

School Board of Levy County

Bronson Middle/High School



2023-24

Schoolwide Improvement Plan (SIP)

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Bronson Middle/High School

8691 NE 90TH ST, Bronson, FL 32621

<http://www.levy12.org/schools>

School Board Approval

This plan was approved by the Levy County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| 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 of School Safety ensuring that all state statutes are carefully executed. Principal Bray will also manage the daily operation of Bronson Middle High School as well as recruitment and retention of staff. |
| 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. Dean Miller will also share the responsibility of running our PBiS program and handling of discipline. |
| Putnam, Cindy | Math Coach | As the Math representative on the School Leadership team, Mrs. 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 curriculum. 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 regard to graduation. She will work with students who are failing classes and have attendance issues. She will also provide parental support for our freshman/ sophomore night, Junior Journey, and our Senior Scholarship Night. |
| Barber, Michelle | Reading 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 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. |
| Asbell, Pamela | Assistant Principal | Assistant Principal Asbell, under the leadership of Principal Bray, will 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 Asbell will support Principal Bray in monitoring the implementation of all safety policies with the assistance of the SBLC Coordinator or School Safety, ensuring that all state statutes are carefully executed. Assistant Principal Asbell will also assist Principal Bray in the management of the daily operation of Bronson Middle High School. |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|----------------|--|
| Schuler, Sherrie | Teacher, K-12 | Ms. Schuler will work on various items that will steer the school in the direction that is needed to improve the school grade. She will also be the point of contact for any social studies-related initiatives. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is developed initially with the school administrations and the LEAD team to analyze data trends. The teachers help develop subject area and subgroup goals based on the school data. The draft is then presented to all staff at a faculty meeting for review. Parents, students, families and community reviews and provides feedback on the SIP at a SAC meeting.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed at faculty meetings throughout the year as progress monitoring data is complete. In January, the staff and SAC will review the SIP and write a reflection based on the school's progress toward goals. Staff and SAC will also review CNA data periodically which aligns with SIP goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|--|
| 2023-24 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 |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 32% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 99% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* |

| | |
|---|---|
| | Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: B 2018-19: B 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 29 | 31 | 77 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 12 | 22 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 49 | 47 | 132 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 49 | 47 | 132 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 34 | 35 | 98 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 30 | 20 | 71 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 11 | 12 | 28 |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 49 | 47 | 132 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 27 | 25 | 168 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 12 | 53 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 6 | 20 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 22 | 25 | 122 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 21 | 17 | 104 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 15 | 11 | 69 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 21 | 25 | 131 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 64 | 70 | 400 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 | 6 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 27 | 25 | 86 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 12 | 22 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 6 | 18 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 22 | 25 | 59 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 21 | 17 | 60 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 15 | 11 | 50 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 21 | 25 | 68 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 64 | 70 | 191 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 | 6 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 39 | | 50 | 38 | | 51 | 37 | | |
| ELA Learning Gains | | | | 45 | | | 36 | | |
| ELA Lowest 25th Percentile | | | | 37 | | | 29 | | |
| Math Achievement* | 39 | | 38 | 48 | | 38 | 52 | | |
| Math Learning Gains | | | | 60 | | | 53 | | |
| Math Lowest 25th Percentile | | | | 49 | | | 52 | | |
| Science Achievement* | 39 | | 64 | 47 | | 40 | 49 | | |
| Social Studies Achievement* | 53 | | 66 | 52 | | 48 | 49 | | |
| Middle School Acceleration | 60 | | | 47 | | 44 | 66 | | |
| Graduation Rate | 95 | | 89 | 98 | | 61 | 79 | | |
| College and Career Acceleration | 36 | | 65 | 52 | | 67 | 45 | | |
| ELP Progress | 25 | | 45 | | | | 36 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 48 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 386 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 96 |
| Graduation Rate | 95 |

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 573 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 93 |
| Graduation Rate | 98 |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 36 | Yes | 1 | |
| ELL | 22 | Yes | 2 | 1 |
| AMI | | | | |
| ASN | | | | |
| BLK | 32 | Yes | 4 | |
| HSP | 44 | | | |
| MUL | 25 | Yes | 1 | 1 |
| PAC | | | | |
| WHT | 55 | | | |

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| FRL | 44 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 43 | | | |
| ELL | 34 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 32 | Yes | 3 | |
| HSP | 37 | Yes | 1 | |
| MUL | 49 | | | |
| PAC | | | | |
| WHT | 56 | | | |
| FRL | 45 | | | |

