Buchanan Middle School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (48%) 2017-18: C (49%) 2016-17: 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	

* 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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

School Board Approval

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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.

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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.

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	Position Title	Job Duties and Responsibilities
Hilgenberg, Scott	Principal	Instructional Leader of the school. Outlines goals and procedures for student learning gains/growth. Oversees the instructional learning of all the students, holds all stakeholders accountable for students learning.
LeClaire, Kathleen	Assistant Principal	Admin in charge of Curriculum and Assessments for Buchanan. Ms.LeClaire also holds other roles in the school as the Extended Learning Program coordinator, oversees the implementation of the ELL program and handles discipline.
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
Flamenco, Jose	Assistant Principal	Admin in charge of Facilities for Buchanan. Mr. Flamenco also holds other roles in the school as maintains textbook inventory, safety drills and handles discipline.
Marks, Krystyne	Reading Coach	Helps provide support for the staff on data analysis. Works closely with those teachers who are assigned a reading class to diversify teaching strategies and any other ELA teacher that reaches out for support.

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.*

30

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.*

17

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

694

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

3

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

5

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	231	237	262	0	0	0	0	730
Attendance below 90 percent	0	0	0	0	0	0	67	99	103	0	0	0	0	269
One or more suspensions	0	0	0	0	0	0	9	200	168	0	0	0	0	377
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 FSA ELA assessment	0	0	0	0	0	0	47	54	78	0	0	0	0	179
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	74	56	0	0	0	0	188
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	48	70	63	0	0	0	0	181

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	9	5	1	0	0	0	0	15
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 10/4/2021

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	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		
Course failure in Math	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	

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	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

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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	

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

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
06	2021					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison						
07	2021					
	2019	33%	54%	-21%	52%	-19%
Cohort Comparison		-29%				
08	2021					
	2019	36%	53%	-17%	56%	-20%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	31%	49%	-18%	55%	-24%
Cohort Comparison						
07	2021					
	2019	41%	62%	-21%	54%	-13%
Cohort Comparison		-31%				
08	2021					
	2019	21%	31%	-10%	46%	-25%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	47%	-9%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	67%	-29%	71%	-33%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	97%	63%	34%	61%	36%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Mathematics and ELA will be using the PM tool of the districts Baseline and Mid-year exam for Fall and Winter. Spring will be FSA data reported from the state.
Civics will be using the PM tool of District Baseline and mIdyear, USA test Prep and FSA data
Science will be using the PM tool of District baseline and midyear and FSA data

The district did not provide disaggregated data for subgroups since they made some of the test secure or assessment has not provided that data. Teachers used district common assessments and digital test prep tools to help monitor in between the mid year and FSA.

Grade 6				

English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23/187 12.3%	44/176 25%	68/226 30%
	Economically Disadvantaged		2/9 22%	
	Students With Disabilities		6/50 12%	
	English Language Learners		9/78 11.5%	

Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59/167 35%	73/224 33%	68/227 30%
	Economically Disadvantaged	4/8 50%		
	Students With Disabilities	8/43 18.6%		
	English Language Learners	8/59 13.5%		

Grade 7				

English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20/161 12.4%	29/160 8.1%	58/175 33%58/
	Economically Disadvantaged		4/11 36.4%	
	Students With Disabilities		1/23 4.3%	
	English Language Learners		5/58 8.6%	

Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	78/135 57.7%	62/152 40.7%	9/102 8%
	Economically Disadvantaged	7/9 77.7%		
	Students With Disabilities	7/25 28%		
	English Language Learners	21/46 45.6%		

Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	58/149 39%	/169	78/214 37%
	Economically Disadvantaged	7/14 50%		
	Students With Disabilities	10/23 43%		
	English Language Learners	14/50 28%		

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/159 18.9%	27/162 16.7%	49/175 28%
	Economically Disadvantaged		2/10 20%	
	Students With Disabilities		3/19 15.8%	
	English Language Learners		4/76 5.2%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65/130 50%	63/185 34%	102/255 40%
	Economically Disadvantaged	5/26 19.2%		
	Students With Disabilities	9/51 17.6%		
	English Language Learners	29/111 26.6%		
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	46/159 28.9%		58/186 31%
	Economically Disadvantaged	4/9 44.4%		
	Students With Disabilities	5/20 25%		
	English Language Learners	14/78 18%		

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	17	20	21	17	25	39	25	27			
ELL	14	23	27	24	36	44	20	22	69		
ASN	50			50							
BLK	21	26	19	16	26	31	30	26			
HSP	25	28	28	31	40	50	30	30	75		
MUL	47	47		50	36						
WHT	61	50	19	66	64	44	62	71	85		
FRL	27	29	23	31	38	42	29	33	70		
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			

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
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		

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	10
Percent Tested	81%
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%	
English Language Learners	
Federal Index - English Language Learners	32

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	50
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	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
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	58
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Common trends across the contents showed that the percentage of proficient was maintained from fall to spring assessments.

