

Alachua County Public Schools

F. W. Buchholz High School



2023-24

Schoolwide Improvement Plan (SIP)

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F. W. Buchholz High School

5510 NW 27TH AVE, Gainesville, FL 32606

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Purvis, Kevin	Principal	Instructional Leader -oversees all areas of the school, including supporting and mentoring all Assistant Principals, financials, and provides leadership to the short and long range goals in the areas of 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
Smith, Julie	Assistant Principal	Student Services -ESE & compliance, 504s, ESOL, Threat Assessment, Student Support Services -10th Grade Truancy
Jones, Marlon	Assistant Principal	Administration -Facilities, Discipline, Safety and Security, Instructional Materials, Title IX -Truancy contact -9th Grade Truancy
Berben, Stacia	Teacher, K-12	Social Studies Department Chair
Kearney, Karen	Teacher, K-12	Science Department Chair
Lomonte, Susan	Teacher, K-12	English/Language Arts Department Chair
Pankey, Thomas	Teacher, K-12	Math Department Chair
Vinson, Christin	Teacher, ESE	ESE Department Chair
Warner, Suzanne	School Counselor	Guidance Department Chair
Flamand, Theresa	Teacher, K-12	Reading Department Chair
Partridge, Arleen	Teacher, Career/Technical	CTE Department Chair
Foster, Kristy	Teacher, K-12	Art Department Chair

Name	Position Title	Job Duties and Responsibilities
Graben, Noah	Teacher, K-12	Performing Arts Department Chair
Bell, Charles	Teacher, K-12	Physical Education Department Chair
Valladares, Gloria	Dean	Deans Department Chair
Houze, Sarah	Teacher, K-12	Peer support to our Algebra 1 and 1a teachers.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

BHS will involve stakeholders through our School Advisory Council and leadership team. We share end of school data (academic, behavioral and truancy) and the draft SIP during scheduled meetings and solicit input.

Additionally, BHS seeks input via climate surveys distributed at the end of the year to students, teachers/ faculty and parents.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap, via by weekly administration meetings, monthly leadership team meetings, teachers through monthly department chair meetings and with SAC. Progress monitoring data is shared in between scheduled meetings with stakeholders as the information becomes available. BHS admin will review and make changes as needed to ensure we are supporting our most fragile students not making achievement gains and continue to share these changes to ensure input is received by all stakeholders to ensure continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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

2022-23 Title I School Status	No
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	37%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	436	
One or more suspensions	0	0	0	0	0	0	0	0	0	231	
Course failure in ELA	0	0	0	0	0	0	0	0	0	305	
Course failure in Math	0	0	0	0	0	0	0	0	0	340	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	324	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	118	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	324	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	575

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	18

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	53	50	66	57	51	67		
ELA Learning Gains				60			59		
ELA Lowest 25th Percentile				45			41		
Math Achievement*	56	48	38	50	30	38	49		
Math Learning Gains				48			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				40			31		
Science Achievement*	76	66	64	73	48	40	78		
Social Studies Achievement*	76	65	66	78	47	48	79		
Middle School Acceleration					40	44			
Graduation Rate	96	89	89	97	65	61	97		
College and Career Acceleration	71	66	65	75	71	67	79		
ELP Progress	50	57	45	45			40		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	677
Total Components for the Federal Index	11
Percent Tested	96

2021-22 ESSA Federal Index

Graduation Rate

97

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	2	
ELL	47			
AMI				
ASN	91			
BLK	47			
HSP	66			
MUL	72			
PAC				
WHT	83			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	56			
AMI				
ASN	82			
BLK	44			
HSP	64			
MUL	67			
PAC				
WHT	71			
FRL	49			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			56			76	76		96	71	50
SWD	18			15			33	31		28	6	
ELL	45			33			60	47			5	50
AMI												
ASN	87			83			93	88		92	6	
BLK	31			29			49	49		34	6	
HSP	58			52			78	67		67	7	48
MUL	64			54			65	84		67	6	
PAC												
WHT	77			69			89	85		80	6	
FRL	42			33			58	57		45	7	30