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 39 | | | 39 | | | 39 | 53 | 60 | 95 | 36 | 25 |
| SWD | 18 | | | 27 | | | 21 | 38 | | 20 | 6 | |
| ELL | 15 | | | 19 | | | | 27 | | | 4 | 25 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 32 | | | 24 | | | 33 | 38 | | | 4 | |
| HSP | 32 | | | 34 | | | 27 | 45 | 53 | 31 | 8 | 29 |
| MUL | 14 | | | 36 | | | | | | | 2 | |

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| PAC | | | | | | | | | | | | |
| WHT | 45 | | | 43 | | | 42 | 57 | 61 | 43 | 7 | |
| FRL | 33 | | | 33 | | | 39 | 46 | 51 | 24 | 8 | 25 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 38 | 45 | 37 | 48 | 60 | 49 | 47 | 52 | 47 | 98 | 52 | |
| SWD | 36 | 56 | 42 | 34 | 59 | 40 | 32 | 24 | | 100 | 8 | |
| ELL | 9 | 16 | | 35 | 60 | 50 | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 19 | 41 | | 27 | 46 | | 38 | 21 | | | | |
| HSP | 31 | 33 | 18 | 42 | 62 | 50 | 22 | 40 | | | | |
| MUL | 38 | 50 | | 36 | 70 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 42 | 48 | 41 | 53 | 61 | 46 | 58 | 59 | 42 | 98 | 68 | |
| FRL | 36 | 48 | 40 | 45 | 59 | 48 | 44 | 46 | 40 | | | |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 37 | 36 | 29 | 52 | 53 | 52 | 49 | 49 | 66 | 79 | 45 | 36 |
| SWD | 33 | 46 | 31 | 43 | 60 | 69 | 29 | 50 | | 62 | | |
| ELL | 20 | 28 | 23 | 37 | 39 | 30 | 10 | | | | | 36 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 22 | 17 | 8 | 46 | 59 | | 43 | | | | | |
| HSP | 32 | 31 | 31 | 35 | 38 | 29 | 29 | 40 | | | | 36 |
| MUL | 25 | 25 | | 60 | 50 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 42 | 41 | 35 | 57 | 57 | 59 | 54 | 51 | 65 | 85 | 57 | |
| FRL | 32 | 32 | 27 | 44 | 50 | 55 | 39 | 49 | 63 | 68 | 43 | |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 39% | 34% | 5% | 50% | -11% |
| 07 | 2023 - Spring | 34% | 40% | -6% | 47% | -13% |
| 08 | 2023 - Spring | 39% | 31% | 8% | 47% | -8% |
| 09 | 2023 - Spring | 36% | 35% | 1% | 48% | -12% |
| 06 | 2023 - Spring | 38% | 43% | -5% | 47% | -9% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 28% | 54% | -26% | 54% | -26% |
| 07 | 2023 - Spring | 35% | 52% | -17% | 48% | -13% |
| 08 | 2023 - Spring | 54% | 48% | 6% | 55% | -1% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 28% | 34% | -6% | 44% | -16% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 42% | 34% | 8% | 50% | -8% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 58% | 38% | 20% | 48% | 10% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 53% | 49% | 4% | 63% | -10% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 59% | 64% | -5% | 66% | -7% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 43% | 57% | -14% | 63% | -20% |

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

8th grade science had the greatest decline from 40 to 29%. A major contributing factor with our 8th grade students could be that their 5th grade year was COVID and we are now seeing how a deficit in 5th grade science can adversely affect 8th grade science. Math declined from 49 to 39%, the problem could be the result of not having a 7th grade math teacher for the school year. Social studies declined from 52% to 42%, this decline could be from lack of instruction during their 5th grade year due to COVID and a large number of our 6th graders participated in World History online where we had no control over what they learned. Our graduation rate declined from 98% to 94.4%, this cohort had an unusually large number of students that were expelled or dropped out.

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

8th grade science from 40% to 29%. This group of students did not take the 5th grade science test due to COVID, so we cannot determine whether this was a historically low group in state science testing. Throughout the year, the 8th grade science students scored around 29% when they took the Levy District Interim Assessments. Historically this group of students have scored extremely low on the District Interim Assessments in Science; in 7th grade, these students scored 12% and 13% proficient on the District Interim Assessments. The 29% is an increase for this particular group, even though it is below the proficiency threshold. Also this was the only assessment that was paper based and was one of the last assessments that the 8th graders took.

