

Alachua County Public Schools

F. W. Buchholz High School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
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: A (63%) 2018-19: A (67%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

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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<https://www.sbac.edu/buchholz>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Purvis, Kevin	Principal	Instructional Leader -oversees all areas (academic and behavior), including Assistant Principals, financials, and provides leadership to the short and long range instructional and facility needs -11th Grade Truancy
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, oversees guidance counselors -12th grade Truancy
Jones, Marlon	Assistant Principal	Administration -Facilities, Discipline, Safety and Security, Instructional Materials, Title IX -Truancy contact -9th Grade Truancy
Smith, Julie	Assistant Principal	Student Services -ESE & compliance, 504s, ESOL, Threat Assessment, Student Support Services, COVID -10th Grade Truancy
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
Kearney, Karen	Teacher, K-12	Science Department Chair
Pankey, Thomas	Teacher, K-12	Math Department Chair
Partridge, Arleen	Teacher, Career/ Technical	Career Tech Department Chair
Foster, Kristy	Teacher, K-12	Art Department Chair
Berben, Stacia	Teacher, K-12	Social Studies Department Chair

Demographic Information

Principal start date

Tuesday 3/16/2021, Kevin Purvis

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.*

1

Total number of teacher positions allocated to the school

108

Total number of students enrolled at the school

2,665

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

1

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

19

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	0	0	0	658	656	586	647	2547
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	147	101	79	109	436
One or more suspensions	0	0	0	0	0	0	0	0	0	96	58	42	35	231
Course failure in ELA	0	0	0	0	0	0	0	0	0	81	54	60	110	305
Course failure in Math	0	0	0	0	0	0	0	0	0	93	88	96	63	340
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	143	96	85	0	324
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	118	0	0	0	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	143	96	85	0	324
	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	208	149	134	84	575

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	6	6	2	4	18

Date this data was collected or last updated

Thursday 9/8/2022

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	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

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	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	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

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	66%	58%	52%				71%	59%	56%
ELA Learning Gains	60%	51%	52%				59%	52%	51%
ELA Lowest 25th Percentile	45%	33%	41%				47%	39%	42%
Math Achievement	50%	48%	41%				62%	54%	51%
Math Learning Gains	48%	47%	48%				48%	54%	48%
Math Lowest 25th Percentile	40%	41%	49%				44%	48%	45%
Science Achievement	73%	65%	61%				84%	68%	68%
Social Studies Achievement	78%	72%	68%				82%	75%	73%

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

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
2022					
2019	83%	66%	17%	67%	16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	71%	10%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	56%	-29%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	48%	6%	57%	-3%

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	23	40	33	14	31	25	31	37		96	16
ELL	43	60	65	33	32		69	47		100	64
ASN	87	84	73	72	48		90	91		100	89
BLK	41	41	33	21	34	37	37	50		96	45
HSP	62	62	51	50	48	50	73	70		94	78
MUL	67	57	59	62	51		75	76		87	69
WHT	75	64	54	64	57	44	85	89		98	82
FRL	41	46	42	32	42	36	44	59		92	52
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
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

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)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	677
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	82
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	67
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	71
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Overall the trends merged from the data in all grade levels, subgroups and content areas were a general increase 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. The trends also indicate subgroups that are still in need of targeted and genuine learning gains interventions.

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

The data components that are in the greatest need of improvement is in our Every Student Succeeds Act (ESSA), the Federal Index subgroup - Students With Disabilities has fallen below the 41% threshold to 35%.

African American/Black students learning gains in math and ELA are also in need of improvement. ELA is at 41% for learning gains for our African American/Black students and Math is at 33%.

Although most content areas improved, Algebra 1, Geometry, ELA 10th grade proficiency and Biology still have work to do to improve.

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 needing improvement still stem from the pandemic. The shutdown from March 2020-June 2020, still has our lower academic achieving students struggling academically.

Although there were improvements in the area of academic loss our lowest achieving students need supports year.

