F. W. Buchholz High School

2020-21 Schoolwide Improvement Plan

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F. W. Buchholz High School

5510 NW 27TH AVE, Gainesville, FL 32606

https://www.sbac.edu/buchholz

Demographics

Principal: Kevin Purvis

Start Date for this Principal: 10/2/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (68%) 2016-17: A (62%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	27%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Buchholz High School accepts the responsibility to help all students set and attain personal, academic, and career goals while striving for excellence in all areas. The students, staff, parents, and business community are committed to working in partnership to create a community that expects adherence to high academic, social, and moral standards.

Provide the school's vision statement.

The vision of Buchholz High School is to provide a positive, safe, and culturally respectful atmosphere while helping students create personal, academic, and career goals. Our focus is to maximize the potential for all students and to teach them to become responsible and productive global citizens. We believe that all students can learn from a relevant curriculum and experiences beyond the classroom. Students will have opportunities within our school community to participate in well-rounded curricular and extracurricular programs to support their development.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Ten Bieg, James	Principal	
Chance, Diana	Assistant Principal	APC
Flamand, Theresa	Teacher, K-12	Reading Chair
Smith, Julie	Assistant Principal	APSS
Pankey, Thomas	Teacher, K-12	Math chair
Kearney, Karen	Teacher, K-12	Science chair
Vinson, Christin	Teacher, ESE	ESE Chair
Foster, Kristy	Teacher, K-12	Fine Arts/Electives Chair
Lewis, Ted	Teacher, K-12	Performing Arts Chair
Jones, Marlon	Assistant Principal	APA
Lomonte, Susan	Teacher, K-12	ELA Chair
Hoffer, Terry	Teacher, K-12	SAC Member
Warner, Suzanne	School Counselor	Guidance Department Chair
Dibernardo, Matthew	Teacher, K-12	SAC Member
Brooks, Ron	Teacher, ESE	SAC Member
Passwater, Elizabeth	Teacher, K-12	Department Chair

Demographic Information

Principal start date

Tuesday 10/2/2018, Kevin Purvis

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

4

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

6

Total number of teacher positions allocated to the school

91

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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SI Region	Northeast
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Year	
Support Tier	
ESSA Status	N/A

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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	570	616	522	523	2231
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	66	48	66	61	241
One or more suspensions	0	0	0	0	0	0	0	0	0	25	17	24	17	83
Course failure in ELA	0	0	0	0	0	0	0	0	0	18	25	30	28	101
Course failure in Math	0	0	0	0	0	0	0	0	0	6	41	40	33	120
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	91	82	47	57	277
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	79	80	109	80	348

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	82	86	84	78	330

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	4	3	1	10

Date this data was collected or last updated

Monday 8/17/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	669	570	567	502	2308
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	55	34	47	41	177
One or more suspensions	0	0	0	0	0	0	0	0	0	43	36	26	21	126
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	51	40	61	58	210
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	132	143	122	76	473

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	73	54	62	44	233

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	3	0	2	11

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	669	570	567	502	2308
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	55	34	47	41	177
One or more suspensions	0	0	0	0	0	0	0	0	0	43	36	26	21	126
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	3	0	2	11

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	59%	56%	70%	57%	53%
ELA Learning Gains	59%	52%	51%	56%	54%	49%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	47%	39%	42%	42%	42%	41%
Math Achievement	62%	54%	51%	54%	47%	49%
Math Learning Gains	48%	54%	48%	43%	41%	44%
Math Lowest 25th Percentile	44%	48%	45%	39%	32%	39%
Science Achievement	84%	68%	68%	79%	65%	65%
Social Studies Achievement	82%	75%	73%	83%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	74%	60%	14%	55%	19%
	2018	70%	58%	12%	53%	17%
Same Grade Comparison		4%				
Cohort Comparison						
10	2019	67%	55%	12%	53%	14%
	2018	73%	60%	13%	53%	20%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	83%	66%	17%	67%	16%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	80%	68%	12%	65%	15%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	71%	10%	70%	11%
2018	83%	71%	12%	68%	15%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	56%	-29%	61%	-34%
2018	37%	60%	-23%	62%	-25%
Compare		-10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	48%	6%	57%	-3%
2018	71%	63%	8%	56%	15%
Compare		-17%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	41	36	32	31	30	50	45		100	30
ELL	58	70		70			80				
ASN	86	73		85	55		96	97		98	90
BLK	39	45	40	30	45	37	58	51		93	41
HSP	66	58	44	54	41	44	81	68		91	70
MUL	72	61	50	65	42		93	85		100	68
WHT	81	62	57	73	51	45	90	93		96	82
FRL	47	50	41	40	38	29	66	56		90	50