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

The state average was 44% for 8th grade science and we dropped to 29%. This group of students did not take the 5th grade science test due to COVID, so we cannot determine whether this was a historically low group in state science testing. Throughout the year, the 8th grade science students scored around 29% when they took the Levy District Interim Assessments. Historically this group of students have scored extremely low on the District Interim Assessments in Science; in 7th grade, these students scored 12% and 13% proficient on the District Interim Assessments. The 29% is an increase for this particular group, even though it is below the proficiency threshold. Also this was the only assessment that was paper based and was one of the last assessments that the 8th graders took.

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

The data that showed the most improvement was our African American subgroup in ELA proficiency, increasing from 16% to 30%. Actions taken to bring about this improvement included: enrolling student in AVID courses, implementing strategies in our intensive reading classes that more closely correlated to their English course with their reading benchmarks, and continuing the blocked English and intensive reading classes in middle school.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

58% of the 7th grade students failed their Math and English Courses and 41% made a level 1 in ELA and 24% made a Level 1 in math. 13% of them have a substantial reading deficiency. 82% of that cohort had 2 or more Early Warning Indicators.

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

- 8th Science
- ELA
- Math
- ELL Subgroup in ELA and Math
- African American Subgroup in Math

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

8th grade science had the greatest decline from 40 to 29%. This group of students did not take the 5th grade science test due to COVID, so we cannot determine whether this was a historically low group in state science testing. Throughout the year, the 8th grade science students scored around 29% when they took the Levy District Interim Assessments. Historically this group of students have scored extremely low on the District Interim Assessments in Science; in 7th grade, these students scored 12% and 13% proficient on the District Interim Assessments. The 29% is an increase for this particular group, even though it is below the proficiency threshold. Also this was the only assessment that was paper based and was one of the last assessments that the 8th graders took.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, Bronson Middle High School will increase 8th grade science from 29% to 34% and our Black/African American subgroup will increase to 5%, from a current 1% proficiency on the 8th grade State Science test.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our district administers Levy Interim Assessments (LIA's) each quarter for progress monitoring. Teachers will target specific skills for students through iXL in science. Students will track and monitor their progress and participate in data chats with their science teacher.

Person responsible for monitoring outcome:

Jennifer Bray (jennifer.bray@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Student and Teacher Data chats to review progress monthly.
2. All teachers and staff will create an atmosphere of high academic achievement for African-American students.
3. All teachers will increase personal relationships with African-American students to ensure instruction is culturally relevant.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing student and teacher data chats raises the students' self awareness of their academic strengths and needs; thereby improving the overall 8th grade science proficiency and the federal index of the African-American students. Research shows students perform better when they see relevance in their own personal lives to what they are learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Create a list of students in the African-American subgroup, and identify the areas within the federal index that need improvement.
2. Teachers will include these areas of need during data chats with these students.
3. Students in the African-American subgroup will be monitored in the monthly PST meetings to review and measure short-term science goals and/or revise strategies for individual improvement.

Person Responsible: Carolyn Garreu-Jones (carolyn.garreujones@levyk12.org)

By When: 1. End of First Quarter (After District Interim Assessment) 2. End of First Quarter (After District Interim Assessment) 3. Monthly

#2. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022-2023 school year, 35% of our Hispanic Subgroup were proficient in FAST PM3 for ELA. This was the first consecutive year that the Hispanic Subgroup was below 41%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, Bronson Middle High School will increase Hispanic ELA Proficiency from 35% to 40% as evidenced by the FAST PM3 Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our district administers Levy Interim Assessments (LIA's) each quarter for progress monitoring. Teachers will target specific skills for students through iXL in ELA. Students will track and monitor their progress and participate in data chats with their ELA teacher.

Person responsible for monitoring outcome:

Jennifer Bray (jennifer.bray@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Student and Teacher Data chats to review progress monthly.
2. All teachers and staff will create an atmosphere of high academic achievement for Hispanic students.
3. All teachers will increase personal relationships with Hispanic students to ensure instruction is culturally relevant.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing student and teacher data chats raises the students' self awareness of their academic strengths and needs; thereby improving the overall ELA proficiency and the federal index of the Hispanic students. Research shows students perform better when they see relevance in their own personal lives to what they are learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Create a list of students in the Hispanic subgroup, and identify the areas within the federal index that need improvement.
2. Teachers will include these areas of need during data chats with these students.
3. Students in the Hispanic subgroup will be monitored in the monthly PST meetings to review and measure short-term science goals and/or revise strategies for individual improvement.