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	66	60	45	50	48	40	73	78		97	75	45
SWD	23	40	33	14	31	25	31	37		96	16	
ELL	43	60	65	33	32		69	47		100	64	45
AMI												
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	
PAC												
WHT	75	64	54	64	57	44	85	89		98	82	
FRL	41	46	42	32	42	36	44	59		92	52	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	67	59	41	49	30	31	78	79		97	79	40
SWD	20	30	22	13	30	33	35	37		98	39	
ELL	42	62	57	43	44		55					40
AMI												
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	
PAC												
WHT	79	64	42	68	34	30	89	89		98	85	
FRL	40	47	39	21	25	30	55	48		95	57	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	64%	52%	12%	50%	14%
09	2023 - Spring	62%	52%	10%	48%	14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	52%	-20%	50%	-18%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	57%	6%	48%	15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	63%	12%	63%	12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	63%	12%	63%	12%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is in Algebra 1 at 32%, which is the percentage of students earning a proficiency score in Algebra 1.

Contributing factor(s) to last year's low performance, our students with disabilities are also our African American students and students who struggle in math are placed in Algebra 1 at the high school.

Trends in this particular data component, is that this is consistently a low performing component.

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

The data component showed the greatest decline from the prior year was our 9th grade English/ Language Arts (ELA), with losing 6 points from the previous year.

Factor(s) that contributed to this decline; student attendance/truancy, higher course failures in ELA and a shift to the B.E.S.T standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data components with the greatest gap when compared to the state average is our students with disabilities and White/African American student in Algebra 1 achievement.

The state average for students with disabilities is 30% and BHS has a 39% point gap. Additionally our White/African American achievement gap in mathematics achievement the state average has only a 31% point difference in comparison to BHS with a 42% point gap.

Factor(s) that contributed to this gap; master schedule, attendance, behaviors that contribute to time spend out of class and for our SWDs, placing them in their least restrictive environment over a more supported class math class, to separate behavioral students from being grouped together.

Trends in this particular data component, is that this achievement gap with our students with disabilities and African American students have shown to be area of concern pre-COVID, and almost worse now.

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

The data component showed the most improvement ironically was Algebra 1, which did have a 10 point gain.

What new actions did your school take in this area, BHS created planning time amongst the Algebra 1 teachers, provided resources and intensive interventions based on standards such as; IXL and Math Nation that help build/provide intervention with basic math skills development. In addition, BHS is providing peer (teacher) support 1 period a day to provide instructional strategies, help in reviewing data, provide feedback offer ways to to differentiate in order to best serve our students in Algebra 1.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data identify potential areas of concern are in 9th grade; course failures in ELA and the amount of Level 1s on ELA state achievement test.

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

Buchholz's highest priorities for our school improvement, for the 2023-2024 school year are:

1. 9th grade (all areas based on Early Warning Signs provided by district and Tested Data Components)
2. Algebra 1
3. Students with Disabilities (Math)
4. Reduce the amount OSS days and the proportionality of African American students discipline referrals.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The ESSA Data designations for our Students with Disabilities(SWDs) earned 35% of the available points on the Federal Index of Points. This is 6 points below the Federal Index threshold and 1 point below last year's data.

Students with Disabilities continue the trend of not making proficiency or learning gains on any of the state tested areas (both with progress monitoring and state assessments). These factors make this area critically important to the overall success of the school.

Additionally, students with a primary exceptionality of Specific Learning Disability (SLD) make up around 58% of the entire SWD population at BHS.

MATH:

0% of our SLDs were proficient on the Algebra 1 EOC.

18% of our SLDs were proficient on Geometry EOC.

21-22 School Grade Components indicated that 25% of SWDs in the lowest quartile had learning gains in Math.

ELA 10th:

7% of our SLDs were proficient on the FAST ELA Progress Monitoring 3 Assessment.

