

Alachua County Public Schools

F. W. Buchholz High School



2017-18 School Improvement Plan

F. W. Buchholz High School

5510 NW 27TH AVE, Gainesville, FL 32606

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>37%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>44%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 10/17/2017.

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>.

Table of Contents

Purpose and Outline of the SIP	5
Differentiated Accountability	7
Current School Status	8
Supportive Environment	8
Family and Community Engagement	11
Effective Leadership	12
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	18
8-Step Planning and Problem Solving Implementation	24
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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.

2017-18 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 encourages, and 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 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. In 2016 - 2017, our vision as a district is to go beyond and reach new heights. We believe that every student deserves the opportunity to achieve a high school diploma. As a school, we are implementing a progress monitoring system to track and help 100% of our students graduate. We believe that there are four major components that will help us achieve this vision: 1) Literacy 2) Math Proficiency 3) Attendance and 4) Behavior.

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.

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. 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.

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 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.

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

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.

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	39	61	61	58	219
One or more suspensions	0	0	0	0	0	0	0	0	0	56	45	43	29	173
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	117	133	83	91	424
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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
	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	30	41	25	29	125

c. 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 FSA scores and well as End of Course exams. 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. Other preventive strategies that will be implemented with be a monitoring systems that targets: 1) consistent attention to progress 2) motivation to succeed 3) sense of control and accountability for student's own success 4) providing support at critical junctures. 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. 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 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

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 two 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 10 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 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.

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
DeLucas, Michael	Principal
Taber, Jared	Assistant Principal
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
Fayiga, Olanrewaju	Teacher, K-12
Haller, Sylvia	Teacher, K-12
Smith, Julie	Assistant Principal
Green, John	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

In our efforts to achieve 100% graduation, research shows a positive correlation between Literacy and increased graduation rates. Other factors include attendance, behavior, as well as math proficiency. The members of this instruction team will meet once a month 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.

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

Principal, Mike DeLucas: 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, Arleen Partridge; (Math) Olanrewaju Fayiga and Sylvia Haller, 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. Our ESE staffing specialist Dr. Suzanne Warner provides placements, curriculum support, para-professional aides, and accommodations to our teachers, parents and students. She oversees all IEP's and edits and updates plans as needed.

Assistant Principal and Instructional Reading coach; 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.

Assistant Principals John Green and Julie Smith 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, course success or failure, academic skills, and improved tests scores. They will transform insightful data and disseminate it to teachers and staff. 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.

Research also reveals the highest at-risks population as African American males. John Green will direct this population to Buchholz' Gentlemen Club lead by Coach David Frazier, and Pre-Collegiate led by instructor Debra Fields. These 2 clubs have been instrumental in achieving and sustaining 100% graduation rates and higher education opportunities for over the past 10 years.

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: 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-Inman, Suzanne Warner: 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. After-school (Reading / Math / ACT)
7. Food 4 Kids (Backpack program)
8. CTE courses and on-the job training

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
Kevin White	Teacher
Kim Anderson	Business/Community
Chris Doyle	Business/Community
Dawn Moore	Business/Community
Mike DeLucas	Principal
Kelly Harriston	Parent
Jen Kverneland	Parent
Sarah Freedman	Parent
Lynne Bramlett	Teacher
Roger Ogando	Teacher
Nancy Nanke	Education Support Employee
Jenna Nemeth	Student
Sam Cornell	Student
Brandon Sedgely	Teacher
John Bailey	Teacher
Kristy Shuster	Teacher
Kelly Langston	Parent

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

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.

b. 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.

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

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
DeLucas, Michael	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
Green, John	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

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.

2. 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 purpose, 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 school'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.

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

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. 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.

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

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 Statues. The school implements a documented, systematic continuous improvement process for improving student learning and the contditions 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.

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

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.

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: 30,000

3 "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), FSA, On Track Assessment Program,
Midyear: On Track Assessment Program, FSA Test Maker Pro Mini Grade Level Assessments,
End of Year: FSA, On Track Assessment Program, 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

One of the things we are most proud of here at Buchholz is the dedication and commitment to our student body. 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. 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 to China this year. 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.

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 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.

2. 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.

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

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 FSA literacy 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 and Hispanic students stay on track 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.

* Expand Early warning signs systems, identify early at-risks students, get to the ROOT of student problems early and often, provide a caring Adult at the building for all students.

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

District: ALACHUA, School: F. W. BUCHHOLZ HIGH SCHOOL

Data Item School District State

Number of 2014 high school graduates with standard diploma or GED 434 1546 154918

PRE-GRADUATION INDICATORS

Percent of 2014 graduates who scored at level 3 or better on the 10th grade FCAT in Math NA NA NA

Percent of 2014 graduates who scored at level 3 or better on the 10th grade FCAT in Reading 95.00% 84.30% 86.20%

Percent of 2014 graduates who scored at level 3 or better on the 10th grade FCAT in Both Math and Reading NA NA NA

Percent of 2014 graduates who completed a college prep curriculum 64.20% 58.20% 63.60%

Percent of 2014 graduates who were eligible for the maximum Bright Futures award (FL Academic Scholars) 14.50% 16.60% 7.43%

Percent of 2014 graduates who were eligible for the maximum Bright Futures award (FL Medallion Scholars) 15.80% 9.24% 7.38%

Percent of 2014 graduates who were eligible for the maximum Bright Futures award (FL Gold Seal Vocational) 4.37% 2.91% 3.95%

Percent of 2014 graduates who completed at least one AP, IB, AICE or Dual Enrollment course 68.80% 56.60% 54.30%

Percent of 2014 graduates enrolled in Algebra I or equivalent in a FL public school prior to 9th grade 54.10% 47.50% 39.80%

Percent of 2014 graduates who completed at least one level 3 high school math course 67.70% 62.40% 60.90%

Percent of 2014 graduates who completed at least one dual enrollment math course 16.50% 12.80% 9.25%

Percent of 2014 graduates who completed at least one level 3 high school science course 70.20% 68.80% 66.90%

Percent of 2014 graduates who completed at least one dual enrollment science course 9.44% 7.63% 5.18%

Percent of students who took PSAT two years prior to graduation year 29.20% 22.60% 69.10%

Percent of students who took PLAN two years prior to graduation year 88.70% 78.70% 19.30%

Percent of 2014 graduates who took the SAT 69.50% 49.10% 62.00%

Percent of 2014 graduates who took the ACT 62.20% 65.80% 61.60%
Percent of 2014 graduates who took the CPT 0.46% 0.84% 2.43%
Percent of 2014 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores in Math 83.50% 72.50% 72.10%
Percent of 2014 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores in Reading 85.30% 81.70% 83.00%
Percent of 2014 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores in Writing 86.60% 78.10% 81.90%
Percent of 2014 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores in All Three Subjects 77.00% 65.20% 66.20%

POST-GRADUATION INDICATORS

Percent of 2014 graduates enrolled in a Florida public postsecondary institution in Fall 2014 69.30% 60.60% 52.00%
Percent of 2014 graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall 2014 1.15% 2.13% 3.33%
Percent of 2014 graduates at a community college in Florida during Fall 2014 43.00% 41.10% 34.00%
Percent of 2014 graduates at a state university in Florida during Fall 2014 27.40% 19.80% 17.20%
Percent of 2014 graduates at a technical education center in Florida during Fall 2014 NA 0.06% 1.07%
Percent of 2014 graduates enrolled in college credit courses in Florida during Fall 2014 at a FL public postsecondary institution earning a GPA above 2.0 79.60% 72.00% 75.80%
Percent of 2014 graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0 80% 65.70% 82.10%
Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Remedial Math (non-college credit) 80% 65.50% 54.50%
Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Intermediate Algebra (for elective credit only) 57.50% 49.00% 58.00%
Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Entry-level Math (for Math credit) 70.60% 74.60% 70.60%
Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Advanced Math 69.00% 60.00% 61.10%
Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed Remedial Reading or Writing 100% 67.60% 77.40%
Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed Freshman Comp I or II 76.20% 69.60% 78.00%
Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed Other College-level English 78.10% 71.00% 78.40%

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase ninth grade student performance on the Algebra I EOC.
- G2.** Increase the percentage of ninth and tenth grade students who make learning gains in reading and math, especially those students in the lowest quartile.

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 ninth grade student performance on the Algebra I EOC. 1a

G095797

Targets Supported 1b

Indicator	Annual Target
	50.0

Targeted Barriers to Achieving the Goal 3

- Alachua County Middle Schools do an excellent job of identifying students to take Algebra I in 7th or 8th grade. The students who are not identified for Algebra I are afraid of math, lack basic skills, and/or have a poor attitude toward math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS practice, Algebra Nation professional development

Plan to Monitor Progress Toward G1. 8

Progress monitoring data (AIMS) will be reviewed with teachers

Person Responsible

Michael DeLucas

Schedule

Monthly, from 9/22/2017 to 4/30/2018

Evidence of Completion

Teachers will review data from quarterly AIMS assessments to plan to meet student's needs. Meet with administration to discuss strategies for student improvement.

G2. Increase the percentage of ninth and tenth grade students who make learning gains in reading and math, especially those students in the lowest quartile. 1a

G095798

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	50.0
ELA/Reading Gains District Assessment	63.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Many struggling students take Algebra I and Intensive Reading in ninth grade. The teachers of these classes often hone their classroom management skills as much or more than they hone their instructional skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-wide positive behavior systems, asking our most effective Advanced Placement teachers to teach our neediest students, Data Analysis/Student Services Team, Literacy Team, After School Tutoring
- Adding math courses, After School Tutoring, use of online resources
- School-wide positive behavior systems, motivational speakers, mentoring, After School tutoring, online resources

Plan to Monitor Progress Toward G2. 8

Ultimately, the most important data is the percentage of students who make learning gains in math and language arts. There are other data points to be considered, including climate surveys, school grade, and data on grades, discipline, and attendance.

Person Responsible

Michael DeLucas

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers monitor academic progress through AIMS testing. Again, the most important data will come to us at the end of the school year on the FSA ELA and Algebra I EOC.

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 ninth grade student performance on the Algebra I EOC. **1**

 G095797

G1.B1 Alachua County Middle Schools do an excellent job of identifying students to take Algebra I in 7th or 8th grade. The students who are not identified for Algebra I are afraid of math, lack basic skills, and/or have a poor attitude toward math. **2**

 B257891

G1.B1.S2 Participate in Algebra Nation Professional Development **4**

 S272946

Strategy Rationale

Algebra Nation is a resource created at the University of Florida. They are now offering professional development.

Action Step 1 **5**

All four Algebra I teachers (and one Liberal Arts Math teacher) will participate in Algebra Nation professional development.

Person Responsible

Jared Taber

Schedule

Quarterly, from 9/14/2017 to 6/1/2018

Evidence of Completion

Attend training and implement strategies that will increase student achievement on Alg 1 EOC

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal will meet with the Algebra I team and will evaluate all of the teachers who teach Algebra I

Person Responsible

Michael DeLucas

Schedule

Annually, from 8/14/2017 to 5/18/2018

Evidence of Completion

Progress monitoring scores, Algebra I EOC scores, walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Principal will walk through Algebra I classrooms

Person Responsible

Michael DeLucas


Schedule

On 4/27/2018


Evidence of Completion

Number of walk-throughs, data-chats


G2. Increase the percentage of ninth and tenth grade students who make learning gains in reading and math, especially those students in the lowest quartile. **1**

 G095798

G2.B1 Many struggling students take Algebra I and Intensive Reading in ninth grade. The teachers of these classes often hone their classroom management skills as much or more than they hone their instructional skills. **2**

 B257892

G2.B1.S1 Involve as many ninth and tenth grade teachers as possible in our Positive Behavior Systems. **4**

 S272947

Strategy Rationale

PBS is more of a mindset than a strategy. The more we focus on what students are doing right, the more often students will succeed.

Action Step 1 **5**

Send a monthly PBS email/newsletter to teachers.

Person Responsible

John Green

Schedule

Biweekly, from 9/29/2017 to 6/1/2018

Evidence of Completion

Meeting notes, evidence of celebrations (I.e. Student of the Week names), List of expectations

Action Step 2 **5**

Change the system for handling tardy students.

Person Responsible

Michael DeLucas

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Within Skyward develop a report that will track student tardies period by period. Deans will run report and deal with students who are tardy based on alpha-system.

Action Step 3 5

Encourage teachers to embrace the new system for handling tardy students.

Person Responsible

Michael DeLucas

Schedule

On 8/14/2017

Evidence of Completion

Speak with teachers about new plan during pre-planning

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

1. Students of the Week will be announced weekly. 2. Nominating teachers will also be recognized.

Person Responsible

Stacia Berben

Schedule

Weekly, from 9/8/2017 to 5/25/2018

Evidence of Completion

certificates, lists

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The PBS team will look at trends in data related to teacher participation.

Person Responsible

Michael DeLucas

Schedule

Semiannually, from 9/22/2017 to 6/1/2018

Evidence of Completion

walk-through and observation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The PBS team will meet twice per month to discuss progress, improve our practices, and increase teacher buy-in.

Person Responsible

Stacia Berben

Schedule

Biweekly, from 9/23/2016 to 6/1/2018

Evidence of Completion

Meeting notes; evidence of products (emails, signs, etc.) Our PBS efforts are in support of academics. Therefore, academic data will be very important.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A3 A366279	Encourage teachers to embrace the new system for handling tardy students.	DeLucas, Michael	8/14/2017	Speak with teachers about new plan during pre-planning	8/14/2017 one-time
G1.B1.S2.MA1 M392554	Principal will walk through Algebra I classrooms	DeLucas, Michael	9/5/2017	Number of walk-throughs, data-chats	4/27/2018 one-time
G1.MA1 M392556	Progress monitoring data (AIMS) will be reviewed with teachers	DeLucas, Michael	9/22/2017	Teachers will review data from quarterly AIMS assessments to plan to meet student's needs. Meet with administration to discuss strategies for student improvement.	4/30/2018 monthly
G1.B1.S2.MA1 M392555	Principal will meet with the Algebra I team and will evaluate all of the teachers who teach Algebra...	DeLucas, Michael	8/14/2017	Progress monitoring scores, Algebra I EOC scores, walk-throughs	5/18/2018 annually
G2.B1.S1.MA1 M392558	1. Students of the Week will be announced weekly. 2. Nominating teachers will also be...	Berben, Stacia	9/8/2017	certificates, lists	5/25/2018 weekly
G2.MA1 M392560	Ultimately, the most important data is the percentage of students who make learning gains in math...	DeLucas, Michael	8/14/2017	Teachers monitor academic progress through AIMS testing. Again, the most important data will come to us at the end of the school year on the FSA ELA and Algebra I EOC.	6/1/2018 annually
G2.B1.S1.MA1 M392557	The PBS team will meet twice per month to discuss progress, improve our practices, and increase...	Berben, Stacia	9/23/2016	Meeting notes; evidence of products (emails, signs, etc.) Our PBS efforts are in support of academics. Therefore, academic data will be very important.	6/1/2018 biweekly
G2.B1.S1.MA2 M392559	The PBS team will look at trends in data related to teacher participation.	DeLucas, Michael	9/22/2017	walk-through and observation data	6/1/2018 semiannually
G2.B1.S1.A1 A366277	Send a monthly PBS email/newsletter to teachers.	Green, John	9/29/2017	Meeting notes, evidence of celebrations (i.e. Student of the Week names), List of expectations	6/1/2018 biweekly
G2.B1.S1.A2 A366278	Change the system for handling tardy students.	DeLucas, Michael	8/14/2017	Within Skyward develop a report that will track student tardies period by period. Deans will run report and deal with students who are tardy based on alpha-system.	6/1/2018 weekly
G1.B1.S2.A1 A366276	All four Algebra I teachers (and one Liberal Arts Math teacher) will participate in Algebra Nation...	Taber, Jared	9/14/2017	Attend training and implement strategies that will increase student achievement on Alg 1 EOC	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. Increase ninth grade student performance on the Algebra I EOC.

G1.B1 Alachua County Middle Schools do an excellent job of identifying students to take Algebra I in 7th or 8th grade. The students who are not identified for Algebra I are afraid of math, lack basic skills, and/or have a poor attitude toward math.

G1.B1.S2 Participate in Algebra Nation Professional Development

PD Opportunity 1

All four Algebra I teachers (and one Liberal Arts Math teacher) will participate in Algebra Nation professional development.

Facilitator

Unsure at this time

Participants

Algebra I teachers

Schedule

Quarterly, from 9/14/2017 to 6/1/2018

G2. Increase the percentage of ninth and tenth grade students who make learning gains in reading and math, especially those students in the lowest quartile.

G2.B1 Many struggling students take Algebra I and Intensive Reading in ninth grade. The teachers of these classes often hone their classroom management skills as much or more than they hone their instructional skills.

G2.B1.S1 Involve as many ninth and tenth grade teachers as possible in our Positive Behavior Systems.

PD Opportunity 1

Send a monthly PBS email/newsletter to teachers.

Facilitator

Participants

Schedule

Biweekly, from 9/29/2017 to 6/1/2018

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.S2.A1	All four Algebra I teachers (and one Liberal Arts Math teacher) will participate in Algebra Nation professional development.				\$0.00
2	G2.B1.S1.A1	Send a monthly PBS email/newsletter to teachers.				\$0.00
3	G2.B1.S1.A2	Change the system for handling tardy students.				\$0.00
4	G2.B1.S1.A3	Encourage teachers to embrace the new system for handling tardy students.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0431 - F. W. Buchholz High School	Other		\$5,000.00
			<i>Notes: Lottery funds as approved by SAC</i>			
					Total:	\$5,000.00