

F. W. Buchholz High School

5510 NW 27TH AVE, Gainesville, FL 32606

<http://www.sbac.edu/pages/acps>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

28%

Alternative/ESE Center

No

Charter School

No

Minority

42%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Alachua County School Board.

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The vision of Buchholz High School is to provide a positive, safe, and culturally respectful atmosphere while helping students create personal, academic, and career goals. Our focus is to maximize each student's potential and 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.

School Environment

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.

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.

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. Our school-based behavioral system are more serious offenses and are handled by teacher referral and dean or administrative implementation. Teachers, deans, and administrators attend professional development training every year in order that they can stay current with local, state and national standards, as well as ensuring consistent and fair enforcement.

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 in the school. 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. On-site services are also provided by outside agencies such as PAL, Partners In Adolescent Lifestyle support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The number of absences a student may have per semester and still be eligible for credit are six; excused or with parent note. A student who exceeds the numbers of unexcused absences may be unable to received credit for his/her semesters classes. You are expected to behave appropriately at all times. Early detection is followed by a teacher warning and contact to the parent.If disruptive behavior continues, the school has an Educational Planning Team (EPT) that meets with the parents, students, teachers, and administration to develop a plan for student success. 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 that 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.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	50	56	47	67	220
One or more suspensions	27	32	12	7	78
Course failure in ELA or Math	117	133	83	91	424
Level 1 on statewide assessment	73	73	30	8	184

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	30	41	25	29	125

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

Our African American population historically has exhibited lower levels of academic achievement, excessive tardiness, excessive behavioral referrals, as well out-of-school suspensions and alternative placements. Across the curriculum, we have implemented the determination of core instructional needs by analyzing individual FCAT scores and well as End of Course exams. We are monitoring student progress through data analysis of FAIR assessment quarterly, and individual teacher assessments. A list will be generated of the students making adequate or inadequate progress toward these benchmarks. Plan differentiated instruction using researched based interventions are also being used. 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 the 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.

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. Parents will also be contacted on a weekly basis, and given shared CIMS data to help monitor student progress at home. This contact point will also ensure that these students are getting to school and on time. 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 week end and during holidays. Those that find themselves in homeless situations will be recommended to our McKinney-Vento program that places students in safe home environments.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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 FCAT night
11. New Text Information System

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

Gainesville is home to the University of Florida and Santa Fe College. Buchholz is within close proximity with both colleges, and encourage our students, faculty, and other stakeholders the importance of partnership with these 2 campuses. 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. We actually had UF professors assist our 8 time National Champion Math Team during the summer. Students have the opportunity to apply to our school's two magnet programs: the Academy of Finance or our Academy of Entrepreneurship. These programs transcends the community as numerous businesses take part in our programs as well as housing the only school bank in the State of Florida; Florida Credit Union. The faculty, staff, and stakeholders have input in almost every aspect of the school and community environment. The School Advisory Committee, Parent Teacher Student Association, Parent volunteers, and business partners support the school and its mission. Buchholz is also providing the Gainesville community with "Ready to Work" graduates. BHS has 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 media center. WCAT, 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 2013 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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Perez, Vince	Principal
Scott, Randy	Assistant Principal
Freeman, Valerie	Assistant Principal
Taber, Jared	Assistant Principal
Beverly, Judy	Instructional Coach
Flamand, Theresa	Teacher, K-12
Bailey, Iris	Teacher, K-12
Partridge, Arleen	Teacher, K-12
Gillis, Elizabeth	Teacher, K-12
Larsen, Leigh	Teacher, K-12
Thompson, Delroy	Teacher, K-12
Haro, Katherine	Teacher, K-12
Tucker, Kyle	Teacher, K-12
Fayiga, Olanrewaju	Teacher, K-12
Haller, Sylvia	Teacher, K-12

Duties

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

Members of the team will meet once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level 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 collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Principal, Vicente Perez: Provides a common vision for the use of the data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Ed Teachers, (Reading) Judy Beverly, Debra Fields, Theresa Flamand, Liz Gillis, Arleen Partridge; (Math) Olanrewaju Fayiga and Sylvia,: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/intervention with tier 2/3 activities.

