

Hillsborough County Public Schools

Buchanan Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Buchanan Middle School

1001 W BEARSS AVE, Tampa, FL 33613

[no web address on file]

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.

Buchanan Middle School will create an environment in which staff work together as a team to maximize student growth and bridge the gap between home and school through community engagement.

Provide the school's vision statement.

Prepare Students for Life.

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
Crook, Jamal	Principal	Instructional Leader of the school. Outlines goals and procedures for student learning gains/growth. Oversees instructional learning of all the students and holds stakeholders accountable for students learning.
Powell, Kara	Assistant Principal	Admin in charge of Curriculum and Assessments, coordinating Extended Learning Program, overseeing implementation of the ELL program, and discipline.
Marks, Krystyne	Instructional Coach	Helps provide support for the staff on data analysis. Works closely with teachers to support them and diversify teaching strategies.
Casco, Graysen	Other	SAC chair and coordinator for collecting necessary specifics for writing of the SIP plan.

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.

Stakeholders are invited to be involved in SIP development through invitations via in person during open house/conference night events and virtually through email letter. All input from stakeholders involved is heard, appreciated, and considered for and through the SIP development process.

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))

The SIP will be regularly monitored for effective implementation through regular meeting discussions and considerations on everything involved on the impact of increasing achievement of students. New business of meetings will include discourse revolved around revision of the plan, as necessary, 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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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: C 2019-20: C 2018-19: C 2017-18: C
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	62	108	80	250
One or more suspensions	0	0	0	0	0	0	15	64	60	139
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	9	8	19
Course failure in Math	0	0	0	0	0	0	2	12	5	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	59	51	68	178
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	81	46	177
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	31	43	26	100

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	9	6	3	18

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	3	0	0	3
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	26	34	21	81
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	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	

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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	62	108	80	250
One or more suspensions	0	0	0	0	0	0	15	64	60	139
Course failure in ELA	0	0	0	0	0	0	2	9	8	19
Course failure in Math	0	0	0	0	0	0	2	12	5	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	59	51	68	178
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	81	46	177
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	31	43	26	100

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	9	6	3	18

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	3	0	0	3
Students retained two or more times	0	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*	27	49	49	32	50	50	34		
ELA Learning Gains				41			34		
ELA Lowest 25th Percentile				35			25		
Math Achievement*	31	57	56	33	36	36	38		
Math Learning Gains				42			43		
Math Lowest 25th Percentile				39			43		
Science Achievement*	26	44	49	37	52	53	37		
Social Studies Achievement*	34	66	68	57	58	58	41		
Middle School Acceleration	87	84	73	90	51	49	76		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	22	39	40	29	86	76	42		

** 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)	TSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	227
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

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	13	Yes	4	4
ELL	31	Yes	4	2
AMI				
ASN	50			
BLK	18	Yes	3	2
HSP	34	Yes	2	
MUL	36	Yes	1	
PAC				
WHT	66			
FRL	34	Yes	2	

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	27	Yes	3	3
ELL	31	Yes	3	1
AMI				
ASN	55			
BLK	27	Yes	2	1
HSP	40	Yes	1	
MUL	44			
PAC				
WHT	58			
FRL	40	Yes	1	

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	27			31			26	34	87			22
SWD	11			16			11	18			5	8
ELL	18			22			20	24	80		6	22
AMI												
ASN	60			40							2	
BLK	13			21			8	29			4	
HSP	24			28			24	32	76		6	19
MUL	33			38							2	
PAC												
WHT	54			61			51	65	97		5	
FRL	24			28			23	31	80		6	15

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	32	41	35	33	42	39	37	57	90			29
SWD	17	32	31	16	30	42	21	33				25
ELL	16	33	29	17	27	31	13	46	70			29
AMI												
ASN	50			60								
BLK	13	25	26	11	33	44	9	53				
HSP	27	40	36	28	37	38	30	51	83			29
MUL	56	38		47	36							
PAC												
WHT	56	52	36	59	61	23	67	72	95			
FRL	27	37	34	28	38	41	30	55	83			28

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	34	34	25	38	43	43	37	41	76			42
SWD	17	20	21	17	25	39	25	27				
ELL	14	23	27	24	36	44	20	22	69			42
AMI												
ASN	50			50								
BLK	21	26	19	16	26	31	30	26				
HSP	25	28	28	31	40	50	30	30	75			43
MUL	47	47		50	36							
PAC												
WHT	61	50	19	66	64	44	62	71	85			
FRL	27	29	23	31	38	42	29	33	70			41

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
07	2023 - Spring	32%	47%	-15%	47%	-15%
08	2023 - Spring	21%	44%	-23%	47%	-26%
06	2023 - Spring	20%	47%	-27%	47%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	53%	-28%	54%	-29%
07	2023 - Spring	3%	36%	-33%	48%	-45%
08	2023 - Spring	30%	57%	-27%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	41%	-18%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	55%	28%	50%	33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	64%	-34%	66%	-36%

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.

ELA showed the lowest performance, however, common trends across the contents showed that the percentage of proficiency was maintained from year to year. The bottom quartile has shown our greatest need for improvement is in both ELA and Math.

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

ELP Progress showed the greatest decline from the prior year. Factors that contributed to this decline could be low student attendance and involvement within the program.

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.

Math Achievement showed the greatest gap when compared to the state average. Factors that contributed to this gap and any trends vary but could partially be from state's Department of Education adoption of the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, a still rather new system for measuring student development.

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

Math showed the most significant improvement from PM1 to PM3. There was a 30% reduction in the students who started the year as level 1. The action we took was to implement data-driven instruction. We intensely focused on using data from classroom tests and state and district progress monitoring tests to analyze learning gaps and address them.

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

Potential areas of concern lie within more proper utilization of instructional frameworks to help accelerate students on standards that are benchmarks for learning, a 3-model approach of whole group, whole/ small group and small group rotations to build the differentiated instruction into the class setting, as well as with the need to place a higher focus on professional development on planning with the BEST Standards and disaggregating data.

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

Teachers working in data-driven PLC's to build the formative assessments or use the district formulated optional assessments that will either lead to a whole class or small group rotation lesson.

Utilization of accelerated lessons to help bridge the gap to help build proficiency.

Working through various technology resources that have data showing effective teaching strategies, using recommended self-paced courses designed by district staff for teachers to use to help build content knowledge.

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

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

All teachers are going to focus on standards-based instruction and delivery based on the new BEST standards being implemented this school year. Teachers will have Professional Development and PLCs to support their subject area of teaching. This will ensure fidelity with best practice of implementation for curriculum. The data has shown that the different subgroups that these subgroups require specific instructional techniques to meet adequate gains and proficiency. We are addressing all subgroups with common structures since a child can fall into more than one of these categories. We want the students to show mastery quarterly on standards in each core content.

Measurable Outcome:

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

Students will show improvement on school, district and state progress monitoring assessments that enhance continuous progress/gains. As a collective group (all content areas) the goal is to increase student gains in the bottom quartile for both Math and ELA. Based on prior years data, we will offer targeted ELP to improve the bottom quartile. We hope to see a 5% gain in each subgroup.

Monitoring:

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

The area of focus will be monitored through the administrative team and instructional leaders. Admin will be working closely with instructional leaders to support gains throughout the school. PLCs will be meeting Bi-Monthly to discuss. The district has mandatory and optional assessments that will be used to monitor the students' progress. Data chats will happen after the assessments are administered. We will conduct a needs assessment to gather more information on what it needed.

Person responsible for monitoring outcome:

Kara Powell (kara.powell@hcps.net)

Evidence-based 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.)

Teachers are looking closely at student data for progression in learning the standards. They will be utilizing various state, district and teacher created standards-based assessments. Teachers will compare student growth, find weakness for re-teach, as well as, finding areas for enrichment. Teachers and staff will utilize WICOR strategies that produce student engagement, discourse, and demonstration of the inquiry process. Strategies utilized are scaffolding vocabulary, practicing decoding reading skills, identifying main pieces of information from the text, supporting details of any content piece given and basic grammar and typing skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The pieces of data will affect the planning for each teacher in relation to the goal set above. We understand that math is a weakness for the majority of our students and implementing specific structures common in all contents and researched based strategies will help gain mastery in all levels of math taught on site. A focus on math specific vocabulary that will assist students in problem solving and computation.

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 4 - Demonstrates a Rationale

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.

We will purchase 2 teacher positions- Student Success Coach and a Literacy Coach. These positions will focus on students in small groups for enrichment and remediation in all core subjects. These positions will have a focus on teacher development and improvement. Coaching teachers on implementation of new BEST standards and using data to drive instruction. Our instructional leaders will also focus on school wide data and work with the teachers and staff to provide strategies for how to provide enrichment and improvement for success. They will also have a targeted roster of students to monitor and adjust the interventions used.

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

By When: June- August

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

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

By When: August-May

Buc Mentoring Program will focus on both ESSA identified and staff identified students. The student who are in of support (academically or behaviorally) will be listed and teachers will work with one or two of these students throughout the year. They will meet on a regular basis, have school provided activities to build relationship. The student service department will provide necessary information to those who are either paired or chosen to in the mentor/mentee program.

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

By When: August-May

We will purchase and utilize programs that will enhance our Tier 2 academic interventions such as Penda, IXL, and Algebra nation . These programs will increase skills needed to be successful state tests. These programs provides students with a self-directed pace and assessment tool to monitor progress.

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

By When: August-May

Admin/Coaches will provide PD on Common Assessments and Student engagement and Analyze and utilize data through PLCs. Instructional Leaders will provide effective DI strategies used in the districts' Instructional Frameworks for learning. These strategies will be discussed during the common planning each department has and during PLCs on an as-needed basis.

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

By When: July-May

#2. Positive Culture and Environment specifically relating to Other

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 Buchanan team believes that students learn best when they know that team members genuinely care about them and believe in their ability to succeed. Getting to know students can go a long way in finding ways to motivate students and help them understand the lifelong importance of the knowledge and skills they are learning at school. The climate and culture of our school is the foundation that makes learning possible.

Measurable Outcome:

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

Buchanan admin and instructional leaders will promote, facilitate and enhance student, parent and community involvement throughout the at least 7/10 months of the school year.

Monitoring:

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

The Community Engagement Committee will conduct quarterly surveys to monitor culture/climate.

Person responsible for monitoring outcome:

Jamal Crook (jamal.crook@hcps.net)

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.)

A monthly moral boosting event for all faculty and staff will take place to encourage a positive and enthusiastic work environment. Monthly/Bi-monthly parent meetings to educate parents on curriculum and platforms.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Monthly events will help to create buy-in from internal and external stakeholders will promote a cohesive partnership between school, faculty and staff, parents and community business partners. These events will aid with enhance the student's learning environment.

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 4 - Demonstrates a Rationale

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.

Whole school parent night occurs three times during the school year at conference nights. Parent Nights are focused on HS credit course information, How-To's of parenting a middle schooler, and general parent concerns. The school sends text messages and emails to parents- with and without working numbers to inform them of attendance issues, tardies, scholarship warnings, and school reports/newsletters.

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

By When: August-May weekly communications. August-May 7/10 months for parent meetings.

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

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

By When: August-May

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

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

By When: August-May

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

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

Measurable Outcome:

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

Students that fall into an ESSA Subgroup will show improvement on school, district and state progress monitoring assessments that enhance continuous progress/gains. As a collective group (all content areas) the goal is to increase student gains in the bottom quartile for both Math and ELA. A "Rising Learner Academy" has been created to offer additional targeted instruction, extended learning opportunities and a mentorship. We hope to see a 5% gain in each subgroup.

Monitoring:

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

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

Person responsible for monitoring outcome:

Kara Powell (kara.powell@hcps.net)

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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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 4 - Demonstrates a Rationale

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.

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

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

By When: October- November

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

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

By When: September-May

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).

We first conduct a needs assessment, and after the needs assessment, we gather the resources to support the need. Then, we develop an implementation plan to monitor and adjust the plan based on student data and needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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?

NA

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?

NA

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.

During pre-planning, all of our teachers engage our teachers in forming the SIP, and we hold a Title 1 informational meeting during the open house to communicate the SIP and other Title 1 information. Also, all communication is sent in English and Spanish.

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))

We have a monthly event on campus for our families, and we also send weekly communication in English and Spanish.

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)

We will ensure that we are fully staffed to ensure that we can have a certified teacher in every classroom. We will also focus on using qualitative and quantitative data to drive instruction so students spend more time learning what they need to know.

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))

All our strategies align with state, federal, and local services and are evidence-based and research-based.

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))

Students have access to meet with our counselors and success coaches through our "Wish to See Form" process. Student success coaches are also listed on student schedules.

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))

High Schools will visit and meet with students to recruit students into their magnet and technical programs.

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).

Our interdisciplinary grade-level teams meet bi-weekly to discuss the topics of attendance, behavior, and curriculum. Our student services team also meets weekly to discuss student needs and interventions.

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))

Our staff will have weekly mini-PDs to help teachers understand, practice, and implement Teach Like a Champion strategies.

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