21-22 School Grade Components indicated that 33% of SWDs in the lowest quartile had learning gains in ELA.

Measurable Outcome:

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

10% of SLDs will be proficient on the Algebra 1 EOC, and another 50% will demonstrate learning gains.
25% of SLDs will be proficient on the Geometry EOC, and another 50% will demonstrate learning gains.

30% of SWDs in the lowest quartile will demonstrate learning gains in Algebra 1 and the Geometry EOC.

15% of all SLDs will be proficient on the FAST ELA Progress Monitoring 3 Assessment and another 50% will demonstrate learning gains.

5% of SWDs in the lowest quartile will demonstrate learning gains in FAST ELA Progress Monitoring 3 Assessment.

The ESSA Subgroup of Students with Disabilities will gain 6% points or more to meet the minimum 41% set by the state.

Monitoring:

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

School Leadership will meet after each progress monitoring assessment, with both general education teachers and the ESE teachers to review progress monitoring data to target our Students with Disabilities and make adjustments as needed, to ensure there is growth is being made and what is needed to support our teachers and students in making this goal happen.

Person responsible for monitoring outcome:

Julie Smith (smithje1@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- ALL 9th Grade ESE students will be scheduled into Algebra 1a co-teach.
- IXL and Math Nation
- 10th Grade ESE students will be scheduled in Intensive Reading utilizing Reading Plus
- Literacy Coach will support 10th grade reading classes
- Co-teach/support facilitation teams will conduct regular data review of progress monitoring assessments
- Added extra Algebra 1 co-teach section
- ESE department will meet monthly to review target learning gains needs
- Teacher Peer Support 1 period a day

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- ALL 9th Grade ESE students will be scheduled into Algebra 1a co-teach in order to better support SWDs in Algebra 1a, this allows students to receive two adults to pull smaller groups and target instruction. IXL and Math Nation will be used to help support and remediate math skills based on individual student levels.
- 10th Grade ESE students who have not made an achievement score, placed in a reading intervention/intensive class as an elective, in order to support reading deficits. Reading Plus will be utilized to target student's individualized needs.
- Literacy Coach will support 10th grade reading classes with weekly check-ins
- Co-teach/support facilitation teams will conduct regular data review of progress monitoring assessments, in order to monitor all students and make instructional changes in instruction.
- Added extra Algebra 1 co-teach section, allows students to receive two adults to pull smaller groups and target instruction.
- ESE department will meet monthly to review target specific student needs to determine if more supports or accommodations are needed.
- Teacher Peer support to provide targeted feedback based on data and offer instructional strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher Peer support scheduled for 1 period a day.

Person Responsible: Sarah Houze (houzese@gm.sbac.edu)

By When: Starting during Pre-Planning.

9th Grade ESE students will be scheduled into Algebra 1a co-teach.

10th Grade ESE students will be scheduled in Intensive Reading utilizing Reading Plus

Extra Algebra 1co-teach section scheduled

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

By When: When schedules for students are available, 1st day of school.

Literacy Coach will support 10th grade reading classes provide targeted feedback based on Reading plus data to reading teacher (s).

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

By When: Starting the first week of school, literacy coach comes on Tuesdays.

ESE department will meet monthly to review target specific student needs to determine if more supports or accommodations are needed.

Co-teach/support facilitation teams will conduct regular data review of progress monitoring assessments, in order to monitor all students and make instructional changes in instruction.

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

By When: Target specific needs: Pre-planning and then every month after Data Review: After Progress monitoring assessments and any informal or formal assessments indicating review.

ESE department will meet monthly to review target specific student needs to determine if more supports or accommodations are needed.

Co-teach/support facilitation teams will conduct regular data review of progress monitoring assessments, in order to monitor all students and make instructional changes in instruction.