Exceptional Education Teachers, Janet Chalifoux, and Debra Fields, Ron Brooks: Participates in

student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Assistant Principal and Instructional Coach Reading, Jared Taber and Judy Beverly: Develops, leads, and evaluates school core curriculum standards/programs: identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies: assists with whole school screening programs that provide early intervening services for students to become "at risk" ; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

District Reading Instructional Specialist: At this time the principal is requesting that our school receive the services of one of the district Reading Coaches.

School Psychologist, Yulia Tamayo: Participates in collection, interpretation, and analysis of data: facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data-collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist, Shanna Davis: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist, Linda Stiles and Marilyn Ouellett: Educates the team in the role language plays in the curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic pattern of student need with respect to language skills.

Student Services Personnel, Karen Dishman, Marc Ellard, Jay Godwin, Barbara Leytem, Pearlie Shelton, Kevin White, Erin Camizzi, Mary Welch: Provides quality 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.

The following items will be coordinated and integrated in the school:

1. Business partners
2. McKinney-Vento (Homeless)
3. PALS - Partners in Adolescent Lifestyle support (violence prevention)
4. Adult Education
5. CROP (credit retrieval)
6. the GREAT program (GED)
7. After-school (Reading / Math / ACT)
8. Food 4 Kids (Backpack program)
9. CTE courses and on-the job training

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Coni Bryant	Education Support Employee
Vince Perez	Principal
Diane McDilda	Teacher
Sam Welker	Teacher
Pearlie Shelton	Teacher
Kevin White	Teacher
Tim Foglemen	Student
Molly Brennan	Student
Alexandria Partridge	Student
Ann Herkov	Parent
Jen Kverneland	Parent
jeanne Diehl	Parent
Kelly Langston	Parent
Tom Cowart	Business/Community
Kim Anderson	Business/Community
Chris Doyle	Business/Community
Kevin Griffin	Business/Community
Dawn Moore	Business/Community

Duties

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

Evaluation of last year's school improvement plan

At the start of each school year (September) The SAC reviews, edits, and approves the edits and additions to the School Improvement Plan for the upcoming school year. Each member is provided with a SAC Training Packet as well as the first draft of the School Improvement plan. Members are given 30 days for comments, edits, and additions as well as district and state bylaws, Governance and Organization on Policy, and well as district student and faculty handbooks. After the 30 day evaluation process, the plan is approved by the committee.

Development of this school improvement plan

Reviews, Edits, provide climate surveys, approves school budgets and expenditures, funding, fundraising, and assist in the preparation and evaluation 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.

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.

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

Advanced Placement funds - \$160, 651.00
 Lottery funds - \$5,655.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Perez, Vince	Principal
Taber, Jared	Assistant Principal
Beverly, Judy	Instructional Coach
Partridge, Arleen	Teacher, K-12
Bailey, Iris	Teacher, K-12
Flamand, Theresa	Teacher, K-12
Gillis, Elizabeth	Teacher, K-12
Haro, Katherine	Teacher, K-12
Thompson, Delroy	Teacher, K-12
Tucker, Kyle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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 and alignment with the school's goals for achievement and instruction.

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 or remediation. Another district strategy that enhances and encourages positive working relationships between our teacher's is a process known as the lesson study. Teachers collaborate as teams to discuss and implement best practices for engagement and instruction culminating in peer walk throughs, observations, and feedback. This process is so valuable, that 20 points are added to teacher appraisal performances for completion. 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. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, and peer coaching occur regularly among our teachers. These strategies not only strengthen teachers' working relationships, but causes improvement results in instructional practice and student performance.

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

University of Florida Job Fairs - Principal

District Job Fairs - Principal / Asst. Principals

Partnering new teachers with veteran staff - Principal / Asst. Principals

Weekly and monthly meeting with new teachers - Leadership team, Literacy team, Department Chairs

Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school prupose, educational programs, and continuous improvement.

Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school. Teachers participate in a continuous program of professional learning that is aligned with the schoo's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. Continuous professional development is provided by the district as well. Multiple mandatory offerings and trainings are provided across the curriculum and well as Online through our ACIIS (Alachua County Instructional Improvement System) program.

