F. W. Buchholz High School

2021-22 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: 3/16/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Alachua 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	30%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

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.

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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	Position Title	Job Duties and Responsibilities
Purvis, Kevin	Principal	Instructional Leader -oversees all areas (academic and behavior), including Assistant Principals, financials, and provides leadership to the short and ling range instructional and facility needs.
Pratto, Melissa	Assistant Principal	Curriculum -develops master schedule for teachers and students, assists with school curriculum while following state and county guidelines, oversees all testing programs, etc.
Jones, Marlon	Assistant Principal	Administration -Facilities, Deans, Threat Assessment, Safety and Security, Instructional Materials
Smith, Julie	Assistant Principal	Student Services -ESE & compliance, guidance, COVID
Vinson, Christin	Teacher, ESE	ESE Department Chair - Compliance of IEPs
Warner, Suzanne	School Counselor	Guidance Department Chair -
Flamand, Theresa	Teacher, K-12	Reading Department Chair
Lomonte, Susan	Teacher, K-12	English Department Chair
Pankey, Thomas	Teacher, K-12	Math Department Chair
Kearney, Karen	Teacher, K-12	Science Department Chair
Partridge, Arleen	Teacher, Career/ Technical	Career Tech Department Chair
Hantak, Brian	Instructional Media	Media Department Chair -Oversees all testing
Foster, Kristy	Teacher, K-12	Art Department Chair
Berben, Stacia	Teacher, K-12	Social Studies Department Chair

Name	Position Title	Job Duties and Responsibilities
Shuster, Kristy	Teacher, K-12	Department Chair Foreign Language

Demographic Information

Principal start date

Tuesday 3/16/2021, 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.*

0

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.*

1

Total number of teacher positions allocated to the school

106

Total number of students enrolled at the school

2,524

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	660	615	645	556	2476
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	66	67	65	276
One or more suspensions	0	0	0	0	0	0	0	0	0	22	20	8	5	55
Course failure in ELA	0	0	0	0	0	0	0	0	0	93	88	95	60	336
Course failure in Math	0	0	0	0	0	0	0	0	0	70	103	101	76	350
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	97	99	74	46	316
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	96	85	65	107	353
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	131	129	123	101	484

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	4	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	4	12	10	36

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - 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	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

2020-21 - 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	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
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	91	82	47	57	277
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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	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	4	3	1	10

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	59%	56%	72%	57%	56%
ELA Learning Gains				59%	52%	51%	63%	55%	53%
ELA Lowest 25th Percentile				47%	39%	42%	48%	41%	44%
Math Achievement				62%	54%	51%	64%	48%	51%
Math Learning Gains				48%	54%	48%	57%	43%	48%
Math Lowest 25th Percentile				44%	48%	45%	48%	37%	45%
Science Achievement				84%	68%	68%	80%	67%	67%
Social Studies Achievement				82%	75%	73%	82%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	74%	60%	14%	55%	19%
Cohort Comparison						
10	2021					
	2019	67%	55%	12%	53%	14%
Cohort Comparison		-74%				

