

FLORIDA DEPARTMENT OF EDUCATION

Bronson Middle/High School (380021)



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Bronson Middle/High School	District Name: Levy
Principal: John Lott, Jr.	Superintendent: Robert Hastings
SAC Chair: Naomi Sloan	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	John Lott, Jr.	B.S. Social Studies Ed M.S. Social Studies Ed Ed Leadership Social Science 6-12	0.5	9	<p>Bronson Middle/High School, 2011-2012 School Grades for Bronson Middle/High School have not been released at this time.</p> <p>Williston High School: 2003-04 C,77 2004-05 C,73 2005-06 C,77 2006-07 D,72 2007-08 C,92 Assistant Principal 2008-09 F, 69 Principal 2009-10 C,79 Principal 2010-11 B, 82</p>
Assistant Principal	Mr. Morgan Bennett	<p>Degrees:</p> <p>Master of Education in Educational Leadership, Bachelor of Arts</p> <p>Certifications:</p> <p>Educational Leadership 6-12, Psychology 6-12, Business Education 6-12, National Board Certification in Business Education</p>	1	1	<p>Bronson Middle/High School, 2011-2012 School Grades for Bronson Middle/High School have not been released at this time.</p> <p>Williston Middle School, 2010-2011 . WMS earned a school grade of "A". Seventy-two percent of students met high standards in reading, sixty-six percent of students made a year's worth of progress in reading, and seventy percent of students in the lowest quartile made a year's worth of progress in reading. Seventy-five percent of students met high standards in math, seventy-four percent of students made a year's worth of progress in math, and seventy percent of students in the lowest quartile made a year's worth of progress in math. Ninety-one percent of students met high standards in writing, and fifty-four percent of students met high standards in science. In 2010-2011, WMS met ninety percent of the required AYP criteria.</p> <p>Williston Middle School, 2009-2010. WMS earned a school grade of "A". Sixty-seven percent of students met high standards in reading, sixty-one percent of students made a year's worth of progress in reading, and fifty-nine percent of students in the lowest quartile made a year's worth of progress in reading. Seventy-three percent of students met high standards in math, seventy-seven percent of students made a year's worth of progress in math, and seventy-seven percent of students in the lowest quartile made a year's worth of progress in math. Ninety-one percent of students met high</p>

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				<p>standards in writing, and forty-nine percent of students met high standards in science. In 2009-2010, WMS met seventy-seven percent of the required AYP criteria.</p> <p>Williston Middle School, 2008-2009. WMS earned a school grade of "A". Sixty-seven percent of students met high standards in reading, sixty-five percent of students made a year's worth of progress in reading, and seventy-two percent of students in the lowest quartile made a year's worth of progress in reading. Seventy-three percent of students met high standards in math, Seventy-four percent of students made a year's worth of progress in math, and seventy-one percent of students in the lowest quartile made a year's worth of progress in math. Ninety-three percent of students met high standards in writing, and fifty-five percent of students met high standards in science. In 2008-2009, WMS met seventy-nine percent of the required AYP criteria.</p> <p>Williston Middle School, 2007-2008. WMS earned a school grade of "A". Sixty-eight percent of students met high standards in reading, Sixty-eight percent of students made a year's worth of progress in reading, and seventy-two percent of students in the lowest quartile made a year's worth of progress in reading. Seventy-two percent of students met high standards in math, seventy-seven percent of students made a year's worth of progress in math, and seventy percent of students in the lowest quartile made a year's worth of progress in math. Eighty-three percent of students met high standards in writing, and thirty-six percent of students met high standards in science. In 2007-2008, WMS met ninety-five percent of the required AYP criteria.</p> <p>Williston Middle School, 2006-2007. WMS earned a school grade of "B". Sixty percent of students met high standards in reading, fifty-seven percent of students made a year's worth of progress in reading, and sixty-one percent of students in the lowest quartile made a year's worth of progress in reading. Sixty-four percent of students met high standards in math, seventy-four percent of students made a year's worth of progress in math, and sixty-six percent of students in the lowest quartile made a year's worth of progress in math. Sixty-seven percent of students met high standards in writing, and forty-eight percent of students met high standards in science. In 2006-2007, WMS met eighty-two percent of the required AYP criteria.</p> <p>Williston Middle School, 2005-2006.</p>
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					<p>WMS earned a school grade of "A". Fifty-six percent of students met high standards in reading, sixty-five percent of students made a year's worth of progress in reading, and seventy of students in the lowest quartile made a year's worth of progress in reading. Sixty-four percent of students met high standards in math, and seventy-three percent of students made a year's worth of progress in math. Eighty-six percent of students met high standards in writing. In 2005-2006, WMS met ninety-two percent of the required AYP criteria.</p>
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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Ms. April Fleetwood	Masters degree Bachelor of Arts Certifications: English (6-12), ESOL Endorsed, Reading Endorsed	1	1	<p>Bronson Middle/High School, 2011-2012 School Grades for Bronson Middle/High School have not been released at this time.</p> <p>Cedar Key School, 2010-2011 CKS's school grade is pending at this time. Sixty-six percent of students met high standards in reading, fifty-seven percent made learning gains in reading, and fifty-six percent of students in the lowest quartile made learning gains in reading. Sixty-six percent of students met high standards in mathematics, fifty-size percent made learning gains in mathematics, and fifty percent of students in the lowest quartile made learning gains in mathematics. Seventy-five percent of tested students met high standards in writing, and forty-three percent of tested students met high standards in science. Eighty-five percent of AYP criteria were met.</p> <p>Cedar Key School, 2009-2010 CKS received a school grade of "A". Seventy-nine percent of students met high standards in reading, fifty-nine percent of students demonstrated learning gains in reading, and fifty-three percent of students in the lowest quartile demonstrated learning gains in reading. Seventy-eight percent of students met high standards in mathematics, seventy-five percent made learning gains in mathematics, and seventy percent of the students in the lowest quartile made learning gains in mathematics. Eighty-four percent of tested students met high standards in writing, and sixty-eight percent of tested students med high standards in science. Ninety-two percent of AYP criteria were met.</p>

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				<p>Cedar Key School, 2008-2009 CKS received a school grade of "A". Eighty-one percent of students met high standards in reading, seventy-five percent of students demonstrated learning gains in reading, and sixty-five percent of students in the lowest quartile demonstrated learning gains in reading. Seventy-nine percent of students met high standards in mathematics, seventy-one percent demonstrated learning gains in mathematics, and sixty-three percent of students in the lowest quartile demonstrated learning gains in mathematics. Eighty-three percent of tested students met high standards in writing, and sixty percent of tested students met high standards in science. Ninety-five percent of AYP criteria were met.</p> <p>Cedar Key School, 2007-2008 CKS received a school grade of "A". Seventy-eight percent of students met high standards in reading, sixty percent demonstrated learning gains in reading, and sixty percent of the students in the lowest quartile demonstrated learning gains in reading. Seventy-nine percent of students met high standards in mathematics, sixty-four percent of students demonstrated learning gains in mathematics and sixty-seven percent of the students in the lowest quartile demonstrated learning gains in mathematics. Seventy percent of tested student met high standards in writing, and sixty-five percent of tested students met high standards in science. Ninety percent of AYP criteria were met.</p>
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Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
<p>1. The Levy County School District works hard to recruit high quality teachers to the district so that the schools have good applicants from which to draw. The district works with our consortium, North East Florida Educational Consortium in order to hold recruitment fairs and attend recruitment fairs at area universities. Being close to Gainesville gives the district a pool of applicants who may want to stay in the area while they or a spouse completes further education.</p>	Candy Dean, John Lott	ongoing

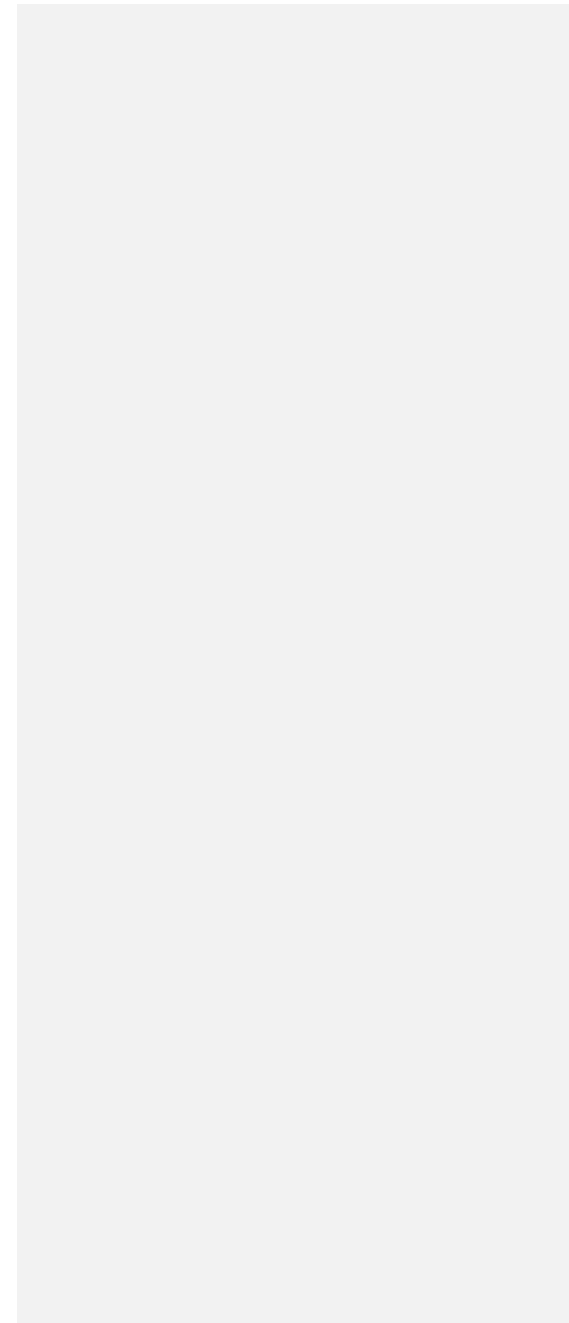
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<p>Specific attempts to recruit by the district are as follows:</p>		
<p>2. 1. NEFEC represents our district at recruitment fairs at the University of Florida, Florida State University, Florida Agriculture and Mechanical University, Valdosta State University, Florida Southern University, North Florida University, Central Florida University as well the Minority Recruitment Job Fair</p> <p>1. Relationships have cultivated with St. Leo's University and The University of Florida as well as the Alternative Certification teachers going through Central Florida Community College.</p> <p>2. We offer Clinical Education Training so that our teachers can supervise Interns. We have actively recruited and hired interns.</p> <p>3. Normally, we do not hire applicants who have not passed their General Knowledge Exam. Florida Statutes requires that teachers take and pass the GK during the first year that they are teaching.</p> <p>4. We post vacancies on TeachInFlorida.com and other educational web sites as well as advertise in the paper.</p> <p>5. An on-line application that principals and other administrators may view directly is in use. Applicants may complete an online application 24/7 which is user friendly. Principals can use this as a screening mechanism.</p> <p>6. Subject Area Exams enable teachers to obtain certification in multiple areas.</p> <p>7. We have offered extensive staff development options. The ESOL training needs have been analyzed by the ESOL Coordinator. The ESOL Coordinator coordinates staff development options in the area of ESOL.</p> <p>8. Navigator Plus is a data base system that helps keep track of training. Employees are able to use this system to determine what training they have taken, what is needed and what training is available.</p> <p>9. A staff development calendar has been created with representatives at each worksite assigned to maintain and post staff development opportunities. Employees may view the staff development calendar on line 24/7.</p> <p>10. Funding has been provided to pay stipends, provide substitutes, mileage, accommodations and other training expenses.</p> <p>11. We work closely with NEFEC, the Crown Consortium, and the Educational Training Consortium at the Central Florida Community College University Center in Ocala to provide teacher training.</p>	<p>Candy Dean, John Lott</p>	<p>ongoing</p>

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>*Professional Evaluations for the 2011-2012 school year have not been finalized due to the delay in FLDOE's release of the VAM scores for instructional staff.</p> <p>1. Three teachers are currently teaching out of field.</p>	<ol style="list-style-type: none"> 1. Online coursework available through NEFEC 2. Online coursework available through Beacon University 3. Online coursework available through district 4. Reimbursement for certification tests through Title I school-based budget

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	3% (1)	25% (10/40)*	35% (14/40)*	35% (14/40)	<p>*Advanced degrees is operationally defined as Masters or higher.</p> <p>33% (13/40)</p>	<p>Professional Evaluations for the 2011-2012 school year have not been finalized due to the delay in FLDOE's release of the VAM scores for instructional staff.</p>	30% (12/40)	8% (3/40)	20% (8/40)

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Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Gloria Petty	Cynthia Austin	Adjacent classroom, experienced with middle school classroom management	Will follow district mentoring protocol
Sherrie Schuler	Robert Ebert	Coaching experience	Will follow district mentoring protocol
Sherrie Schuler	Wes Lackey	Experienced with middle school social studies and classroom management	Will follow district mentoring protocol
Cindy Putnam	Jennifer Hooks	Experienced with high school mathematics	Will follow district mentoring protocol
Cindy Putnam	Allen Strickland	Experienced with high school mathematics	Will follow district mentoring protocol
Judy Beauchamp	Cameron Porch	Coaching experience, experience with high school physical education	Will follow district mentoring protocol
Stacy Drummond	Emma Powers	Experience with high school science education, cheerleading coaching experience	Will follow district mentoring protocol

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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assistance through the RtI process and/or remedial courses and programs
Funding is also used to support school-wide literacy and parent involvement through the provision of parent literacy nights and the purchase of supplies to support family literacy
Title I, Part C- Migrant
Title I, Part C- Migrant
Migrant liaison provides services and support to students and parents.
The liaison coordinates with Title I and other programs to ensure student and parent needs are being met.
Title I, Part D
District receives funds to support district and school Drop-out Prevention programs
Title II
N/A
Title III
Services are provided through the district for educational materials and ELL district and school support services to improve the education of immigrant and English Language Learners.
The district uses this funding to support an ESOL Aide position at the school level, if LEP numbers warrant. In the current school year, too few LEP students

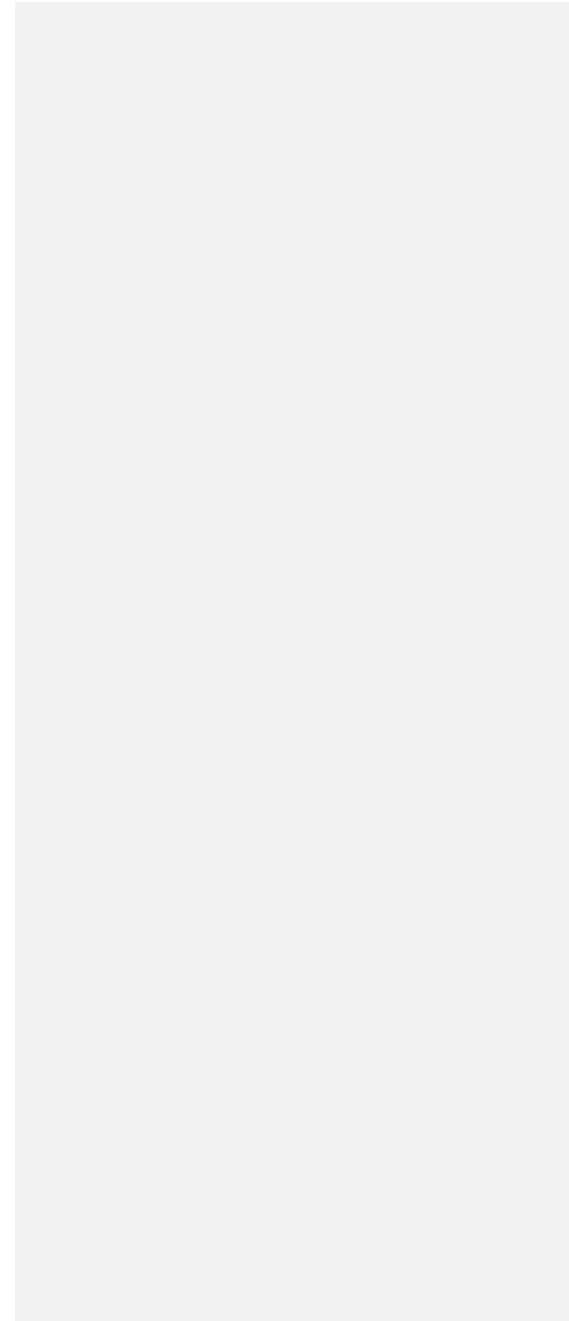
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are enrolled at BMHS to qualify for an aide.
Title X- Homeless
The District provides a social worker to provide social services and referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds, when available, are used to support extended school year programs for students needing remediation for promotion; for students needing credit retrieval for promotion purposes; and for the support of teacher salaries to provide an after school credit retrieval program for students needing to make up credits for graduation purposes. The services support our Drop-out prevention plan.
Violence Prevention Programs
In coordination with the guidance department at the district office, BMHS participates in providing counseling services, Red Ribbon Week, and in recruiting special speakers to come and present information pertaining to Violence Prevention to the student body. The school maintains a Positive Behavior Support team.
Nutrition Programs
The Levy County Ag Extension Office provides nutrition curriculum and resources for classroom instruction. Our health nurse supports our school-wide Health and Wellness plan and coordinates nutrition education. The school nurse also coordinates with the Institute of Food and Agricultural Sciences to present Nutrition and Health Week. All teachers are provided cross curricular lesson plans that focus on nutrition and wellness. The week culminates in a wellness awareness day that includes healthy food and lifestyle activities.
Housing Programs
N/A
Head Start
N/A
Adult Education

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Levy County partners with Sante Fe College and Central Florida College to provide adult education classes in the Bronson, Chiefland and Williston communities.
Career and Technical Education BHS provides CTE programs for high school students in the areas of business, agriculture, and construction technology. Students will be able to earn industry certifications in Adobe, Microsoft Office, and for a variety of skills areas in the Business Construction Technology Academy.
Job Training BHS offers high school students the opportunity to earn credit for their work experiences while receiving on-the-job training through the CDE program. Mr. Lane works closely with all CTE classes and teachers placing an emphasis on students earning their "Ready To Work" credentials. Students in the exceptional education program can also receive job training through the LASER program.
Other

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS/RtI team consists of John Lott, Principal; Morgan Bennett, Assistant Principal; April Fleetwood, Reading Coach, Sherry Shuler, Dean of Students, Tina Wilkerson, High School Guidance, Teri Edison, Middle School Guidance

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

All Bronson Middle/High School teachers have an individual mandate to monitor student performance data for their students and to provide appropriate interventions to students struggling academically. Individual teachers shall maintain records of these interventions and the response of students to them on progress monitoring measures, such as CIM checks, classroom tests/projects, Levy Interim Assessments (LIAs), Florida Assessment of Reading (FAIR), Scholastic Reading Inventory (SRI), and the Reading Progress Indicator (RPI) and share them with administration during 2-4 data chats per school year. If teacher-maintained RtI records indicate that testing for special education programs is warranted, Mrs. Linda Weinar will prepare the packet and submit it to the district office.

All teachers complete the appropriate documentation to track the efficacy of the interventions and progression through the tiers. Members of the school LEAD Team serve on each of the grade-level PSTs for additional support and guidance. Guidance Counselors facilitate the design of behavioral interventions and provide services such as counseling and explicit behavioral instruction through the LEAPS curriculum.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Tier I (Core Instruction) - Progress monitoring data is maintained and available for disaggregation within Performance Matters. Data sources include the Levy Interim Assessments, and FAIR (Florida Assessment for Instruction in Reading).
2. Tier II (Supplemental Intervention) - Progress monitoring data is maintained within the Reading 180 database in the form of the Scholastic Reading Inventory (SRI), which estimates the functional lexile range of students participating in the program.

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3. Tier III (Intensive Support) – Progress monitoring data is maintained within the Fast ForWord system in the form of the Reading Progress Indicator.

Describe the plan to train staff on MTSS.

Training for RtI began in June 2009 during our three day Deep FRI workshop. At that time the staff was given an overview of the history, purpose and principles of RtI. In August 2009, the RtI teacher trained each of the Problem Solving Team leaders in the RtI Problem Solving Process and the accompanying documentation.

RtI was identified by the leadership team as an area in need of additional support and training in Spring 2010. In response to this need, the RtI teacher and the Reading Coach facilitated a day of training during Deep FRI 2010.

A refresher training and "new" teacher training was conducted on August 24, 2010. As part of the training process, all PST meetings are conducted in the media center with the RtI teacher and Reading Coach acting as facilitators.

A second refresher training was conducted on September 20, 2012. This training included a review of the RtI process at BMHS and practice using the process on an example student.

A faculty in-service to review changes in MTSS/RtI procedures precipitated by the loss of the RtI Teacher position will be conducted during the month of August 2012.

Describe the plan to support MTSS.

The school Positive Behavior Support (PBS) team will provide training and support to teachers with behavioral interventions.

The district Department of Special Programs will be providing behavior analyst consultation for a limited number of students in Tier III for behavior.

The school reading coach will conduct a training for faculty in which she reviews the district reading plan, which includes details on how to support students that struggle with reading.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
The school based RtI team consists of Kevin Whitaker, Principal; Morgan Bennett, Assistant Principal, April Fleetwood, Reading Coach, Sherry Shuler, Dean of Students, Tina Wilkerson, High School Guidance, Teri Edison, Middle School Guidance
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT will meet once a month as a cooperative collective. The reading coach will facilitate meetings and members will alternate in taking and distributing meeting minutes.
What will be the major initiatives of the LLT this year?
The major initiatives of the LLT this year will be to inject enthusiasm for literacy school-wide with literacy-based activities, including classroom contests and two literacy night events (one per semester). In addition, the LLT will seek to create a climate that informs all stakeholders (teachers, students, staff, and community members) how to utilize reading strategies and increase reading enjoyment. The Accelerated Reader program will be reinitiated during the spring semester, and new curricula will be utilized in high school reading classes (Reading 180 and Junior Great Books).

Public School Choice

- **Supplemental Educational Services (SES) Notification**
Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Bronson Middle High School will ensure that all teachers teach and use reading strategies by

Introducing Florida Reading Initiative strategies in all classrooms

Requiring the reading coach to collaborate with content area teachers

Providing professional development to renew the commitment of all teachers to teach reading skills

Requiring all teachers to participate in the Lesson Study process, in which Common Core literacy standards are incorporated into targeted lessons in all subject areas.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers students electives. Many of these courses focus on job skills and lifelong learning.

CTE courses offer the opportunity for students to earn industry certification with real-life application and preparation.

Agriscience courses focus on agriscience and technology with the opportunity for industry certification in the near future; students earn industry certifications in the Construction Technology Academy program for electrical, plumbing, masonry, and carpentry skills, as well as OSHA certification; business coursework focuses on digital design, technology, and Adobe industry certification; and Cooperative Diversified Education provides on-the-job

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training experiences.

Students enrolled in CTE courses are also provided with the Ready to Work curriculum and testing to earn credentials.

All eighth grade students participate in the Career Choices curriculum incorporated into their social studies class resulting in the preparation of an E-Pep plan prior to promotion to ninth grade.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school offers elective courses in business and technology, construction, agriculture, work/study and job experience, and dual enrollment for college credits.

Guidance works closely with all high school students starting with the selection of a Major Area of Interest (MAI) in the 9th grade. Students are provided information to guide them in the selection of courses needed to complete their selected MAI, as well as Gold Seal and Bright Futures scholarship requirements as a way to align career interests, high school coursework, and graduation requirements.

All juniors are encouraged to take the ACT and students demonstrating higher achievement levels are encouraged to take the CPT at the end of their tenth grade year to qualify for Dual Enrollment during their junior year.

All tenth grade students take the PLAN test, and ASVAB and PSAT testing opportunities are offered.

Career planning begins in eighth grade and continues with updates to each student's E-Pep plan and FACTS.org online account. Students are encouraged to take more rigorous courses. Middle school students are offered advanced coursework, and eighth grade students have the opportunity to take courses for high school credit.

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The Guidance Counselors work closely with Santa Fe College to prepare students for postsecondary programs. Many students have the opportunity to participate in full-time dual enrollment their senior year.

Bronson High School's 2010-2011 graduation rate was 65%. A mentorship program for students identified as being at-risk of dropping out was initiated in the 2011-2012 school year, and is ongoing.

Bronson currently has added remedial courses in mathematics and English for 11th grade students that do not score college ready on the P.E.R.T. test.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Bronson High School's 2010-2011 graduation rate was 65%. Bronson Middle/High School currently offers 6 Advanced Placement courses on campus.

Additionally, AP classes are available through Florida Virtual School and Levy Virtual School. Dual Enrollment courses are available through Santa Fe

College for Juniors and Seniors. Springboard curriculum is been used to increase college readiness in language arts. In addition, college readiness is

assessed by the P.E.R.T. All 11th grade students are tested and remedial courses in mathematics and English are assigned to students that do not score college ready on the P.E.R.T. test.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1. Limited numbers of Accelerated Reader books in Media Center for checkout, and need for initial and/or booster training in Accelerated Reader program for faculty/staff.	1. Accelerated Reader program will be continued for middle school.	1. Reading Coach, Reading teachers, English/Language Arts teachers, Media Specialist, Administration	1. There will be a 10% increase in the number of AR tests taken by students in one month, from September 2012 to May 2013	1. Accelerated Reader testing records (online)
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2. Limited time for professional development on strategies	2. AVID Reading strategies training conducted by reading coach/AVID Coordinator April Fleetwood	2. Reading Coach (April Fleetwood) and AVID team.	2. 90% or more of BMHS teachers will document repeated use of at least one AVID strategy in their lesson plans by June 2012.	2. Lesson plans, classroom walkthrough reports, LIA, FAIR, FCAT
59% (264/447) of tested BMHS students will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Reading test.	51% (227/447)	59% (264/447)	3. Late arrival of textbook and computer peripheral materials; limited technical support due to unexpected death of school technology coordinator.	3. Reading 180 implemented for middle school reading intervention classes	3. Shelia Rome, Paul Grune, April Fleetwood, Adam Booth (Reading Coach)	3. Classroom walkthrough reports, lesson plans, LIA, FAIR, FCAT	3. Classroom walkthrough reports, lesson plans, LIA, FAIR, FCAT
			4. Late start of the tutoring program	4. After school credit retrieval tutoring program 2 days per week for the fall semester, conducted by certified teachers.	4. Stacy Drummond, Sherrie Schuler	3. Classroom Walkthrough data reports will indicate 100% of middle school classrooms are implementing Reading 180 program with fidelity by February 2012.	4. PLATO credit retrieval records (online)
			5. Limited number of teachers interested in additional responsibilities.	5. Teacher hourly rate for supervision of after school tutoring for students & parent library access, 2 days per week (Mon & Thurs.), 1 hour per day (3:30pm-4:30pm), 28 sessions beginning Sept. 8, 2011	5. Willing teachers not yet located. Administration will continue to recruit.	4. Students enrolled in the program will retrieve their required credit(s) 80% of the time.	5. After School tutoring attendance log.
			6. Students and teachers may not understand the difference between an Intensive Reading and an Advanced Reading Course.	6. Providing ongoing support and rigor through Advanced Reading Courses	6. Reading Coach, reading teachers, guidance	5. At least 10 students and/or parents will attend each session, on average.	6. FCAT; LIA; FAIR
			7. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	7. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	7. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	6. Comparing baseline data with progress monitoring and summative data.	7. Aggregated Classroom Walkthrough reports.
			8. Parents may be unaware of student progress in academic classes.	8. Bronson Middle/High School	8. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	7. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	8. Review of Parent Contact logs during period teacher/administration data chats.
			9. Students need to be exposed to a greater degree of academic challenge in classroom instruction		9. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	8. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact	9. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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				will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers. 9. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards		protocol and Parent Contact Log. 9. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans..	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Reading Goal # 1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>100% (19/19) of tested BMHS students will achieve a proficiency score of level 4, 5 or 6 on the 2012-2013 Florida Alternative Assessment Reading test.</i>	89% (17/19)	100% (19/19)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			1. Materials arriving on time, limited time for professional development within the school calendar.	1. One-on-one teacher collaboration regarding Springboard curriculum	1. April Fleetwood (Reading Coach), ELA teachers	1. On average for the 2012-2013 school year, 80% of students in springboard classes will score 80% or higher on Springboard Embedded Assessments. baseline data comparison with progress monitoring and summative data	1.Springboard Embedded Assessments.
Reading Goal #2A: 25% (113/450) of tested BMHS students will achieve an achievement level score of 4 or higher on the 2012-2013 FCAT 2.0 Reading test.	2012 Current Level of Performance:* 18% (85/450)	2013 Expected Level of Performance:* 25% (113/450)					
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation),	1.By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed	1. Aggregated Classroom Walkthrough reports.

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Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
43% (9/19) of tested BMHS students will achieve a proficiency score at or above level 7 on the 2012-2013 Florida Alternative Assessment Reading test.	37% (7/19)	43% (9/19)	questioning was lower level (Webb's Depth of Knowledge Level I and II)	cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	All BMHS instructional staff (implementation).	lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
62% of tested BMHS students will demonstrate learning gains on the 2012-2013 FCAT 2.0 Reading test.	58%	62%					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
55% (7/12) of tested BMHS students will demonstrate learning gains on the 2012-2013 Florida Alternative Assessment Reading test.	50% (6/12)	55% (7/12)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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			Common Core Literacy Standards.	Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Reading Goal #4A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>56% (52/92) of tested BMHS students in the lowest quartile will demonstrate learning gains on the 2012-2013 FCAT 2.0 Reading test.</i>	51% (47/92)	56% (52/92)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Reading Goal #4B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>55% (3/4) of tested BMHS students in the lowest quartile will demonstrate learning gains on the 2012-2013 Florida Alternative Assessment Reading test.</i>	50% (2/4)	55% (3/4)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that	3. District Instructional Team (Common Core State Standards training development and	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson

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			incorporate the more rigorous Common Core Literacy Standards.	execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	plans.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	Not provided by Florida Department of Education	59%	63%	67%	71%	76%
Reading Goal #5A: 76% or more of tested BMHS students will score an achievement level of 3.0 or higher on the 2016-2017 FCAT Reading test.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		1. White: High percentage of students of low socio-economic status, historically low parental involvement, time-constraints placed on students due to extra-curricular activities. Black: same as above Hispanic: same as above, as well as high percentage of migrant families in this subgroup Asian: n/a American Indian: n/a	1. Community access to school resources after hours through extended tutoring by certified teachers in the media center.	1. Administration, participating teachers TBD	1. At least 10 parents/students will extended library/tutoring sessions, on average, over the course of the school year.	1. Extended library/tutoring session sign-in sheets	
Reading Goal #5B: <i>The following percentages of tested BMHS students in each racial-ethnic subgroup will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Reading test:</i> White: 63% (203/323) Black: 42% (21/50) Hispanic: 50% (30/60) Asian: 100% (1/1) American Indian: n/a	2012 Current Level of Performance:* White: 55% (177/323) Black: 24% (12/50) Hispanic: 27% (16/60) Asian: 100% (1/1) American Indian: n/a	2013 Expected Level of Performance:* White: 63% (203/323) Black: 42% (21/50) Hispanic: 50% (30/60) Asian: 100% (1/1) American Indian: n/a	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.	

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		3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students $\geq 75\%$ of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
		4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5C. English Language Learners (ELL) not making satisfactory progress in reading.			1. Limited numbers of school personnel that are fluent in a foreign language. Limited number of school materials available in foreign languages.	1. All LEP students that are classified as LY will work on the Rosetta Stone program 90 minutes per week.	1. Reading/ELA teachers, Reading Coach, Guidance	1. There will be a 10% increase in the mean Total Scale Score on the CELLA test for LY students from the 2010-2011 to the 2011-2012 school year.	1. CELLA				
Reading Goal #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
<i>19% (6/17) of tested BMHS students that are English Language Learners will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Reading test:</i>	12% (2/17)	19% (6/17)									
2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)								2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
3. Parents may be unaware of student progress in academic classes.								3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
4. Students need to be exposed to a greater degree of academic challenge in classroom instruction			4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			1. Scheduling classes in a combination middle/high school	1. Middle and high school special education teachers (not life skills) will be scheduled to have learning strategies classes during the day, during which time they can assist students with disabilities with their academic coursework.	1.Pam Quincey, Linda Weinar	1. At least 80% of BMHS students with disabilities will utilize the learning strategies class as a resource.	1.master schedule records				
Reading Goal #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
<i>43% (39/91) of tested BMHS students that are identified as students with disabilities will achieve a proficient</i>	20% (18/91)	43% (39/91)									

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<p>score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Reading test.</p>						
		<p>2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)</p>	<p>2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.</p>	<p>2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).</p>	<p>2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.</p>	<p>2. Aggregated Classroom Walkthrough reports.</p>
		<p>3. Parents may be unaware of student progress in academic classes.</p>	<p>3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.</p>	<p>3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)</p>	<p>3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.</p>	<p>3. Review of Parent Contact logs during period teacher/administration data chats.</p>
		<p>4. Students need to be exposed to a greater degree of academic challenge in classroom instruction</p>	<p>4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.</p>	<p>4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)</p>	<p>4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.</p>	<p>4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			1. BMHS has a high number of students on free and reduced lunch (78%);	1. high expectations and rigorous lessons via SpringBoard; documented RTI process with reading challenges; use improved performance matters data to drive instruction	1. Language Arts instructional staff; RTI teacher; all teachers	1. Classroom walk through summary reports will indicate use of rigorous Springboard lessons in ELA classes 80% of the time; By LIA #2, the economically-disadvantaged subgroup will show a 10% increase in the number of students scoring 80% or higher in comparison to LIA #1	1. LIA
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
58% (199/343) of tested BMHS students that are identified as economically disadvantaged will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Reading test:	43%(148/343)	58% (199/343)					
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

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Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
NG CAR-PD Training series	6-12	April Fleetwood	All BMHS instructional staff that have CAR-PD training and want to upgrade their credentials to NG CAR-PD, as well as all BMHS instructional staff looking to obtain initial NG CAR-PD training	10/24/12, 11/07/12, 12/19/12	District PD followup forms	John Lott, Morgan Bennett, April Fleetwood
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett
AVID/Springboard reading strategies	6-12	April Fleetwood, school site AVID team	All BMHS instructional staff	01/07/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader/STAR school site license	Site license of Accelerated Reader/STAR program for all middle school Reading/ELA classroom	Title I	\$6,000.00
Study Island school site license	Site license of Study Island program for all BMHS instructional staff for use as supplemental curriculum	Title I	\$3,000.00
USA TestPrep school site license	Site license of USA TestPrep program for BMHS instructional staff for use as supplemental curriculum	Title I	\$1,500.00
Library books	Purchase of newly-released Sunshine State Reader titles for student library checkout	Title I	\$500.00
STEM-oriented library books	Purchase of STEM-oriented books, mini-sets and classroom sets for student library checkout.	STEM	\$3,350.02
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$17,350.02
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of headphones/microphones in Reading 180/Fast ForWord classrooms	Purchase of replacements headphones for computers in Reading 180/Fast ForWord classrooms	Title I	\$500.00
Classroom set (15) of tablet PCs for Media Center	Purchase of classroom set (15) of tablet PCs for student use in Media Center for reading electronic media (Nook, Kindle, etc.)	Title I	\$2,000.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$10,504.80
			Total: \$30,354.82

End of Reading Goals

DRAFT

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: 2012 Current Percent of Students Proficient in Listening/Speaking: 82% (13/15) of limited English proficient BMHS students will score proficient or higher on the listening/speaking subtest of the CELLA test.		1. Limited numbers of school personnel that are fluent in a foreign language. Limited number of school materials available in foreign languages.	1. All LEP students that are classified as LY will work on the Rosetta Stone program 90 minutes per week.	1. Reading/ELA teachers, Reading Coach, Guidance	1. There will be a 10% increase in the mean Total Scale Score on the CELLA test for LY students from the 2010-2011 to the 2011-2012 school year.	1. CELLA
		2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
		3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
		4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring proficient in reading.		1. Limited numbers of school personnel that are fluent in a foreign language. Limited number of school materials available in foreign languages.	1. All LEP students that are classified as LY will work on the Rosetta Stone program 90 minutes per week.	1. Reading/ELA teachers, Reading Coach, Guidance	1. There will be a 10% increase in the mean Total Scale Score on the CELLA test for LY students from the 2010-2011 to the 2011-2012 school year.	1. CELLA
CELLA Goal #2: 52% (8/15) of limited English proficient BMHS students will score proficient or higher on the reading subtest of the CELLA test.	2012 Current Percent of Students Proficient in Reading:					
	47% (7/15)					
		2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
		3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
	4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.	

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		1. Limited numbers of school personnel that are fluent in a foreign language. Limited number of school materials available in foreign languages.	1. All LEP students that are classified as LY will work on the Rosetta Stone program 90 minutes per week.	1. Reading/ELA teachers, Reading Coach, Guidance	1. There will be a 10% increase in the mean Total Scale Score on the CELLA test for LY students from the 2010-2011 to the 2011-2012 school year.	1. CELLA
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
45% (7/15) of limited English proficient BMHS students will score proficient or higher on the writing subtest of the CELLA test.						
	40% (6/15).					
		2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
		3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
		4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
			Subtotal: \$9004.80
			Total: \$9004.80

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1. Limited opportunities for students to interact with computers in mathematics classrooms 2. Limited resources for differentiation of classroom instruction	1. Classroom smartboards utilized in 3-5 math classrooms 2. Study Island implemented as supplementary curriculum in mathematics classrooms	1. Administration, Sherry Tindale (confidential secretary) 2. Administration, supervising teachers, technology aide	1. 54% or more of BMHS students taking the 2011-2012 2013 FCAT Mathematics test will score 3.0 or higher. 2. Students using Study Island will demonstrate growth of 10% or more from pretest to posttest.	1. FCAT 2. Study Island pretest/posttest
Mathematics Goal #1A: 54% (162/302) of tested BMHS students will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Mathematics test.	2012 Current Level of Performance:* 49% (148/302)	2013 Expected Level of Performance:* 54% (163/302)					
			3. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	3. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	3. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	3. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	3. Aggregated Classroom Walkthrough reports.
			4. Parents may be unaware of student progress in academic classes.	4. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	4. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	4. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	4. Review of Parent Contact logs during period teacher/administration data chats.
			5. Students need to be exposed to a greater degree of academic challenge in classroom instruction	5. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous	5. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan	5. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate	5. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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			Common Core Literacy Standards.	Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.		
IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Mathematics Goal #1B: 80% (8/9) of tested BMHS students will achieve a proficiency score of 4, 5 or 6 on the 2012-2013 Florida Alternative Assessment Mathematics test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	78% (7/9)	80% (8/9)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
		3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			1.Lack of opportunity for teachers to collaborate on rigorous lesson plans. 2. Teachers are unaware of academic progress of students on NGSSS and Common Core skills.	1.Through professional development and schedule data meeting time, math teachers will develop and implement rigorous lessons that include AVID teaching strategies for mathematics. 2. Teachers will generate, analyze and act upon student progress monitoring data, including Levy Interim Assessments (LIA) and classroom progress monitoring tests, and will remediate students in targeted deficiencies demonstrated on these measures.	1. AVID Coordinator (April Fleetwood), Administration 2. Mathematics Teachers, administration.	1. Classroom Walkthrough school-wide aggregated data reports from September 2012 to June 2013 will indicate implementation of AVID strategies in 80% of mathematics classrooms visited. 2. The mean classroom average on classroom monitoring tests will be 80% or higher. The mean growth in percent correct for mathematics students from LIA #1 to LIA #3 will be 20 percentage points.	1.Classroom Walkthrough school-wide aggregated data reports, teacher lesson plans. 2. Classroom Progress Monitoring Records, Data Meeting Records, LIA reports.
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>19% (58/302) of tested BMHS students will achieve a proficiency score of Level 4 or higher on the 2012-2013 FCAT 2.0 Mathematics test.</i>	11% (33/302)	19% (58/302)					
			3. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	3. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	3. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	3. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	3. Aggregated Classroom Walkthrough reports.
			4. Parents may be unaware of student progress in academic classes.	4. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	4. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	4. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	4. Review of Parent Contact logs during period teacher/administration data chats.
			5. Students need to be exposed to a greater degree of academic challenge in classroom instruction	5. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	5. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	5. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	5. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation),	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed	1. Aggregated Classroom Walkthrough reports.

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Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
9% (1/9) of tested BMHS students will achieve a proficiency score of 7 or higher on the 2012-2013 Florida Alternative Assessment Mathematics test.	0% (0/9)	9% (1/9)	questioning was lower level (Webb's Depth of Knowledge Level I and II)	cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	All BMHS instructional staff (implementation).	lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			1. Student academic progress in mathematics is not closely monitored by parents.	1. BMHS will engage in a coordinated effort to educate parents on the existence and use of the Skyward Family Access website. This will include parent letters, presentations at open houses, and a banner to display in the gymnasium.	1. Administration	1. A random sampling of 30 students from the school will indicate that at least 60% of students have had someone access the Skyward Family Access website this school year.	1. Skyward Family Access usage reports
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
63% (191/302) of tested BMHS students will demonstrate learning gains on the 2012-2013 FCAT Mathematics test.	59%	63% (191/302)					
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation),	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed	1. Aggregated Classroom Walkthrough reports.

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Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
39% (3/6) of tested BMHS students will demonstrate learning gains on the 2012-2013 Florida Alternative Assessment test.	33% (2/6)	39% (3/6)	questioning was lower level (Webb's Depth of Knowledge Level I and II)	cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	All BMHS instructional staff (implementation).	lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			1. Not enough time during the school day to complete credit retrieval/remediation requirements in mathematics	1. After school credit retrieval/remediation tutoring program 2 days per week for the fall semester, conducted by certified teachers.	1. Administration, supervising teachers	1.80% or more of students enrolled in after school credit retrieval tutoring will successfully retrieve their credit(s).	1. After school credit retrieval/remediation program records (PLATO)
Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>64% (39/60) of tested BMHS students in the lowest quartile for mathematics shall demonstrate learning gains on the 2012-2013 FCAT Mathematics test.</i>							
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.							
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#4B: 32% (2/3) tested BMHS students in the lowest quartile for mathematics will demonstrate learning gains on the 2012-2013 Florida Alternate Assessment Test.	25% (1/3)	32% (2/3)	1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	The State has not provided the info for this section.	54%	59%	63%	68%	73%
Mathematics Goal #5A: <i>73% or more of tested BMHS students shall attain an achievement level of 3.0 or higher on the 2016-2017 FCAT Mathematics test.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	Mathematics Goal #5B: <i>The following percentages of tested BMHS students in each racial-ethnic subgroup will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Mathematics test:</i> White: 48% (102/211) Black: 31% (12/37) Hispanic: 31% (13/41) Asian: 100% (1/1) American Indian: n/a	2012 Current Level of Performance: White: 43% (90/211) Black: 24% (9/37) Hispanic: 24% (10/41) Asian: 100% (1/1) American Indian: n/a	2013 Expected Level of Performance: White: 58% (123/211) Black: 43% (16/37) Hispanic: 44% (18/41) Asian: 100% (1/1) American Indian: n/a	1. Teacher hourly rate for supervision of after school tutoring for students & parent library access, 2 days per week (Mon & Thurs.), 1 hour per day (3:30pm-4:30pm), 28 sessions beginning Sept. 8, 2012	1. Administration, supervising teachers.	1. At least 10 parents/students will attend extended library/tutoring sessions, on average, over the course of the school year.	1. Extended library/tutoring session sign-in sheets

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		2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
		3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
		4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			1. Limited numbers of school personnel that are fluent in a foreign language. Limited number of school materials available in foreign languages. No ESOL aide available.	1. All LEP students that are classified as LY will work on the Rosetta Stone program 90 minutes per week.	1. Reading/ELA teachers, Reading Coach, Guidance	1. There will be a 10% increase in the mean Total Scale Score on the CELLA test for LY students from the 2011-2012 to the 2012-2013 school year.	1. CELLA
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
22% (4/14) of tested BMHS students that are English Language Learners will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Mathematics test:	14% (2/14)	22% (4/14)					
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			1. Scheduling classes in a combination middle/high school	1. Middle and high school special education teachers (not life skills) will be scheduled to have learning strategies classes during the day, during which time they can assist students with disabilities with their	1.Pam Quincey, Linda Weinar	1. At least 80% of BMHS students with disabilities will utilize the learning strategies class as a resource more than once over the course of the year.	1. Learning Strategies attendance records
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p>45% (30/65) of tested BMHS students that are identified as students with disabilities will achieve a proficient score (≥ 3.0 achievement level) on the 2012-2013 FCAT Mathematics test:</p>	11% (7/65)	45% (30/65)		academic coursework.			
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students $\geq 75\%$ of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			1. Students demonstrate significant gaps and/or deficiencies in mathematical knowledge.	1. Teachers will have an individual mandate to progress monitor all of their students and provide interventions with documented evidence of student response to them, as part of a multi-tiered system of support/response to intervention process. Teacher intervention records shall be reviewed during periodic individual data chats between teachers and administration.	1. All BMHS instructional staff (implementation), John Lott, Morgan Bennett (monitoring of implementation).	1. 100% of BMHS teachers will provide documentation of interventions during periodic individual data chats between teachers and administration.	1. Data Chat records.
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
52% (123/239) of tested BMHS students that are identified as economically disadvantaged will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Mathematics test:	34% (81/239)	52% (123/239)					
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Mathematics Goal #1: 82% (9/10) of tested BMHS students will achieve a proficiency score of 4, 5 or 6 on the 2012-2013 Florida Alternate Assessment Mathematics test.	2012 Current Level of Performance:* 80% (8/10)	2013 Expected Level of Performance:* 82% (9/10)	2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Mathematics Goal #2: 18% (2/10) of tested BMHS students will achieve a proficiency score of 7 or higher on the 2012-2013	2012 Current Level of Performance:* 10% (1/10)	2013 Expected Level of Performance:* 18% (2/10)					

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<p><i>Florida Alternative Assessment Mathematics test.</i></p>		<p>2. Parents may be unaware of student progress in academic classes.</p>	<p>2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.</p>	<p>2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)</p>	<p>2. 100% of BMHS teachers will contact parents of struggling students $\geq 75\%$ of the time, using the established parent contact protocol and Parent Contact Log.</p>	<p>2. Review of Parent Contact logs during period teacher/administration data chats.</p>
		<p>3. Students need to be exposed to a greater degree of academic challenge in classroom instruction</p>	<p>3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.</p>	<p>3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)</p>	<p>3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.</p>	<p>3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
55% (4/6) of tested BMHS students will demonstrate learning gains on the 2012-2013 Florida Alternative Assessment test for mathematics.	50% (3/6)	55% (4/6)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
10% (1/2) tested BMHS students in the lowest quartile for mathematics will demonstrate learning gains on the 2012-2013 Florida Alternative Assessment Test for mathematics.	0% (0/2)	10% (1/2)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.

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		3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Students scoring at Achievement Level 3 in Algebra 1.			1. Students often need skills remediation on foundational skills to Algebra I	1. Algebra I teachers will utilize USA TestPrep for individualized remedial instruction for Algebra I students.	1. All BMHS Algebra I teachers (implementation), John Lott, Morgan Bennett (monitoring of implementation).	There will be a 10% increase in mean student score from LIA#1 to LIA #2 in the subject of Algebra I.	1. LIA #1, LIA #2				
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
67% (41/61) of tested BMHS students will achieve an achievement level score ≥ 3.0 on the 2012-2013 Algebra I End-of-Course Exam.	64% (39/61)	67% (41/61)									
2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)								2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
3. Parents may be unaware of student progress in academic classes.								3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students $\geq 75\%$ of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
4. Students need to be exposed to a greater degree of academic challenge in classroom instruction			4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			1. Students often need skills remediation on foundational skills to Algebra I	1. Algebra I teachers will utilize USA TestPrep for individualized remedial instruction for Algebra I students.	1. All BMHS Algebra I teachers (implementation), John Lott, Morgan Bennett (monitoring of implementation).	There will be a 10% increase in mean student score from LIA#1 to LIA #2 in the subject of Algebra I.	1. LIA #1, LIA #2
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
15% (7/42) of tested BMHS students will achieve an achievement level score of 4 or 5 on the 2012-2013 Algebra I End-of-Course Exam.	7% (3/42)	15% (7/42)					
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	The State has not provided the info for this section.	54%	59%	63%	68%	73%
Mathematics Goal #5A: <i>73% or more of tested BMHS students shall attain an achievement level of 3.0 or higher on the 2016-2017 FCAT Mathematics test.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.		1. White: High percentage of students of low socio-economic status, historically low parental involvement, time-constraints placed on students due to extra-curricular activities. Black: same as above Hispanic: same as above, as well as high percentage of migrant families in this subgroup Asian: n/a American Indian: n/a	1. Teacher hourly rate for supervision of after school tutoring for students & parent library access, 2 days per week (Mon & Thurs.), 1 hour per day (3:30pm-4:30pm), 28 sessions beginning Sept. 8, 2012	1. Administration, supervising teachers.	1. At least 10 parents/students will attend extended library/tutoring sessions, on average, over the course of the school year.	1. Extended library/tutoring session sign-in sheets	
Algebra 1 Goal #3B: <i>The following percentages of tested BMHS students in each racial-ethnic subgroup will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 Algebra I End-of-Course Exam:</i> White: 58% (123/211) Black: 43% (16/37) Hispanic: 44% (18/41) Asian: 100% (1/1) American Indian: n/a	2012 Current Level of Performance: * White: 73% (35/48) Black: 33% (2/6) Hispanic: 33% (2/6) Asian: n/a American Indian: n/a	2013 Expected Level of Performance: * White: 58% (123/211) Black: 43% (16/37) Hispanic: 44% (18/41) Asian: 100% (1/1) American Indian: n/a					

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		2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
		3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
		4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			1. Limited numbers of school personnel that are fluent in a foreign language. Limited number of school materials available in foreign languages. No ESOL aide available.	1. All LEP students that are classified as LY will work on the Rosetta Stone program 90 minutes per week.	1. Reading/ELA teachers, Reading Coach, Guidance	1. There will be a 10% increase in the mean Total Scale Score on the CELLA test for LY students from the 2011-2012 to the 2012-2013 school year.	1. CELLA
Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
22% (4/14) of tested BMHS students that are English Language Learners will achieve a proficient score (≥ 3.0 achievement level) on the 2012-2013 Algebra I End-of-Course Exam.	14% (2/14)	22% (4/14)	2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students $\geq 75\%$ of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			1. Scheduling classes in a combination middle/high school	1. Middle and high school special education teachers (not life skills) will be scheduled to have learning strategies classes during the day, during which time they can assist students with disabilities with their	1. Pam Quincey, Linda Weinar	1. At least 80% of BMHS students with disabilities will utilize the learning strategies class as a resource more than once over the course of the year.	1. Learning Strategies attendance records
Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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45% (30/65) of tested BMHS students that are identified as students with disabilities will achieve a proficient score (≥ 3.0 achievement level) on the 2012-2013 FCAT Mathematics test:	33% (5/15)	45% (30/65)		academic coursework.			
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students $\geq 75\%$ of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1. Algebra 1 Goal #3E: <i>52% (123/239) of tested BMHS students that are identified as economically disadvantaged will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 FCAT 2.0 Mathematics test:</i>	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>47% (20/42)</td> <td>52% (123/239)</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	47% (20/42)	52% (123/239)	1. Students demonstrate significant gaps and/or deficiencies in mathematical knowledge.	1. Teachers will have an individual mandate to progress monitor all of their students and provide interventions with documented evidence of student response to them, as part of a multi-tiered system of support/response to intervention process. Teacher intervention records shall be reviewed during periodic individual data chats between teachers and administration.	1. All BMHS instructional staff (implementation), John Lott, Morgan Bennett (monitoring of implementation).	1. 100% of BMHS teachers will provide documentation of interventions during periodic individual data chats between teachers and administration.	1. Data Chat records.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
	47% (20/42)	52% (123/239)								
		2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.				
	3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.					
	4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.					

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Students scoring at Achievement Level 3 in Geometry.			1. Students demonstrate significant gaps and/or deficiencies in mathematical knowledge.	1. Teachers will have an individual mandate to progress monitor all of their students and provide interventions with documented evidence of student response to them, as part of a multi-tiered system of support/response to intervention process. Teacher intervention records shall be reviewed during periodic individual data chats between teachers and administration.	1. All BMHS instructional staff (implementation), John Lott, Morgan Bennett (monitoring of implementation).	1. 100% of BMHS teachers will provide documentation of interventions during periodic individual data chats between teachers and administration.	1. Data Chat records.
Geometry Goal #1: 36% (22/60) of tested BMHS students will achieve an achievement level score ≥ 3.0 on the 2012-2013 Geometry End-of-Course Exam.	2012 Current Level of Performance:* 30% (18/60)	2013 Expected Level of Performance:* 36% (22/60)					
			2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
			3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students $\geq 75\%$ of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
			4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS	4. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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			Instructional Staff (implementation)	classroom walkthroughs, classroom observations, and lesson plans.			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			1. Students demonstrate significant gaps and/or deficiencies in mathematical knowledge.	1. Teachers will have an individual mandate to progress monitor all of their students and provide interventions with documented evidence of student response to them, as part of a multi-tiered system of support/response to intervention process. Teacher intervention records shall be reviewed during periodic individual data chats between teachers and administration.	1. All BMHS instructional staff (implementation), John Lott, Morgan Bennett (monitoring of implementation).	1. 100% of BMHS teachers will provide documentation of interventions during periodic individual data chats between teachers and administration.	1. Data Chat records.
Geometry Goal #2: <i>9% (6/60) of tested BMHS students will achieve an achievement level score of 4 or 5 on the 2012-2013 Geometry End-of-Course Exam.</i>	2012 Current Level of Performance:* 0% (0/60)	2013 Expected Level of Performance:* 9% (6/60)					
	2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)			2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
	3. Parents may be unaware of student progress in academic classes.			3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
	4. Students need to be exposed to a greater degree of academic challenge in classroom instruction			4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012	The State will provide the info for this section	The State will provide the info for this section	The State will provide the info for this section	The State will provide the info for this section	The State will provide the info for this section
Geometry Goal #3A: Enter narrative for the goal in this box.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: The following percentages of tested BMHS students in each racial-ethnic subgroup will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 Geometry End-of-Course Exam: White: 39% (18/46) Black: 39% (2/3) Hispanic: 29% (3/9) Asian: n/a American Indian: n/a		1. White: High percentage of students of low socio-economic status, historically low parental involvement, time-constraints placed on students due to extra-curricular activities. Black: same as above Hispanic: same as above, as well as high percentage of migrant families in this subgroup Asian: n/a American Indian: n/a	1. Teacher hourly rate for supervision of after school tutoring for students & parent library access, 2 days per week (Mon & Thurs.), 1 hour per day (3:30pm-4:30pm), 28 sessions beginning Sept. 8, 2012	1. Administration, supervising teachers.	1. At least 10 parents/students will attend extended library/tutoring sessions, on average, over the course of the school year.	1. Extended library/tutoring session sign-in sheets

Commented [S1]: We have been told that FLDOE is providing this for us, but they have not yet.

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		2. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	2. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	2. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	2. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	2. Aggregated Classroom Walkthrough reports.
		3. Parents may be unaware of student progress in academic classes.	3. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	3. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	3. 100% of BMHS teachers will contact parents of struggling students $\geq 75\%$ of the time, using the established parent contact protocol and Parent Contact Log.	3. Review of Parent Contact logs during period teacher/administration data chats.
		4. Students need to be exposed to a greater degree of academic challenge in classroom instruction	4. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	4. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	4. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	4. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Geometry Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>100% (1/1) of tested BMHS students that are English Language Learners will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 Geometry End-of-Course Exam.</i>	0% (0/1)	100% (1/1)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>27% (3/10) of tested BMHS students that are identified as students with disabilities will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 Geometry End-of-Course Exam.</i>	20% (2/10)	27% (3/10)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.

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		3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
30% (14/44) of tested BMHS students that are identified as economically disadvantaged will achieve a proficient score (≥3.0 achievement level) on the 2012-2013 Geometry End-of-Course Exam.	23% (10/44)	30% (14/44)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett

June 2012
Rule 6A-1.099811
Revised April 29, 2011

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Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett
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Mathematics Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Study Island school site license	Site license of Study Island program for all BMHS instructional staff for use as supplemental curriculum	Title I	\$3,000.00
USA TestPrep school site license	Site license of USA TestPrep program for BMHS instructional staff for use as supplemental curriculum	Title I	\$1,500.00
STEM-oriented library books	Purchase of STEM-oriented books, mini-sets and classroom sets for student library checkout.	STEM	\$3,350.02
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$10,850.02
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school	Title I	\$1,500.00

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	website for home/school communication		
			Subtotal: \$10,504.80
			Total: \$21,354.82

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1. High percentage of students not receiving credit for science classes they are taking due to grades and/or attendance.	1. After school credit retrieval tutoring program 2 days per week for the fall semester, conducted by certified teachers.	1. Administration, Supervising Teachers	1. Eighty percent or more of students enrolled in after-school credit retrieval will successfully retrieve their science credit.	1. After school credit retrieval tutoring records (PLATO)
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2. Limited resources for differentiated instruction in Science	2. Study Island implemented as supplementary curriculum in science classrooms	2. Science Teachers	2. Study Island software will be utilized in classroom instruction at least 2 times per month, on average, during the 2011-2012 school year, beginning at time of activation.	2. Teacher Lesson Plans, Classroom Walkthrough school-wide data reports.
<i>49% (37/75) of tested BMHS students will achieve an achievement level score ≥ 3.0 on the 2012-2013 FCAT Science test.</i>	44% (33/75)	49% (37/75)	3. High rate of economically disadvantaged household among BMHS students.	3. Teacher hourly rate for supervision of after school tutoring for students & parent library access, 2 days per week (Mon & Thurs.), 1 hour per day (3:30pm-4:30pm), 28 sessions beginning Sept. 8, 2011	3. Administration, Supervising Teachers	3. At least 10 parents/students will extended library/tutoring sessions, on average, over the course of the school year.	3. Extended library/tutoring session sign-in sheets
			4. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	4. Implementation of IQWST curriculum in a 6 th grade class as part of a grant with UF and PK Young.	4. Supervising Teachers Jennifer Bray	4. There will be a 10% increase in the percentage of 6 th grade students that score level 3 or higher on the Science LIA #1 to the Science LIA#3.	4. Levy Interim Assessment (LIA) for Science
			5. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	5. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of	5. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	5. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning	5. Aggregated Classroom Walkthrough reports.

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			teacher and student questioning.		80% or more of the time.		
			6. Parents may be unaware of student progress in academic classes.	6. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	6. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	6. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	6. Review of Parent Contact logs during period teacher/administration data chats.
			7. Students need to be exposed to a greater degree of academic challenge in classroom instruction	7. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	7. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	7. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	7. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Science Goal #1B: 100% (4/4) tested BMHS students will achieve a score of Level 4, 5 or 6 on the Florida Alternative Assessment for Science.	2012 Current Level of Performance:* 100% (4/4)	2013 Expected Level of Performance:* 100% (4/4)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			1. High percentage of students not receiving credit for science classes they are taking due to grades and/or attendance. 2. Limited resources for differentiated instruction in Science 3. High rate of economically disadvantaged household among BMHS students. 4. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. After school credit retrieval tutoring program 2 days per week for the fall semester, conducted by certified teachers. 2. Study Island implemented as supplementary curriculum in science classrooms 3. Teacher hourly rate for supervision of after school tutoring for students & parent library access, 2 days per week (Mon & Thurs.), 1 hour per day (3:30pm-4:30pm), 28 sessions beginning Sept. 8, 2011 4. Implementation of IQWST curriculum in a 6 th grade class as part of a grant with UF and PK Young.	1. Administration, Supervising Teachers 2. Science Teachers 3. Administration, Supervising Teachers 4. Jennifer Bray	1. Eighty percent or more of students enrolled in after-school credit retrieval will successfully retrieve their science credit. 2. Study Island software will be utilized in classroom instruction at least 2 times per month, on average, during the 2011-2012 school year, beginning at time of activation. 3. At least 10 parents/students will extended library/tutoring sessions, on average, over the course of the school year. 4. There will be a 10% increase in the percentage of 6 th grade students that score level 3 or higher on the Science LIA #1 to the Science LIA#3.	1. After school credit retrieval tutoring records (PLATO) 2. Teacher Lesson Plans, Classroom Walkthrough school-wide data reports. 3. Extended library/tutoring session sign-in sheets 4. Levy Interim Assessment (LIA) for Science
Science Goal #2A: 13% (10/75) of tested BMHS students will score an achievement level of 4 or 5 on the 2012-2013 FCAT Science test.	2012 Current Level of Performance: * 5% (4/75)	2013 Expected Level of Performance: * 13% (10/75)					
			5. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	5. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	5. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	5. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	5. Aggregated Classroom Walkthrough reports.
			6. Parents may be unaware of student progress in academic classes.	6. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	6. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	6. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	6. Review of Parent Contact logs during period teacher/administration data chats.

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			7. Students need to be exposed to a greater degree of academic challenge in classroom instruction	7. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	7. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	7. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	7. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Science Goal #2B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
<i>9% (1/4) tested BMHS students shall score a Level 7 or higher on the 2012-2013 Florida Alternative Assessment test for science.</i>	0% (0/4)	9% (1/4)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Science Goal #1: 100% (5/5) of tested BMHS students will score an achievement level of 4, 5, or 6 on the 2012-2013 Florida Alternate Assessment test for science.	2012 Current Level of Performance:* 100% (5/5)	2013 Expected Level of Performance:* 100% (5/5)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Science Goal #2: 27% (2/5) of tested BMHS students will score an achievement level of 7 or higher on the 2012-2013	2012 Current Level of Performance:* 20% (1/5)	2013 Expected Level of Performance:* 27% (2/5)					

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<i>Florida Alternative Assessment for Science.</i>		2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
		3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals (this section needs to be completed by all schools that have students taking the Biology I EOC)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Biology 1 Goal #1: 25% (14/55) of tested BMHS students shall score an achievement level \geq 3.0 on the 2012-2013 Biology I End-of-Course Exam	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18% (10/55)	25% (14/55)					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
		3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs,	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.	

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				(implementation)	classroom observations, and lesson plans.	
		4. Declining schoolhouse budget limits availability of resource allocation for science classrooms. 5. Limited resources for differentiated instruction in Science	4. USA Test Prep implemented as supplementary curriculum 5. Biology EOC Coach Workbook	4. Administration, Confidential Secretary (Sherry Tindale), all science teachers 5. Administration, Supervising Teachers	4. By June 30, 2013, 100% of BMHS science teachers will have utilized USA TestPrep for at least 1 classroom lesson. 5. By June 30, 2012, 100% of BMHS Biology students will have completed 10 or more activities in the Biology EOC Coach Workbook.	4. Teacher Lesson Plans, Classroom Walkthrough school-wide data reports 5. Teacher Lesson Plans, Classroom Walkthrough school-wide data reports.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.		1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Biology 1 Goal #2: <i>9% (5/55) of tested BMHS students shall score an achievement level of 4 or 5 on the 2012-2013 Biology I End-of-Course Exam.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% (0/55)	9% (5/55)				
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.
		3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Study Island school site license	Site license of Study Island program for all BMHS instructional staff for use as supplemental curriculum	Title I	\$3,000.00
USA TestPrep school site license	Site license of USA TestPrep program for BMHS instructional staff for use as supplemental curriculum	Title I	\$1,500.00
Science laboratory supplies	Science laboratory supplies, including: buret clamps, dissecting scissors, preserved lubber grasshoppers, preserved grass frogs, microscope slides, plastic cover strips, preserved southern crayfish, hot plate, preserved dogfish.	STEM	\$811.93
STEM-oriented library books	Purchase of STEM-oriented books, mini-sets and classroom sets for student library checkout.	STEM	\$3,350.02
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00

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Subtotal: \$11,661.95			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$10504.80
			Total: \$22166.75

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
IA. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
73% of tested BMHS students shall score an achievement level \geq 3.0 on the 2012-2013 Florida Writes assessment.	67%	73%					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
			4. Teachers may be unaware of the demands placed upon students by the revised Florida Writes assessment.	4. Core Connections/Writers in Control training for all BMHS mainstream teachers, other than mathematics. This training will use strategies aligned with Common Core, will foster vertical alignment of the writing curriculum, and will begin the transition from open-ended prompts to reading-based prompts.	5. Jayne Hobgood, Core Connections (professional development), All BMHS mainstream teachers other than mathematics (implementation), John Lott, Morgan Bennett, April Fleetwood (monitoring)	5. By January 30, 2013, 100% of mainstream BMHS teachers other than mathematics shall have implemented the Core Connections/Writers in Control program, as demonstrated by classroom walkthrough, classroom observations, and lesson plans. 5. There will be a 10% increase in the percentage of students	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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								scoring level 4 or higher from Write Score #1 to Write Score #2.			
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)		1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.		1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).		1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.		1. Aggregated Classroom Walkthrough reports.	
Writing Goal #1B: 78% (7/8) of tested BMHS students shall score an achievement level \geq 4.0 on the 2012-2013 Florida Writes assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
	75% (6/8)	78% (7/8)									
			2. Parents may be unaware of student progress in academic classes.		2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.		2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)		2. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.		2. Review of Parent Contact logs during period teacher/administration data chats.
		3. Students need to be exposed to a greater degree of academic challenge in classroom instruction		3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.		3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)		3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.		3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Connections/Writers in Control Professional Development	6-12	Jayne Hobgood, Core Connections	All mainstream BMHS instructional staff except mathematics teachers	09/26/12-09/27/12	All mainstream BMHS instructional staff except mathematics teachers will utilize the Core Connections/Writers in Control strategies within their classroom lessons, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Core Connections/Writers in Control Professional Development	Professional Development fee and costs associated with substitutes for training on the Core Connections/Writers in Control instructional program.	Title I	\$2834.32
			Subtotal: \$2834.32
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$10,504.80
			Total: \$16,339.12

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Civics Goal #1: <i>51% of tested BMHS students shall score an achievement level \geq 3.0 on the 2012-2013 Civics End-of-Course Exam, or the percentage of tested BMHS students that score an achievement level \geq 3.0 on the 2012-2013 Civics End-of-Course Exam shall exceed the percentage of students statewide that score an achievement level \geq 3.0 on the 2012-2013 Civics End-of-Course Exam, whichever is greater.</i>	2012 Current Level of Performance:* <i>The Civics EOC has not been field tested at this school. No data exists.</i>	2013 Expected Level of Performance:* 51%	2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
				4. Shortage of textbooks in some sections; lack of continuity in assigning homework	4. Develop system for assigning previous years' texts as take-home texts.	4. BMHS social studies teachers	4. By June 30, 2013, 100% of BMHS Social Studies teachers that have previous-year textbooks available, will have developed and implemented a system to using them as take-home texts.
			5. Potentially slow or uneven transition from teacher-centered classroom to student-centered classroom—i.e., low transference of genuine accountability to students	5. Use of Max Thompson's high-yield strategies	5. Individual teachers; administrators	5. By June 30, 2013, 100% of BMHS Social Studies teachers will have implemented at least 3 of Max Thompson's high-yield strategies in their classroom.	5. data chats, classroom walkthroughs, lesson planning rubrics.

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			6. Complexity (and time constraints) involved in effectively and efficiently teaching complex, informational texts while meeting relevant social studies benchmarks	6. Use of USA Test Prep exam items that resemble EOC style, content, and format; advanced teacher training in use of primary sources in social studies curriculum	6. Individual teachers; administrators	6. By June 30, 2013, 100% of BMHS teachers with Social Studies EOCs will develop and use EOC-style exams using USA TestPrep.	6. data chats, classroom walkthroughs, lesson planning rubrics.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Civics Goal #2: <i>51% of tested BMHS students shall score an achievement level \geq 4.0 on the 2012-2013 Civics End-of-Course Exam, or the percentage of tested BMHS students that score an achievement level \geq 4.0 on the 2012-2013 Civics End-of-Course Exam shall exceed the percentage of students statewide that score an achievement level \geq 4.0 on the 2012-2013 Civics End-of-Course Exam, whichever is greater.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The Civics EOC has not been field tested at this school. No data exists.	51%					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
		3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.	

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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Study Island school site license	Site license of Study Island program for all BMHS instructional staff for use as supplemental curriculum	Title I	\$3,000.00
USA TestPrep school site license	Site license of USA TestPrep program for BMHS instructional staff for use as supplemental curriculum	Title I	\$1,500.00
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$7,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$10,504.80
			Total: \$18,004.80

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Civics Goal #1: <i>51% of tested BMHS students shall score an achievement level \geq 3.0 on the 2012-2013 US History End-of-Course Exam, or the percentage of tested BMHS students that score an achievement level \geq 3.0 on the 2012-2013 US History End-of-Course Exam shall exceed the percentage of students statewide that score an achievement level \geq 3.0 on the 2012-2013 US History End-of-Course Exam, whichever is greater.</i>	2012 Current Level of Performance:* <i>The US History EOC has not been field tested at this school. No data exists.</i>	2013 Expected Level of Performance:* 51%					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
		4. Shortage of textbooks in some sections; lack of continuity in assigning homework	4. Develop system for assigning previous years' texts as take-home texts.	4. BMHS social studies teachers	4. By June 30, 2013, 100% of BMHS Social Studies teachers that have previous-year textbooks available, will have developed and implemented a system to using them as take-home texts.	4. classroom textbook records.	
		5. Potentially slow or uneven transition from teacher-centered classroom to student-centered classroom—i.e., low transference of genuine accountability to students	5. Use of Max Thompson's high-yield strategies	5. Individual teachers; administrators	5. By June 30, 2013, 100% of BMHS Social Studies teachers will have implemented at least 3 of Max Thompson's high-yield strategies in their classroom.	5. data chats, classroom walkthroughs, lesson planning rubrics.	

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	5. Potentially slow or uneven transition from teacher-centered classroom to student-centered classroom—i.e., low transference of genuine accountability to students	5. Use of Max Thompson's high-yield strategies	5. Individual teachers; administrators	5. By June 30, 2013, 100% of BMHS Social Studies teachers will have implemented at least 3 of Max Thompson's high-yield strategies in their classroom.	5. data chats, classroom walkthroughs, lesson planning rubrics.				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.				
Civics Goal #1: <i>51% of tested BMHS students shall score an achievement level \geq 4.0 on the 2012-2013 US History End-of-Course Exam, or the percentage of tested BMHS students that score an achievement level \geq 4.0 on the 2012-2013 US History End-of-Course Exam shall exceed the percentage of students statewide that score an achievement level \geq 4.0 on the 2012-2013 US History End-of-Course Exam, whichever is greater.</i>	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>The US History EOC has not been field tested at this school. No data exists.</td> <td>51%</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	The US History EOC has not been field tested at this school. No data exists.	51%				
2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
The US History EOC has not been field tested at this school. No data exists.	51%								
	2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students \geq 75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.				
	3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.				

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Study Island school site license	Site license of Study Island program for all BMHS instructional staff for use as supplemental curriculum	Title I	\$3,000.00
USA TestPrep school site license	Site license of USA TestPrep program for BMHS instructional staff for use as supplemental curriculum	Title I	\$1,500.00
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$7,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$10,504.80
			Total: \$18,004.80

End of U.S. History Goals

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Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Attendance			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Attendance Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	93.2%	94.2%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)						
131	120						
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS	3. By Jun 30, 2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.

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				instructional Staff (implementation)	classroom walkthroughs, classroom observations, and lesson plans.	
		<p>4. Parents are unaware of student absences</p> <p>5. Parents are unaware of student absences</p> <p>6. Parents are unaware of student absences</p> <p>7. Parents are unaware of student absences</p> <p>8. Students are unaware of the consequences of excessive absences</p>	<p>4. Parent Skyward trainings conducted before/after School Advisory Council Meetings (10 1-hour sessions)</p> <p>5. Skyward URL informational banner for parents will be displayed in the gymnasium.</p> <p>6. Automated phone-home system will be used to send home daily calls to students that are absent.</p> <p>7. Parents will be mailed letters notifying them of student absences when a student reaches 5, 10 and 15 absences</p> <p>8. School counselors and administration will meet with students that accrue 10 or more absences</p>	<p>4. Assigned staff member</p> <p>5. Sherry Tindale</p> <p>6. Sherrie Shuler</p> <p>7. Sherrie Schuler</p> <p>8. Tina Wilkerson, Teri Edison, Administration</p>	<p>4. Skyward reports will show a 10% increase in the number of parents accessing Skyward over the course of 1 month from September 2011 to May 2012.</p> <p>5. Skyward reports will show a 10% increase in the number of parents accessing Skyward over the course of 1 month from September 2011 to May 2012.</p> <p>6. One-Call automated call-home reports will indicate daily attendance phone calls occurred 85% of the time.</p> <p>7. Postal records will indicate that letters notifying parents of student absences were mailed per policy guidelines 85% of the time.</p> <p>8. Counselor time logs will indicate meetings with students that have accrued 10 or more absences did occur at least monthly.</p>	<p>4. Skyward report</p> <p>5. Skyward report</p> <p>6. One-Call automated call-home report</p> <p>7. Postal records</p> <p>8. Counselor time logs</p>

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$1,500.00
			Total: \$4,500.00

End of Attendance Goals

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Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Suspension			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>Enter narrative for the goal in this box.</i>	1,110	1017					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	266	243					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	96	88					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	135	123					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of	3. All Bronson Middle/High School instructional staff will	3. District Instructional Team (Common Core	3. By Jun 30,2013, 100% of BMHS teachers will have developed and	3. Classroom Walkthrough reports, Classroom Observations,

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		academic challenge in classroom instruction	develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	teacher lesson plans.
		4. Parents are unaware that they can track student discipline through the Skyward website. 5. There is limited time for the BMHS Positive Behavior Support team to collaborate on the development and execution of strategies to prevent misbehavior.	4. Parent Skyward trainings conducted before/after School Advisory Council Meetings (10 1-hour sessions) 5. As part of the BMHS Data Meeting process, the Positive Behavior Support Team will meet monthly to develop and execute strategies to prevent misbehavior.	4. Supervising Teachers 5. PBS Coach, Sherrie Schuler (Dean), and the rest of the PBS team	4. Skyward reports will show a 10% increase in the number of parents accessing Skyward over the course of 1 month from September 2011 to May 2012. 5. The PBS team will develop and implement strategies to prevent student misbehavior at least once every 4 PBS team meetings, as evidenced by Suspension Team PBS meeting minutes.	4. Skyward reports 5. Suspension Team Data Meeting Minutes.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$1,500.00
			Total: \$4,500.00

End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
Dropout Prevention Goal #1: <i>There will be a 10% decrease in the percentage of students who dropped out from the 2011-2012 school year to the 2012-2013 school year.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> DOE has not released these numbers yet for the 2011-2012 school year.	<u>2012 Current Dropout Rate:*</u> DOE has not released these numbers yet.	<u>2013 Expected Dropout Rate:*</u> 10% decrease in the percent of students that dropped out.					
	<u>2012 Current Graduation Rate:*</u> DOE has not released these numbers yet. 65%* 2010-2011 rate	<u>2013 Expected Graduation Rate:*</u> 10% increase in graduation rate					
			2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
			3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
			4. BMHS students with the capability of graduating and attending college successfully do not possess the skills and	4. Implementation of AVID program 5. Gear-Up Coach hired to implement programs to decrease	4. April Fleetwood (AVID Coordinator), Genny Foshee (AVID Teacher)	4. 80% or higher score on the Evaluation Rubric for the BMHS AVID Site Plan 5. Gear Up will conduct 10 or	4. Evaluation Rubric for the BMHS Site Plan. 5. Gear Up Coach's log 6. Counselor records

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		<p>motivation necessary to complete high school and college.</p> <p>5. BMHS students with the capability of graduating and attending college successfully do not possess the skills and motivation necessary to complete high school and college.</p> <p>6. BMHS does not currently have a method for tracking students in middle school who are at-risk for dropping out.</p>	<p>school dropout rate and to monitor /counsel students at risk of dropping out (shared with other schools)</p> <p>6. Develop and implement early warning tracking system for students at risk of dropout in middle school.</p>	<p>5. Kristian Boyce (Gear Up Coach)</p> <p>6. Teri Edison</p>	<p>more activities at Bronson Middle/High School in the 2012-2013 School Year (student field trips, parent information sessions, teacher workshops, etc.)</p> <p>6. By the end of the 2012-2013 school year, BMHS will have identified a cohort of students from 6th, 7th, and 8th grades that are at-risk of dropping out in high school using a research-based selection method.</p>	
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Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$1,500.00
			Total: \$4,500.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
Enter narrative for the goal in this box. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1: <i>Enter narrative for the goal in this box.</i></p>	<p>1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)</p>	<p>1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.</p>	<p>1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).</p>	<p>1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.</p>	<p>1. Aggregated Classroom Walkthrough reports.</p>
	<p>2. Parents may be unaware of student progress in academic classes.</p>	<p>2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.</p>	<p>2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)</p>	<p>2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log .</p>	<p>2. Review of Parent Contact logs during period teacher/administration data chats.</p>
	<p>3. Students need to be exposed to a greater degree of academic challenge in classroom instruction</p>	<p>3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.</p>	<p>3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)</p>	<p>3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.</p>	<p>3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.</p>

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates (e.g. , Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	frequency of meetings)		
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Study Island school site license	Site license of Study Island program for all BMHS instructional staff for use as supplemental curriculum	Title I	\$3,000.00
USA TestPrep school site license	Site license of USA TestPrep program for BMHS instructional staff for use as supplemental curriculum	Title I	\$1,500.00
Science laboratory supplies	Science laboratory supplies, including: buret clamps, dissecting scissors, preserved lubber grasshoppers, preserved grass frogs, microscope slides, plastic cover strips, preserved southern crayfish, hot plate, preserved dogfish.	STEM	\$811.93
STEM-oriented library books	Purchase of STEM-oriented books, mini-sets and classroom sets for student library checkout.	STEM	\$3,350.02
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$11,661.95
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$10,504.80
			Total: \$22,166.75

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>CTE Goal #1: <i>By June 30, 2013, students in CTE classes will demonstrate proficiency at or above the state mean on the FCAT Reading test for their grade level.</i></p>	1. Aggregated Classroom Walkthrough data indicates that 80% or more of observed teacher questioning was lower level (Webb's Depth of Knowledge Level I and II)	1. All Bronson Middle/High School instructional staff will be trained in and complete 2 Lesson Study cycles during the 2012-2013 school year. These cycles will focus upon increasing the complexity of teacher and student questioning.	1. Kathy Lawrence (training), John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation).	1. By June 30, 2013, aggregated classroom walkthrough reports will indicate that observed lessons exhibit a Webb's cognitive complexity level of 3 or higher for teacher questioning 80% or more of the time.	1. Aggregated Classroom Walkthrough reports.
	2. Parents may be unaware of student progress in academic classes.	2. Bronson Middle/High School will develop and implement a parent contact log and protocol to ensure that all parents of struggling students are contacted in a timely fashion by their teachers.	2. John Lott, Morgan Bennett (monitoring of implementation), All BMHS instructional staff (implementation)	2. 100% of BMHS teachers will contact parents of struggling students ≥75% of the time, using the established parent contact protocol and Parent Contact Log.	2. Review of Parent Contact logs during period teacher/administration data chats.
	3. Students need to be exposed to a greater degree of academic challenge in classroom instruction	3. All Bronson Middle/High School instructional staff will develop and teach at least 2 lessons that incorporate the more rigorous Common Core Literacy Standards.	3. District Instructional Team (Common Core State Standards training development and execution), John Lott, Morgan Bennett (monitoring of implementation), all BMHS instructional Staff (implementation)	3. By Jun 30,2013, 100% of BMHS teachers will have developed and implemented at least two lessons that incorporate Common Core State Standards for Literacy, as demonstrated by classroom walkthroughs, classroom observations, and lesson plans.	3. Classroom Walkthrough reports, Classroom Observations, teacher lesson plans.
	4. Finding text resources that relate to specific CTE areas	4. Use internet resources, textbooks, trade publications,	4. Individual classroom teachers	4. By June 30, 2013, 100% of BMHS CTE teachers will have developed and taught at least 2 lessons using complex text from supplemental resources.	4. Lesson Plan rubric, Lesson Study records
	5. Student Motivation	5. Use technology-computer. IPODS, IPADS	5. Individual classroom teachers	5. By June 30, 2013, 100% of BMHS CTE teachers will have utilized the school iPads or iPods for at least 1 lesson.	5. Lesson Plan rubric, Lesson Study records

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-12	District Common Core Lead Team	All BMHS instructional staff	08/08/12-08/09/12	All teachers will utilize Common Core standards in the development of their Lesson Study model lesson, which shall be reviewed using the BMHS Lesson Planning rubric and during data chats	John Lott, Morgan Bennett
Lesson Study Initial Training	6-12	Kathy Lawrence	All BMHS instructional staff	09/12/2012	Weekly Lesson Study PLC meetings, with required Team Logs, which shall be reviewed during teacher data chats.	John Lott, Morgan Bennett
Classroom modeling and after-school PD on numbered heads discussion and distributed written summarization	6-12	April Fleetwood	All BMHS instructional staff	11/05/12-11/09/12	Aggregated and individualized classroom walkthrough data, BMHS Lesson Plan rubric, teacher data chats	John Lott, Morgan Bennett

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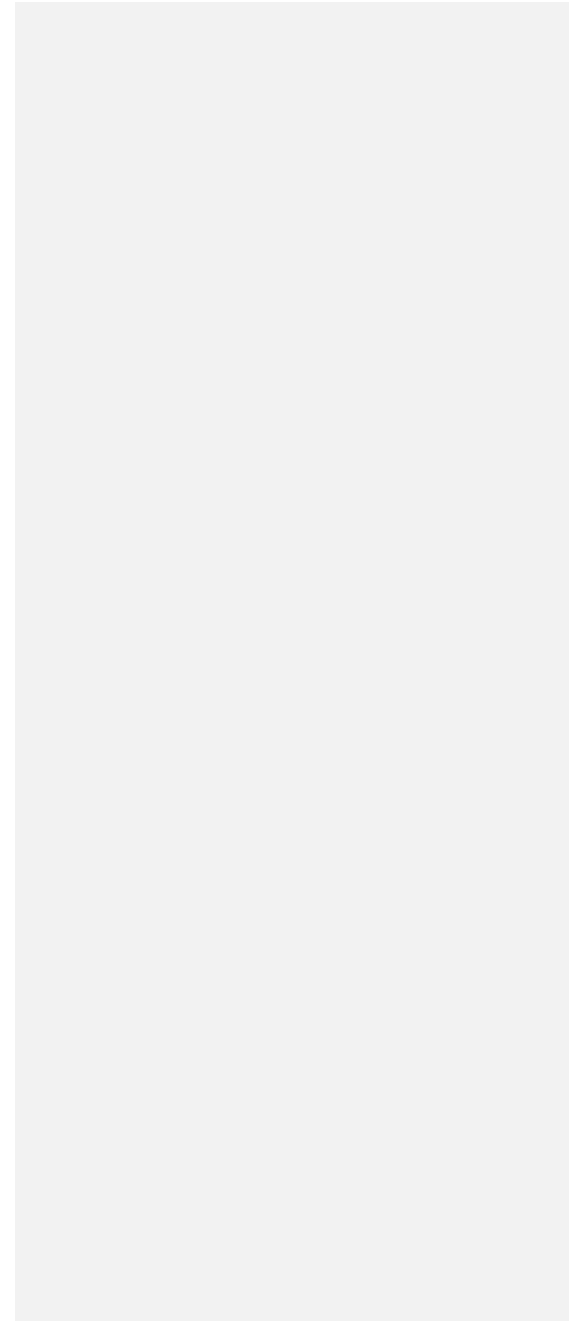
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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Study Island school site license	Site license of Study Island program for all BMHS instructional staff for use as supplemental curriculum	Title I	\$3,000.00
USA TestPrep school site license	Site license of USA TestPrep program for BMHS instructional staff for use as supplemental curriculum	Title I	\$1,500.00
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$7,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$10,504.80
			Total: \$18,004.80

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Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Enter narrative for the goal in this box.	2012 Current Level :* Enter numerical data for current goal in this box.	2013 Expected Level :* Enter numerical data for expected goal in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$30,354.82
CELLA Budget	Total: \$9,004.80
Mathematics Budget	Total: \$21,354.82
Science Budget	Total: \$22,166.75
Writing Budget	Total: \$16,339.12
Civics Budget	Total: \$18,004.80
U.S. History Budget	Total: \$18,004.80
Attendance Budget	Total: \$4,500.00
Suspension Budget	Total: \$4,500.00
Dropout Prevention Budget	Total: \$4,500.00
Parent Involvement Budget	Total:
STEM Budget	Total: \$22,166.75
CTE Budget	Total: \$18,004.80
Additional Goals	Total:

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Grand Total: \$170,896.66*

***This grand total includes items which are repeated on more than one goal budget, and so is artificially high. Below is an itemized total budget with correct Grand Total.**

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader/STAR school site license	Site license of Accelerated Reader/STAR program for all middle school Reading/ELA classroom	Title I	\$6,000.00
Study Island school site license	Site license of Study Island program for all BMHS instructional staff for use as supplemental curriculum	Title I	\$3,000.00
USA TestPrep school site license	Site license of USA TestPrep program for BMHS instructional staff for use as supplemental curriculum	Title I	\$1,500.00
Library books	Purchase of newly-released Sunshine State Reader titles for student library checkout	Title I	\$500.00
Science Laboratory Supplies	Science laboratory supplies, including: buret clamps, dissecting scissors, preserved lubber grasshoppers, preserved grass frogs, microscope slides, plastic cover strips, preserved southern crayfish, hot plate, preserved dogfish.	STEM	\$811.93
STEM-oriented library books	Purchase of STEM-oriented books, mini-sets and classroom sets for student library checkout.	STEM	\$3,350.02
Ink, paper for parent/teacher communications	Purchase of ink/paper for teacher/student/parent communications	Title I	\$3,000.00
			Subtotal: \$18,161.95
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Use of headphones/microphones in Reading 180/Fast ForWord classrooms	Purchase of replacements headphones for computers in Reading 180/Fast ForWord classrooms	Title I	\$500.00
Classroom set (15) of tablet PCs for Media Center	Purchase of classroom set (15) of tablet PCs for student use in Media Center for reading electronic media (Nook, Kindle, etc.)	Title I	\$2,000.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Core Connections/Writers in Control training	Professional Development fee and costs associated with substitutes for training on the Core Connections/Writers in Control instructional program.	Title I	\$2,834.32
			Subtotal: \$2,834.32
Other			
Strategy	Description of Resources	Funding Source	Amount
Salaries for 2 extended school day credit retrieval/tutoring program	Payment of salaries for 2 certified teachers to operate and monitor an after-school extended school day credit retrieval/tutoring program for students and parents.	Title I	\$9004.80
Salaries for 2 CDE students to maintain school website	Payment of salaries for 2 BMHS CDE students to develop and maintain the school website for home/school communication	Title I	\$1,500.00
			Subtotal: \$10,504.80
			Total: \$34,001.07

End of Reading Goals

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent
		P

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

- Yes No

<p>If No, describe the measures being taken to comply with SAC requirements.</p> <ol style="list-style-type: none"> 1. A parent survey was made available to parents at the Title I Annual Meetings in which parents were asked to provide ideal dates and times for SAC meetings, and to provide their contact information if they were willing to participate in SAC. 2. A call-home to all parents was conducted prior to the first SAC meeting of the year, in order to request their participation. 3. An email-home to all parents was conducted prior to the first SAC meeting of the year, in order to request their participation. 4. A physical sign was placed by car pickup on the day of the first SAC meeting, advertising the meeting. 5. Refreshments were provided at the first SAC meeting for all that attended. 6. Parents that expressed an interest on the parent surveys distributed during the annual meeting were personally called to confirm their attendance on the day of the first SAC meeting.
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<p>Describe the activities of the SAC for the upcoming school year.</p> <p>The School Advisory Council shall meet monthly in order to complete statutory obligations, to review and provide feedback on the school's progress monitoring data, and to engage in roundtable discussion on school-related issues.</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the projected use of SAC funds.	Amount
No SAC funds are available	\$0.00

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