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

The bottom quartile has shown our greatest need for improvement in both ELA and Math. The data shows that our SWD students have been below 32% for two consecutive years. Our Black students and EDD were added to our ESSA data.

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 pandemic was a major contributing factor in the schools data. Many students who chose to eLearn were not successful. Students that had also not been in a school setting were less focused and had a more difficult time adjusting back to the culture of being in a school building.

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

Due to the pandemic- the scores are only showing a partial population and improvement is difficult to determine at this time.

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

see above

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

Instructional Frameworks will help to accelerate students on standards that are benchmarks for learning. The frameworks have a 3 model approach of whole group, whole/small group and small group rotations to build the differentiated instruction into the class setting. Teachers will work in PLC's to build the formative assessments or use the district formulated optional assessments that will either lead to a whole class or small group rotation lesson. These will take place occasionally during the unit of study. The county has created accelerated lessons to help bridge the gap to help build proficiency.

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.

Site based and district Coaches/staff will help teachers develop the framework rotations and implement them in class. The Site based and district coaches will also work through various technology resources that have data showing effective teaching strategies. There are recommended self-paced courses designed by district staff for teachers to use to help build content knowledge.

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

Before and after school tutoring. Focused group lunch and learns in Math and pull outs for both Math and ELA. Intensive Math is provided for 1.1 level 1 students.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	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 since a child can fall into more than one of these categories. 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.
Measurable Outcome:	Students will pass school, district and state tests that show adequately yearly progress/gains. 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 a 4% gain. The last assessment to show the growth would be the FSA/EOC state assessments.
Monitoring:	The area of focus will be monitored through the administrative team. Each admin will be working closely with each department to discuss data during the PLC process. The district has mandatory and optional assessments that will be used to monitor the students' progress. Data chats will happen after the assessments are administered.
Person responsible for monitoring outcome:	Scott Hilgenberg (scott.hilgenberg@hcps.net)
Evidence-based Strategy:	Teachers are looking closely at student data for progression in learning the standards. The 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:	The pieces of data will affect 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	

Purchase 3 teacher positions- Student Success Coach, Math Resource Teacher (Instructional Coach) and Reading Coach. These 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. The three 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. They will also have a targeted roster of students to monitor and adjust the interventions used.

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

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 Scott Hilgenberg (scott.hilgenberg@hcps.net)

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 throughout the year. They 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 Jose Flamenco (jose.flamenco@hcps.net)

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)

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)

Purchased word to word dictionaries so the ELL language arts grade 8 teacher has a full class set of dictionaries and the Science and SS departments have at least 8-10 in each classroom. ELA and Math were purchased in prior years.

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

Parent Nights

Whole school parent night occurs three times during the school year at conference nights. Parent Nights area focused on 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 Scott Hilgenberg (scott.hilgenberg@hcps.net)

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 throughout the school year, noticing both academic and behavior changes/notices towards others. Principal recognizes students weekly on Fridays in café with an award
Provide students uniform shirts (2 or 3 depending on case) for those who cannot afford to purchase one.

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

Teacher and Staff professional development
Admin/Coaches will continue to provide PD on Growth Mind set and Teachers teaching teachers. 21-22 Focus will be on Angela Duckworths book Grit- Power of Passion and Perseverance.
Coaches will provide effective DI strategies that will be used in the districts Instructional Frameworks for learning. These strategies will be discussed during the common planning each department has and during PLC's on an as needed basis.

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

Parent communication:
-Bi-monthly student grades in planner (labels)
-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)

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)

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.

In comparing Buchanan Middle to the state and those surrounding districts, we can see that we are in the bottom 25% for the state and at 50% within our district on student discipline. Buchanan does not have anTop10 metrics in the comparison data, but our focus will be on violent incidents. It is written in our SIP action steps to incorporate culture tools. These tools are both in and out of the classroom. Teachers will build a community of safety for students so they feel safe to share any sort of occurrences with the staff. The Admin team has developed a well-rounded rapport with the student body and the community. Students and parents are clear on the expectations set to learn and focus on the students' academics daily. That class disruptions will not be tolerated. We have developed our ISS to have a classroom focus with current work being sent so the students do not get behind in their work if serving due to behavior.
The culture of society has shifted during the pandemic. We have seen an increased turn towards social media statements that turn into school problems. Proper social media protocols are continually addressed. Some of the situations happened stemmed from social media occurrences. Those then were addressed during the school hours, both in proper and non-proper ways.
Looking at disaggregated student data, we see that there is a cross over between our ESSA students and EWS students. Our focus will be to have a targeted roster to monitor and have participate in the schools Mentor/Mentee program in hopes to increase positive student behaviors. The AP, SSC and teacher sponsor in charge of the mentee program will monitor the students and ensure that the proper interventions are used to help both in academic and behavior. Student services will also be a part of following up with certain students who they have on the MTSS/Rti list.

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.

Due to the pandemic, volunteers are not allowed on campus and some activities off campus are on hold. In previous years we have had a partnership with USF where the honor students will come and volunteer 8-10 hours a week to tutor kids in mathematics. We also are a part of the tutor a bull program where students from USF are matched with specific students and meet on a weekly basis. Our AVID program has also taken trips to both the USF campus and feeder HS to see how the program will help enhance the opportunities for them in the future.

PTSA and a local church from the community have focused on Teacher morale the last two years. They provide token of appreciation to help keep teacher morale up. The schools leadership team believes that if they teachers are shown appreciation, the added stress of the pandemic will not be as impactful and they will provide a more positive effective teaching classroom.

Grade level teams plan incentives for each quarter to reward those students who meet the criteria. Criteria is both academic and behavioral. Honor Roll students are celebrated school wide and are given certificates and coupons for a free item from the local Culvers or McDonalds. PHR students are served with an ice cream social by the Principal and a few staff- (Deputy, Math resource teacher and AP).

Site based groups, such as, NJHS, AG, AVID, Latinos in Action and Band/Orchestra all provide opportunities for students to be a part of a group with the focus of school pride and service. NJHS students will go and work at a local food pantry and participate in Relay for Life. Latinos in Action is a new program we have brought on this year to help build school pride among our Hispanic population. This group of students has grown in the last two years and to ensure a equity in culture the program has been established at the school for the 21-22 year.

There are two school wide field days- one in each semester- where the kids can enjoy the afternoon and play sports and other activities. We have parent volunteers to come and run concession stands.

We have a PBS system that rewards students with school dollars to purchase items at the school store through out the year. Teacher are given the dollars and can reward students as they see fit. At time there will be school wide incentives to earn Buchanan Bucs.

Academically we have various opportunities to promote team building and school pride. The math department does a school wide competition the first week of school to build towers out of 3 simple items. The winners are awarded Buchanan dollars, the school PBS reward where items can be purchased at the school store, and announced over the intercom system at the end of the day announcements. The Algebra team also sponsors a two semester long incentives to help with the EOC. They are the only group to earn a specific item that no other group can have. The science department participates in a water tower competition that is recognized to the state level. AG students take pride and show their animals at the local state fair. All County Band/Orchestra/Chorus all the students to perform and earn high rankings on behalf of the school.

The mentor/mentee program is used to pair our EWS students with teachers to help bridge the gaps that some of the students may have and deter from other barriers being created. Students are picked by teachers to build a relationship, keep in contact weekly about academics and behavior and establish expectations for success. It also allows for students to have a safe adult on campus they can come to in times of need.

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

USF programs- Guidance and Math Resource Teacher are the contact people to pair students with teachers and kids.
Teacher Morale-Hilgenberg, LeClarie, Flamenco and Ms. Cosme work with PTSA to schedule and plan teacher incentives
Student Incentives- Each Administrator is assigned to a grade level and help in the implementation of the the quarterly activities. Honor Roll celebrations are organized by Mr. Hilgenberg
Site based groups are monitored by the Hilgenberg, LeClaire and Flamenco, guidance, Ag teacher and Music Dpt.
School wide field days are a partnership between the PTSA and Mr. HIlgenberg

PBS is a whole school initiative. Mr. Hilgenberg makes and distributes the money upon request of the teachers. Admin team will also initiate school wide Buc distribution through out the year shared by the weekly teacher newsletter.

The ILT are responsible for the Academics incentives sponsored through the departments

The mentor/mentee program is sponsored by the Student Success Coach and Mr. Flamenco.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00