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

By When: 1. After FAST PM1, After FAST PM2 2. Monthly 3. Monthly

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2023-2024 school year, the subgroup Black/African American at Bronson Middle High School will increase ELA Proficiency from 30% to 35% as evidenced by the FAST PM3 Assessment. This was the third consecutive year that the Black/African American Subgroup was below 41%. In 2021-2022, our Black/African American Subgroup was at 19% proficient.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, the subgroup Black/African American at Bronson Middle High School will increase ELA Proficiency from 30% to 35% as evidenced by the FAST PM3 Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our district administers Levy Interim Assessments (LIA's) each quarter for progress monitoring. Teachers will target specific skills for students through iXL in ELA. Students will track and monitor their progress and participate in data chats with their ELA teacher.

Person responsible for monitoring outcome:

Jennifer Bray (brayj@levy.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Student and Teacher Data chats to review progress monthly.
2. All teachers and staff will create an atmosphere of high academic achievement for Black/African American students.
3. All teachers will increase personal relationships with Black/African American students to ensure instruction is culturally relevant.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing student and teacher data chats raises the students' self awareness of their academic strengths and needs; thereby improving the overall ELA proficiency and the federal index of the Black/African American students. Research shows students perform better when they see relevance in their own personal lives to what they are learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Create a list of students in the Black/African American subgroup, and identify the areas within the federal index that need improvement.

2. Teachers will include these areas of need during data chats with these students.
3. Students in the Black/African American subgroup will be monitored in the monthly PST meetings to review and measure short-term science goals and/or revise strategies for individual improvement.

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

By When: 1. After FAST PM1, After FAST PM2 2. Monthly 3. Monthly

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

BMHS will develop a more positive school culture for our Black/African American and Hispanic subgroups. In the Black/African American subgroup, 25% had less than 90% instruction due to absences, 33% had 4th quarter course failures, and 33% had OSS or more than 6 referrals.

In the Hispanic subgroup 11% had less than 90% instruction due to absences, 33% had 4th quarter course failures, and 19% had OSS or more than 6 referrals.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 23-24 school year, Bronson Middle High School will decrease to 22% the number of students with less than 90% instruction due to absences, not more than 30% will have 4th quarter course failures, and not more than 30% will have OSS or more than 6 referrals. This results in a 3% decrease in each area for the Black/African American subgroup.

For the 23-24 school year, Bronson Middle High School will decrease to 8% the number of students with less than 90% instruction due to absences, not more than 30% will have 4th quarter course failures, and not more than 16% will have OSS or more than 6 referrals. This results in a 3% decrease in each area for the Hispanic subgroup.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance and discipline will be monitored each quarter through Performance Matters and reported on our Critical Needs Assessment. Failures will be monitored each 9 weeks and reported after the 4th quarter. These areas will also be monitored through teacher/student mentor groups that meet at least biweekly and quarterly reporting from our school comprehensive needs assessment.

Person responsible for monitoring outcome:

Jennifer Bray (jennifer.bray@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Each Hispanic and Black/African American student will be assigned a mentor on a ratio of 5 students to 1 teacher, who will build relationships through meeting at least biweekly to monitor interactive notebooks, planners, grades, attendance, behavior, and any other area deemed needed by the mentor/student.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing teacher/student mentor groups where discussions about attendance, behaviors, and grades occur, will raise the students' self awareness of their academic strengths and needs, thereby improving the overall proficiency and the federal index of the subgroups Black/African American and Hispanic. Research also indicates that students perform better when they make personal connections with trusted adults in their academic lives, which will occur through teacher/student mentor groups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Create a list of students in the Black/African American and Hispanic subgroups.
2. Teachers will be assigned 5 students that they teach from these subgroups to mentor.
3. Teachers will meet at least biweekly with each of these 5 students to monitor interactive notebooks, planners, grades, attendance, behavior, and any other area deemed needed by the mentor/student thereby, building relationships with them.

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

By When: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

A School House Budget is allocated by the district which provides funding for technology, supplies, phone, postage, printing, and other school expenditures. The School Principal and the School Advisory Council determine how the funds should be allocated.