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
2021					
2019	83%	66%	17%	67%	16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	71%	10%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	56%	-29%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	48%	6%	57%	-3%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Alachua County used the Mentoring Minds program to monitor progress throughout the 2020-2021 school year.
Accessing Individual Student Mastery Over Time (AIMS)a student encounters standards multiple times throughout the school year, you can view their performance over time. Teachers are able to view the standards that have been mastered, those needing enrichment and those needing remediation. This is given three times a year. At Buchholz students take specific courses depending on their grade level and academic path. Some students take each tested subject at different points in their academic career, including in middle school. Our scores are reported as one subject in one grade level as that is how our program scores.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	57%	55%
	Economically Disadvantaged	57%	46%	51%
	Students With Disabilities	43%	26%	45%
	English Language Learners	62%	59%	46%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	26%	24%
	Economically Disadvantaged	31%	25%	25%
	Students With Disabilities	27%	32%	24%
	English Language Learners	38%	28%	22%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64%	68%	59%
	Economically Disadvantaged	55%	62%	51%
	Students With Disabilities	34%	60%	46%
	English Language Learners	55%	41%	30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	27%	35%
	Economically Disadvantaged	32%	27%	35%
	Students With Disabilities	30%	28%	34%
	English Language Learners	30%	26%	32%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%	53%	63%
	Economically Disadvantaged	52%	48%	53%
	Students With Disabilities	55%	35%	40%
	English Language Learners	41%	40%	55%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	31%	34%
	Economically Disadvantaged	29%	31%	34%
	Students With Disabilities	33%	34%	37%
	English Language Learners	24%	26%	33%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	58%	58%	56%
	Economically Disadvantaged	46%	48%	44%
	Students With Disabilities	39%	42%	34%
	English Language Learners	48%	42%	49%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46%	46%	44%
	Economically Disadvantaged	39%	37%	36%
	Students With Disabilities	34%	28%	30%
	English Language Learners	46%	48%	41%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	30	22	13	30	33	35	37		98	39
ELL	42	62	57	43	44		55				
ASN	88	83		53	36		97	97		100	92
BLK	32	41	36	12	20	24	47	49		95	58
HSP	60	56	47	47	36	50	67	72		98	63

2021 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 2019-20	C & C Accel 2019-20
MUL	72	57	53	50	23	30	71	79		96	87
WHT	79	64	42	68	34	30	89	89		98	85
FRL	40	47	39	21	25	30	55	48		95	57

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	650
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall the trends show that we had decreases in scores across the board. This is not only true of our state assessments and progress monitoring data but also in our AP scores as well.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that are in the greatest need of improvement are; Lowest Quartile in Math, Math Gains and the Lowest Quartile in ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to the areas of improvement are from the pandemic that we are currently under. The shutdown from March 2020-June 2020, which lead to some, if not most of our students not getting any academic support.Additionally, we had Digital Academy during the 2020-2021, where some of our students never showed, or those who showed were not getting what they needed. Nothing compares to a traditional brick and mortar academic environment for most of our students.

We have a lot of academic loss that needs to be made up during the 2021-2022 school year. We will need to level our reading classes, have more intensive tutoring in reading, provide a math boot camp for our algebra 1 students in order to help those students needing to still pass this test for graduation requirements.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement were; Graduation Rate and College and Career Readiness Tests.

What were the contributing factors to this improvement? What new actions did your school take in this area?

For our Graduation Rate, we have an ESE grad rate meeting two times a year. The district Student Services team and the Buchholz ESE team, including counselors get together and look at each senior who has an IEP and look at their current graduation status and how we as a team can ensure they fulfill all graduation requirements. We then in the spring met as a Student Services Team for BHS to look at each senior that was not on track and what we, as a team could do to ensure they graduated.

College and Career Readiness Tests saw more students enrolled and passing these tests.

What strategies will need to be implemented in order to accelerate learning?

The strategies we will need to accelerate learning from the loss of the pandemic will be to implement an Algebra 1 Boot Camp. Those students who need to still pass the Algebra 1 EOC will be pulled during electives to have intensive tutoring by our most qualified math teachers. This intensive instruction will target the standards and test taking skills needed to make up the loss and improve students scores.

BHS also was able to retain our Algebra 1 teachers from last year. With this retention, allows our Algebra 1 teachers to continue to receive the instructional support needed through professional development to foster their craft. We also will implement quarterly data chats and were able to keep ESE support facilitation teachers with the same Algebra 1 teachers to increase collaboration and consistency.

ACT NCR will also be given, our math department is targeting those teachers who have students in the 11th grade and will do a spiral review of skills that will be seen on the test in hopes to allow our students to get a concordant score for graduation testing requirements.

