

Alachua County Public Schools

F. W. Buchholz High School



2018-19 Schoolwide Improvement Plan

F. W. Buchholz High School

5510 NW 27TH AVE, Gainesville, FL 32606

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 9-12 | No | 31% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 45% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | A* |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for F. W. Buchholz High School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Northeast - Dustin Sims | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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. Each year, Buchholz High School will implement the continuous improvement model ensuring that all students will achieve excellence in our educational programs.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All teachers across all subject areas are encouraged to teach/show the real world applications of their subject and lessons. With the expansion of technology in the classroom, more teachers are able to bridge the gap between theory/ideas and the real world and bring it into the classroom. Simultaneously, students are encouraged to share, report, and reflect on their culture as part of the learning process. Each year the school hosts multiple cultural events culminating in a community and school-wide "A Cultural Experience" celebrating food, culture, and music from around the world. Bringing these real-world experiences into the classroom is necessary for students and teachers. Relationships, awareness, understanding, and tolerance for other cultures are vital in building a solid school culture for all stakeholders.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

School leaders have adopted and collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy learning environment for all students. They have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly. The school has in place agreements with school community agencies for student-family support. The guidance department has a list of these support services available to our students and their families. Lastly, on-site counseling and mentoring are provided as needed to our student-family population.

The key to students feel a sense of security is visibility. We have two resource officers assigned to the school as well as four deans (through January - three after that), four counselors, four

administrators, and a staff required to be in the hallways during class changes. Safety drills include the realms of bus safety, fire drills, inclement weather drills, and lockdown drills (using the A.L.I.C.E. protocol). Rallying points (in case of evacuation) have been coordinated with neighboring organizations.

Buchholz continues with its Positive Behavior Support (P.B.S.) system. Historically, accolades are heaped on high-achievers, and the majority of resources are directed at those students who are struggling. P.B.S. allows all students to be rewarded for "doing the right thing." Teachers choose a different student of the week whose names are then put into a drawing for weekly pizzas (one pizza for each grade level winner and his/her teacher (8 total per week). Additionally, students who receive coupons put their names into a hopper. Weekly drawings allow them to win additional prizes.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Buchholz High School adheres to the school-wide behavioral system of the Alachua County School system. This includes common policy of: Dress Code, Tardies, Attendance, Referrals, and Zero-Tolerance for crimes, violence, weapons and drugs. This includes the reporting of acts that pose a serious threat to school safety whenever and wherever you are under the authority of the School Board.(F.S. 1006.13). Locally, we also incorporate PBS, in-class teacher strategies, class-based discipline, and school-based discipline. PBS and class-based behavioral systems are teacher-implemented as positive steps to minimize classroom distractions, and allow students to remain engaged in instruction. Teachers, deans, and administrators attend professional development training every year in order they can stay current with local, state, and national standards.

Teachers are retrained yearly with special emphasis on staff members who are new to Buchholz. Data is generated for regular Student Services meetings, and red flags are followed by action plans, whether from a student who is accruing referrals or a teacher who is generating a disproportionate number of them.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School personnel implement a process to determine the physical, social, and emotional needs of each student i. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. The same process determines the counseling, assessment, educational and career planning needs of all students. Also provided are social classes and services, mentoring, agreements with school-community agencies for student-family support, and a list of support services.

The vast majority of discipline referrals generated at Buchholz come from students on free or reduced lunch. Many families are stretched thin, oftentimes with a single parent or the grandparents doing the child-rearing. To aid in helping out at-risk population, Buchholz also partners with multiple community agencies such as Corner Drug Store, Meridian, the PALS program (Partners In Adolescent Lifestyle support).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

After a learning curve to use our new student data management system (Skyward), excellent data is being produced at the county and school levels. This "data mining" can produce reports that are up-to-date as of 12:00 the previous night. This facilitates early detection of those students who are at-risk both behaviorally and/or academically.

Early detection is followed initially by teacher interventions. If issues persist, Educational Planning Team (EPT) meetings with the parents, students, teachers, and administration occur to develop a plan for student success.

