<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
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<tr>
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<td>Purpose and Outline of the SIP</td>
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<td>School Information</td>
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<td>Needs Assessment</td>
<td>11</td>
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<tr>
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<td>19</td>
</tr>
<tr>
<td>Budget to Support Goals</td>
<td>20</td>
</tr>
</tbody>
</table>
Demographics

**Principal: Curtis Gaus**  
Start Date for this Principal: 7/1/2020

<table>
<thead>
<tr>
<th>2019-20 Status (per MSID File)</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Type and Grades Served</strong> (per MSID File)</td>
<td>High School 6-12</td>
</tr>
<tr>
<td><strong>Primary Service Type</strong> (per MSID File)</td>
<td>K-12 General Education</td>
</tr>
<tr>
<td><strong>2018-19 Title I School</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>2018-19 Economically Disadvantaged (FRL) Rate</strong> (as reported on Survey 3)</td>
<td>87%</td>
</tr>
</tbody>
</table>
| **2018-19 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students  
Economically Disadvantaged Students  
English Language Learners  
Hispanic Students  
Students With Disabilities  
White Students |
| **School Grades History** | 2018-19: B (55%)  
2017-18: C (46%)  
2016-17: C (44%)  
2015-16: C (45%) |

**2019-20 School Improvement (SI) Information***

<table>
<thead>
<tr>
<th>SI Region</th>
<th>Northeast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Executive Director</td>
<td>Dustin Sims</td>
</tr>
<tr>
<td>Turnaround Option/Cycle</td>
<td>N/A</td>
</tr>
<tr>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Support Tier</td>
<td></td>
</tr>
<tr>
<td>ESSA Status</td>
<td>TS&amp;I</td>
</tr>
</tbody>
</table>

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](https://www.floridacims.org).
School Board Approval

This plan was approved by the Levy County School Board on 10/27/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Job Duties and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaus, Curtis</td>
<td>Principal</td>
<td>Principal Gaus will continue to emphasize bell-to-bell instruction, engaged learners, standards based instruction and higher level questioning techniques by instructional staff through informal or targeted walkthroughs and formal observations of instructional staff. Principal Gaus will also coordinate all safety policies with the assistance of the SBLC Coordinator or School Safety ensuring that all state statutes are carefully executed. Principal Gaus will also manage the daily operation of Bronson Middle High School.</td>
</tr>
<tr>
<td>Putnam, Cindy</td>
<td>Teacher, K-12</td>
<td>As the Math representative on the School Leadership team, Ms. Putnam will provide the other math teachers on campus instructional support to ensure they are delivering standards-based instruction, assistance with research-based instructional strategies, and provide technology support for the Canvas LMS.</td>
</tr>
<tr>
<td>Barber, Michelle</td>
<td>Teacher, K-12</td>
<td>As the AVID Site Coordinator, Ms. Barber will organize the monthly AVID Instructional strategies professional development sessions. She will be the point of contact for the AVID District Director.</td>
</tr>
<tr>
<td>Bray, Jennifer</td>
<td>Assistant Principal</td>
<td>Assistant Principal Bray will continue to emphasize bell-to-bell instruction, engaged learners, standards based instruction and higher level questioning techniques by instructional staff through informal or targeted walkthroughs and formal observations of instructional staff. Assistant Principal Bray will preside over the weekly Student Wellness Committee Meetings where the mental and physical well-being of students will be discussed and problem-solved in a collaborative manner.</td>
</tr>
<tr>
<td>Welch, Karen</td>
<td>Instructional Coach</td>
<td>Dr. Welch will work on ensuring that instructional staff know the standards that their subject area requires be taught and that they have strategies for releasing learning to the students. Dr. Welch will also model direct instruction and proper planning with targeted teachers at least two times monthly.</td>
</tr>
<tr>
<td>Thornton, Nicole</td>
<td>Guidance Counselor</td>
<td>Dr. Thornton will counsel individual students according to their IEP and will also support targeted student groupings for deeper progress monitoring in regards to graduation, proficiency and making learning gains.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Job Duties and Responsibilities</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Miller, John</td>
<td>Dean</td>
<td>Dean Miller will work individually with teachers in monitoring behavior plans with fidelity and developing classroom management plans. They will also begin to train in the restorative practice model with full implementation as a long term goal. Most training will be done with principal, but further outside training may be required. Dean Miller will also share the responsibility of running our PBiS program.</td>
</tr>
</tbody>
</table>
### Demographic Information