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

By When: Target specific needs: Pre-planning and then every month after Data Review: After Progress monitoring assessments and any informal or formal assessments indicating review.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Buchholz's overall discipline data indicates that its imperative for us to focus on discipline to promote a more positive school culture and environment, which leads to an increase in student academic achievement, which in turns leads to achievement gains, staying on track for graduation and prepare students to become responsible and productive global citizens, which is in our vision statement. This means we need to focus on reducing the overall OSS days and decrease the proportionality of African American students referrals.

Total OSS days were 579.

Our African American students had 47.3% of the total referrals.

Measurable Outcome:

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

Discipline Data will show a decrease of 20% or more (or 116 less days) for the end of year out of school suspensions days.

Discipline Data will show a decrease of 10% or more (37%) at the end of year in the amount of referrals for our African American Students.

Monitoring:

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

School Leadership and deans will track the out of school suspensions (OSS) and total number of referrals data of African American and students with disabilities students in real time from the first day of school and share with the discipline committee monthly.

School Leadership and deans will review data each month to review students who are high on the OSS list and total amount of referrals and add interventions and strategies are needed to help support and change the behaviors leading to the behaviors leading to referrals and out of school suspensions.

Person responsible for monitoring outcome:

Marlon Jones (jonesmd@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Discipline Committee/leadership meetings
- PBIS (Bobcat P.R.I.D.E)
- The CORE
- ICEL
- MTSS
- EPTs

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Leadership team and Discipline Committee will meet monthly to review trends and make adjustments as needed.
- Leadership team will assign outside mentors to improve student performance for low-performing, at-risk students by providing additional learning opportunities; increasing personal responsibility; discouraging

behaviors leading to suspensions; and improving academic achievement.

-The continuation of an extra dean, to ensure students are able to provide BASE, mentorship and Tier 2 or 3 interventions.

-The CORE, every student will know the academic goals for every class, and an emphasis on caring relationships and restarting relationships once time has been spent outside the classroom.

-Student Services Specialist who not only acts as ISD/ISS, but provides mentorship and interventions PBIS (Bobcat P.R.I.D.E.), using PBIS allows instructional practices for improving behavioral, social, and life skills for all students while increasing opportunities for academic engagement and improved performance. Classy Cats and Student of the week to reward students with positive behavior.

-BASE Program, which is an online intervention created by mental health specialists, allows student to connect their emotions and provide awareness of how to interact with other students and adults.

-Implement alternatives to suspension including use of ISD and ISS, through restorative practices for when students return to class.

-Track the OSS data of African American/Black students starting the first day of school.

-MTSS- behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need, seeking to ensure that resources reach the appropriate students at the appropriate levels, moving students through the process Tier 2 and Tier 3 as needed in order to change student behaviors. This includes holding EPTs after a major event, and focusing on our top 20-25 students with the most referrals.

-ICEL will be used as the framework to determine what is impacting students behaviors.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PBIS (Bobcat P.R.I.D.E.) reviewed and expectations stated of how students will act in varying parts of the school, with posters.

In correlation with The CORE and emphasis on building caring relationships.

ICEL Framework

Person Responsible: Marlon Jones (jonesmd@gm.sbac.edu)

By When: Posters up by 1st day of school, reviewing/discussing/modeling these expectations starting the first day of school. The first interactions with students, the relationships should start to build.

Outside mentors to improve student performance for low-performing, at-risk students by providing additional learning opportunities

Person Responsible: Marlon Jones (jonesmd@gm.sbac.edu)

By When: End of 1st 9 weeks.

Scheduling of EPTs with targeting Tier 2 (MTSS) as needed for students.

Tracking OSS data.

Person Responsible: Gloria Valladares (valladgm@gm.sbac.edu)

By When: As soon as a major event happens, continued behaviors from last year or after 5 referrals.

Leadership team, deans and Discipline Committee will review trends and make adjustments as needed.

Person Responsible: Marlon Jones (jonesmd@gm.sbac.edu)

By When: Monthly or as data is available for OSS

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The achievement gap for Buchholz High School in ELA was 36% for the 2021-2022 school year. This comparison is between white students and African American students.