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

Mike Scott, District Mentor:

New Teachers: Durdana Balakishiyeva, Megan Brewer, Jennifer Nycz

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. Each new teacher is paired with a district mentor that formally and informally visits, observes, and gives feedback periodically. These same teachers are also paired with another teacher within their department that will also aide and mentor that teacher. Globally, each 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 teachers form a lesson study team of 3 - 10 teachers. They coach, mentor, observe, and supply peer feedback that ensures 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school's leadership implements a continuous improvement process that provides clear direction for core instructional programs and materials that support student learning and are aligned to all Florida State Statutes. The school implements a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and core instruction and materials that are aligned with the school's and state's (Florida) purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and core instruction is available and communicated to stakeholders.

Instructional Strategies

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

Curriculum, instruction, and assessment are monitored and adjusted (differentiated) systematically in response to data from multiple assessments of student learning and an examination of professional practice. 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 and alignment with the school's and state's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. Instruction is modified by changing instruction from pass/fail to proficiency. Students are provided multiple opportunities for success and remediations until proficiency has been achieved. Before, during, and after school tutoring and help 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.

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: 50,000

5 "0" Period classes before school (50 minutes each - 180 days)
After school FCAT reading, math.
After school CROP program (credit retrieval)
Adult Education after-school

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)

- 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), Florida Comprehensive Assessment (FCAT), On Track Assessment Program, FAIR
Midyear: On Track Assessment Program, FCAT Test Maker Pro Mini Grade Level Assessments, FAIR
End of Year: FCAT, On Track Assessment Program, FAIR, End of Course Exams
Frequency of Data Days: twice a month for data analysis.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

One of the things we are most proud of here at Buchholz is the dedication and commitment to our student body. Grade-level officers are chosen for the student body to represent each cohort in Student Government. This ensures that all students have a voice and can be a part of the Bobcat experience. Four grade-level members from student government are also voting members of our School Advisory Council. Incoming students are also provided with multiple events including orientation to familiarize them to the school and school environment. Our school provides over 20 sport teams, 58 clubs, an 8-time National math team, an Academy of Finance, and the Academy of Entrepreneurship. Our student cabinet provides opportunities for our student body to participate in pep rally's, homecoming, prom, and multiple events throughout the school year. Our instructional staff provides numerous field trip opportunities and well as national trips to New York and even California. Our Social Studies department is in the process of planning a student trip in 2015 to China. These experiences add to the real-life curriculum that is provided by our committed instructional staff. The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school

employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.

College and Career Readiness

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 particular courses for students' future college major/ career plans in their subject areas. 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 certain elective courses and programs that are well suited to students' interests and aptitudes. Appropriate juniors and seniors can also dual-enroll with Santa Fe College to access a wide assortment of Technology/Applied Science programs based on the students' current/future interests.

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 planning and goal setting. In addition, all freshmen/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 futures based on their indicated skill and interest areas.

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

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. 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.

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

Analysis of the High School Feedback Report of Florida Public High Schools Graduates and the State Public Accountability Report indicates:

- Our graduation rate for all students was 79% which surpasses both the District at 73% and the State at 71 %.
- Our graduation rate for Black students was 70% which was greater than the District and the State but 15% lower than our white students.
- Our high school dropout rate was 2.5% which is lower than the District at 3.6% and the State at 2.6%.
- We had 88% who passed college reading placement tests as compared to the District at 76% and the State at 78%.
- We had 88% who passed college writing placement tests as compared to the District at 79% and the State at 82%.
- We had 87% who passed college math placement tests as compared to the District at 74% and the State at 71%.

Based on the analysis of these results we have identified the following priority strategies for our school:

- Continue and improve the enrichment strategies for students in AP classes and those scoring 4 and 5 on the FCAT reading and math.
- Encourage the importance of taking higher level courses with emphasis on increasing the enrollment for Black students.
- Increase intervention strategies to help Black students stay on tract and graduate on time with their class.
- Increase intervention strategies to help all students stay engaged in school and not drop out. Explore and implement strategies from outside agencies and stakeholders to help our minority students.

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

Based on public postsecondary level data from 2012, only 68.3% of our graduating class enrolled in a Florida public postsecondary institution. Only 2.30% enrolled in an Independent College and Universities of Florida (ICUF) in the fall. 42.4% enrolled at a community college in Florida while 26.0% enrolled at a state university in Florida. Surprisingly, 0% enrolled at a technical education center in Florida. With a graduation rate of 85%, our school leadership team implemented collaboration with Santa Fe College and the University of Florida in cross-instructional collaboration in order to better prepare our teachers and students of expectations on the public postsecondary level. This has increased the succes of our students with 88% of them passing the college writing placement tests, 88% passing on the reading tests, and 87% passing on the math placement tests. Another instructional implementation is to increase the number of students enrolling in technical education in the state of Florida. We have implemented Digital Design, Drafting where students learn AutoCAD and take an industry certified AutoCAD exam. We also offer three classes of Computer for College Readiness where student also take a certified exam and earn 4 college credits. This implementation will assist those students who are not enrolling in college to find promising careers in technical education centers or careers in Florida. These increased intervention strategies will help all of our students to stay engaged in school and decrease possible drop-out.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.