**Principal start date**  
Wednesday 7/1/2020, Curtis Gaus

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

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.**  
Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.  
7

**Total number of teacher positions allocated to the school**  
29

### Demographic Data

| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 87% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students  
Economically Disadvantaged Students  
English Language Learners  
Hispanic Students  
Students With Disabilities  
White Students |
| School Grades History | 2018-19: B (55%)  
2017-18: C (46%)  
2016-17: C (44%)  
2015-16: C (45%) |
| 2019-20 School Improvement (SI) Information* |  
SI Region | Northeast  
Regional Executive Director | Dustin Sims |
### Turnaround Option/Cycle
N/A

### Year

### Support Tier

### ESSA Status
TS&I

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

---

**Early Warning Systems**

#### Current Year

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>586</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td></td>
<td>121</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td></td>
<td>133</td>
</tr>
<tr>
<td>Course failure in ELA</td>
<td></td>
<td>91</td>
</tr>
<tr>
<td>Course failure in Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 on 2019 statewide ELA assessment</td>
<td></td>
<td>103</td>
</tr>
<tr>
<td>Level 1 on 2019 statewide Math assessment</td>
<td></td>
<td>109</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with two or more indicators</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>79</td>
</tr>
</tbody>
</table>

The number of students identified as retainees:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Students: Current Year</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>40</td>
</tr>
<tr>
<td>Students retained two or more times</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>51</td>
</tr>
</tbody>
</table>

Date this data was collected or last updated
Tuesday 8/18/2020

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Number of students enrolled</td>
<td>0 0 0 0 0</td>
<td>565</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>0 0 0 0 0</td>
<td>109</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>0 0 0 0 0</td>
<td>0</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>0 0 0 0 0</td>
<td>49</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>0 0 0 0 0</td>
<td>190</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Students with two or more indicators</td>
<td>0 0 0 0 0</td>
<td>440</td>
</tr>
</tbody>
</table>

The number of students identified as retainees:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Retained Students: Current Year</td>
<td>0 0 0 0 0</td>
<td>0</td>
</tr>
<tr>
<td>Students retained two or more times</td>
<td>0 0 0 0 0</td>
<td>0</td>
</tr>
</tbody>
</table>

Prior Year - Updated

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Number of students enrolled</td>
<td>0 0 0 0 0</td>
<td>565</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>0 0 0 0 0</td>
<td>109</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>0 0 0 0 0</td>
<td>0</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>0 0 0 0 0</td>
<td>49</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>0 0 0 0 0</td>
<td>190</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with two or more indicators</td>
<td>0 0 0 0 0</td>
<td>440</td>
</tr>
</tbody>
</table>

The number of students identified as retainees:
### Grade Level Data

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>School</th>
<th>District</th>
<th>School-District Comparison</th>
<th>State</th>
<th>School-State Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>2019</td>
<td>40%</td>
<td>41%</td>
<td>-1%</td>
<td>54%</td>
<td>-14%</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>36%</td>
<td>35%</td>
<td>1%</td>
<td>52%</td>
<td>-16%</td>
</tr>
<tr>
<td>Same Grade Comparison</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Comparison</td>
<td>-4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>2019</td>
<td>32%</td>
<td>37%</td>
<td>-5%</td>
<td>52%</td>
<td>-20%</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>28%</td>
<td>41%</td>
<td>-13%</td>
<td>51%</td>
<td>-23%</td>
</tr>
<tr>
<td>Same Grade Comparison</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Comparison</td>
<td>-4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>2019</td>
<td>36%</td>
<td>36%</td>
<td>0%</td>
<td>56%</td>
<td>-20%</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>35%</td>
<td>48%</td>
<td>-13%</td>
<td>58%</td>
<td>-23%</td>
</tr>
<tr>
<td>Same Grade Comparison</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

<table>
<thead>
<tr>
<th>School Grade Component</th>
<th>2019</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>District</td>
</tr>
<tr>
<td>ELA Achievement</td>
<td>43%</td>
<td>0%</td>
</tr>
<tr>
<td>ELA Learning Gains</td>
<td>51%</td>
<td>0%</td>
</tr>
<tr>
<td>ELA Lowest 25th Percentile</td>
<td>48%</td>
<td>0%</td>
</tr>
<tr>
<td>Math Achievement</td>
<td>49%</td>
<td>0%</td>
</tr>
<tr>
<td>Math Learning Gains</td>
<td>51%</td>
<td>0%</td>
</tr>
<tr>
<td>Math Lowest 25th Percentile</td>
<td>37%</td>
<td>0%</td>
</tr>
<tr>
<td>Science Achievement</td>
<td>57%</td>
<td>0%</td>
</tr>
<tr>
<td>Social Studies Achievement</td>
<td>67%</td>
<td>0%</td>
</tr>
</tbody>
</table>

---

### EWS Indicators as Input Earlier in the Survey

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level (prior year reported)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 7 8 9 10 11 12</td>
<td>0 (0)</td>
</tr>
<tr>
<td></td>
<td>(0) (0) (0) (0) (0) (0) (0)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

---

### Last Modified: 2/12/2021

https://www.floridacims.org
### ELA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>School</th>
<th>District</th>
<th>School-District Comparison</th>
<th>State</th>
<th>School-State Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Comparison</td>
<td>8%</td>
<td>09 2019</td>
<td>36%</td>
<td>50%</td>
<td>-14%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>40%</td>
<td>40%</td>
<td>0%</td>
<td>53%</td>
<td>-13%</td>
</tr>
<tr>
<td>Same Grade Comparison</td>
<td>-4%</td>
<td>09 2019</td>
<td>52%</td>
<td>50%</td>
<td>2%</td>
<td>53%</td>
</tr>
<tr>
<td>Cohort Comparison</td>
<td>1%</td>
<td>2018</td>
<td>29%</td>
<td>38%</td>
<td>-9%</td>
<td>53%</td>
</tr>
<tr>
<td>Same Grade Comparison</td>
<td>23%</td>
<td>2018</td>
<td>29%</td>
<td>38%</td>
<td>-9%</td>
<td>53%</td>
</tr>
<tr>
<td>Cohort Comparison</td>
<td>12%</td>
<td>2018</td>
<td>29%</td>
<td>38%</td>
<td>-9%</td>
<td>53%</td>
</tr>
</tbody>
</table>

### MATH

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

### SCIENCE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>School</th>
<th>District</th>
<th>School-District Comparison</th>
<th>State</th>
<th>School-State Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>08 2019</td>
<td>30%</td>
<td>43%</td>
<td>-13%</td>
<td>48%</td>
<td>-18%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>30%</td>
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<td>-14%</td>
<td>50%</td>
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<tr>
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<tr>
<td>Cohort Comparison</td>
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<td>2018</td>
<td>30%</td>
<td>44%</td>
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</table>

### BIOLOGY EOC

<table>
<thead>
<tr>
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<th>School Minus District</th>
<th>State</th>
<th>School Minus State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>77%</td>
<td>66%</td>
<td>11%</td>
<td>67%</td>
<td>10%</td>
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<td>2018</td>
<td>62%</td>
<td>58%</td>
<td>4%</td>
<td>65%</td>
<td>-3%</td>
</tr>
<tr>
<td>Compare</td>
<td>15%</td>
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<td>10%</td>
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### CIVICS EOC

<table>
<thead>
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<th>State</th>
<th>School Minus State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
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<td>-11%</td>
<td>71%</td>
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<tr>
<td>2018</td>
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<td>73%</td>
<td>-17%</td>
<td>71%</td>
<td>-15%</td>
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<tr>
<td></td>
<td><strong>Compare</strong></td>
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<td></td>
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</tbody>
</table>

### HISTORY EOC

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</thead>
<tbody>
<tr>
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<td>70%</td>
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<td>66%</td>
<td>-9%</td>
<td>68%</td>
<td>-11%</td>
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<td><strong>Compare</strong></td>
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### ALGEBRA EOC