The Title 1 budget is allocated by the Federal Government based on the previous year's student achievement data and areas of needed improvement. Funds are dispersed by the Principal to support targeted strategies and initiatives that impact student achievement. The Title 1 budget is used for increasing Student Achievement, Parent and Family Engagement, College and Career Readiness, one additional staff member, which is our Reading Coach, and District initiatives.

The District monitors the use of the School House Budget and Title 1 funds to ensure that expenditures fall within the Federal Guidelines.

The School Improvement Plan is developed in collaboration with all instructional staff, academic coaches, district instructional team and the School Advisory Council.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

All dissemination of materials and announcements are sent via email, Remind, and posted on our Facebook page.

BMHS School Advisory Council will be comprised of representatives of each stakeholder group (parents, students, 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.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The faculty focus group worked together to develop a common classroom expectation slideshow to consistently manage classroom procedures and behaviors. In an effort to consistently 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 faculty meetings are entered into a drawing to win a gift card.

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 note-taking 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 success and what students need to be working on to be successful as middle school students. The students are developing goals, working in collaborative student groups, reading from a book study, and much more. This will help foster positive relationships with parents, families, and community stakeholders.

We have developed parent nights that will be held throughout the year to help families know how to support their students and what they need to be successful. The family nights include Middle School Success, Senior Night, Junior Journey, Freshman/Sophomore Night, and 8th Grade Registration Night.

All dissemination of materials and announcements are sent via email, through Remind, and are posted on our Facebook page. Teachers communicate with families via email, Remind, and phone to keep families informed of their student's progress.

Our Parent and Family Engagement Plan Can be found on the website below:
<http://www.levyk12.org/schools>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The expectation at BMHS is bell-to-bell instruction in all classes. At BMHS we are focusing on explicit instruction. Teachers are being provided with professional development in the following areas: rigorous instruction, AVID strategies, data monitoring, classroom expectations, and classroom procedures. Teachers and students will be monitoring data throughout the year. This will include data tracking (grades and test scores/progress monitoring) by the students. Teachers will have individual data chats with their students at a minimum of one time per month.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At BMHS we are working to create a collaborative approach to student achievement. This will include a joint effort between administrators, instructional coaches, and teachers. This joint effort will encourage planning together based on historical and current student data.

Federal Programs such as Title II for teacher professional learning, Title III for ELL support, McKinney Vento for students experiencing homelessness, Levy County Prevention Coalition, Levy County Schools Foundation as well as School House Budget.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

This year at BMHS we will be implementing a mentoring program between teachers and students. The students we will be providing mentoring to all our twelfth graders, our lower quartile, and the students in our focus groups for Hispanic, ELL, and African-American subgroups. Teachers will provide these students with support for academic and social success.

We have 2 guidance counselors who provide mental health support to students and make referrals to our mental health counselors based on need. We also provide mental health instruction to all students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At Bronson Middle High, our goal is to increase college and career readiness campus-wide. We utilize AVID strategies with the goal of schoolwide implementation. Our AVID elective provides support to enrolled students for academic and social success.

All middle school students complete a career development exploration course. Our CTE program includes numerous opportunities for industry certifications and career discovery. Students can begin the program as early as middle school. Students have an opportunity to take Dual Enrollment courses at Santa Fe College or College of Central Florida and take the ACT/SAT on campus. We hold a Senior Scholarship Night to help students and their families prepare for the next step after high school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We provide students with Tier 1, 2, and 3 interventions for behavioral support. Along with these interventions we utilize PBIS for campus-wide support. Tier 1 would be PBIS for all students, Tier 2 would include small group counseling sessions and a mentoring program, and Tier 3 would be those students that have an individual behavior plan to focus on specific behaviors and how to remediate those behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We provide a variety of professional development opportunities for our faculty and staff. Our professional development for this year will include a focus on explicit instruction, AVID strategies, rigorous instruction, and specific professional development for our teachers. Our professional development for teachers will include mini-PD sessions on a variety of strategies some of which are: grading, lesson planning, classroom management, and AVID strategies focused on the needs of new teachers. We have individual, school-based mentors and district mentors who support new teachers along with our school-based opportunities for professional development.

Alternate certification teachers complete the Professional Learning Certification Program sponsored by NEFEC.

To support and retain teachers, instructional coaches, and district mentors guide new teachers through coaching cycles.

Our ESE-funded paraprofessionals complete professional development online modules through the Master Teacher program. Other paraprofessionals participate in district-provided training such as classroom management.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA