

Hillsborough County Public Schools

Buchanan Middle School



2022-23 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: 5/30/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: C (48%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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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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>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>88%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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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 continue to create a school which builds a commitment to learning which leads them to Graduation.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Crook, Jamal	Principal	
Flamenco, Jose	Assistant Principal	
Powell, Kara	Assistant Principal	
Goldstein Leeds, Jodie	SAC Member	SAC Chair
Marks, Krystyne	Instructional Coach	Literacy Coach
	Other	Student Success Coach

Demographic Information

Principal start date

Monday 5/30/2022, Jamal Crook

Number of teachers with a 2022 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 2022 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.*

10

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

708

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

22

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	207	252	161	0	0	0	0	620
Attendance below 90 percent	0	0	0	0	0	0	26	34	21	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	
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

Wednesday 7/6/2022

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	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	

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	50%	50%				36%	51%	54%
ELA Learning Gains	41%						43%	52%	54%
ELA Lowest 25th Percentile	35%						36%	47%	47%
Math Achievement	33%	36%	36%				45%	55%	58%
Math Learning Gains	42%						56%	57%	57%
Math Lowest 25th Percentile	39%						45%	52%	51%
Science Achievement	37%	52%	53%				40%	47%	51%
Social Studies Achievement	57%	58%	58%				41%	67%	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	2022					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison						
07	2022					
	2019	33%	54%	-21%	52%	-19%
Cohort Comparison		-29%				
08	2022					
	2019	36%	53%	-17%	56%	-20%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	31%	49%	-18%	55%	-24%
Cohort Comparison						
07	2022					
	2019	41%	62%	-21%	54%	-13%
Cohort Comparison		-31%				
08	2022					
	2019	21%	31%	-10%	46%	-25%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	47%	-9%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	67%	-29%	71%	-33%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	63%	34%	61%	36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	32	31	16	30	42	21	33			
ELL	16	33	29	17	27	31	13	46	70		
ASN	50			60							
BLK	13	25	26	11	33	44	9	53			
HSP	27	40	36	28	37	38	30	51	83		
MUL	56	38		47	36						
WHT	56	52	36	59	61	23	67	72	95		
FRL	27	37	34	28	38	41	30	55	83		

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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	44
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	29
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
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	58
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 proficiency was maintained from year to year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The bottom quartile has shown our greatest need for improvement in both ELA and Math.

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 continues to play a factor in the 21-22 student performance based on the lack of consistent in- school instruction the prior two school years.

What data components, based off progress monitoring and 2022 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 data-driven 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. Hillsborough county has created accelerated lessons to help bridge the gap to help build proficiency. District math coaches will be available weekly to assist with planning and instruction.

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.

The main focus of Professional Development will focus on the planning with the BEST Standards and disaggregating data. The Site instructional leaders and district coaches will 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.

additional services will be provided to students before and after school for below level students in learning sessions. In addition, small group pull-outs and push-ins from resource teachers.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

All teachers are going to focus on standards-based instruction and delivery based on the new BEST standards being implemented this school year. Teachers will have Professional Development and PLCs to support their subject area of teaching. This will ensure fidelity with best practice of implementation for curriculum. The data has shown that the different subgroups 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.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

Students will show improvement on school, district and state progress monitoring assessments that enhance continuous 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. Based on prior years data, we will offer targeted ELP to improve the bottom quartile. We hope to see a 5% gain in each subgroup.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through the administrative team and instructional leaders. Admin will be working closely with instructional leaders to support gains throughout the school. PLCs will be meeting Bi-Monthly to discuss. 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. We will conduct a needs assessment to gather more information on what it needed.

Person

responsible for monitoring outcome:

Kara Powell (kara.powell@hcps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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. Teachers will 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.

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 math is a weakness for the majority of our students and implementing specific structures common in all contents and researched based

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

strategies will help gain mastery in all levels of math taught on site. A focus on math specific vocabulary that will assist students in problem solving and computation.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will purchase 2 teacher positions- Student Success Coach and a Literacy Coach. These positions will focus on students in small groups for enrichment and remediation in all core subjects. These positions will have a focus on teacher development and improvement. Coaching teachers on implementation of new BEST standards and using data to drive instruction. Our instructional leaders 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 Jamal Crook (jamal.crook@hcps.net)

Promoting the foundations of the AVID program, students will be provided with basic, yet necessary school supplies/tools needed for learning throughout the school year.

Person Responsible Jamal Crook (jamal.crook@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 Kara Powell (kara.powell@hcps.net)

Admin/Coaches will provide PD on Unpacking Standards as well as Analyzing and Utilizing Data through PLCs. Instructional Leaders 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 Kara Powell (kara.powell@hcps.net)

#2. Positive Culture and Environment specifically relating to all stakeholders.

Area of Focus
Description and Rationale: The Buchanan team believes that students learn best when they know that team members genuinely care about them and believe in their ability to succeed. Getting to know students can go a long way in finding ways to motivate students and help them understand the lifelong importance of the knowledge and skills they are learning at school. The climate and culture of our school is the foundation that makes learning possible.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Buchanan admin and instructional leaders will promote, facilitate and enhance student, parent and community involvement throughout the school year by maintaining weekly communication.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: The Community Engagement Committee will conduct quarterly surveys to monitor culture/climate.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Jamal Crook (jamal.crook@hcps.net)

Evidence-based Strategy: A monthly moral boosting event for all faculty and staff will take place to encourage a positive and enthusiastic work environment. Monthly/Bi-monthly parent meetings to educate parents on curriculum and platforms.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Monthly events will help to create buy-in from internal and external stakeholders will promote a cohesive partnership between school, faculty and staff, parents and community business partners. These events will aid with enhance the students learning environment.
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 sends text messages and emails to parents- both with and without working numbers to inform them of attendance issues, tardies, scholarship warnings and school reports/newsletters.

Person Responsible Krystyne Marks (krystyne.marks@hcps.net)

Recognize student and staff's positive behaviors and effort through "Treasures in the Chest" shout outs and acknowledgements.

Person Responsible Kara Powell (kara.powell@hcps.net)

Administration and teachers will implement and enforce school wide expectations, policy and procedures.

Person Responsible Jose Flamenco (jose.flamenco@hcps.net)

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

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Buchanan Middle School has 5 areas of critical needs (Black Students, ELL Students, ESE Students and Students from low socioeconomic households.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students that fall into an ESSA Subgroup will show improvement on school, district and state progress monitoring assessments that enhance continuous 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. A "Rising Learner Academy" has been created to offer additional targeted instruction, extended learning opportunities and a mentorship. We hope to see a 5% gain in each subgroup.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Rising Learner Academy will be monitored through the administrative team, instructional leaders and RLA Instructors. Admin will be working closely with instructional leaders to support students and families. RLA teams will meet Bi-Weekly to discuss and monitor student progress. Continuous data chats with students will take place to promote student ownership.

Person responsible for monitoring outcome:

Jose Flamenco (jose.flamenco@hcps.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers are looking closely at student data for progression in learning the standards and PMA. Weekly RLA Lessons will target student previous and upcoming lessons in addition to focusing on topics to close the learning gaps for these students. Teachers will compare student growth, find weakness for re-teach, as well as, finding areas for enrichment.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The data from state and district PMAs will affect the planning for each teacher in relation to the goal set above. We understands that math and reading are a weakness for the majority of our students and implementing specific structures common in all contents and researched based strategies will help make gains across all content areas..

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Communicate student achievement levels and scores to families of students who are not showing grade level proficiency. Students who earn below grade level proficiency are invited to join the Rising Learner Academy.

Person Responsible Jamal Crook (jamal.crook@hcps.net)

Bi-Monthly Check-ins with the Success Coach or Student Services members. Students will review progress, behavior and needs. Students will learn how to utilize resources available to them to promote self-reflection. Counselors will monitor grades for students and have meetings with students who are not showing adequate progress or meeting the core benchmarks with 70% accuracy.

Person Responsible Kara Powell (kara.powell@hcps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The PTSA have placed a strong focus on Teacher morale the previous two years. They provide tokens of appreciation to ensure that teachers feel appreciated for the work they do and the time they spend educating the students. The schools leadership team believes that if teachers are shown appreciation, this may ease some of the stress of the pandemic, the teachers felt the prior 2 years, and this will help teachers provide a more positive effective teaching classroom.

Grade level teams plan incentives for each quarter to reward those students who meet the given criteria such as not being tardy more than 3 times, do not have any referrals, and/or suspension as well as, maintain a C average in all classes. 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, Literacy Coach and AP).

Site based groups, such as, NJHS, AVID, and Band/Orchestra, 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.

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 times In the past, students have been able to use Buchanan Bucs to buy lunch with a staff member and the 8th grade students can pay for their admittance to their dance in May. There will be additional school wide incentives for students to earn Buchanan Bucs as well.

Academically, we have various opportunities to promote team building and school pride. The media specialist does the book battle and takes students to the convention center to compete in a district event.

The Algebra

team sponsors a two semester long incentives to help with the improvement of our EOC. They are the only group to earn a specific item that is exclusive to the Algebra 1 students. The science department participates in a water tower competition that is recognized at the state level. AG students take pride and show their animals at the local state fair. All County Band/Orchestra/Chorus students perform and earn high rankings on behalf of Buchanan middle 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 to help deter from any other barriers that may impede a students growth. Students are picked by teachers to build a relationship, keep in contact weekly about academics and behavior and establish expectations for success. This program also allows for students to feel a connection with a specific teacher or role model.

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

USF tutor programs- Guidance Counselors are the contact people to pair students with teachers and kids.

Teacher Morale- Mr. Crook, Mr. Flamenco, Ms. Powell, and Mr. Lewis will work with PTSA to schedule and plan teacher incentives through out the year to continue to build a team mentality with the entire faculty and staff.

Student Incentives- Each Administrator is assigned to a specific grade level and will help in the implementation of the quarterly activities. Honor Roll celebrations will be organized by Leadership Team.

All site based groups and activities on campus are monitored by Mr. Cook, Ms. Powell and Flamenco, Guidance, Ag teacher and Music Dpt.

School wide field days are a partnership between the PTSA and Leadership Team.