Strategic Goals Detail

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

G1. Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students. **1a**

G038634

Targets Supported **1b**

Indicator	Annual Target
Teachers with advanced degrees	53.0
Teacher attendance rate	95.0
Certified in Field	100.0
Effective+ Teachers (Performance Rating)	92.0
ESOL Endorsed	9.5
Highly Qualified Teachers	100.0
Developing Teachers (Performance Rating)	19.0
Effective Teachers (Performance Rating)	15.0
Highly Effective Teachers (Performance Rating)	70.0
Unsatisfactory Teachers (Performance Rating)	0.0
Reading Endorsed	12.0
Attendance rate	89.0
Attendance Below 90%	220.0
Attendance Below 90% Grade 09	50.0
Attendance Below 90% Grade 10	56.0
Attendance Below 90% Grade 11	47.0
Attendance Below 90% Grade 12	67.0
1+ Suspensions Grade 09	27.0
1+ Suspensions Grade 10	32.0
1+ Suspensions Grade 11	12.0
1+ Suspensions Grade 12	7.0
2+ Behavior Referrals	125.0

Resources Available to Support the Goal **2**

- 1. Staff Development – Developing On Quality Algebra I mini assessments
- Staff Development – Common Core Algebra I Standards
- . PD 360 On Line Staff Development Videos
- Differentiated Scheduling
- District Instructional Pacing Calendar
- Differentiated Math Materials
- District Math Supervisor
-
-
-

Targeted Barriers to Achieving the Goal **3**

- 1. Lack of Common Planning Time 2. Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC 3

Teacher Time Needed for Quality Staff Development in Use of Pacing Calendar, Common Core Standards, Development of High Quality Assessments 4. Inconsistency in quality of assessments 5. Inconsistency in assessments time frame and data review

- Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC
- Teacher Time Needed for Quality Staff Development in Use of Pacing Calendar, Common Core Standards, Development of High Quality Assessments
- Inconsistency in quality of assessments
- Inconsistency in assessments time frame and data review

Plan to Monitor Progress Toward G1. 8

Will have a full implementation of pacing guide by Alg. 1 teachers

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

All teachers will use pacing guide by December and through the rest of year.

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 student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students. **1**

 G038634

G1.B1 1. Lack of Common Planning Time 2. Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC 3 Teacher Time Needed for Quality Staff Development in Use of Pacing Calendar, Common Core Standards, Development of High Quality Assessments 4. Inconsistency in quality of assessments 5. Inconsistency in assessments time frame and data review **2**

 B092747

G1.B1.S1 Math department will increase monitoring of student progress bi-weekly including comparing data and making interventions when needed. Also increasing student knowledge of test item specifications, Assessment Limits, Stimulus Attributes, and Response Attributes. **4**

 S103723

Strategy Rationale

This gives Algebra 1 teachers more peer to peer collaboration, planning time, consistency, and fidelity... Teachers can learn from one another, compare and contrast best instructional practices, and get district assistance as needed.

Action Step 1 **5**

Algebra 1 teachers will meet together bi-weekly for data chats and progress monitoring.

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

AP will meet with Algebra 1 teachers biweekly and monitor teacher & student progress

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

Mr. Taber will collect teacher lesson plans to ensure they are following the district pacing guides. Mr. Taber will also collect student CIMS data showing students scores....students consistently scoring below proficiency will be assigned after school tutoring on Monday and Wednesday with parent contact as well.

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

Teacher Lesson Plans / Student scores on CIM assessments

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

Mr. Taber will join the 3 Algebra teachers in data chats to determine what strategies are working for what students. Interventions will be made across all classes for students not achieving proficiency...As strategies evolve that show student success, instruction will be implemented to align with those effective strategies.