The importance of early detection cannot be overstressed as it is harder for students to climb out of deeper holes. And these "holes" can have detrimental effects. Re-occurring offenses may result in In-school suspension, exclusion from extra-curricular activities, and eventual out-of-school suspension. A history of continued disruptive behavior that result in at least two out-of-school suspensions could result in reassignment to an alternative disciplinary program placement. Students who fail English or Math are not allowed to proceed to the next level until that course is passed, i.e. English I to English II or Algebra I to Algebra II. These students are allowed to complete the failed course through the district's virtual school or assign the course through our CROP program; Credit Retrieval Online Program. Students that receive a Level 1 on statewide standardized assessments in English and Math are assigned before and after school tutoring, an additional reading and math class during the day, as well as strategies and assistance across the entire school curriculum.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|-----|-----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 46 | 52 | 53 | 228 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 29 | 21 | 20 | 111 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 68 | 66 | 77 | 267 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 114 | 124 | 73 | 70 | 381 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 71 | 61 | 63 | 287 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students exhibiting two or more indicators have an EPT (educational planning team) meeting or IEP meeting if a student is of special needs. Other interventions include (but are not limited to) student conferencing, parent contact, parent conferencing, analysis of student schedules, meetings with counselors, meetings with mentors, Positive Behavior Support (P.B.S.), PALS program (Partners in Adolescent Lifestyle Support), task accommodations and modifications (if warranted). Marzano strategies, Kagan structures, and other high-yield strategies are part of the teacher appraisal system. Parents also have access to a parent portal to keep abreast of real-time changes to grades, attendance, and formal behavior infractions. There is also a smart phone app to use in conjunction

with the portal.

Buchholz analyzes individual FSA scores and well as End of Course exams. This will result in differentiated instruction using researched-based interventions. Teachers across the curriculum will infuse the reading benchmarks in lesson plans and in instructional delivery. Supplemental instruction interventions will also be planned for students not responding to the core instruction. Progress monitoring will be periodically conducted by classroom teachers, content teacher in intensive skills classes, the Literacy Team, the Response To Intervention Team, ESE specialists, Reading Coaches, and overseen by the Assistant Principals and Principal.

Each student via our guidance department will have 1) a personal graduation plan 2) 9th grade transition strategies that provide course success and not remediation 3) incorporation of a strong behavioral policy 4) accompanied with a strong attendance policy. These students will also be offered before, during, and after-school tutoring. Those that need longer periods of after-school help or Adult Education will be given Transit bus passes to ensure safe and timely transportation. Also, those in need of financial assistance with food will be added to our weekly back pack program. The students will be supplied each Friday with a full back pack of full to last throughout the weekend and during holidays. Those that find themselves in homeless situations will be recommended to our district-wide McKinney-Vento program.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

These are the following targets for increased parental involvement:

1. Volunteers
2. Open House
3. School Advisory Council
4. PTSA
5. Parent Surveys
6. Parent Portal
7. Quarterly Newsletter
8. Increased Phone Home
9. School Web Page
10. Community Outreach - Neighborhood Clubhouse FSA night
11. New Text Information System

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Buchholz is near both the University of Florida and Santa Fe College. Many of our student body are dual-enrolled in these universities while many of our staff and families work, teach, and attend classes at both locations. Both faculties have interchanged instructionally, and many of our teachers have trained with the Lastinger Center at the College of Education. UF professors have assisted our 10-time National Champion math team.

Community members provide input by participating in a variety of school committees such as our School Advisory Committee and Parent Teacher Student Association. Multiple businesses are directly involved with our Academies of Finance and Entrepreneurship. A partnership with the Florida Credit Union allows Buccholz to house the only school bank in the State of Florida.

Further participation occurs through volunteer work with the many academic, sport, and social offerings at Buchholz. We have the only drafting program in our county and the students learn AutoCAD and take an industry certified AutoCAD exam. Our fine arts department offers full-year courses not found at any of the surrounding schools in black and white film photography, ceramics, and cartooning. We host our own television production program through our video production class, won two of the top five international Video Awards for our student productions submitted in the 2011 competition. Add to this our 2014 State Champion Band, our Drama department that crafts sets and send actors locally to other venues, ROTC, and our FBLA (Future Business Leaders of America) all contribute to the community of Alachua County and city of Gainesville and surrounding cities. All of these programs are allowed to flourish through the hard work of instructors, students, support staff, and community members.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|------------------|---------------------|
| Ten Bieg, James | Principal |
| Taber, Jared | Assistant Principal |
| Flamand, Theresa | Teacher, K-12 |
| Bailey, Iris | Teacher, K-12 |
| Larsen, Leigh | Teacher, K-12 |
| Smith, Julie | Assistant Principal |
| Johnson, Bruce | Assistant Principal |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Buchholz leadership team used to meet monthly in a formal manner. Our new Program Improvement Council (including administration, deans, counselors, and department chairs) meets weekly to address concerns from all stakeholders. Although much of the meetings include necessary logistic information and decision-making, it was created to also review academic and behavioral progress monitoring data at the grade and classroom levels to identify students who are meeting/exceeding benchmarks, at moderate risk or at a high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also