				2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	40	38	24	26	26	45	39		73	39
ELL	55	58		80	57						
ASN	84	73		82	67		91	90		100	82
BLK	38	50	43	27	35	30	46	62		85	40
HSP	70	53	42	60	40	33	74	74		96	61
MUL	72	58	30	49	60	38	83	77		89	69
WHT	83	68	60	77	64	59	92	91		93	79
FRL	48	52	43	40	40	32	57	66		86	51
				2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	31	27	29	30	27	39	55		66	41
ELL		60		40	50						
ASN	85	68		69	58		94	84		97	81
BLK	38	40	32	25	26	25	53	66		75	45
HSP	58	52	47	52	44	34	81	80		90	48
MUL	65	47	33	52	40	31	60	89		72	62
WHT	83	63	56	64	48	52	90	89		93	68
FRL	49	42	34	32	31	25	61	69		76	40

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	667
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

Our lowest performance component is in the area of math. Algebra 1 is an area we struggle to retain teachers (for various reasons; teachers leave, we non-renew, not an appealing class to teach). Students taking advanced courses in middle school may take the EOCs before entering high school. Algebra 1 is a hard sell for someone wanting to teach it who has the skill set needed to increase our overall scores. Here at Buchholz, this class is composed of students who did not take it in middle school and often have level 1/2 historically in math. We are working on keeping the students that take Algebra 1 in class, look at alternative to suspensions, and an incentive program for teachers who teach Algebra 1 and have students pass the EOC.

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

Again, our greatest decline data component is in the area of math. Geometry seems to be a common component throughout the school/district and minimal growth in the state. Buchholz went from 71% to a 54%. The district also saw an overall decline in Geometry from 63% to a 48%. Students taking advanced courses in middle school may take the EOCs before entering high school. Student attendance and suspensions. We hired a new Geometry teacher and started offering tutoring for students before and after school for a stipend.

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

The greatest gap we had in comparison to the state average is our lowest quartile students and in the area of math. Buchholz was one percentage point below the state average. Algebra 1 is an area we struggle to maintain teachers (for various reasons; teachers leave,and has the skill set needed to increase our overall scores. Here at Buchholz, this class is composed of students who did not take it in middle school and often have level 1/2 historically in math. We are working on keeping the students that take Algebra 1 in class, look at alternative to suspensions, and an incentive program for teachers who teach Algebra 1 and have students pass the EOC.

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

The data component showed the most improvement was 9th grade ELA. This area grew by 4 points (70% to 74%) and 19 points above the state average (55%). We have hired some new teachers along with offering tutoring, department level meetings, AIMS testing (good indicators of state testing).

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

The EWS data for the current year shows we have a higher number of students that have two or more early warning indicators (almost 100 more students for this school year). Additionally attendance at below 90% is alarming. 10th, 11th and 12th grades all have an increase in comparison to the previous year's EWS.

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

1. Learning Gains for our lowest quartile in both ELA and Math
2. Increase African American participation in advanced and accelerated courses
3. Reduce Achievement gaps in all curricular areas
4. Increase Leas Restrictive Environment for Students With Disabilities (BPIE)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Increase the gains in lowest the quartile for ELA. Currently the learning gains in our lowest quartile for ELA is 47%.
Measurable Outcome:	BHS will increase the learning gains of our lowest quartile students by 3% in ELA. Target will be 57% in ELA.
Person responsible for monitoring outcome:	Diana Chance (chancedb@gm.sbac.edu)
Evidence-based Strategy:	Meeting and analyzing data from AIMS which helps teachers disseminate data, including not only ELA teachers but reading teachers as well , intensive reading class for level 1, test taking strategies used in ELA and intensive reading classes, sharing of instructional methods/collaborative planning, and ELA Tutoring/Writing Lab.
Rationale for Evidence-based Strategy:	Meeting and analyzing data from AIMS which helps teachers disseminate data, including not only ELA teachers but reading teachers as well , intensive reading class for level 1, test taking strategies used in ELA and intensive reading classes, sharing of instructional methods/collaborative planning, and ELA Tutoring/Writing Lab. Student services team will meet once a month (counselors, deans, admin) to review students of concern.

Action Steps to Implement

1. Collaborative Planning with ELA and Reading Teachers
2. Free tutoring by certified teachers offered
3. Required intensive reading classes for level one students
4. Growth Mind Set Book Study
5. Universal Design for Learning Book Study 1st Level and 2nd Level
6. Student Success Meetings with Student Services team and admin

Person Responsible	Diana Chance (chancedb@gm.sbac.edu)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increase the learning gains in our lowest quartile. Currently the learning gains in our lowest quartile for Math is 40%. This decreased by 4 points from the previous year.
Measurable Outcome:	BHS will increase the learning gains of our lowest quartile students by at least 3% in Math. BHS would like to increase our lowest quartile to 50% in Math.
Person responsible for monitoring outcome:	Diana Chance (chancedb@gm.sbac.edu)
Evidence-based Strategy:	Progress monitoring through AIMS, increase support facilitation in our Algebra 1 classes for our SWDs, which also benefits all students in the class using reteaching strategies and small group. Struggling math students are given an extra year of math instruction(LAM) prior to taking the Alg. 1 EOC
Rationale for Evidence-based Strategy:	Struggling math students are given an extra year of math instruction(LAM) prior to taking the Alg. 1 EOC. This gives them an earlier and additional chance at taking and passing the Algebra 1 test. Student services team will meet once a month (counselors, deans, admin) to review students of concern.

Action Steps to Implement

1. Taking Liberal Arts Math prior to taking Algebra 1
2. Free tutoring by certified teachers offered after-school
3. Retention of Algebra 1 Teachers
4. Algebra 1 and LAM data chats and group lesson planning and sharing
5. Increase Co-Teach/Support facilitation to help support all students in Algebra 1
6. Student Success Meetings with Student Services team and admin

Person Responsible	Diana Chance (chancedb@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Through BPIE, "Best Practices for Inclusive Education," a state assessment that occurs every 3 years, the team determined one of our top priority indicator is to increase our Least Restrictive Environment (LRE) for our Students with Disabilities.
Measurable Outcome:	The state goal is that students' LRE should be spending 80% or more of the day should be with their general education peers. Buchholz High school will increase our SWDs, "LRE" from 65% by 3% points to 68% for the 2020-2021 school year.
Person responsible for monitoring outcome:	Julie Smith (smithje1@gm.sbac.edu)
Evidence-based Strategy:	1. Increase Support Facilitation /Co teach classes, going from 8 to 21 co-teacher/Support Facilitation classes. 2. Flexible Scheduling where the ESE schedule drives the schedule and teachers teaching co-teaching/support facilitating 3. Individualized Scheduling for each ESE student instead of scheduling based on disability
Rationale for Evidence-based Strategy:	Students with disabilities are not being placed in their least restrictive environment. In order to increase our LRE, we must offer more Co-teacher/Support Facilitation classes, which do not count against a students' percentage time in/out of the general education classes.

Action Steps to Implement

1. Flexible Scheduling with District Secondary ESE Supervisor
2. Schedule each student individually, not based on disability
3. Increase Support Facilitation /co-teachers/support facilitation classes
4. Tracking of LRE data for each FTE Survey
5. Co-teachers/Support Facilitation trainings for all new teachers gen ed and ESE
6. Facilitate collaborative planning time for ESE and gen ed co-teachers/support facilitation

Person Responsible	Julie Smith (smithje1@gm.sbac.edu)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	BHS will increase participation in advanced and accelerated courses and program for our African American students in advanced placement courses. African American students are one of our lowest percentage of students actively enrolled in AP classes.
Measurable Outcome:	Buchholz High School will increase African American students participation in advanced placement courses by 2% points annually. We will move our AP participation from 7% to 9%.
Person responsible for monitoring outcome:	Diana Chance (chancedb@gm.sbac.edu)
Evidence-based Strategy:	Use the AP potential list from College Board to identify our underrepresented students for AP classes and teacher recommendations. Talk with AP elective teachers and have guidance counselors offer entry level AP classes to those students.
Rationale for Evidence-based Strategy:	Using the AP Potential list from College Board to identify our underrepresented students for AP classes and teacher recommendations. Talk with AP elective teachers and have guidance counselors offer entry level AP classes to those students. Through Department Head meetings with Admin we discuss and promote why exposure of students of all backgrounds are college bound and need exposure to these kinds of classes. Implementing book studies like Growth Mind Set and UDL can help support teachers in this thinking. Along with changing the mind set of not having 100% pass rate, but that the exposure is the most important piece.

Action Steps to Implement

1. Growth Mind Set Book Study
2. Universal Design Learning for (UDL) Level 1 and 2 Book Study
3. AP potential list distributed to departments prior to Spring Course Requests
4. Department Meetings with Admin
5. Inform parents of all students on the AP potential list of AP options

Person Responsible	Diana Chance (chancedb@gm.sbac.edu)

#5. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	African American students' achievement level for ELA increased slightly from a 37%(2018) to a ELA 39% (2019). However, the achievement gap is still 42%. African American students' achievement level for Math decreased more than 10% points between 2018(28%) and 2019 (14%).
Measurable Outcome:	Achievement levels for African American students in ELA will increase to 42% and in Math will increase to 17% for the 2020-2021 school year. Reduce the Achievement Gap in All Curricular Areas (Goal for ELA and Math is to Reduce the Achievement Gap by 3 Percentage Points Next Year)
Person responsible for monitoring outcome:	Diana Chance (chancedb@gm.sbac.edu)
Evidence-based Strategy:	Universal Design for learning, offer both levels as book study options. Utilize Khan Academy resources for individualized instructional plans for ELA and math. Provide teachers with data on their students Student services monthly meetings to review data Growth MindSet Book Study.
Rationale for Evidence-based Strategy:	Student services team will meet once a month (counselors, deans, admin) to review students of concern and how we can best support them. Implement Learning walk looking for teachers that use UDL in their classrooms,

Action Steps to Implement

1. Growth MindSet Coach Book Study
2. UDL Level 1 and 2 Book Study
3. AP Potential List
4. Free Tutoring (bus passes) (snacks)
5. Student Success Meetings with Student Services Team
6. Learning Walks

Person Responsible	Diana Chance (chancedb@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

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

An additional focus is on school safety. We have revamped our supervision as well as our critical incident procedures. The new APA sat and worked with the APSS to review past procedures. The APA will be going over the proper procedures for every critical incident in order to follow proper protocols. Classroom doors will be continue to be locked at all times, increased duty stations for lunch time, along with color coding maps for evacuation.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

"Research strongly suggests that school improvement occurs when multiple elements are in place, including strong school leadership, a safe and stimulating learning climate, strong ethical and trusting relationships, increased teachers' professional capacity for instruction and leadership, student-centered instruction, and links to parents and the community" (Kaplan& Owings, 2013).

Buchholz's mission and vision statements encourage a positive school culture and environment, "we are committed to working in partnership to create a community that expects adherence to high academic, social, and moral standards, and maximize the potential for all students and to teach them to become responsible and productive global citizens."

Relationships is one of the most important pieces to building a positive school culture and environment. Buchholz teachers, staff, and admin strive at building trusting relationships with everyone one that comes on our campus. Teachers and staff are encouraged to make personal connections to every student that walks in their classroom. Building relationships is crucial in working with students and their families.

Buchholz will be a place that when anyone walks on our campus, they will feel they are valued; when it comes to ideas and opinions. Administrators have an open door policy, where anyone is able to come in and express their ideas or concerns at any time.

School staff and students need to feel that they are being treated the same way as everyone else, regardless. The best way to do this is through our words and actions, which functions as the groundwork for high levels of learning for students in our schools.

Buchholz Administration, staff and teachers will take every opportunity to model the behaviors we expect from others. Culture is built through every interaction we have with our students, staff and families, and those interactions must be positive, motivating and supportive.

School culture requires everyone's commitment, culture cannot be created, changed or maintained by one person. Stakeholders are who you want support from to provide a positive school experience for every student. Stakeholders should be engaged and that everyone can be and will be a stakeholder in our school. The efforts of increasing a positive climate takes something that is done with, not to them.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: African-American	$0.00
		Total:	**$0.00**