Additionally 21-22 School Grade Components indicated that 33% of African American students in the lowest quartile had learning gains in ELA.

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

Measurable Outcome:

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

50% of African American students will demonstrate proficiency on the B.E.S.T ELA PM 3.

Another 50% of students will demonstrate learning gains on the B.E.S.T ELA PM3.

35% of African American students in the lowest quartile will show learning gains in B.E.S.T ELA PM3.

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%.

Monitoring:

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

ELA department will meet after each progress monitoring test to determine how instruction needs to be aligned and adjusted to student tasks with the B.E.S.T standards and monitor the progress of students in each of the subcategories reported for school report card. Monitoring of informal/formal assessments Reading Plus data, progress monitoring assessments between PM1-PM2 and PM2-PM 3 and curriculum based assessments by administration. Data from these varying assessments will be shared in leadership team meetings.

Person responsible for monitoring outcome:

Melissa Pratto (prattomm@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- B.E.S.T Standards Implementation
- B.E.S.T Standards integration in ALL content areas
- Active Learning Practices
- Peer Observation Cycle
- ESE Co Teach Training
- The CORE Foundations (Caring Relationships and Clear Academic Goals)
- Reading Plus Program through Intensive Reading Classes
- Use of District Literacy Coach

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- B.E.S.T Standards Implementation (full implementation, with progress monitoring, department will met to review data and make adjustments as needed).
- B.E.S.T 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).
- Active Learning Practices (evidence-based teaching strategies implemented with fidelity and informed through data to produce positive, sustained results in every student)
- Peer Observation Cycle (observing each other's practice, focusing on teachers' individual needs and the opportunity to both learn from others' practice and offer constructive feedback)
- ESE Co Teach Training (ensure it is a collaborative approach to instruction)
- The CORE Foundations (Caring Relationships and Clear Academic Goals)
- Use of District Literacy Coach- support reading teachers of data analysis of the Reading plus individualized intervention program, which is embedded support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Master Schedule of including level 2 reading students in intensive reading.

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

By When: First day of school.

Active Learning Practices (evidence-based teaching strategies implemented with fidelity and informed through data to produce positive, sustained results in every student)

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

By When: Summer of 2023 and Preplanning for those who were not able to attend during summer. This is ongoing throughout the school year and already on the calendar.

ESE Co Teach Training (ensure it is a collaborative approach to instruction)

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

By When: 1st meeting during pre-planning. Monthly meetings following.

-B.E.S.T Standards Implementation (full implementation, with progress monitoring, department will met to review data and make adjustments as needed).

-B.E.S.T Standards integration in ALL content areas (implementation of a comprehensive standards in science and social studies curriculum, and focusing on the integration of BEST standard

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

By When: 2022-2023 school year, on going the 2023-2024 school year

-Peer Observation Cycle (observing each other's practice, focusing on teachers' individual needs and the opportunity to both learn from others' practice and offer constructive feedback)

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

-Use of District Literacy Coach- support reading teachers of data analysis of the Reading plus individualized intervention program, which is embedded support.

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

By When: Observation Cycle will be offered in the Fall of 2023, once school is under way. The CORE Foundations are on going and reviewing during pre-planning and will continue to be reviewed by all during the school year. Use of District Literacy Coach- on going from last year, pre-planning and weekly check ins on Tuesdays.

-Peer Observation Cycle (observing each other's practice, focusing on teachers' individual needs and the opportunity to both learn from others' practice and offer constructive feedback)

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

-Use of District Literacy Coach- support reading teachers of data analysis of the Reading plus individualized intervention program, which is embedded support.

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

By When: Observation Cycle will be offered in the Fall of 2023, once school is under way. The CORE Foundations are on going and reviewing during pre-planning and will continue to be reviewed by all during the school year. Use of District Literacy Coach- on going from last year, pre-planning and weekly check ins on Tuesdays.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The achievement gap for Buchholz High School in Algebra 1 was 42% for the 2021-2022 school year. This comparison is between white students and African American students.

21-22 School Grade Components indicated that 31% of African American students in the lowest quartile had learning gains in Math.

16% of African American students were proficient on the Algebra 1 EOC for 2022-2023 school year and only 29% were proficient on the Geometry EOC.

BHS strives to increase the overall math achievement, increasing learning gains for African American students, and increasing lowest quartile gains in math by aligning instruction and student tasks with the B.E.S.T standards, in addition to the 2nd CORE Foundation of clear academic goals with a focus on instructional practices, and monitoring the progress of students in all subcategories.

Measurable Outcome:

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

25% of African American students will demonstrate proficiency Algebra 1 and 35% of African American students will demonstrate proficiency on the Geometry EOC.

The other 50% will demonstrate learning gains on the Algebra 1 or Geometry EOC.

36% of African American students in the lowest quartile will show learning gains in Math.

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%.

Monitoring:

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

Algebra 1a, Algebra 1 and Geometry will meet after each progress monitoring test to determine how instruction needs to be aligned and adjusted to student tasks with the B.E.S.T standards and monitor the progress of students in each of the subcategories reported for school report card. Monitoring of informal/formal assessments IXL data, Math nation data, curriculum based assessments by administration. Data from these varying assessments will be shared in leadership team meetings.

Person responsible for monitoring outcome:

Kevin Purvis (purviskl@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- B.E.S.T Standards Implementation (full implementation, with progress monitoring)
- The CORE Foundations (Caring Relationships and Clear Academic Goals)
- Master Schedule
- MTSS/EPTs for 12th grade and 11th Grade Students
- Active Learning Practices

- Peer Observation Cycle
- ESE Co Teach in Algebra 1, Algebra 1a and Geometry
- Teacher Peer Support 1 period a day
- Use of IXL and Math Nation

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- B.E.S.T Standards Implementation (full implementation, with progress monitoring)
- The CORE Foundations (Caring Relationships and Clear Academic Goals)
- 12th grade students who have not received a concordant score placed in intensive math class focused on test take skills and approaches to increase student's skills to receive a concordant score.
- MTSS/EPTs for 12th grade and 11th Grade Students, to track student data and intervention and facilitate and targeted interventions to ensure student success on math concordant graduation requirement.
- Active Learning Practices (evidence-based teaching strategies implemented with fidelity and informed through data to produce positive, sustained results in every student)
- Peer Observation Cycle (observing each other's practice, focusing on teachers' individual needs and the opportunity to both learn from others' practice and offer constructive feedback)
- ESE Co Teach Training (ensure it is a collaborative approach)
- Teacher Peer support to provide targeted feedback based on data and offer instructional strategies.
- IXL and Math Nation will be used to help support and remediate math skills based on individual student levels.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- B.E.S.T Standards Implementation (full implementation, with progress monitoring)
- The CORE Foundations (Caring Relationships and Clear Academic Goals)
- Master Schedule including co-teach
- Active Learning Practices

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

By When: -B.E.S.T Standards Implementation, The CORE Foundations continued emphasis from last year. -Master Schedule- before the first day of school -Active Learning Practices -summer of 2023 and pre-planning with planned continued PD in this.

12th grade students who have not received a concordant score placed in intensive math class
 -MTSS/EPTs for 12th grade and 11th Grade Students with no concordant score.

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

By When: -Scheduling of intensive math by first week/day of school (Dr. Pratto) -MTSS/EPTs- after progress reports, meetings will be scheduled.

ESE Co Teach Training (ensure it is a collaborative approach to instruction)

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

By When: Pre-Planning and monthly.

-Peer Observation Cycle (observing each other's practice, focusing on teachers' individual needs and the opportunity to both learn from others' practice and offer constructive feedback)

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

By When: Fall of 2023.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The principal and district (support Principal or executive director) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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. §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?

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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****Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes