BHM SCHOOLS
Buffalo Hanover Montrose

Buffalo High School Site Improvement Plan
2021-2022

BHM Strategic Plan		District Academic Goals
1. Life Skills – Purposefully integrate life skills to prepare our students to become contributing members of the community.	2. Whole Child – Invest in the whole child to fully develop their social, emotional, mental and physical health.	1. Improve reading performance so that 69.6% of students attain proficiency on the MCA by the spring of 2022 (up from 65.6% in 2019)
3. Pathways – Provide a variety of educational pathways for all students to succeed in a college or career setting.	4. Engagement – We engage our community by fostering a positive relationship between key stakeholders and our schools.	2. Improve math performance so that 70.5% of students attain proficiency on the MCA by the spring of 2022 (up from 65.5% in 2019)

Site Mission and Vision:
In partnership with our families and community, Buffalo High School prepares each student for a successful future. In an academically rigorous and supportive environment, we prioritize learning, equity and meaningful relationships. Together, we value student agency, growth and connections.

PPD goal: The percentage of all students in grade 12 at Buffalo High School, who meet or exceed the College Readiness Benchmark composite score as measured by ACT, will increase from 32% in 2021 to 33% in 2022.

Site Team Members

Brig Bergquist	Becky Karna	Anna Reedy
Melissa Bertsch	Jake Klingelhutz	Sarah Rodenwald
Shana Bregenzer-Brenny	Craig Lachowitzer	Lacy Schramm
Zack Carlson	Ashley Lostetter	Amy Sparks

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Erika Clifton	Sara Mart	Nick Ward
Nate Conroy	Mark Mischke	Stephanie Ward
Christina Cox	Joe Pokorney	Kate West
Tracy Johnson	Ben Presler	
AVID Smart Goal #1 By May 1, 2022, the average score of student perception of the connection between their learning and the grade assigned will improve by at least ½ point on the Likert scale as measured by a student survey.	**AVID SMART Goal #2** In the Spring AVID PLC Leader survey, 60% of PLC teams will report that students are asking Higher Level questions weekly in their classes.	**AVID SMART Goal #3** In the Spring Student survey 70% of students will report they take responsibility for their learning.

AVID SMART Goal #1: *(district goal)*
By May 1, 2022, the average score of student perception of the connection between their learning and the grade assigned will improve by at least ½ point on the Likert scale as measured by a student survey.

specific, measurable, action-oriented, realistic, timely

| **Baseline data:**
What data do we have to validate this goal?
What is our established baseline?

The district survey has not yet been administered. | **CCI domains/indicators aligned with the goal:**

Domain: Instruction
Indicator(s):
 11, 13

Domain: Systems
Indicator(s):
19, 26 | Domain: Leadership
Indicator(s):
1, 8

Domain: Culture
Indicator(s):
1, 2 |

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	This goal supports:	In what way?
	☑ ~~Rigorous Academic Preparedness~~ ☑ ~~Student Agency~~ ☐ Opportunity Knowledge	When students see a connection between their learning and their grades, they are better able to set goals and take responsibility for their learning. This in turn will lead to greater academic preparedness. If teachers are intentional about their grades reflecting learning, the grades will be a true indication of the level of preparedness students are achieving.

Action steps *What action steps will generate improvement?*	Evidence *What evidence will we use to measure progress?*	Timeline *What is an appropriate timeline for the action steps?*	Individual commitments *Who will be involved, and what will they do?*
Share survey with BHS students in Fall 2021 to collect baseline data (once district survey is created)	End of year survey data Teacher surveys/end of course surveys	May 2022 for final data	Teachers will engage in conversations with students on connecting learning to grades, perhaps try end of term surveys, and support GfL progress. Administration/district will prepare and send out survey to students.
Teachers in the Grading for Equity Cohort 1 will participate in training and action research to implement practices that will make the connection between learning and grades clearer.	Action research results	Professional development days in Aug., Nov., Jan., and April.	Identified teachers will attend training, develop action research plans, meet with a coach, and share results.
Foundational understanding	Faculty Meeting slides	Monthly throughout the year	Stephanie Ward will lead

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continues with monthly "One Thing to Try" at faculty meetings	PLC meeting agendas Conversations in PLC meetings.		monthly PD during faculty meetings using materials created by the district committee. PLC leaders will continue discussions in PLC meetings.
All staff receive the district handouts for teachers and parents which explain how to achieve grades that communicate actual learning.	Agendas from PLC meetings, departments, and with parents	September email.	Stephanie Ward sent out the information. All staff have access to the information and will have discussions with students, parents, and other staff.
All teachers will identify one grading for equity practice to try for the second semester if they have not yet tried something new, which will increase the authenticity of grades in regards to the student's learning.	PLC agendas, Google Form filled out in September and later in the year.	January 1--identify one thing to try. Reflection--	Administration, particularly Stephanie Ward, will communicate to staff through email and faculty meetings and will send out the form.
Inservices in October and November regarding formative and summative assessments, which can further the discussion on the meaning of grades and how we communicate that to our students--especially facilitating discussions between those who are/are not in the first cohort.	Observation during the sessions; exit tickets (?).	October 28 - Formative assessment inservice November 18 - summative assessment inservice	Stephanie Ward will lead these inservices, assisted by Ben Pressler in October and Anna Reedy, Jake Klingelhutz, and Nate Conroy in November.
Resources (include links, if applicable)			

What resources will we use to advance this goal? (consider resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules)

- *Grading for Equity* by Joe Feldman
- Dueck, Myron. "How I Broke My Rule and Learned to Give Retests."
- "Reassessment Done Right" Curriculum Leadership Institute.
- Rick Wormeli: Redos
- Do No Harm Flexible Smart-grading
- "Quality Feedback Structures that Save Teachers Time & Keep Students Learning," December 2017.

Monthly "One Thing To Try…"
- September: Retakes and Redos
- October: Community of Feedback

Goal 1 Review and Reflect:	
January 2022	Progress update or status: Adjustments or next steps:
May 2022	Actual Results: Future Steps:

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AVID SMART Goal #2: Critical Thinking Skills - In the Spring AVID PLC Leader survey, 60% of PLC teams will report that students are asking Higher Level questions weekly in their classes.

specific, measurable, action-oriented, realistic, timely

Baseline data: *What data do we have to validate this goal?* *What is our established baseline?* 43% of PLC teams reported in spring of 2021 that students in their classes were asking higher level questions weekly. Survey from 20-21	CCI domains/indicators aligned with the goal: Domain: Instruction Indicator(s): 4, 5, 9 Domain: Systems Indicator(s): 19, 38, 40	Domain: Leadership Indicator(s): 1 Domain: Culture Indicator(s): 1, 2
	This goal supports: ☑ ~~Rigorous Academic Preparedness~~ ☐ Student Agency ☐ Opportunity Knowledge	In what way? Higher level thinking is needed in all disciplines, as well as in college and careers. We need students who are problem solvers and can think critically, and higher level thinking and questioning is a large part of this.
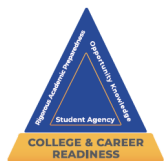
Action steps *What action steps will generate improvement?*	Evidence *What evidence will we use to measure progress?*	Timeline *What is an appropriate timeline for the action steps?*	Individual commitments *Who will be involved, and what will they do?*
Inservice in February on inquiry.	Observations during the inservices and exit tickets (?).	February 17, 2022	Stephanie Ward will facilitate the inservice and be assisted by Melissa Bertsch and Tracy Johnson.
Inservice in January on Reading and Writing strategies	January PLC leader feedback	Jan 20, 2021	Stephanie Ward will facilitate with Craig Lachowitzer and Nick Ward
Make connections to/modeling higher level thinking in additional inservices and faculty meetings.	Agendas, slides, observations	Monthly throughout the school year	Administration and Site Team Members who assist with inservices.
PLC Leader Quarterly meetings include time to clarify what higher level thinking is and how to bring it into our classes more, along with introducing new resources added to the One Stop. It was indicated in last year's PLC survey that more clarification was needed on these indicators that we're asking about.	Agendas from PLC Leader meetings and PLC meetings.	PLC Leader meetings happen quarterly and PLC meetings happen twice a month throughout the year.	Stephanie Ward, who runs the PLC leader meetings, Site Team members who could assist with PLC Leader meetings, and all PLC leaders.
Create easy access to resources for staff in One Stop.	Resources posted.	Resources will be added throughout the year as they are found.	Site Team members, especially those in the Goal 2 group.
AVID Newsletters to staff	Newsletters	Monthly-Quarterly newsletter to	Melissa Bertsch will prepare the

		staff showcasing resources added to One Stop and examples of how teachers are including higher level thinking in their classes.	newsletter with the help of goal 2 Site Team members. The examples will come from Site Team members at first, and hopefully build to additional members of faculty.
Power Words/Costa's Levels Poster for all classrooms	Posters and pictures of posters up in classrooms	Posters by December	AVID Site Team members in goal group 2 will design at least one poster that can be hung in all classrooms in the school, with the possibility of also having additional posters for specific disciplines/purposes.
Encourage teachers to use think alouds to model asking questions/critical thinking. This could be discussed in PLCs or modeled in meetings.	Agendas and observations	Throughout the year.	Administration and PLC leaders model to teachers. Teachers model for students.
When having courageous conversations, have students ask questions more than thinking they "know" about a group of people, etc. This could be brought into CRE inservice on December 16.	Observations	Throughout the year and inservice in December.	Facilitators of CRE PD Stephanie Ward, facilitator of inservice and assisted by Jess Nickelsen and Kate West

Resources (include links, if applicable)
What resources will we use to advance this goal? (consider resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules)

[Ask the Right Question Handout](#)

Goal 2 Review and Reflect:	
January 2022	Progress update or status: Adjustments or next steps:
May 2022	Actual Results: Future Steps:

AVID SMART Goal #3: Student Agency - In the Spring Student survey *70% of students will report they take responsibility for their learning* (Baseline data)

specific, measurable, action-oriented, realistic, timely

Baseline data:	CCI domains/indicators aligned with the goal:	
What data do we have to validate this goal? *What is our established baseline?* ***BHS will create a new section to the BHS Student Survey titled:*** ***"School Culture and Student Agency"*** The baseline data is based on National averages from the last ten years of the My Voice Survey. Additionally, PLCs were asked last spring questions related to agency and the CCI: ● 43% of PLCs reported that most of their students are identifying points of confusion and seeking clarity as they take responsibility for their learning most of the time.	Domain: Instruction Indicator(s): 10. 11, 12, 13 Domain: Systems Indicator(s): 19, 26, 27, 28, 29, 30, 31, 32	Domain: Leadership Indicator(s): 1, 2 Domain: Culture Indicator(s): 1, 2
	This goal supports: ☐ Rigorous Academic Preparedness ☑ ~~Student Agency~~ ☐ Opportunity Knowledge	In what way? This is the goal of student agency, for students to use the content and skills they have learned and take responsibility for their own learning.

Action steps *What action steps will generate improvement?*	Evidence *What evidence will we use to measure progress?*	Timeline *What is an appropriate timeline for the action steps?*	Individual commitments *Who will be involved, and what will they do?*
1. Identify inservices in which goal setting could be incorporated into the discussion in order to have more teachers use goal-setting in their classes.	Student Survey question/goal (based on national average): 83% of students will report they think it is important to set high goals PLC survey question: In 20-21, 29% of PLCs reported having students do goal-setting weekly. This survey will be taken again this year.	Identify possible inservices during the October meeting. Use of Advisory Academic check in times for goal setting for students (Twice quarterly) Advisory Inservices throughout the year. **Tentative December Inservice*	Goal group plus Stephanie/Amy *Create an Advisory lesson to introduce Student Agency *(Connect it to the Mission statement)* *November PD Inservice - Goal -setting & Summative assessment* *December Advisory Inservice/lessons -* *Goal Setting & Student Agency*
2. Identify advisory lessons that focus on different aspects of agency and use the terminology when talking to students. If not covered in Character Strong, when will they show up on Mondays? ● Goal-setting ● Putting forth effort (Growth Mindset?) ● Self-advocacy ● Relationships (we need to know there are people who can help in order to be a self-advocate)	Student survey question/goal (based on national average): 72% of students will report they put forth their best effort at school. Student survey goals: 100% of students will report they have a teacher they can talk to if they have a concern or problem. 100% of students feel supported by other students.	Advisory inservices in grade alike groups monthly. Advisory circle meetings monthly.	Amy Sparks and Advisory circle--identify connections to agency and include in communication *Create an Advisory lesson to introduce Student Agency *(Connect it to the Mission statement)* Advisory teachers--include connections to agency/use the terminology Moving to all classes

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Inservice on building community/culture.	Observations	Occurred on September 23.	Stephanie Ward facilitated, assisted by Kaia Grant
3. PLC Leader Quarterly meetings include time to clarify what student agency is and how to help develop it into our students more. It was indicated in last year's PLC survey that more clarification was needed on these indicators that we're asking about.	Agendas from PLC Leader meetings and PLC meetings.	PLC Leader meetings happen quarterly and PLC meetings happen twice a month throughout the year, with this more likely in the second half of the year.	Stephanie Ward, who runs the PLC leader meetings, Site Team members who could assist with PLC Leader meetings, and all PLC leaders.
Make connections during inquiry/higher level thinking PD to agency and by identifying a specific point of confusion instead of just saying "I don't get it."	Create a time in meetings to address points of confusion--seen in agenda/slides.	Monthly inservices	Stepahnie Ward who facilitates inservices on best practices and Site Team members who co-facilitate.
Make connections to agency during grading for learning PD--advocating for self by choosing to redo/retake assessments, self-awareness when using self-assessment, etc.	Meeting slides/agenda	Monthly inservices	Stepahnie Ward who facilitates inservices on best practices and Site Team members who co-facilitate.
Adult agency discussed and worked on during Department Chair Meetings.	Department meetings/agendas	Monthly Department meetings & Department Chair meetings	Mark Mischke/Melissa Bertsch will facilitate strategies to build agency in our Dept Chairs.
Resources (include links, if applicable) *What resources will we use to advance this goal? (consider resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules)*			

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AVID College and Career Readiness Framework
AVID College and Career Readiness Framework Related Skills
AVID and SEL Handout
Character Strong Scope and Sequence

Goal 3 Review and Reflect:	
January 2022	Progress update or status: Adjustments or next steps:
May 2022	Actual Results: Future Steps: