

Hillsborough County Public Schools

Buchanan Middle School



2020-21 Schoolwide Improvement Plan

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Buchanan Middle School

1001 W BEARSS AVE, Tampa, FL 33613

[no web address on file]

Demographics

Principal: Jamal Crook

Start Date for this Principal: 5/13/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (48%) 2017-18: C (49%) 2016-17: C (51%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Buchanan Middle School

1001 W BEARSS AVE, Tampa, FL 33613

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">87%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">80%</p>

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

We will model and teach a strong academic work ethic based on trust, respect and honor with an emphasis on building relationships.

Provide the school's vision statement.

Buchanan Middle School will be a safe, caring, and orderly school. We will create a school which builds a commitment to learning which leads them to Graduation.

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
Hilgenberg, Scott	Principal	Instructional Leader of the school. Outlines goals and procedures for student learning gains/growth. Over see's the instructional learning of all the students, holds all stake holders accountable for students learning.
Petrone, Debbie	Instructional Coach	Helps provide support for the staff on data analysis. Works closely with those teachers who are assigned a mathematics class to diversify teaching strategies and any other teacher that reaches out for support. SAC chair and coordinator for collecting the necessary specifics for writing the SIP plan
LeClaire, Kathleen	Assistant Principal	Admin in charge of Curriculum and Assessments for Buchanan. Ms.LeClaire also holds other roles in the school as eLearning coordinator and handles discipline.
Maddox, Gregory	Teacher, K-12	Student Success Coach. Focus on those students with 2 or more indicators in the early warning systems. He works along with the student service team to provide guidance for each of the students, on and off his list.
Parker, David	Assistant Principal	Admin in charge of Facilities for Buchanan. Mr. Parker also holds other roles in the school as maintains textbook inventory, safety drills and handles discipline.

Demographic Information

Principal start date

Tuesday 5/13/2008, Jamal Crook

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.*

26

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.*

16

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (48%) 2017-18: C (49%) 2016-17: C (51%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

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	285	218	244	0	0	0	0	747
Attendance below 90 percent	0	0	0	0	0	0	39	26	43	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	11	51	74	0	0	0	0	136
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	72	41	82	0	0	0	0	195
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	104	53	65	0	0	0	0	222

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	9	37	62	0	0	0	0	108

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	12	5	5	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/28/2020

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	252	229	257	0	0	0	0	738
Attendance below 90 percent	0	0	0	0	0	0	36	47	42	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	27	48	29	0	0	0	0	104
Course failure in ELA or Math	0	0	0	0	0	0	16	36	84	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	0	144	157	215	0	0	0	0	516

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	39	133	79	0	0	0	0	251

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	3	13	6	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	60	49	48	0	0	0	0	157

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	252	229	257	0	0	0	0	738
Attendance below 90 percent	0	0	0	0	0	0	36	47	42	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	27	48	29	0	0	0	0	104
Course failure in ELA or Math	0	0	0	0	0	0	11	87	101	0	0	0	0	199
Level 1 on statewide assessment	0	0	0	0	0	0	144	157	215	0	0	0	0	516

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	39	133	79	0	0	0	0	251

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	3	13	6	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	60	49	48	0	0	0	0	157

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	36%	51%	54%	42%	50%	52%
ELA Learning Gains	43%	52%	54%	46%	53%	54%
ELA Lowest 25th Percentile	36%	47%	47%	34%	45%	44%
Math Achievement	45%	55%	58%	48%	54%	56%
Math Learning Gains	56%	57%	57%	56%	59%	57%
Math Lowest 25th Percentile	45%	52%	51%	37%	51%	50%
Science Achievement	40%	47%	51%	47%	47%	50%
Social Studies Achievement	41%	67%	72%	59%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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
06	2019	29%	53%	-24%	54%	-25%
	2018	27%	52%	-25%	52%	-25%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	33%	54%	-21%	52%	-19%
	2018	40%	52%	-12%	51%	-11%
Same Grade Comparison		-7%				
Cohort Comparison		6%				
08	2019	36%	53%	-17%	56%	-20%
	2018	43%	54%	-11%	58%	-15%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	31%	49%	-18%	55%	-24%
	2018	21%	48%	-27%	52%	-31%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	41%	62%	-21%	54%	-13%
	2018	48%	61%	-13%	54%	-6%
Same Grade Comparison		-7%				
Cohort Comparison		20%				
08	2019	21%	31%	-10%	46%	-25%
	2018	14%	29%	-15%	45%	-31%
Same Grade Comparison		7%				
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	38%	47%	-9%	48%	-10%
	2018	36%	48%	-12%	50%	-14%
Same Grade Comparison		2%				
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	67%	-29%	71%	-33%
2018	51%	65%	-14%	71%	-20%
Compare		-13%			