evaluate ventures, facilitate the process of building consensus, increase infrastructure, and determine long-range goals.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based Leadership Team headed by principal TenBieg will serve as the hub for data and data analysis as well as the chief conduit for the flow of information through weekly PIC meetings and subsequent training. The team or its sub-committees will meet regularly to analyze data, discuss and implement intervention strategies, monitor progress, evaluate effectiveness, communicate with other agencies, schools, and district personnel, and identify areas of need with regard to professional development.

The free/reduced lunch program is part of the federal supplemented food service program.

The county homeless coordinator is funded through Title 10 monies.

The district teacher and administrative trainings fall under Title 2. This would also include mentors, reading coaches, and teacher coaches as well as violence prevention and anti-bullying campaigns.

The principal provides a common vision for the use of the data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

The general education teachers provide information about core instruction, participate in data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.

The exceptional education teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Our ESE staffing specialist provides placements, curriculum support, para-professional aides, and accommodations to our teachers, parents and students.

Assistant principal for curriculum and instructional reading coach develop and evaluate school core curriculum standards/programs: identify student needs while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs to provide early intervening services for students to become at risk, assist in the design and implementation for progress monitoring, participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

assistant principals for student services and assistant principal for administration will monitor and identify students that are at risk of not graduation. They will work with guidance and the dean's department on early warning signs of attendance, behavior, and course success or failure. As part of early intervention strategies, they will look at one or more 8th grade risks factors such as attendance below 80%, 2 or more years over age, and failing multiple course.

The technology specialist will integrate the technology necessary to manage and display data and

provide professional development and technical support to teachers and staff regarding data management.

The speech/language pathologist will educate the team in the role language plays in the curriculum, assessment, and instruction as a basis for appropriate program design, assist in the selection of screening measures, and help identify student need with respect to language skills.

Student services personnel will provides services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors and deans continue to link child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social issues.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|------------------|----------------------------|
| Nancy Nanke | Education Support Employee |
| Kim Anderson | Business/Community |
| Chris Doyle | Business/Community |
| Lynne Bramlett | Teacher |
| Roger Ogando | Parent |
| Nancy Nanke | Education Support Employee |
| Brandon Sedgely | Teacher |
| Kristy Shuster | Teacher |
| Kelly Langston | Parent |
| Sarah Leusch | Teacher |
| Mark Whittemore | Teacher |
| Carissa Clayton | Parent |
| Larry Freedman | Parent |
| Tricia Garzon | Parent |
| Aubroncee Martin | Parent |
| Autumn Daughton | Business/Community |
| Heather Daughton | Student |
| | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Part of the issue of re-evaluating the previous year's plan is the data from the FSA (a driving force of Florida school evaluations) doesn't come out in a timely manner. BHS is well on its way to generating new goals before the data is available. Input is welcomed from SAC members in order to re-evaluate and refocus for the upcoming year's goals as articulated in the school improvement plan.

b. Development of this school improvement plan

Reviews, Edits, provide climate surveys, approves school budgets and expenditures, funding, fundraising, and input is welcome in the preparation of the SIP. Also, the SAC is the primary resource for School Accreditation and compliance with Florida statutes set down by the State Legislature within the directives and guidelines of the Florida Department of Education.

c. Preparation of the school's annual budget and plan

At the start of the school year (August), the principal addresses the School Advisory Committee on the school's budget and needs for the upcoming school-year. Also, proposed allocations are discussed and approved for funding. Common re-occurring functions that need SAC approvals are also voted on.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Advanced Placement funds - \$36,031
 Salaries - \$185826.70
 School furniture - \$149,985.00
 Textbooks - \$22,915.73

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------------|---------------------|
| Ten Bieg, James | Principal |
| Taber, Jared | Assistant Principal |
| Flamand, Theresa | Teacher, K-12 |
| Malo-Martinez, Katherine | Teacher, K-12 |
| Bramlett, Lynne | Teacher, K-12 |
| Gillis, Elizabeth | Teacher, K-12 |
| Smith, Julie | Assistant Principal |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives for this year will be to increase literacy for all students at our school with emphasis on the following areas:

- Increase literacy for the lower quartile and to meet AYP requirements.
- Students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction and interventions.
- Increase literacy interventions and strategies among the Black student subgroup.
- Increase literacy interventions and strategies among SWD student subgroup.

- Increase literacy interventions and strategies among the economically disadvantaged subgroup of students.
- Increase time spent in school with the implementation of an In School Suspension intervention as the step after In School Detention.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. These strategies not only strengthen teachers' working relationships, but causes improvement results in instructional practice and student performance. Ultimately, the myriad extracurricular activities provide experiences for students to bond students, for students to bond with staff members, and for staff members to bond with other staff members. Informal interactions

Teachers collaborate by using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment with the school's goals for achievement. Teachers meet regularly in departments, grade-level teams, and as a faculty to discuss and plan for student success. Teachers whose students must take standardized exams meet frequently to compare, analyze, and monitor student data to ensure progress and remediation strategies when necessary.

Through "lesson study," teachers collaborate as teams to discuss and implement best practices for engagement and instruction, culminating in peer walk-throughs.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

At the county level, each applicant receives a background check both for education and criminal standing (Beverly Finley). If necessary, the school tailors professional development plans to subject areas and individuals, and staff development opportunities are regularly offered (county staff). Beginning teachers are mentored through a district-wide program and has on-site visits to support their development during their first year. The beginning teachers also work in cohorts to share ideas, learn new techniques that specialize in classroom management, instructional techniques to increase Depth of Knowledge.

Within the school, the administration team works to support teachers who are struggling with techniques that are evident in their classroom walk-through's. Teachers who need support receive coaching, mentoring with skills, opportunities to visit and observe co-teachers who are have more success with the particular area they are wanting to improve.

The district has an annual recruitment fair to assist in the filling of teaching positions (district personnel and administrative staff). Grade level teams and departments are available for support (Team Leaders, Department Chairs, and administration).

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

School leaders monitor and support instructional practices of teachers to ensure student success. Each new-to-BHS teacher is paired with another teacher in their department that teaches the same content or share common goals and assessments. Throughout the school-year, these "Pals" support the new teachers directly and may also advocate for them at times (since new teachers simply may not know all resources that are available).

Department members form lesson study teams of 3 - 10 teachers. They coach, mentor, observe, and supply peer feedback to ensure best practices and student achievement. School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Instructional materials were adopted from an approved list by the state. County adoption committees are formed to examine any potentially new materials with state standards firmly in mind.

Teachers follow instructional scope and sequences that have been developed by the county's instructional leaders. The scope and sequences have been aligned to the Florida standards and mastery of benchmarks for each quarter are measured through Alachua Instructional Monitoring System exams that were developed from test questions that instructional leaders also aligned to Florida Standards. The rigor and complexity of benchmarks is a focus of our district and school. Teachers work in Instructional Focus department level groups to plan several times a month to ensure lessons are working at the highest rigor and increasing consistency across the subject area and grade level.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Using data from both formal and informal assessments and an examination of professional practice, school staff monitor and adjust curriculum, instruction, and assessment in order to meet individual needs. Students who demonstrate significant deficiencies are remediated with supplemental materials and alternative instructional strategies. Remediation materials include remediation sections of the textbook, skill-specific websites, and alternative instructional strategies (cooperative learning, learning stations, and small group instruction, etc.). The diversification of teaching methods attempt to address the varied modalities by which students learn.