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<th>School Minus State</th>
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</thead>
<tbody>
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<td>57%</td>
<td>-13%</td>
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<td>-17%</td>
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<tr>
<td>2018</td>
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<td></td>
<td><strong>Compare</strong></td>
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</tr>
</tbody>
</table>

### GEOMETRY EOC

<table>
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<th>District</th>
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</thead>
<tbody>
<tr>
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<td>9%</td>
<td>57%</td>
<td>5%</td>
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<td>2018</td>
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<td><strong>16%</strong></td>
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#### Subgroup Data

**2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

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<thead>
<tr>
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<tbody>
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**2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

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<tbody>
<tr>
<td>SWD</td>
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<td>57</td>
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<td>47</td>
</tr>
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</table>
### 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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<tr>
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<td>43</td>
<td>59</td>
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<td>66</td>
<td>42</td>
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</tbody>
</table>

### ESSA Data

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

#### ESSA Federal Index

- **ESSA Category (TS&I or CS&I)**: TS&I
- **OVERALL Federal Index - All Students**: 55
- **OVERALL Federal Index Below 41% All Students**: NO
- **Total Number of Subgroups Missing the Target**: 1
- **Progress of English Language Learners in Achieving English Language Proficiency**: 63
- **Total Points Earned for the Federal Index**: 665
- **Total Components for the Federal Index**: 12
- **Percent Tested**: 97%

#### Subgroup Data

**Students With Disabilities**

- **Federal Index - Students With Disabilities**: 45
- **Students With Disabilities Subgroup Below 41% in the Current Year?**: NO
- **Number of Consecutive Years Students With Disabilities Subgroup Below 32%**: 0

**English Language Learners**

- **Federal Index - English Language Learners**: 46
- **English Language Learners Subgroup Below 41% in the Current Year?**: NO
- **Number of Consecutive Years English Language Learners Subgroup Below 32%**: 0

**Asian Students**

- **Federal Index - Asian Students**:
- **Asian Students Subgroup Below 41% in the Current Year?**: N/A
- **Number of Consecutive Years Asian Students Subgroup Below 32%**: 0

**Black/African American Students**

- **Federal Index - Black/African American Students**: 39
- **Black/African American Students Subgroup Below 41% in the Current Year?**: YES
- **Number of Consecutive Years Black/African American Students Subgroup Below 32%**: 0
<table>
<thead>
<tr>
<th></th>
<th>Federal Index -</th>
<th>Hispanic Students Below 41% in the Current Year?</th>
<th>Number of Consecutive Years Hispanic Students Subgroup Below 32%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Multiracial Students Below 41% in the Current Year?</th>
<th>Number of Consecutive Years Multiracial Students Subgroup Below 32%</th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
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<th>Federal Index -</th>
<th>Native American Students Below 41% in the Current Year?</th>
<th>Number of Consecutive Years Native American Students Subgroup Below 32%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
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<th>Pacific Islander Students Below 41% in the Current Year?</th>
<th>Number of Consecutive Years Pacific Islander Students Subgroup Below 32%</th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
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<th>Federal Index -</th>
<th>White Students Below 41% in the Current Year?</th>
<th>Number of Consecutive Years White Students Subgroup Below 32%</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Federal Index -</th>
<th>Economically Disadvantaged Students Below 41% in the Current Year?</th>
<th>Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NO</td>
<td>0</td>
</tr>
</tbody>
</table>

**Analysis**

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

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

Data from 2018-2019 showed 8th grade math has having the lowest performance with 15% of the students scoring proficient on the 8th grade math FSA. In 8th grade the high
achieving students are enrolled in Algebra 1 Honors and they take the Algebra 1 EOC. Since there are no high-achieving student in that testing group the average will be lower than the rest.

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

Data from the 2018-2019 showed 8th grade math having the greatest decline from previous the previous year's score. In 2018, the percent scoring proficient was 27. The percent scoring proficient in 2019 dropped to 15%. The factor contributing to the decline would be the same as in the previous question.

