce the school-wide close reading strategy with application of the strategy to learn academic vocabulary in mathematics.

**Action Step 1 5**

BMHS Mathematics teachers will participate in professional development relating to the teaching of academic vocabulary in math.

**Person Responsible**

Cindy Putnam

**Schedule**

On 10/21/2014

**Evidence of Completion**

Sign-in sheet, Agenda, PD materials, and follow-up from related PD

**Plan to Monitor Fidelity of Implementation of G1.B9.S3 6**

Math department will implement vocabulary acquisition strategies in the classroom as part of the close reading instructional sequence.

**Person Responsible**

Cindy Putnam

**Schedule**

Weekly, from 10/27/2014 to 6/8/2015

**Evidence of Completion**

Lesson plans, student work samples, math department meeting agendas and minutes

**Plan to Monitor Effectiveness of Implementation of G1.B9.S3 7**

Professional Development records for vocabulary training indicate 100% of the BMHS mathematics department completed the training.

**Person Responsible**

**Schedule**

On 10/27/2014

**Evidence of Completion**

Professional Development Records

**Plan to Monitor Effectiveness of Implementation of G1.B9.S3 7**

Lesson Plans of teachers will indicate weekly usage of vocabulary acquisition strategies in the classroom.

**Person Responsible**

Cindy Putnam

**Schedule**

Weekly, from 10/27/2014 to 6/8/2015

**Evidence of Completion**

Lesson Plans



**G1.B9.S4** Increase the amount of formal (1-3 paragraphs) and informal argumentative writing opportunities to once a month, and use the FSA writings rubrics for student feedback on their work. 4

 S139091

### Strategy Rationale

Students will need to be successful text-based writers in order to pass their ELA Florida Standards Assessment. Increasing writing opportunities will increase their writing skills and confidence.

### Action Step 1 5

Teachers will facilitate a formal written response lesson once per month and use the FSA writing rubrics to teach and evaluate the writing process (both teacher- and student-led).

#### Person Responsible

Stacy Drummond

#### Schedule

Monthly, from 11/1/2014 to 6/8/2015

#### Evidence of Completion

Lesson plans, student writing samples

### Plan to Monitor Fidelity of Implementation of G1.B9.S4 6

Monthly lessons will be reviewed in Dropbox

#### Person Responsible

Stacy Drummond

#### Schedule

Monthly, from 11/1/2014 to 6/8/2015

#### Evidence of Completion

Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B9.S4** 7

Eight percent or more of relevant students will demonstrate a 20% or more increase in their performance on graded writing tasks, as evaluated by the Florida Standards Assessment rubrics.

**Person Responsible**

Stacy Drummond

**Schedule**

Monthly, from 12/1/2014 to 6/8/2015

**Evidence of Completion**

Student scores on writing tasks as graded by Florida Standards Assessment rubric.

**G1.B9.S5** The Reading Coach will work with a cadre of teachers to help them complete the NGCAR-PD certification and/or a reading endorsement. [copy] 4

 S139187

**Strategy Rationale**

Increasing the number of teachers that have NGCAR-PD or Reading Endorsement will provide teachers with strategies and skills to incorporate literacy standards into their daily instruction in their content areas.

**Action Step 1** 5

The Reading Coach will work with the district Reading Coach team to provide access to NGCAR-PD training through either in-house or online training modules.

**Person Responsible**

April Fleetwood

**Schedule**

On 9/26/2014

**Evidence of Completion**

Sign-in attendance sheets, certificates of completion (60 hours)

**Plan to Monitor Fidelity of Implementation of G1.B9.S5 6**

The Principal and Assistant Principal will review completed coursework to date for participating staff members, and ensure that NGCAR-PD aligned strategies are being used in lesson plans of those staff members

**Person Responsible**

John Lott

**Schedule**

Quarterly, from 10/8/2014 to 10/8/2014

***Evidence of Completion***

NGCAR-PD coursework, submitted to administration by Reading Coach, Lesson plans and Lesson Planning Rubrics.

**Plan to Monitor Effectiveness of Implementation of G1.B9.S5 7**

Professional development records for NGCAR-PD participants will indicate that 100% of participating staff members are on track for on-time completion of the coursework.

**Person Responsible**

John Lott

**Schedule**

Quarterly, from 10/17/2014 to 6/8/2015

***Evidence of Completion***

Professional development records, teacher lesson plans, lesson planning rubrics for participating teachers

**Plan to Monitor Effectiveness of Implementation of G1.B9.S5** 7

Lesson Plans of participating teachers will indicate weekly usage of NGCAR-PD strategies in their classes.

**Person Responsible**

John Lott

**Schedule**

Quarterly, from 10/17/2014 to 6/8/2015

**Evidence of Completion**

Professional development records, teacher lesson plans, lesson planning rubrics for participating teachers

**G1.B9.S6** The BMHS Literacy Leadership Team will provide a series of inservice trainings for teachers on the topics of Close Reading for Beginners, Advanced Close Reading, Introduction to FSA Writing Rubrics, Vocabulary and the Common Types of Context Clues, and FAIR FS Data Training. [copy] 4

 S139198

**Strategy Rationale**

All teachers need additional support with appropriate techniques to correctly execute close reading and writing, vocabulary instruction, and analysis of FAIR FS data.

**Action Step 1** 5

The Reading Coach will work in conjunction with the school Lead Team to develop a professional development calendar that includes trainings on all of the topics noted in the strategy.

**Person Responsible**

April Fleetwood

**Schedule**

On 8/31/2014

**Evidence of Completion**

Completed 2014-2015 professional development calendar from Bronson Middle/High School.

## Action Step 2 5

The Reading Coach will work in conjunction with the school Lead Team and district Reading Coach Cadre to develop the professional development modules on the topics noted above.

### **Person Responsible**

April Fleetwood

### **Schedule**

Monthly, from 8/1/2014 to 6/8/2015

### ***Evidence of Completion***

Completed professional development materials for modules on Close Reading for Beginners, Advanced Close Reading, Introduction to FSA Writing Rubrics, Vocabulary and the Common Types of Context Clues, and FAIR-FS data training.

## Action Step 3 5

The Reading Coach will work in conjunction with the school Lead Team to deliver the relevant training modules to a majority of BMHS instructional staff at the times noted in the school professional development calendar.

### **Person Responsible**

April Fleetwood

### **Schedule**

Monthly, from 8/1/2014 to 6/8/2015

### ***Evidence of Completion***

Professional development sign in sheets and follow up

**Plan to Monitor Fidelity of Implementation of G1.B9.S6 6**

BMHS Administration will conduct a monthly review of professional development calendar, completed professional development materials, sign in sheets and follow up documentation to ensure that relevant professional development has been delivered, received by a majority of instructional staff, and used by a majority of instructional staff in the classroom.

**Person Responsible**

Morgan Bennett

**Schedule**

Monthly, from 8/1/2014 to 6/8/2015

***Evidence of Completion***

Completed 2013-2014 professional development calendar for Bronson Middle/High School, completed professional development materials, sign in sheets from professional development activities relating to strategy, follow up from professional development activities relating to strategy, lesson plans documenting use of strategies.

**Plan to Monitor Effectiveness of Implementation of G1.B9.S6 7**

80% or more of reviewed lesson plans will include close reading, FSA-aligned writing, vocabulary instruction or use of FAIR-FS data.

**Person Responsible**

Morgan Bennett

**Schedule**

Quarterly, from 10/20/2014 to 6/8/2015

***Evidence of Completion***

Lesson plans, lesson plan review rubrics.

**G1.B9.S7** The Special Area department will work collaboratively to design close reading lessons. Each Special Area teacher will work collaboratively with the other members of the Special Area team to design 3 or more close reading lessons for each individual subject area (PE, BCT, Spanish, Ag, Music, and Business/Technology). 4

 S139400

### **Strategy Rationale**

As we have all had more level 2 students added to our elective classes, we find that teaching reading strategies along with our content area will help struggling readers.

### **Action Step 1** 5

CTE, PE, Spanish and Music teachers will work together to locate, evaluate and implement close reading in our classes.

#### **Person Responsible**

Marcia Smith

#### **Schedule**

Biweekly, from 9/16/2014 to 10/14/2014

#### **Evidence of Completion**

Sign in sheets, meeting agendas, lesson plans on close reading, PD followup documentation

### **Plan to Monitor Fidelity of Implementation of G1.B9.S7** 6

Special area teachers will meet every other week. We will self-monitor and document close reading in our lesson plans and take meeting minutes.

#### **Person Responsible**

Marcia Smith

#### **Schedule**

Biweekly, from 9/16/2014 to 6/2/2015

#### **Evidence of Completion**

Lesson plans, meeting agendas and minutes, PD followup documentation, student work samples

**Plan to Monitor Effectiveness of Implementation of G1.B9.S7 7**

There will be a 20% or more increase in the percent of students with an 80% or higher score on close reading activities from September 20 to March 2015.

**Person Responsible**

Marcia Smith

**Schedule**

On 3/31/2015

**Evidence of Completion**

Graded student work samples

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B9.S1.A1	Reading intervention and ELA teachers will partner by grade level to work on common close reading and writing lesson	Roberts, Vickie	10/14/2014	Lesson plans, Lesson planning rubrics ELA/Reading team meeting minutes	6/8/2015 biweekly
G1.B9.S2.A1	BMHS Social Studies teachers will collaborate during bi-weekly department meetings to develop universal steps to teach DBQ prompts (close readings) and grade DBQ written responses (universal grading rubrics).	Seay, Travis	11/10/2014	Agendas and minutes from department meetings	11/10/2014 biweekly
G1.B9.S3.A1	BMHS Mathematics teachers will participate in professional development relating to the teaching of academic vocabulary in math.	Putnam, Cindy	10/21/2014	Sign-in sheet, Agenda, PD materials, and follow-up from related PD	10/21/2014 one-time
G1.B9.S4.A1	Teachers will facilitate a formal written response lesson once per month and use the FSA writing rubrics to teach and evaluate the writing process (both teacher- and student-led).	Drummond, Stacy	11/1/2014	Lesson plans, student writing samples	6/8/2015 monthly
G1.B9.S5.A1	The Reading Coach will work with the district Reading Coach team to provide access to NGCAR-PD training through either in-house or online training modules.	Fleetwood, April	9/8/2014	Sign-in attendance sheets, certificates of completion (60 hours)	9/26/2014 one-time
G1.B9.S6.A1	The Reading Coach will work in conjunction with the school Lead Team to develop a professional development calendar that includes trainings on all of the topics noted in the strategy.	Fleetwood, April	8/1/2014	Completed 2014-2015 professional development calendar from Bronson Middle/High School.	8/31/2014 one-time
G1.B9.S7.A1	CTE, PE, Spanish and Music teachers will work together to locate, evaluate and implement close reading in our classes.	Smith, Marcia	9/16/2014	Sign in sheets, meeting agendas, lesson plans on close reading, PD followup up documentation	10/14/2014 biweekly
G1.B9.S1.A2	Explicitly teach students how to mark the text and include text marking in grading.	Roberts, Vickie	10/13/2014	Student work	6/8/2015 weekly



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*Bronson Middle/High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B9.S6.A2	The Reading Coach will work in conjunction with the school Lead Team and district Reading Coach Cadre to develop the professional development modules on the topics noted above.	Fleetwood, April	8/1/2014	Completed professional development materials for modules on Close Reading for Beginners, Advanced Close Reading, Introduction to FSA Writing Rubrics, Vocabulary and the Common Types of Context Clues, and FAIR-FS data training.	6/8/2015 monthly
G1.B9.S6.A3	The Reading Coach will work in conjunction with the school Lead Team to deliver the relevant training modules to a majority of BMHS instructional staff at the times noted in the school professional development calendar.	Fleetwood, April	8/1/2014	Professional development sign in sheets and follow up	6/8/2015 monthly
G1.MA1	FAIR-FS progress monitoring data will show a 10% or more increase in the percent of students that demonstrate an 85% or higher probability of literacy success from the first to the last administration in the 2014-2015 school year..	Fleetwood, April	10/17/2014	FAIR-FS progress monitoring reports	6/8/2015 one-time
G1.B9.S1.MA1	Participating teachers will compare student scores on writing assignments from October to December.		12/2/2014	Writing Rubric progress monitoring notes in ELA/Reading meeting minutes	12/2/2014 one-time
G1.B9.S1.MA1	Bring lesson plans and/or student work samples to bi-weekly meetings.	Roberts, Vickie	10/14/2014	Meeting minutes	6/8/2015 biweekly
G1.B9.S2.MA1	Eighty percent or more of applicable students will show 20% or more of growth in their DBQ writing prompt scores according to the universal writing rubric.	Seay, Travis	11/10/2014	Mean student scores from universal DBQ rubric	5/15/2015 quarterly
G1.B9.S2.MA1	Based on a review of student data (work samples), we will discuss specific problem areas and strategize to address them. This will include potential revisions to teaching sequence and/or grading rubric.	Seay, Travis	11/10/2014	Social Studies Department meeting agendas and minutes, lesson plans and gradebook entries for DBQs.	6/8/2015 quarterly
G1.B9.S3.MA1	Professional Development records for vocabulary training indicate 100% of the BMHS mathematics department completed the training.		10/27/2014	Professional Development Records	10/27/2014 one-time
G1.B9.S3.MA3	Lesson Plans of teachers will indicate weekly usage of vocabulary acquisition strategies in the classroom.	Putnam, Cindy	10/27/2014	Lesson Plans	6/8/2015 weekly
G1.B9.S3.MA1	Math department will implement vocabulary acquisition strategies in the classroom as part of the close reading instructional sequence.	Putnam, Cindy	10/27/2014	Lesson plans, student work samples, math department meeting agendas and minutes	6/8/2015 weekly
G1.B9.S4.MA1	Eight percent or more of relevant students will demonstrate a 20% or more increase in their performance on graded writing tasks, as evaluated by the Florida Standards Assessment rubrics.	Drummond, Stacy	12/1/2014	Student scores on writing tasks as graded by Florida Standards Assessment rubric.	6/8/2015 monthly
G1.B9.S4.MA1	Monthly lessons will be reviewed in Dropbox	Drummond, Stacy	11/1/2014	Lesson Plans	6/8/2015 monthly
G1.B9.S5.MA1	Professional development records for NGCAR-PD participants will indicate that 100% of participating staff members are on track for on-time completion of the coursework.	Lott, John	10/17/2014	Professional development records, teacher lesson plans, lesson planning rubrics for participating teachers	6/8/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B9.S5.MA3	Lesson Plans of participating teachers will indicate weekly usage of NGCAR-PD strategies in their classes.	Lott, John	10/17/2014	Professional development records, teacher lesson plans, lesson planning rubrics for participating teachers	6/8/2015 quarterly
G1.B9.S5.MA1	The Principal and Assistant Principal will review completed coursework to date for participating staff members, and ensure that NGCAR-PD aligned strategies are being used in lesson plans of those staff members	Lott, John	10/8/2014	NGCAR-PD coursework, submitted to administration by Reading Coach, Lesson plans and Lesson Planning Rubrics.	10/8/2014 quarterly
G1.B9.S6.MA1	80% or more of reviewed lesson plans will include close reading, FSA-aligned writing, vocabulary instruction or use of FAIR-FS data.	Bennett, Morgan	10/20/2014	Lesson plans, lesson plan review rubrics.	6/8/2015 quarterly
G1.B9.S6.MA1	BMHS Administration will conduct a monthly review of professional development calendar, completed professional development materials, sign in sheets and follow up documentation to ensure that relevant professional development has been delivered, received by a majority of instructional staff, and used by a majority of instructional staff in the classroom.	Bennett, Morgan	8/1/2014	Completed 2013-2014 professional development calendar for Bronson Middle/High School, completed professional development materials, sign in sheets from professional development activities relating to strategy, follow up from professional development activities relating to strategy, lesson plans documenting use of strategies.	6/8/2015 monthly
G1.B9.S7.MA1	There will be a 20% or more increase in the percent of students with an 80% or higher score on close reading activities from September 20 to March 2015.	Smith, Marcia	9/1/2014	Graded student work samples	3/31/2015 one-time
G1.B9.S7.MA1	Special area teachers will meet every other week. We will self-monitor and document close reading in our lesson plans and take meeting minutes.	Smith, Marcia	9/16/2014	Lesson plans, meeting agendas and minutes, PD followup documentation, student work samples	6/2/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** The frequency of high-fidelity close reading/writing and/or CIS lessons will increase for all BMHS students.

**G1.B9** Due to scheduling requirements and staffing levels, BMHS students have a 7 period day that places them at a time disadvantage for reading instruction in comparison to their within-county peers. This is particularly true for Level 2 readers.

**G1.B9.S3** BMHS students will be required to mark text of word problems and complete close readings of them.

### PD Opportunity 1

BMHS Mathematics teachers will participate in professional development relating to the teaching of academic vocabulary in math.

#### Facilitator

Janet Allen

#### Participants

BMHS Math Department

#### Schedule

On 10/21/2014

**G1.B9.S5** The Reading Coach will work with a cadre of teachers to help them complete the NGCAR-PD certification and/or a reading endorsement. [copy]

### PD Opportunity 1

The Reading Coach will work with the district Reading Coach team to provide access to NGCAR-PD training through either in-house or online training modules.

#### Facilitator

Reading Coaches and NEFEC

#### Participants

BMHS Content Area Teachers

#### Schedule

On 9/26/2014

**G1.B9.S6** The BMHS Literacy Leadership Team will provide a series of inservice trainings for teachers on the topics of Close Reading for Beginners, Advanced Close Reading, Introduction to FSA Writing Rubrics, Vocabulary and the Common Types of Context Clues, and FAIR FS Data Training. [copy]

### **PD Opportunity 1**

The Reading Coach will work in conjunction with the school Lead Team to deliver the relevant training modules to a majority of BMHS instructional staff at the times noted in the school professional development calendar.

#### **Facilitator**

April Fleetwood, BMHS Lead Team, district Reading Coach Cadre

#### **Participants**

BMHS Instructional staff

#### **Schedule**

Monthly, from 8/1/2014 to 6/8/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0