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	63%	34%	61%	36%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	63%	34%	62%	35%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	15	28	21	23	39	35	19	18			
ELL	16	35	39	29	50	49	18	19			
BLK	23	29	28	24	45	44	17	23	80		
HSP	31	43	39	42	53	45	36	33	92		
MUL	59	59		67	71		64				
WHT	52	56	40	65	70	50	58	68	93		
FRL	28	39	37	38	51	44	33	34	91		
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	21	33	24	17	36	29	25	30			
ELL	14	44	47	17	35	30	13	32			
ASN	90			80							
BLK	29	39	42	28	43	31	32	59	85		
HSP	32	39	43	31	47	36	29	54	84		
MUL	58	48		44	56			62			
WHT	56	55	44	60	64	42	63	60	84		
FRL	34	42	42	33	47	37	35	52	86		
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	11	33	30	16	30	22	5	36			
ELL	7	31	29	18	43	43	18	26			
BLK	24	39	30	27	42	31	30	45			
HSP	36	44	36	42	52	39	38	49	88		
MUL	48	46		60	68		60				
WHT	59	54	35	66	69	37	71	75	95		
FRL	33	42	35	40	52	36	38	53	90		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	46
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	64
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	61
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	44
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.

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
Grade 7 showed the lowest performance in ELA, Math and Civics.

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

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
Civics showed a 14 point decline. The majority of the students are 7th graders and with their ELA

scores dropping as well, it shows a correlation between the two. The other factor is our STEP(student who went from grade 6 to 8- per district direction) were also a part of that test group with seemed to struggle in all content areas. For the 20-21 we will have our reading coach for the second year and will be instilling structures to help build proficiency.

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.

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Buchanan has 3 areas that are equally showing the greatest gap compared to the state. Each of these areas are 25 below the state: Civics, Math Grade 8 and ELA Grade 6. Focusing on effective reading structures is important, as all tests have a heavy reading content that is a common trend to be analyzed. The incoming 5th grade students, will have not state scores, based off previous years tend to come in well below the state average as well. The academic coaches will focus on the closing the gap between state and district throughout the year with providing effective- data driven discussion and structures for the classroom teacher.

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

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Math showed the greatest improvement school wide. All areas showed a 4-9% gain. The bottom quartile showed a 9 point improvement compared to the year prior. Grade 6 for ELA went up 2 points. We have implemented targeted DI lessons to help with weak strands. The school will also have quarterly chats with the students to set goals, both academic and behavioral. The reading coach will be full time for the 20-21 school year and the master schedule will reflect what the 18-19 school year in regards to when HS academic courses are scheduled.

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

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Our two potentials for concern are course failures and suspensions. Student Services built their program in the 19-20 school year where they focused on a targeted list and worked to bridge the gap. They will continue to have regular weekly meetings to continue with the consistency of the previous year.

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

1. School Culture for learning
2. ELA -BQ/gains
3. ELL proficiency
4. Maintain Math
- 5.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: (Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
 This area of focus has increased slowly over time. The culture has shifted and some have not shifted with the change. We want to create a culture of student ownership of learning and where teachers plan effective DI strategies to engage all learners. Research has shown when students are shown they can be successful; they can accomplish more. We, all stakeholders, need to believe in our students and use strategies that help them believe and see their ability to succeed. Students that feel they are successful in school are more likely to have better attendance, produce quality of work and master skills needed to be successful in high school.

Measurable Outcome: (Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
 Students will pass school, district and state tests that show adequately yearly progress/ gains. The last assessment to show the growth would be the FSA/EOC state assessments.

Person responsible for monitoring outcome: Scott Hilgenberg (scott.hilgenberg@hcps.net)

Evidence-based Strategy: (Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
 Classroom culture activities and discussions will be used to create an environment where students will want to participate and take ownership of their learning. Admin team will sit with each teacher and discuss their plan for implementation during pre planning. The conversations will be centered around accountable talk, effective strategies for DI/ELL focus and data from the last two years.

Rationale for Evidence-based Strategy: (Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
 We want the students to show mastery quarterly on standards in each core content. The pride and morale on campus needs to increase for students to take ownership of learning. We understand in middle school students learn how to take pride in their education and we want our students to become those passionate learners before they enter HS. We have implemented and adjusted our Positive behavior reward system to provide tangible items that the students would want to work for.

Action Steps to Implement

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
 Word to word dictionaries for classrooms
 Purchased dictionaries so the ELL language arts grade 8 teacher has a full class set of dictionaries. Some were purchased for the Math department to have 8 dictionaries each in the math classes. Next year the Sci and SS will get dictionaries for their classrooms.

Person Responsible Kathleen LeClaire (kathleen.leclaire@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
 Parent Nights
 Whole school parent night occur three times during the school year at conference nights. Parent Nights area focused around HS credit course information, how to's of parenting a middle schooler and general

parent concerns. The school send mail outs to parents- both with and without working numbers to inform them of attendance issues, tardies, scholarship warnings and school reports/newsletters. The AVID program hosts parent night for the students who participate in that program that focuses on family communication and supports. The STEM academy offers parent information nights twice during the year to inform parents of what is happening in the STEM program.

Person Responsible Kathleen LeClaire (kathleen.leclaire@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
School Wide Culture
Implement CHAMPS- School wide champs posters are created and displayed around the school, in the café and classrooms
Positive Referral System-Teachers write students positive referrals through out the school year, noticing both academic and behavior changes/notices towards others. Principal recognizes students weekly on Fridays in café with an award
Purchase Rosetta Stone for teacher and student learning-PLC's will utilize the program Rosetta Stone to continue to close the language barrier gap between our largest population of students. Teachers will use a self paced goal driven setting to work on this language barrier.

Person Responsible Kathleen LeClaire (kathleen.leclaire@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
Teacher and Staff professional development
Admin/Coaches will continue to provide PD on Growth Mind set and Teachers teaching teachers. 20-21 Focus will be on Angela Duckworths book Grit- Power of Passion and Perseverance.

Person Responsible Debbie Petrone (debbie.petrone@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
Provide students uniform shirts (2 or 3 depending on case) for those who can not afford to purchase one.

Person Responsible Scott Hilgenberg (scott.hilgenberg@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
Parent communication:
-Bi-monthly student grades in planner (lables)
-Stamps- mail outs for attendance, school notifications, awards, newsletter (those who have no or limited internet), family activities held at school

Person Responsible Scott Hilgenberg (scott.hilgenberg@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
Whole school
- Pre Planning Data Chats with teachers about their students to help with planning and prep for lessons
- Quarterly Data chats with all students to create goals of achievement and growth

- Teachers to create a student highlight spot in room for acknowledge those who have mastered concepts taught
- use of relevant technology to allow students to engage in collaborative groups for learning (ex. kahoot, Icivics, Quizlet, GimKit)
- Building classroom Culture- teachers will take the first days of school to build a positive climate for learning. Activities to team build, lessons on procedures vs rules, develop expectations, frequent opportunities for collaboration

Person Responsible Scott Hilgenberg (scott.hilgenberg@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Positive Anchor Charts (poster maker- color prints)

- Utilize growth mindset motivational sayings on posters around the campus
- CHAMPS posters displaying expectations for the hallway, cafeteria and gym
- Diverse cultural poster around campus displaying students heritage/flag

Person Responsible Kathleen LeClaire (kathleen.leclaire@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Classroom content posters

- CUBES posters in both English and Spanish of the decoding word problems
- 3 C's for writing process in ELA/Rdg classes
- 4 step STAR posters for tackling assessments
- AVID WICOR posters in the classrooms to help students take ownership of academic success

Person Responsible Debbie Petrone (debbie.petrone@hcps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: (Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
The data has shown that the BQ, BAA, ELL and SWD that these subgroups require specific instructional techniques to meet adequate gains and proficiency. We are addressing all subgroups with common structures due to the fact that a child can fall into more than one of these categories.

Measurable Outcome: (Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
As a collective group (all content areas) the goal is to increase student gains in the bottom quartile for both Math and ELA. We would like to see the Math BQ raise from 45% to 50% and to increase from 36% to 42%.

Person responsible for monitoring outcome: Scott Hilgenberg (scott.hilgenberg@hcps.net)

Evidence-based Strategy: (Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
Teachers are looking closely at student data for progression in learning the standards. They will be utilizing various state, district and teacher created standards based assessments to compare student growth, find weakness for re-teach, as well as, finding areas for enrichment. Teachers and staff will utilize WICOR strategies that produce student engagement, discourse and demonstration of the inquiry process. Strategies utilized are scaffolding vocabulary, practicing decoding reading skills, identifying main pieces of information from the text, supporting details of any content piece given and basic grammar and typing skills. School wide academic days will focus on needs found through data collected during ILT and PLC discussions.

Rationale for Evidence-based Strategy: (Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
The pieces of data will effect the planning for each teacher in relation to the goal set above. We understand that reading comprehension is a weakness for the majority of our students and implementing specific structures common in all contents and researched based strategies will help gain mastery in all content classes.

Action Steps to Implement

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)
Purchase 2 teacher positions- Math Resource Teacher (Instructional Coach) and Student Success Coach. These two positions will focus on student small groups for enriching the reading and math standards for each grade level, work with specific content teachers to help provide coaching in lesson planning and content delivery, which would include-but not limited to- vocabulary, citing textual evidence and decoding word challenges. Student Success Coach will focus on student indicators and provide small group focus on improving student behavior, academics and self-motivation for learning. The two teachers will also focus on school wide data and work with the teachers and staff to provide strategies for how to provide enrichment and improvement for success.

Person Responsible Scott Hilgenberg (scott.hilgenberg@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Promoting the foundations of the AVID program, students will be provided with basic, yet necessary school supplies/tools needed for learning. A student planner, binder, paper, dividers and a writing utensil at the beginning of the school year.

Person Responsible Debbie Petrone (debbie.petrone@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

To ensure teachers have needs to implement various activities in the classroom, the school will have a basic stock on hand of supplies. (Highlighters, post it notes, copy paper, toner, pens, pencils, tape) Copy paper, toner (classroom and office machines) are for printing needs to district and state assessment preps.

We have two teachers that offer Industry certification courses (technology and agriculture) who provide printed materials for preparation to pass the assessment at the end of the year or program.

ELA and Math will do school wide activities and provide the materials to the teachers to complete the activity at a predetermined date prior to the FSA.

Person Responsible Scott Hilgenberg (scott.hilgenberg@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Buc Mentoring Program will focus on both ESSA identified and staff identified students. The student who are in of support (academically or behaviorally) will be listed and teachers will work with one or two of these students through out the year. The will meet on a regular basis, have school provided activities to build relationship. The student service department will provide necessary information to those who are either paired or chosen to in the mentor/mentee program.

Person Responsible Kathleen LeClaire (kathleen.leclaire@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Utilize the 60 Algebra Nations EOC prep materials for those students who are not in the research class, but are still enrolled in the course.

Person Responsible Debbie Petrone (debbie.petrone@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

ELA/Reading:

-Focus on small group instruction working with citing textual evidence, vocabulary development and computer literacy.

-Vertically articulate during professional learning communities to build stamina for testing and skills needed for advanced courses.

-Conduct grade level writing camps 3 times through out the year. Quarters 1-3. The classes will work in small groups and grade level groups to focus on certain writing pieces through out the camps. Posters, packets and small activities will be used to engage students. The groups will be mixed abilities and DI instruction based to create an atmosphere where students will work together to complete the activity.

Person Responsible Kathleen LeClaire (kathleen.leclaire@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

Social Studies/Civics

Purchase the year subscription for USA test prep. This program will increase reading comprehension and

stamina for testing. The program provides students with a self directed pace and assessment tool to monitor progress.

Person Responsible Kathleen LeClaire (kathleen.leclaire@hcps.net)

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

All contents courses

- Utilize the AVID programs Cornell note process for note taking, identifying primary and secondary text resources, content vocabulary and student/teacher created high level critical thinking questions.
- DI lesson created to reduce the level of anxiety and raise expectations for students in completing and taking ownership in their work. Scaffolding the standards being taught will help build mastery of standards.
- Visuals- graphic organizers, PowerPoint, and anchor charts will be used as teaching tools during class time.
- Photo copied text will be used to help with focusing attention on key phrases, highlighting selective text
- Teach study skills and note taking for content mastery
- Provide the tools needed for any format of eLearning

Person Responsible Scott Hilgenberg (scott.hilgenberg@hcps.net)

Additional Schoolwide Improvement Priorities

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

(Due to the National Pandemic we have decided that this is still a strong indicator and will still utilize the same data and strategies)

The areas of focus address the top areas identified CNA report. School Safety is always a priority and will continue to be followed up during this school year.

Student services will provide information to teachers on how to address homeless and poverty of our students.

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.

The communication between school and home occurs frequently. Bi-monthly the parents are sent home-via the student- their current grade. The principal uses parent link for any important information and reminders of what is going on at the school. Our social worker has started an emergency food pantry and clothing closet to support families in need. Teachers take the time to build relationships with the students in the hopes that if there was a need, the student or parent, would ask for assistance to help. The PTA send out reminders and sponsors for family nights to build school culture. BMS faculty utilizes the parent/student survey to adjust procedures and address concerns.

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: Culture & Environment: Equity & Diversity	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00