We will add an intervention type math classes, similar to our reading leveled classes. Additionally the implementation of the B.E.S.T. standards with B.E.S.T. integration into content areas, where departments will meeting to focus on caring relationships, clear objectives while considering flexible ways to those goals (via Universal Design Learning Book Study cohort), and ESE will have a cohort to focus on learning gains.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement were:
ELA Grade 9 and 10, ELA LQ 25%
Algebra 1, and Math LQ 24%.

Several of our AP classes show a great improvement in the test scores:

AP Calc AB
AP Lit
AP Euro
AP Drawing
AP Micro/Macro
AP Drawing

ESSA Data subcategory that saw improvements:
ELL

Our graduation rate is at a 98% for the entire school and 96% for our African American/Black students.

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

Students being back in the classroom is probably the most important contributing factor. No longer participating via Digital Academy allowed teachers to work close with students to make up losses. We offered more intensive tutoring in reading, provided a math boot camp for our Algebra 1 students in order to help those students

needing to still pass this test for graduation requirements. In addition to offering a Saturday Boot Camp for all tested areas on 2 Saturdays right before students tested. We leveled reading classes, and departments met to review progress monitoring to make changes in instruction during the school year.

State testing only allowed for during the school day, which increases the amount of students taking the test. AP Tests were also not given online and were done face to face.

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

BHS will add an intervention type math classes, similar to our reading leveled classes. This will allow our teachers to differentiate instruction in a more contained setting. Our 2.5 students will be in a separate

reading class

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.

ACT/SAT 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 to allow our students to get a concordant score for graduation testing requirements.

Additionally the implementation of the B.E.S.T. standards with B.E.S.T. integration into all content areas, where departments will meeting to focus on caring relationships, clear objectives while considering flexible ways to those goals (via Universal Design Learning Book Study cohort), The focus in all areas will to increase lowest quartile gains by aligning the students tasks with B.E.S.T standards and monitor progress in subcategories.

Content area teachers will get a list of their level 2s and 1s on reading to help support the standards.

ESE will have a cohort to focus on learning gains. We also will implement quarterly data chats and were able to keep ESE support facilitation teachers with their gen education teachers to increase collaboration and consistency.

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.

B.E.S.T Standards Implementation
B.E.S.T. Integration in Content Areas
Universal Design for Learning Cohort
ESE Professional Learning Cohort

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 ALL departments, tutoring after school and increased sections of CROP to help students retrieve credits lost. Along with a Mental Health Curriculum -

Monthly focus, counselors will create a video of teaching for each of the monthly lessons.

Administration will have coaching days assigned to them to be out in the classrooms one day a week. We will be looking for B.E.S.T standards monthly target in addition to caring relationships, clear academic goals and standards and rigorous literacy standards in all content areas.

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.

BHS strives to increase the overall ELA achievement, increasing learning gains for African American/Black students, and increasing lowest quartile gains for ELA by aligning instruction and student tasks with the B.E.S.T standards, aligning with CORE Foundations, and monitoring the progress of students in all subcategories.

The achievement gap for Buchholz High School in ELA was 49% for the 2020-2021 school year. This comparison is between white students and Black/African American race/ethnicity.

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

70% of students will demonstrate proficiency on ELA F.A.S.T. (Florida's Assessment of Student Thinking).

46% of African American students will demonstrate proficiency on ELA F.A.S.T. (Florida's Assessment of Student Thinking).

In order to reduce the achievement gap between African American and white students, Buchholz will decrease the achievement gap points of levels of students in ELA by 5% (to 44%).

ELA department will meet after each FAST progress monitoring test to analyze data to determine at how instruction needs to be aligned to student tasks with the BEST standards and monitor the progress of students in each of the subcategories reported for school report card.

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

Science and social studies departments will also meet after each progress monitoring test to review the 3 areas of BEST standards integration into core content areas along with progress monitoring data from their own content areas.