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

Mr. Taber will collect student CIMS math data from each of the teachers on a bi-weekly basis. This evidence should show student improvement and achievement. Mr. Taber will also collect teachers' lesson plans to ensure that each teacher is on pace with each other and with the district pacing guide.

G1.B2 Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC **2**

 B092748

G1.B2.S1 Based on feedback from the Algebra I teachers, the APC in collaboration with the district math supervisor will provide staff development on the positive impact of implementing with fidelity the district wide staff development. Included in the staff development will be the focus on how high quality assessments and differentiated instructional practices will scaffold from the pacing calendar. Evidence of completion will be the implementation of the district pacing calendar within the first nine weeks. **4**

 S103724

Strategy Rationale

The rationale is based on the fact that BHS has fallen below the district and state levels in Alg 1. By implementing with district wide staff development, our instructions will expand their learning and be able to help our students better understand Test Item Specifications, computer skills needed, Assessment limits, Stimulus Attributes, and Response Attributes.

Action Step 1 **5**

Professional development for Alg. 1 Teachers

Person Responsible

Schedule

Evidence of Completion

Pacing guide assessments..... Algebra Nation workbooks and assessments

Action Step 2 **5**

Connect all students and teachers to Algebra Nation - University of Florida

Person Responsible

Schedule

Evidence of Completion

Pacing Assessments and workbooks....Online progress monitoring

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Action Step 4 5

Provide Staff Development and follow up with Algebra I teachers.

Person Responsible

Schedule

Evidence of Completion

Full Implementation by Algebra I teachers of district wide pacing calendar by send of first semester grading period.

Action Step 5 5

The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar

Person Responsible

Schedule

Evidence of Completion

SD module ready for presentation

Action Step 6 5

The APC will provide feedback from Algebra I teachers as to what staff development will be helpful and supportive in improving Algebra I student achievement/

Person Responsible

Schedule

Evidence of Completion

Pacing Calendar implemented within the first nine weeks

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar

Person Responsible

Schedule

Evidence of Completion

Evidence of completion will be the full implantation by Algebra I teachers by mid December

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B2.S2 The APC in collaboration with the district math supervisor and the Department Math Chair will monitor every two weeks, the placement of teacher instruction on the district wide pacing calendar. Support interventions will be in place for those teachers who are struggling with implementation. Support interventions will include staff development and math resources which support those students who are not being successful. 4

 S103725

Strategy Rationale

The rationale is the more consistently we monitor, the quicker and better we can be in helping each students master the needed benchmarks for success. It also lends itself to much more consistent and frequent interventions and support to teachers, students, and parents.

Action Step 1 5

The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

Feedback from Teachers logged by math supervisor

Action Step 2 5

The data collected will come from Classroom Walk through, informal observations, feedback from teachers

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

Classroom Walkthrough Data, teacher reflection

Action Step 3 5

Individual teacher status of instructional planning aligned to the Algebra I pacing calendar will occur every two weeks. Data collection will also include teacher feedback protocols that address teacher concerns and issue through ongoing staff development

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

Data Collection and Teacher Reflection

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar.

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

Evidence of completion will be the full implantation by Algebra I teachers by mid December

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitor effectiveness of pacing guide tracking, aligned with assessments

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

Evidence of Completion

All Alg.1 teachers implement by mid-December

G1.B3 Teacher Time Needed for Quality Staff Development in Use of Pacing Calendar, Common Core Standards, Development of High Quality Assessments **2**

 B092749

G1.B3.S1 The APC in collaboration with the district math supervisor and the Department Math Chair will monitor every two weeks, the placement of teacher instruction on the district wide pacing calendar. Support interventions will be in place for those teachers who are struggling with implementation. Support interventions will include staff development and math resources which support those students who are not being successful. **4**

 S103726

Strategy Rationale

The rationale is to produce consistent and frequent monitoring, so that the proper interventions and supports can be given to the teachers, students, and the parents.