**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**

Data from 2018-2019 showed 6th grade math with largest gap between the school average and the state average. BMHS scored 22% lower in this data component than the state average. Statistically, 6th grade students struggle with the transition between elementary school and middle school.

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

The percent of students scoring proficient on the 10th grade ELA FSA went from 29% in 2018 to 52% in 2019. There was a schoolwide focus on reading strategies to help improve the scores. In addition, the ELA teachers met with the reading coach on a regular basis to discuss student data and develop common lessons to improve student achievement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

According to the EWS data, 51 students are classified as being retained more than two years. The retention rate of students is the area of most concern, and will be an area of focus for improvement this year.

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

1. Improvement in schoolwide reading proficiency is our highest priority this year.
2. Improving 6th - 8th grade math proficiency.
3. Improving learning gains in the lowest quartile in math and reading
4. Improving the ESSA Federal Index of African-American students to above 41%

---

**Part III: Planning for Improvement**

**Areas of Focus:**
#1. Instructional Practice specifically relating to Math

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Description and Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th - 8th grade math is the area of focus for improvement. Ensuring the student have a solid mathematical foundation in the middle school will set them up for success as they progress into higher level high school math courses.</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Measureable Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2019, the 6th, 7th, and 8th grade math achievement percentage was 40%, 32%, and 36%, respectively. BMHS will improve their 6th - 8th grade math achievement percentage to 50% in all grade levels on the Math FSA by the end of the 2021 school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person responsible for monitoring outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtis Gaus (<a href="mailto:curtis.gaus@levyk12.org">curtis.gaus@levyk12.org</a>)</td>
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</tbody>
</table>

**Evidence-based Strategy:**

BMHS math teachers will use data from I-Ready Math diagnostic and benchmark assessments to identify the students who have gaps in their math knowledge. Teachers will develop student groups based on the data gathered from the diagnostic and benchmark testing. The teachers will conduct small-group instruction a minimum of two times per week to provide prescriptive learning based on the students' instructional needs.

<table>
<thead>
<tr>
<th>Rationale for Evidence-based Strategy:</th>
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<tbody>
<tr>
<td>Small group instruction allows the teachers to target their instruction based on the needs of the students. According to data collected from the I-ready diagnostic testing, 38% of 6th - 8th grade students are at least 2 grade levels behind in math. By grouping students based on their area of need, teachers can design prescriptive lessons to address these gaps in learning.</td>
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</table>

**Action Steps to Implement**

Lead math teachers will participate in monthly Math Cadre Meetings to analyze student data, unpack standards into teachable chunks, align curriculum with the test item specs.

<table>
<thead>
<tr>
<th>Person Responsible</th>
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<tbody>
<tr>
<td>Curtis Gaus (<a href="mailto:curtis.gaus@levyk12.org">curtis.gaus@levyk12.org</a>)</td>
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Teachers will conduct data chats with students to develop short-term goals, analyze progress, and monitor students.

<table>
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<tr>
<th>Person Responsible</th>
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<tbody>
<tr>
<td>Jennifer Bray (<a href="mailto:jennifer.bray@levyk12.org">jennifer.bray@levyk12.org</a>)</td>
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</tbody>
</table>

Teachers will participate in professional development to help them design prescriptive lessons based on the data provided in the diagnostic and benchmark assessments.

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<th>Person Responsible</th>
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<tbody>
<tr>
<td>Curtis Gaus (<a href="mailto:curtis.gaus@levyk12.org">curtis.gaus@levyk12.org</a>)</td>
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</table>
#2. ESSA Subgroup specifically relating to African-American