Person responsible for monitoring outcome:

Melissa Pratto (prattomm@gm.sbac.edu)

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

- BEST Standards Implementation (full implementation, with progress monitoring)
- BEST Standards integration in ALL content areas (implementation of a comprehensive standards in science and social studies curriculum, and focusing on the integration of BEST standards as appropriate to enhance content knowledge).
- Universal Design Learning Cohort (BPIE standard)
- ESE Professional Learning Cohort
- The CORE Foundations (Caring Relationships and Clear Academic Goals)
- Use of District Literacy Coach

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

- BEST Standards Implementation (full implementation, with progress monitoring, department will met quarterly to review data and make adjustments as needed).
- BEST Standards integration in ALL content areas (implementation of a comprehensive standards in science and social studies curriculum, and focusing on the integration of BEST standards as appropriate to enhance content knowledge, there will be a standard integration focus for each month).
- Universal Design Learning Cohort (BPIE standard, this cohort will look at how to help all students learn in all areas of school)

- ESE Professional Learning Cohort (ESE department will meet monthly to focus on compliance of IEPs and work on students making learning gains through co-teach/support facilitation classes in tested areas).
- The CORE Foundations (Caring Relationships and Clear Academic Goals, administrators have dedicated coaching days spent in classrooms, these will be part of the look-fors when in the classrooms each week).
- 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.
- Use of District Literacy Coach

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.

- A. Hire a high dose tutoring program in the reading classes with a Trained Para
- B. Teachers and counselors will encourage African American students to register for more rigorous courses.
- C. Free tutoring after school by certified teachers offered
- D. Support facilitation for the ESE students
- E. Quarterly Progress monitoring meetings (within each department, during school day focusing on proficiency and learning gains as a whole and then for our African American/Black Students).
- F. Admin training on BEST standards integration
- G. Coaching days each week focusing on integration of standards and CORE foundations
- H. Literacy Coach schedule

Person Responsible

Melissa Pratto (prattomm@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The ESSA Data designations for our Students with Disabilities earned 35% of the available points on the Federal Index of Points. This is 6 points below the threshold and 7 points below the last time this data was reported as part of the school grade. 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.</p> <p>Through BPIE, "Best Practices for Inclusive Education, " a state assessment occurs every 3 years, the team determined one of the top priority indicators was the schoolwide approach for planning and implementing Universal Design for Learning across all instructional and non-instructional school contexts.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Person responsible for monitoring outcome:	<p>Students with Disabilities will gain 6 percentage points on the Federal Index to meet the minimum 41% for this year and makeup the lost points over the last few years. We will also increase our Least Restrictive Environment (LRE) from 69% to 72%, the state goal is for students' LRE to be at 80% with their general education peers.</p> <p>Buchholz High School will increase the school implementation status on the 3 year BPIE self assessment from "partially beginning" to "fully."</p> <p>Buchholz Administration, on coaching days, will observe teachers in the UDL cohort demonstrating the UDL strategies in 3 of the 4 times per month.</p> <p>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.</p> <p>In order to meet the desired outcome, administration will use classroom observations, review lesson plans submitted to reflect use of the principles of UDL.</p> <p>Julie Smith (smithje1@gm.sbac.edu)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>A majority of Students with Disabilities will be scheduled into co-teach. We have co-teach/support facilitation in core academics that are tested subjects. We currently have 19 sections of co-teach and we converted.</p> <p>ESE schedule was scheduled before the master schedule was built.</p> <p>ESE teachers will be part of the BEST standards implementation and integration and be included in quarterly progress monitoring data chats.</p> <p>UDL helps teachers to differentiate instruction and allow for multiple means of representation, expression and engagement. Teachers involve all students by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.</p> <p>Literacy Coach Specialist will support our ESE Reading 9th/10th Grade classes.</p>

Students with Disabilities should be placed in the least restrictive environment. In order to facilitate this and in turn increase the school's 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.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Building the ESE schedule first allows them the same opportunities to have access to all other classes, especially elective courses and lessens the chances of students tracking the same schedule.

Including ESE teachers in the BEST standards implementation and integration and reviewing progress monitoring gives chances to make changes as necessary to students making gains in Math and ELA.

UDL Cohort- Creating learning environments using the principals of UDL does not mean teachers water down the curriculum for SWDs. Students with IEPs are expected to know and understand the same concepts as those without disabilities (with varying levels of complexity), through multiple means of representation, action and expression and engagement. The principal of UDL also goes beyond students with disabilities (SWDs), this strategy looks at flexibility in the planning of curriculum that allows all students the access to a multitude of learning solutions

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.

- A. Flexible Scheduling with APC, ESE Department Chair and APSS
- B. Schedule each student individually, not based on disability
- C. Tracking of LRE data quarterly
- D. Co-teachers/Support Facilitation training for all new teachers general education and ESE
- E. Facilitate collaborative planning time for ESE and general education co-teachers/support facilitation
- F. Co-teach/support facilitation teams will conduct regular data review of progress monitoring assessments
- in order to adjust instructional strategies and groupings to meet the needs of students.
- G. ESE Cohort to meet monthly to review IEP compliance and target learning gains needs
- H. Plan with all administration what the look-fors will be in classroom observations and lesson plans
- I. Check lesson plans for documentation of the UDL strategies
- J. UDL Book Study Cohort
- K. Literacy Coach schedule to go into ESE Support Classes

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

#3. 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.

BHS strives to increasing overall achievement in math, closing the achievement gap, and increasing lowest quartile learning gains in Math by implementing a comprehensive math curriculum according to my subject area, aligning instruction and curriculum to the B.E.S.T standards, and monitoring the progress of students.

The achievement gap in Math was 56% for the 2020-2021 school year. The trend in math is that there is a bigger gap in math. This comparison is between white students and Black/African American race/ethnicity.

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

55% of students will demonstrate proficiency on Math EOC. The other 53% will demonstrate learning gains in Algebra 1, Algebra 1A, MCLA and Geometry.

In order to reduce the achievement gap between African American and white students, Buchholz will decrease the achievement gap points of levels of students in Math by 5% (51%).

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

The math department will meet after each progress monitoring test to determine at how instruction needs to be aligned to student tasks with the BEST standards and monitor the progress of students in each of the subcategories reported for school report card.

Person responsible for monitoring outcome:

Melissa Pratto (prattomm@gm.sbac.edu)

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

-BEST Standards Implementation (full implementation, with progress monitoring)

-Universal Design Learning Cohort (BPIE standard)

-ESE Professional Learning Cohort

-The CORE Foundations (Caring Relationships and Clear Academic Goals)

-Level students in math intervention classes to allow teachers to focus on students needs. Those on the bubble will be targeted differently then those that are lower 1s and 2s.

-BEST Standards Implementation (full implementation, with progress monitoring, department will met quarterly to review data and make adjustments as needed).

-Universal Design Learning Cohort (BPIE standard, this cohort will look at how to help all students learn in all areas of school)

-ESE Professional Learning Cohort (ESE department will meet monthly to focus on compliance of IEPs and work on students making learning gains through co-teach/support facilitation classes in tested areas).

-The CORE Foundations (Caring Relationships and Clear Academic Goals, administrators have dedicated coaching days spent in classrooms, these will be part of the look-fors when in the classrooms each week).

Rationale for Evidence-based Strategy:
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.

- A. Students will be scheduled in Math College Liberal Arts Math before taking Algebra 1 in high school
- B. Algebra 1 Boot Camp and ACT NCR for our students needing to pass the EOC for graduation
- C. Schedule more Support Facilitation sections in Algebra 1 and Geometry
- D. Student Success Meetings with admin and counselors monthly
- E. Quarterly Progress monitoring meetings (within each department, during school day).
- F. Admin training on BEST standards integration
- G. Coaching days each week focusing on integration of standards and CORE foundations

Person Responsible

Melissa Pratto (prattomm@gm.sbac.edu)

#4. ESSA Subgroup specifically relating to Black/African-American**Area of Focus****Description and Rationale:**

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

In order for our African American/Black students to be successful and close the achievement gap, BHS will need to look at reduce the amount of out of school suspensions, increase average daily attendance, in order to raise the graduation rate of African American/Black students in order to decrease the graduation gap. Our overall graduation rate was 97%, however white students were at a 98% and African American/Black students were at 96%.

Measurable Outcome:

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

Reduce the number of out of school suspensions for African American/Black students by at least 15% (51%) for the 2022-2023 school year.

Increase the average daily attendance of African American/Black students by 6% for the 2022-2023 school year.

Graduation Rate for African American/Black students will increase by 2%(98%) points for the 2022-2023 school year.

Track the OSS data of African American/Black students in real time from the first day of school and share with the discipline committee monthly. Student services will review data each month to review students who are high on the OSS list and what interventions and other strategies that can be put in place to help support days missed and behaviors leading to OSS.

Monitoring:

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

Attendance will be monitored by administration. Each administrator has been assigned a grade level. Each week our attendance/truancy officer will provide us a attendance report for the week. Each administrator will then make attempts to reach out to families of students who are the report.

Through the BEST standards implementation and integration and quarterly data chats focusing on students not meeting proficiency will be help and

Person responsible for monitoring outcome:

Marlon Jones (jonesmd@gm.sbac.edu)

Suspension:

Discipline Committee

Mentors

Hired Extra Dean

Student Services Specialist who not only acts as ISD/ISS, but provides mentorship and interventions

PBIS (Bobcat P.R.I.D.E)

BASE Program

Track the OSS data of African American/Black students starting the first day of school and provide interventions as needed.

Evidence-based Strategy:

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

Attendance:

Tardy Policy

Truancy Break down by admin

Student Services Meetings

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Graduation:

Student Services monthly meetings focusing on academic needs of not only our seniors but underclassmen as well.

Suspension:

Implement alternatives to suspension including use of ISD and ISS, restorative practices, and behavioral interventions including the use of a student services specialist, implementation of the first two CORE Foundations, use of the BASE program and other interventions designed to reduce the amount of discipline referrals. Mentors for students who are consistently receiving referrals. PBIS and Bobcat P.R.I.D.E expectations for the entire school.

Attendance:

Tardy Policy

Truancy Break down by admin, each administrator will have a grade level assigned to them to assist in getting students who are not regularly attending an administrator to help support the concern.

Student Services Meetings, scheduled each month to review students of concern

Graduation:

Student Services monthly meetings focusing on academic needs of seniors. Home liaison will work with specific students to offer wrap around services needed to ensure graduation.

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.

- A. Student services will meet monthly to discuss students of concern and to review interventions and progress of students to determine next steps.
- B. Admin will make weekly attempts to students in our grade level who are on the attendance report
- C. Discipline Committee will meet monthly to review data and make suggestions as the data comes up, instead of waiting till end of year.
- D. Quarterly Progress monitoring meetings (within each department, during school day focusing on proficiency and learning gains as a whole and then specifically our African American/Black Students).
- E. Coaching days each week focusing on integration of standards and CORE foundations
- F. Student of the Week
- G. Mentors for students

Person Responsible Marlon Jones (jonesmd@gm.sbhc.edu)

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.

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. The district wide focus on The CORE Foundations and focusing in on the first CORE statement of "Caring Relationships" only proves how important this is in a school community. During the the Fall, this foundation will be targeted and implemented throughout our school. Administration will "look for" these types of relationships in our walkthroughs and observations, "environment of respect and positive relationships, where diversity is accepted and valued."

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 encourage all celebrate those students continuing to implement Student of the Week. With the support of the administration and the School Advisory Committee. The recommendation is not necessarily for academic reasons, but rather for having a positive attitude in class, being helpful, exhibiting growth, regular attendance, etc.

Teachers and staff will nominate a student whom they feel has represented Buchholz in a positive light. We will draw a "winner" for each grade level on WCAT. These "winners," and their nominating staff member or 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 school culture and environment.

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. HOPE squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors.

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 socials).

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.