This school year BHS leveled out our Reading Classes. This will allow our reading teachers to differentiate instruction in a more contained setting. Our 2.5 students will be in a separate reading class.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

This year we will be offering several professional development opportunities for our teachers:

-B.E.S.T Standards Implementation
-Literacy Instruction in Content Areas
-The Growth Mindset Coach: A Teacher's Month-by- Month Handbook for Empowering Students to Achieve Book Study
-Learning Walks
-Maximizing the Use of AP Resources: A Guide for Teachers and Students
-African American Studies

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Students services monthly meetings, quarterly data chats with ELA and Math departments, tutoring after school and increased sections of CROP to help students retrieve credits lost over the last year and a half. Along with a Mental Health Curriculum - Monthly focus, counselors will create a video of teaching the monthly lesson.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The ESSA Data designations are unchanged from 2018-19 at the time of this SIP being written. At the time our Students with Disabilities earned 42% of the available points on the Federal Index of Points. Students with Disabilities predominately score lower tested areas both with district progress monitoring and grade level assessments. These factors make this area critically important to the overall success of the school.
Measurable Outcome:	Students with Disabilities will gain 3 percentage points on the Federal Index to continue to exceed 42%. We will also increase our Least Restrictive Environment (LRE) from 66% to 70%, the state goal is for students' LRE to be at 80% with their general education peers.
Monitoring:	BHS will run the LRE report in quarterly in Skyward to determine LRE. BHS will meet quarterly to review district progress monitoring reports to help target our Students with Disabilities with both general education teachers and ESE teachers who teach these students.
Person responsible for monitoring outcome:	Julie Smith (smithje1@gm.sbac.edu)
Evidence-based Strategy:	A majority of Students with Disabilities will be scheduled into co-teach. We have co-teach in our core academics that are tested. We currently have 22 sections of co-teach and we converted 3 of our ESE allocations to general education and are being used as a way to expand our academic strategies in this class to reach more than just our ESE students, but to reach our gen ed students in need of this support.
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. Additionally, converted 3 of our ESE allocations to general education and are being used as a way to expand our academic strategies in this class to reach more than just our ESE students, but to reach our gen ed students in need of this support.

Action Steps to Implement

1. Flexible Scheduling with District Secondary ESE Supervisor
2. Schedule each student individually, not based on disability
3. Tracking of LRE data quarterly
4. Co-teachers/Support Facilitation training for all new teachers gen ed and ESE
5. Facilitate collaborative planning time for ESE and gen ed co-teachers/support facilitation
6. Co-teach teams will conduct regular data review of progress monitoring assessments
in order to adjust instructional strategies and groupings to meet the needs of students.

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

#2. 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.
Monitoring:	Pulling AP class enrollments quarterly to determine percentage of various ethnic backgrounds that are enrolled, along with counselors encouraging students continue in the courses versus moving out of the classes when it seems to be difficult.
Person responsible for monitoring outcome:	Melissa Pratto (prattomm@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 when meeting with students and parents. AP cohort, meets regularly to work on instructional strategies to help maximize success in the AP courses. Recruitment of students into the Capstone Program.
Rationale for Evidence-based Strategy:	Through Department Head meetings with Admin, will promote why exposure of students of all backgrounds who are potentially college bound and needed exposure to these kinds of classes. Along with changing the mind set of not having 100% pass rate, but that the exposure is the most important piece for our all of our students.