| Area of Focus Description and Rationale: | In 2019, the ESSA Federal Index for African-American students was 39%. It is critical that all subgroups of our student population show gains and are successful. The overall success of a school is dependent on how well it provides additional support and resources to student subgroups. When all subgroups are achieving success, it will benefit the entire school. |
| Measureable Outcome: | BMHS will improve the ESSA Federal Index for African-American students to 41% by the end of the 2020-2021 school year. |
| Person responsible for monitoring outcome: | Curtis Gaus (curtis.gaus@levyk12.org) |
| Evidence-based Strategy: | BMHS Lead/AVID Site team will conduct a root cause analysis to identify the possible causes of the achievement discrepancy for African-American students. In addition to the evidence-based strategies that will be used to improve the all students, the Lead/AVID site team will utilize the following strategies to improve the achievement of African American students: 1. Encourage all teachers and staff to create an atmosphere of high academic achievement for African-American students. 2. Increase the personal relationships with African-american students to ensure instruction is culturally relevant and teachers are able to identify and address misconceptions. |
| Rationale for Evidence-based Strategy: | In order to improve the overall federal index of the African-American students, identification of areas of improvement that are not already included in the School Improvement Pan will be identified and strategies will be developed for improvement. |
| Action Steps to Implement | Create a list of students in the African-American subgroup, and Identify the areas within the federal index that can be improved. |
| Person Responsible | Genny Foshee (genny.foshee@levyk12.org) |
| | Students in the African-American subgroup will be monitored in the monthly PST/MTSS meetings to review and measure short-term math and reading goals and/or revise strategies for individual improvement. |
| Person Responsible | Curtis Gaus (curtis.gaus@levyk12.org) |

**Additional Schoolwide Improvement Priorities**
After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Increasing reading achievement is always a priority for schoolwide improvement.** All teachers will use research-based reading strategies in their instruction to ensure students are understanding information they read and they can articulate the central idea and author's purpose for writing informational text. The strategies to be used to increase schoolwide reading achievement are as follows:

1. The AVID Site/Lead Team will conduct monthly faculty professional development on AVID/Literacy Instructional Strategies.
   A. Establish how the critical reading process is utilized in their individual content areas.
   B. Identify strategies to support vocabulary, pre-reading, interacting with the text, and extending beyond the text for specific content areas.
   C. Focused note-taking - Strategize ways to incorporate purposeful note-taking into instruction to achieve the desired learning outcome.
2. Schoolwide Focus on Vocabulary
   A. A list of explicit academic vocabulary will be created, distributed, and posted in each class. Teachers will use common academic vocabulary across disciplines.
   B. Vocabulary will be taught in context with the lesson, and the teachers will provide students information regarding words with multiple meanings based on the context.
3. Increase the use of higher-order thinking and questioning to increase reading comprehension
   A. Utilize Costa's level as a basis of inquiry in content-area classrooms in order to deepen students' level of knowledge and comprehension.
   B. Construct questions and/or statements and assess their use of Costa's level of thinking in order to elevate levels of student inquiry and critical thinking in their classrooms.

---

**Part IV: Positive Culture & Environment**

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.
BMHS School Advisory Council will be comprised of representatives of each stakeholder groups (parents, student, community, teachers and staff). The SAC will meet monthly to discuss the school's mission, action plan, progress towards school improvement goals, and expenditure of school house funds. The council is the deciding factor in the majority of school-based decisions.

BMHS has expanded its successful PBIS program that was started several years ago, by updating the school-wide positive branding with new signage, classroom posters, and staff shirts that illustrate the school's PBIS core values of Excellence Ambition Goals Leadership Enthusiasm/Perseverance Respect Integrity Dignity Equality. The teachers worked together to develop a common classroom expectation matrix for consistently managing classroom behaviors and a consistent teacher response to those behaviors. In addition, the teachers worked to implement a common positive behavior system that includes a combination of extrinsic and intrinsic motivational strategies. This consistency will provide a less confusing atmosphere on campus with regards to student expectations.

The PBIS program has been extended outside the classroom in extra-curricular activities. All of the sports teams have implemented a positive reward behavior system that encourages athletes to do the right thing and be a positive influence on their peers.

The faculty will participate in a parent/family engagement professional development session provided by Dr. Steven Constantino to provide the teachers and staff practical steps to engage families in their child's education.

The goal of the administrative staff will be to boost teacher and staff morale by recognizing those members who go above and beyond their normal duties. The BMHS Football team has implemented a teacher of the week program where they will recognize one teacher on game day and provide the teacher with the opportunity to participate in game-day events with the team.

**Parent Family and Engagement Plan (PFEP) Link**

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

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<thead>
<tr>
<th>Part V: Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> III.A.</td>
</tr>
<tr>
<td><strong>2</strong> III.A.</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>