Action Step 1 **5**

The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar

Person Responsible

Schedule

Evidence of Completion

Feedback from Teachers logged by math supervisor

Action Step 2 **5**

The data collected will come from Classroom Walk through, informal observations, feedback from teachers

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthrough Data, teacher reflection

Action Step 3 5

Individual teacher status of instructional planning aligned to the Algebra I pacing calendar will occur every two weeks. Data collection will also include teacher feedback protocols that address teacher concerns and issue through ongoing staff development

Person Responsible

Schedule

Evidence of Completion

Data Collection and Teacher Reflection

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar

Person Responsible

Schedule

Evidence of Completion

Evidence of completion will be the full implantation by Algebra I teachers by mid December

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Will work with District coach, review assessments, results

Person Responsible

Schedule

Evidence of Completion

Monitor and compare data every 9 weeks

G1.B5 Inconsistency in assessments time frame and data review **2**

 B092751

G1.B5.S1 Before, during, and after school help sessions. Student access to Algebra 1 Nation. **4**

 S142289

Strategy Rationale

More time on task and one on one instruction will improve student success

Action Step 1 **5**

Students will attend before, during, or after school help sessions.

Person Responsible

Jared Taber

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Algebra 1 Teachers will meet biweekly to compare progress monitoring data and test items

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Progress monitoring data will be collected on each student to inform instruction on student progress and needs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Data charts will be monitored, compared, and altered to meet the needs of each student and class.

Person Responsible

Jared Taber

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

A 5% - 15% increase in students' scores on the 2014-2015 Algebra 1 EOC

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Professional development for Alg. 1 Teachers		Pacing guide assessments..... Algebra Nation workbooks and assessments	one-time	
G1.B2.S2.A1	The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar	Taber, Jared	8/17/2014	Feedback from Teachers logged by math supervisor	8/17/2014 biweekly
G1.B3.S1.A1	The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar		Feedback from Teachers logged by math supervisor	one-time	
G1.B1.S1.A1	Algebra 1 teachers will meet together bi-weekly for data chats and progress monitoring.	Taber, Jared	8/17/2014	AP will meet with Algebra 1 teachers biweekly and monitor teacher & student progress	8/17/2014 biweekly
G1.B5.S1.A1	Students will attend before, during, or after school help sessions.	Taber, Jared	8/18/2014		6/1/2015 weekly
G1.B2.S1.A2	Connect all students and teachers to Algebra Nation - University of Florida		Pacing Assessments and workbooks....Online progress monitoring	one-time	
G1.B2.S2.A2	The data collected will come from Classroom Walk through, informal observations, feedback from teachers	Taber, Jared	8/17/2014	Classroom Walkthrough Data, teacher reflection	8/17/2014 biweekly
G1.B3.S1.A2	The data collected will come from Classroom Walk through, informal observations, feedback from teachers		Classroom Walkthrough Data, teacher reflection	one-time	
G1.B2.S1.A3	[no content entered]			one-time	
G1.B2.S2.A3	Individual teacher status of instructional planning aligned to the	Taber, Jared	8/17/2014	Data Collection and Teacher Reflection	8/17/2014 biweekly

Alachua - 0431 - F. W. Buchholz High School - 2014-15 SIP
F. W. Buchholz High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Algebra I pacing calendar will occur every two weeks. Data collection will also include teacher feedback protocols that address teacher concerns and issue through ongoing staff development				
G1.B3.S1.A3	Individual teacher status of instructional planning aligned to the Algebra I pacing calendar will occur every two weeks. Data collection will also include teacher feedback protocols that address teacher concerns and issue through ongoing staff development		Data Collection and Teacher Reflection	one-time	
G1.B2.S1.A4	Provide Staff Development and follow up with Algebra I teachers.		Full Implementation by Algebra I teachers of district wide pacing calendar by send of first semester grading period.	one-time	
G1.B2.S1.A5	The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar		SD module ready for presentation	one-time	
G1.B2.S1.A6	The APC will provide feedback from Algebra I teachers as to what staff development will be helpful and supportive in improving Algebra I student achievement/		Pacing Calendar implemented within the first nine weeks	one-time	
G1.MA1	Will have a full implementation of pacing guide by Alg. 1 teachers	Taber, Jared	8/17/2014	All teachers will use pacing guide by December and through the rest of year.	8/17/2014 biweekly
G1.B1.S1.MA1	Mr. Taber will join the 3 Algebra teachers in data chats to determine what strategies are working for what students. Interventions will be made across all classes for students not achieving proficiency...As strategies evolve that show student success, instruction will be implemented to align with those effective strategies.	Taber, Jared	8/17/2014	Mr. Taber will collect student CIMS math data from each of the teachers on a bi-weekly basis. This evidence should show student improvement and achievement. Mr. Taber will also collect teachers' lesson plans to ensure that each teacher is on pace with each other and with the district pacing guide.	8/17/2014 biweekly
G1.B1.S1.MA1	Mr. Taber will collect teacher lesson plans to ensure they are following the district pacing guides. Mr. Taber will also collect student CIMS data showing students scores....students consistently scoring below proficiency will be assigned after school tutoring on Monday and Wednesday with parent contact as well.	Taber, Jared	8/17/2014	Teacher Lesson Plans / Student scores on CIM assessments	8/17/2014 biweekly
G1.B2.S1.MA1	[no content entered]			once	
G1.B2.S1.MA1	Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar		Evidence of completion will be the full implantation by Algebra I teachers by mid December	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Will work with District coach, review assessments, results		Monitor and compare data every 9 weeks	once	
G1.B3.S1.MA1	Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar		Evidence of completion will be the full implantation by Algebra I teachers by mid December	one-time	
G1.B5.S1.MA1	Data charts will be monitored, compared, and altered to meet the needs of each student and class.	Taber, Jared	8/18/2014	A 5% - 15% increase in students' scores on the 2014-2015 Algebra 1 EOC	6/1/2015 biweekly
G1.B5.S1.MA1	Algebra 1 Teachers will meet biweekly to compare progress monitoring data and test items	Taber, Jared	8/18/2014	Progress monitoring data will be collected on each student to inform instruction on student progress and needs	6/1/2015 biweekly
G1.B2.S2.MA1	Monitor effectiveness of pacing guide tracking, aligned with assessments	Taber, Jared	8/17/2014	All Alg.1 teachers implement by mid-December	8/17/2014 biweekly
G1.B2.S2.MA1	Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar.	Taber, Jared	8/17/2014	Evidence of completion will be the full implantation by Algebra I teachers by mid December	8/17/2014 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.

G1.B1 1. Lack of Common Planning Time 2. Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC 3 Teacher Time Needed for Quality Staff Development in Use of Pacing Calendar, Common Core Standards, Development of High Quality Assessments 4. Inconsistency in quality of assessments 5. Inconsistency in assessments time frame and data review

G1.B1.S1 Math department will increase monitoring of student progress bi-weekly including comparing data and making interventions when needed. Also increasing student knowledge of test item specifications, Assessment Limits, Stimulus Attributes, and Response Attributes.

PD Opportunity 1

Algebra 1 teachers will meet together bi-weekly for data chats and progress monitoring.

Facilitator

Jared Taber

Participants

Algebra 1 Teachers: kalis, Fayiga, Holdman

Schedule

Biweekly, from 8/17/2014 to 8/17/2014

G1.B2 Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC

G1.B2.S1 Based on feedback from the Algebra I teachers, the APC in collaboration with the district math supervisor will provide staff development on the positive impact of implementing with fidelity the district wide staff development. Included in the staff development will be the focus on how high quality assessments and differentiated instructional practices will scaffold from the pacing calendar. Evidence of completion will be the implementation of the district pacing calendar within the first nine weeks.

PD Opportunity 1

Professional development for Alg. 1 Teachers

Facilitator

Jarod Tabor

Participants

Algebra 1 instructors

Schedule

PD Opportunity 2

Connect all students and teachers to Algebra Nation - University of Florida

Facilitator

Jared Taber

Participants

All Algebra 1 instructors

Schedule

PD Opportunity 3

Provide Staff Development and follow up with Algebra I teachers.

Facilitator

Participants

Schedule

PD Opportunity 4

The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar

Facilitator

Participants

Schedule

PD Opportunity 5

The APC will provide feedback from Algebra I teachers as to what staff development will be helpful and supportive in improving Algebra I student achievement/

Facilitator

Jared Taber

Participants

Sylvia Haller, Gemma Holdman, Robert Kalis, Jeff Benda, Mike Bruda

Schedule

G1.B5 Inconsistency in assessments time frame and data review

G1.B5.S1 Before, during, and after school help sessions. Student access to Algebra 1 Nation.

PD Opportunity 1

Students will attend before, during, or after school help sessions.

Facilitator

District Math Staff

Participants

Algebra 1 Math teacher

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.	4,500
Grand Total	4,500

Goal 1: Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.

Description	Source	Total
B1.S1.A1		0
B2.S2.A1		1,500
B2.S2.A2		1,500
B2.S2.A3		1,500
Total Goal 1		4,500