Students are provided multiple opportunities for success through remediation until proficiency has been achieved. Before, during, and after-school tutoring is also provided by our school personnel. Test taking strategies are also provided for our students that are interested in taking the SAT, ACT, or other standardized testing.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 66,000

3 "0" Period classes before school (50 minutes each - 180 days)
After school math tutoring
Full time credit retrieval (CROP) teacher

Strategy Rationale

Using strategies of before, during, and after school programs meet the needs of all students. These strategies allow for remediation, credit retrieval, as well as credit acceleration.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Taber, Jared, taberjc@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Baseline Data: Florida Continuous Improvement Model (FCIM), FSA, AIMS assessments
Midyear: AIMS assessments, FSA Test Maker Pro Mini grade level assessments,
End of Year: FSA, end-of-course exams
Frequency of Data Days: twice a month for data analysis.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Student leaders welcome new students to Buchholz with a full-day orientation two days before the school year begins. Those leaders include grade-level officers chosen from the student body to represent each cohort in Student Government. This ensures that all student have a voice and can be a part of the Bobcat experience.

Incoming students are experience an orientation to familiarize them to the school and school environment. Our school provides over 20 sport teams, 58 clubs, an 8-time national championship math team, an Academy of Finance, and the Academy of Entrepreneurship. At this pre-open house orientation, parents and students have opportunities to ask questions, see our program highlights, and meet teachers.

Our student cabinet provides opportunities for our student body to participate in pep rallies, homecoming, prom, and other events throughout the school year. Our instructional staff provides numerous field trip opportunities and well as national trips to New York, California, and even abroad.

High school is a place where students should explore their options. For some, that may come through sports or the many clubs that occur. For others, it might mean exploring their graduation options where perhaps an online experience is more suitable to them. Students set goals early in their high school process and work toward these goals. The staff at Buchholz is committed to find the right niche for students that will lead to unique paths to success.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Teachers are all encouraged to advise students on the relevance of their coursework with regard to future careers and/or college majors. For instance, students interested in health-related careers are encouraged to take both Chemistry and Anatomy & Physiology as part of their science selections.

Counselors, in both individual conferencing with students and classroom guidance initiatives, regularly suggest specific courses and programs that are well suited to students' interests and career paths. Appropriate juniors and seniors can also dual-enroll with Santa Fe College to access a wide assortment of technology/applied science programs.

All 10th graders are given a free opportunity to take the PLAN. This career and academic assessment tool allows students to evaluate their aptitudes and interests for post-secondary goal-setting. In addition, all freshmen and sophomores will revisit their EPEP, a 4-year personal high school planning tool. This allows for further discussion about coursework that is relevant for their career interests.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Teachers across all subject areas are encouraged to teach/show the real-world applications of their lessons. With the expansion of technology in the classroom, more teachers are able to bridge the gap between theory/ideas and the real world and bring it into the classroom. With serious budget restraints for taking "field trips", bringing the real world into the classroom is necessary for students to see the application of their learning.

While there are many outstanding examples of this focus on real-world relevance on our campus, a few outstanding examples are noteworthy. Our two business academies, the Academy of Finance and the Academy of Entrepreneurship, teach students how to run an operating branch of a bank (Finance) and how to fully operate a school store (Entrepreneurship). Our Environmental Science classes are responsible for the operation of our school wide recycling program and the promotion of energy conservation.

Students may earn industry certifications through drafting class (AutoCad), business tech (Microsoft Office), business management (Serve Safe), and digital multimedia (Adobe).

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Students can explore career options through the academies of finance and entrepreneurship. Additionally, some of our special-needs students can earn math credit for outside job experiences.

All staff members are encouraged to relate coursework to real-world application. Much of this relates to career applications.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

The most recent data available in the High School Feedback Report as of this writing are from 2016. Velow is a synopsis of the data.

The percentage of 2016 graduates who scored at level 3 or better on the 10th grade FSA in math was 96.5% and 84.9% in reading. BHS addresses this by standardized test data analysis, regular progress monitoring, remediation strategies, and opportunities for extra help.

The percentage of 2016 graduates who were eligible for the maximum Bright Futures awards were 10.5% for the FL Academic Scholars, 14.1% for the FL Medallion Scholars, and 2.17% for the FL Gold Seal Vocational. BHS addresses this by trying to get the word out to those who are eligible and to counsel those in this direction.

63.1% percent of 2016 graduates completed at least one AP, IB, AICE or Dual Enrollment course.
16.7% percent of 2016 graduates who completed at least one dual enrollment math course.
9.36% percent of 2016 graduates who completed at least one dual enrollment science course.
33/7% percent of 2016 graduates enrolled in Algebra I or equivalent in a FL public school prior to 9th grade.
74.0% percent of 2016 graduates who completed at least one level 3 high school math course.
70.1% percent of 2016 graduates who completed at least one level 3 high school science course.

The percentage of 2016 graduates who took the SAT was 50.5%, ACT was 72.3%, and PERT was 73.2%. Additionally, the percentage of 2016 graduates with standard high school diploma who took the SAT / ACT / PERT, entered a public college or university in Florida in the year following graduation, and scored at or above college-level cut scores were 83.1% for math, 85.8% for reading, and 80.3% for writing.

Buchholz uses an AP Potential Report to encourage students to take AP coursework. Teacher recommendations and parent waivers are another avenue to increase involvement in AP coursework.

The guidance department encourages dual enrollment for those eligible. For those students who have reservations about leaving campus, dual enrollment coursework can now be done on the Buchholz campus.

Students are encouraged to take advanced coursework. These students are determined via standardized test scores, teacher recommendations, parent waivers, guidance counselors, and student self-advocacy.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase gains of lowest quartile in ELA

- G2.** Increase academic achievement and decrease behavior infractions of ese population though addressing least restrictive environment. Target number represents the lowest "acceptable" percentage of students showing improvement.

- G3.** Increase FSA gains of lowest quartile in mathematics.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase gains of lowest quartile in ELA 1a

G100660

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 51.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of skills in ELA (basic and otherwise)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Asking our most effective advanced placement teachers to teach our neediest students, data analysis/student services team, literacy team
- School-wide positive behavior systems, motivational speakers, mentoring, After School tutoring, online resources
- Moving special-needs students to a less restrictive environment (for more academic rigor and most likely more positive academic peer influence).

Plan to Monitor Progress Toward G1. 8

Progress monitoring of lowest quartile math students.

Person Responsible

Jared Taber

Schedule

Monthly, from 9/12/2018 to 5/17/2019

Evidence of Completion

Teachers monitor academic progress through AIMS, grades, and informal assessments of lowest quartile math students.

G2. Increase academic achievement and decrease behavior infractions of ese population though addressing least restrictive environment. Target number represents the lowest "acceptable" percentage of students showing improvement. 1a

G100661

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA ELA Achievement | 80.0 |
| FSA Mathematics Achievement | 80.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher ability to teach to an even wider swath of student academic and behavioral norms (with the potential for a co-teacher)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers of special education students as resources for both regular education teachers as well as students being mainstreamed.
- Guidance counselors to meet social and emotional needs of mainstreamed students.
- Inservice for co-teaching techniques
- Release time for planning

Plan to Monitor Progress Toward G2. 8

Class grades, and discipline referrals of ese students in co-teach settings (as compared to the data of those students from last school year).

Person Responsible

Julie Smith

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

FSA scores, class grades, and discipline referrals of ese students in co-teach settings (as compared to the data of those students from last school year).

G3. Increase FSA gains of lowest quartile in mathematics. 1a

G100662

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 51.0 |

Targeted Barriers to Achieving the Goal 3

- Deficits in math skills (basic and otherwise)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Asking our most effective Advanced Placement teachers to teach our neediest students, Data Analysis/Student Services Team, Literacy Team, After School Tutoring
- School-wide positive behavior systems, motivational speakers, mentoring, online resources
- Moving special-needs students to a less restrictive environment (for more academic rigor and most likely more positive academic peer influence).

Plan to Monitor Progress Toward G3. 8

Progress monitoring of lowest quartile math students.

Person Responsible

Jared Taber

Schedule

Monthly, from 9/12/2018 to 5/17/2019

Evidence of Completion

Teachers monitor academic progress through AIMS, grades, and informal assessments of lowest quartile math students.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase gains of lowest quartile in ELA **1**

 G100660

G1.B1 Lack of skills in ELA (basic and otherwise) **2**

 B271580

G1.B1.S1 Data chats as part of progress monitoring **4**

 S287472

Strategy Rationale

Current data informs remediation, the need for alternate teaching strategies, Rti needs, etc.

Action Step 1 **5**

Data talks among ELA teachers including ese ELA teachers

Person Responsible

Jared Taber

Schedule

Monthly, from 9/12/2018 to 5/17/2019

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data talks

Person Responsible

Jared Taber

Schedule

Monthly, from 9/12/2018 to 5/17/2019

Evidence of Completion

Observational data derived from discussion revolving around AIMS and informal assessments. Data would include (but are not limited to) sharing of instructional methods, varied student groupings, alternate teaching strategies, multi-modal teaching.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Fidelity/results of data talks

Person Responsible

Jared Taber

Schedule

Monthly, from 9/12/2018 to 5/17/2019

Evidence of Completion

Improvement of AIMS and informal assessments of the lowest quartile as evidenced in future data chats.

G2. Increase academic achievement and decrease behavior infractions of ese population though addressing least restrictive environment. Target number represents the lowest "acceptable" percentage of students showing improvement. 1

G100661

G2.B2 Teacher ability to teach to an even wider swath of student academic and behavioral norms (with the potential for a co-teacher) 2

B271585

G2.B2.S1 Inservice for co-teaching techniques 4

S287475

Strategy Rationale

To expect two education professionals to work together like a "well-oiled machine" simply because they've been told to do so would be foolhardy.

Action Step 1 5

Inservice provided for co-teachers

Person Responsible

Julie Smith

Schedule

Quarterly, from 8/6/2018 to 3/21/2019

Evidence of Completion

Sign-in sheets

Action Step 2 5

Release time for co-teacher planning

Person Responsible

Julie Smith

Schedule

Semiannually, from 8/6/2018 to 3/21/2019

Evidence of Completion

Debriefing with administration

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Debriefing with administration after co-teacher inservice and planning time.

Person Responsible

Julie Smith

Schedule

Monthly, from 8/6/2018 to 3/21/2019

Evidence of Completion

While the ultimate goal is student achievement, implementation of the action plan will be measured by whether the inservice and planning time occurred. Issues between co-teachers have to be promptly addressed to ensure smooth instruction (quite literally).

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitoring ese student academic and behavioral progress in co-teach settings.

Person Responsible

Julie Smith

Schedule

On 5/31/2019

Evidence of Completion

FSA scores, class grades, and discipline referrals of ese students in co-teach settings (as compared to the data of those students from last school year).

G3. Increase FSA gains of lowest quartile in mathematics. 1

G100662

G3.B4 Deficits in math skills (basic and otherwise) 2

B271589

G3.B4.S2 Data talks among math teachers 4

S287479

Strategy Rationale

Knowledge of student progress to adjust instruction.

Action Step 1 5

Data talks among math teachers including ese math teachers

Person Responsible

Jared Taber

Schedule

Monthly, from 9/12/2018 to 5/17/2019

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Data talks

Person Responsible

Jared Taber

Schedule

Monthly, from 9/12/2018 to 5/17/2019

Evidence of Completion

Observational data derived from discussion revolving around AIMS and informal assessments. Data would include (but are not limited to) sharing of instructional methods, varied student groupings, alternate teaching strategies, multi-modal teaching.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Fidelity/results of data talks

Person Responsible

Jared Taber

Schedule

Monthly, from 9/12/2018 to 5/17/2019

Evidence of Completion

Improvement of AIMS and informal assessments of the lowest quartile as evidenced in future data chats.

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase gains of lowest quartile in ELA

G1.B1 Lack of skills in ELA (basic and otherwise)

G1.B1.S1 Data chats as part of progress monitoring

PD Opportunity 1

Data talks among ELA teachers including ese ELA teachers

Facilitator

Jared Taber

Participants

ELA teachers including ese ELA teachers

Schedule

Monthly, from 9/12/2018 to 5/17/2019

G2. Increase academic achievement and decrease behavior infractions of ese population though addressing least restrictive environment. Target number represents the lowest "acceptable" percentage of students showing improvement.

G2.B2 Teacher ability to teach to an even wider swath of student academic and behavioral norms (with the potential for a co-teacher)

G2.B2.S1 Inservice for co-teaching techniques

PD Opportunity 1

Inservice provided for co-teachers

Facilitator

Julie Smith, BHS ESE teachers, and/or county staff

Participants

Instructors who are co-teachers

Schedule

Quarterly, from 8/6/2018 to 3/21/2019

G3. Increase FSA gains of lowest quartile in mathematics.

G3.B4 Deficits in math skills (basic and otherwise)

G3.B4.S2 Data talks among math teachers

PD Opportunity 1

Data talks among math teachers including ese math teachers

Facilitator

Jared Taber

Participants

Math department including ese math teachers

Schedule

Monthly, from 9/12/2018 to 5/17/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| 1 | G1.B1.S1.A1 | Data talks among ELA teachers including ese ELA teachers | | | | \$1,000.00 |
|---------------|-------------|--|-----------------------------------|----------------|-----|-------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | 6300 | | 0431 - F. W. Buchholz High School | General Fund | | \$1,000.00 |
| 2 | G2.B2.S1.A1 | Inservice provided for co-teachers | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | 6300 | | 0431 - F. W. Buchholz High School | General Fund | | \$1,000.00 |
| 3 | G2.B2.S1.A2 | Release time for co-teacher planning | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | 6300 | | 0431 - F. W. Buchholz High School | General Fund | | \$1,000.00 |
| 4 | G3.B4.S2.A1 | Data talks among math teachers including ese math teachers | | | | \$0.00 |
| Total: | | | | | | \$3,000.00 |

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|--------------|-------------------------------|--|---------------------------|
| 2019 | | | | | |
| G2.B2.S1.MA1 M426114 | Debriefing with administration after co-teacher inservice and planning time. | Smith, Julie | 8/6/2018 | While the ultimate goal is student achievement, implementation of the action plan will be measured by whether the inservice and planning time occurred. Issues between co-teachers have to be promptly addressed to ensure smooth instruction (quite literally). | 3/21/2019 monthly |
| G2.B2.S1.A1 A389969 | Inservice provided for co-teachers | Smith, Julie | 8/6/2018 | Sign-in sheets | 3/21/2019 quarterly |
| G2.B2.S1.A2 A389970 | Release time for co-teacher planning | Smith, Julie | 8/6/2018 | Debriefing with administration | 3/21/2019 semiannually |
| G1.MA1 M426112 | Progress monitoring of lowest quartile math students. | Taber, Jared | 9/12/2018 | Teachers monitor academic progress through AIMS, grades, and informal assessments of lowest quartile math students. | 5/17/2019 monthly |
| G3.MA1 M426121 | Progress monitoring of lowest quartile math students. | Taber, Jared | 9/12/2018 | Teachers monitor academic progress through AIMS, grades, and informal assessments of lowest quartile math students. | 5/17/2019 monthly |
| G1.B1.S1.MA1 M426110 | Fidelity/results of data talks | Taber, Jared | 9/12/2018 | Improvement of AIMS and informal assessments of the lowest quartile as evidenced in future data chats. | 5/17/2019 monthly |
| G1.B1.S1.MA1 M426111 | Data talks | Taber, Jared | 9/12/2018 | Observational data derived from discussion revolving around AIMS and informal assessments. Data would include (but are not limited to) sharing of instructional methods, varied student groupings, alternate teaching strategies, multi-modal teaching. | 5/17/2019 monthly |
| G1.B1.S1.A1 A389968 | Data talks among ELA teachers including ese ELA teachers | Taber, Jared | 9/12/2018 | Sign-in sheets | 5/17/2019 monthly |
| G3.B4.S2.MA1 M426119 | Fidelity/results of data talks | Taber, Jared | 9/12/2018 | Improvement of AIMS and informal assessments of the lowest quartile as evidenced in future data chats. | 5/17/2019 monthly |
| G3.B4.S2.MA1 M426120 | Data talks | Taber, Jared | 9/12/2018 | Observational data derived from discussion revolving around AIMS and informal assessments. Data would include (but are not limited to) sharing of instructional methods, varied student groupings, alternate teaching strategies, multi-modal teaching. | 5/17/2019 monthly |
| G3.B4.S2.A1 A389975 | Data talks among math teachers including ese math teachers | Taber, Jared | 9/12/2018 | Sign-in sheets | 5/17/2019 monthly |
| G2.MA1 M426115 | Class grades, and discipline referrals of ese students in co-teach settings (as compared to the... | Smith, Julie | 8/13/2018 | FSA scores, class grades, and discipline referrals of ese students in co-teach settings (as compared to the data of those students from last school year). | 5/31/2019 monthly |
| G2.B2.S1.MA1 M426113 | Monitoring ese student academic and behavioral progress in co-teach settings. | Smith, Julie | 8/6/2018 | FSA scores, class grades, and discipline referrals of ese students in co-teach settings (as compared to the data of those students from last school year). | 5/31/2019 one-time |