Action Steps to Implement

1. Growth Mind Set Book Study
2. Learning Walks and Maximizing the Use of AP Resources: A Guide for Teachers and Students
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
6. AP Cohort
7. Recruitment in to the Capstone Program

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	The achievement gap for Buchholz High School in ELA was 39%(2019)and the achievement gap in Math was 14% in the 2018-2019 school year. Improvement in reducing the achievement gap will address the ESSA data as well. ESSA data has not been updated at the time of this SIP being written.
Measurable Outcome:	A. In order to reduce the achievement gap between African American and white students, Buchholz will increase achievement levels of students in ELA and Math by 5% in each area. B.BHS will increase participation of AA students in advanced and accelerated courses and programs by 2 percentage points annually.
Monitoring:	This will be monitored through monthly data chats with admin and guidance counselors. Along quarterly data chats with ELA and Math departments to review progress monitoring results.
Person responsible for monitoring outcome:	Melissa Pratto (prattomm@gm.sbac.edu)
Evidence-based Strategy:	A. Reading classes will be leveled so that we have level 1's and 2's in a class and our students on the bubble in a different reading class. B. Teachers and counselors will encourage African American students to register for more rigorous courses.
Rationale for Evidence-based Strategy:	A. In order to support our students in intensive reading, we decided to group students based on test scores. This will allow teachers to target skills and needs to a more specific group versus having a wide range of leveled students in a intensive reading class. B. By participating in the Growth Mind Set Book study, this will allow teachers and staff to better understand the need for putting African American students in more rigorous classes can lead to students achievement levels improving and thus closing the achievement gap.

Action Steps to Implement

A. High Dose tutoring program in the reading classes with a Trained Para
B. Math Boot Camp for our students needing to pass Algebra 1 EOC
C. Teachers and counselors will encourage African American students to register for more
rigorous courses.
D. Liberal Arts Math prior to taking Algebra 1
E. Free tutoring by certified teachers offered
F. Support facilitation for the ESE students
G. Growth Mind Set Book Study
H. Learning Walks

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

#4. Other specifically relating to Learning Gains of the Lowest Quartile in ELA

Area of Focus Description and Rationale:	Focus on the learning gains of the Lowest Quartile in ELA is part of the district strategic plan. BHS dropped 6 points from the 2019 data to the 2021 data. Additionally, ELA has a whole school dropped 4 points and our ELA gains did not move from 2019.
Measurable Outcome:	The learning gains of the Lowest Quartile in ELA increase by 4 percentage points.
Monitoring:	BHS will monitor this area through quarterly district progress monitoring tests, where Reading and English teachers will review the data through data chats. Admin and counselors will meet monthly to review student data for our students in the lowest quartile.
Person responsible for monitoring outcome:	Melissa Pratto (prattomm@gm.sbac.edu)
Evidence-based Strategy:	1. LQ ELA reading classes were leveled out so that our reading teachers could focus on students needs. Those on the bubble will be targeted differently then those that are lower 1s and 2s. Additionally a Para will be hired to support our reading classes and pull some groups for targeted tutoring. 2. Strategic Scheduling of our 2.5 students BHS will monitor this area through quarterly district progress monitoring tests, where Reading and English teachers will review the data through data chats.
Rationale for Evidence-based Strategy:	Admin took core curricular groups for appraisals so that we can focus on the core academics and see trends. Admin and counselors will meet monthly to review student data for our students in the lowest quartile.

Action Steps to Implement

1. Collaborative Planning for ELA and Reading Teachers
2. Free Tutoring After school, by certified teachers
3. Student Success Meetings monthly
4. Data Chats quarterly
5. B.E.S.T Standards Implementation
6. Literacy Instruction in Content Areas
7. The Growth Mindset Coach:Book Study
8. Learning Walks

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

#5. Other specifically relating to Learning Gaines of the Lowest Quartile Math	
Area of Focus Description and Rationale:	Focus on the learning gains of the Lowest Quartile in Math is part of the district strategic plan. BHS dropped 13 points from the 2019 data to the 2021 data.
Measurable Outcome:	The learning gains of the Lowest Quartile in Math will increase by 9 percentage points. BHS will monitor this area through quarterly district progress monitoring tests, where math(LAM and Algebra 1) teachers will review the data through data chats.
Monitoring:	Schedule support facilitation teacher with the same Algebra 1 teacher to increase collaborative planning. Admin and counselors will meet monthly to review student data for our students in the lowest quartile.
Person responsible for monitoring outcome:	Melissa Pratto (prattomm@gm.sbac.edu)
Evidence-based Strategy:	Progress monitoring through district tests, continue to over support facilitation in our Algebra 1 classes for SWD, which also benefits all students with an additional teacher to help support small group and reteaching. Most students will take Liberal Arts Math freshmen year, this class introduces Algebra 1 skills that will be tested and taught on the Algebra 1 EOC. BHS will monitor this area through quarterly district progress monitoring tests, where Reading and English teachers will review the data through data chats.
Rationale for Evidence-based Strategy:	Admin took core curricular groups for appraisals so that we can focus on the core academics and see trends. Admin and counselors will meet monthly to review student data for our students in the lowest quartile.

Action Steps to Implement

1. Most students will be scheduled in Liberal Arts Math before taking Algebra 1 in high school
2. Algebra 1 Boot Camp and ACT NCR for our students needing to pass the EOC for graduation
3. Data chats about LQ students quarterly
4. Schedule more Support Facilitation in Algebra 1
5. Student Success Meetings with Admin and counselors

Person Responsible	Melissa Pratto (prattomm@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Last school year we only had around 1500 students on our campus due to the pandemic and having Digital Academy. This lead to our suspension rates dropping significantly than in years past. We did keep a wall chart that the Assistant Principal, Deans and District Behavior Staff made and charted throughout the year. We will continue to monitor our suspension rates, especially with our student who are African American and/or ESE. Offering alternatives to the less severe infractions. We will ask increase parent contact from teachers, offer in school suspensions(when appropriate) and offer ' In Lieu of' Seminars to replace 1-2 days of OSS to parents and students.

Skipping and tardies, are two areas that are something that we need to work on. With increased students (population of around 2,500), BHS will need to ensure students are in class. We will conduct skipping and tardy sweeps throughout the school year. With gradual consequences as follows.

1. **Verbal Warning/ Phone Call Home**
2. **Lunch Detention**
3. **Saturday School and a Referral**

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.

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.

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.

We want to celebrate those students by re-implementing Student of the Week. Teachers and staff will nominate a student whom they feel has represented Buchholz in a positive light. The recommendation is not necessarily for academic reasons, but rather for having a positive attitude in class, being helpful, exhibiting growth, regular attendance, etc. We will draw a "winner" for each grade level on WCAT. These "winners," and their nominating teacher, will win a FREE large one-topping pizza to be delivered to school. Additionally, at the end of each semester, we will announce a "semester winner" who will receive a valued prize.

> **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Buchholz has several important stakeholders that help promote a positive culture and environment.

Students (Student Government)- New Student Orientation, Freshmen week, Homecoming(grade levels work together to make a themed hallway), BHS T-shirts to faculty, monthly appreciation gifts to show support to our faculty, club fair at lunch to help showcase all the different clubs BHS has to offer all of our students.

School Advisory Council (SAC)- source and advisory council to the school principal. Teachers, education support employees, students, parents and other business and community citizens meet together with the school principal where the principal considers their advice as he makes decisions. They help provide funds that support (A/B ice cream social)

Parent Teacher Student Association (PTSA) - association that helps parents still feel involved in making a difference at Buchholz, they provide bi-monthly snack shack for teachers and staff, teacher mini-grants, cleaning supplies/tissues drive for teachers and other needs, student financial support, awards, scholarships, along with Heart 2 Heart fundraiser for students in need.

BHS Department Chairs- Bobcat Buddies who mentors any teacher that is new to Buchholz, check ins daily/weekly, a go to person for any questions someone new to BHS would have, even if they are a veteran teacher.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
4	III.A.	Areas of Focus: Other: Learning Gains of the Lowest Quartile in ELA	$0.00
5	III.A.	Areas of Focus: Other: Learning Gaines of the Lowest Quartile Math	$0.00

	Total:	$0.00