

2009 – 2010 SCHOOL IMPROVEMENT PLAN



School Name: **Buchholz High School**
District Name: **Alachua County**
Principal: **Vicente Perez**
SAC Chair: **Tom Cowart**
Superintendent: **Dan Boyd**
Date of School Board Approval:

VISION and MISSION STATEMENTS

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

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Buchholz High School is a public high school located on 41 acres of land in northwest Gainesville, Florida. Buchholz has the distinction of being rated in the top 100 high schools in the United States, and was listed in the June 2, 2003 edition of Newsweek Magazine and again for 2006.. Buchholz opened its doors in 1970 and in 1999 a ninth-grade center or Building 8, which since has become the math building, and Academy of Finance and Entrepreneurship buildings were added. The Academy of Finance is a business magnet program offered to students with the Alachua County school district. This program uses state-of-the-art equipment to teach skills as accounting, banking and credit, computer technology, financial planning, and investments. The Academy's combination of education and work experience provides our students a competitive advantage, whether securing a job or advancing career goals. Included in this Academy is a working credit union, the Bobcat Branch of the Florida Credit Union. Students work as branch managers, tellers, auditors, and marketing staff. The Academy of Entrepreneurship is also a business magnet program offered at Buchholz. This Academy offers students the chance to turn ideas into profitable business realities through the operation of a Jr. Achievement Company, developing and marketing of their own products, and management of the school store called the Spirit Spot. The programs actively involve students in computer technology, problem solving, marketing, business management, decision-making, law, financial operations, economic strategies, and communication skills

Unique School Strengths for Next Year

Even though Buchholz received the grade of "B" for 2008-2009, we had enough points for an "A". It is our goal and mission to make sure that we receive the grade of "A" once again by focusing energy on the lower quartile this year. Buchholz High School has continued and added to last year's initiatives and programs that are improving literacy and are having a positive impact on student learning. Strategies in the areas of reading, math and science have been implemented this year along side a school- wide philosophy which includes goals that are associated with school effectiveness. This philosophy is an active, proactive, and action-based process. Buchholz continues to focus on the

following; an emphasis on basic skill acquisition and focus on central learning skills, high expectations and requirements for student achievement, frequent monitoring of student progress, practice-oriented staff development, a safe and orderly atmosphere conducive to learning and a productive climate, and implementation of the Rigor/Relevance Framework from SSRI.

The initiative having the most impact on student achievement again, would be our participation in the Secondary School Redesign Initiative (SSRI). We have been provided with a trained coach to assist our leadership team in working toward the four goals of the project. This year the emphasis was placed on the Thinking Continuum, the first part from the Rigor/Relevance Framework which describes the complex ways we think and is based on the six levels of Bloom's Taxonomy. Teachers were provided numerous staff development opportunities in this area and our teachers were committed to implementing the rigor part of the model we are using. This was confirmed by the results of our climate survey that shows all stakeholders believe that academic excellence is a priority at our school as well as we show evidence that our students have mastered the appropriate student performance standards. Next year our emphasis will be on the second part of the framework, The Application Model created by Bill Daggett, called the Action Continuum which describes putting knowledge to use to solve complex real-world problems.

School wide suspension rates have decreased from 342 to 299 or a 13% decrease. The school successfully completed the third year of SSRI, Secondary School Redesign Initiative, as one of the chosen schools for the state model for this program. We have extended participation in this state wide pilot program for a fourth year. Another strength is that our FCAT scores are above the district and state averages. We have been mentioned in Newsweek's Top 100 Schools in the Nation for two years. We have national and international recognition and awards for our band program and our Academy of Entrepreneurship and Academy of Finance are model programs for the state as well the nation. Our Activities Director coordinates and facilitates an award winning Student Government Program and runs many programs that directly benefit the students in making high school life successful for them. Buchholz

It is the students, teachers and staff, and parents that are the heart of a quality school and ours at Buchholz are the finest anywhere. We are extremely proud of our students and their accomplishments in the classroom, in competition, and on the playing field. During the last academic year, there were twelve National Merit Semifinalists, twelve National Merit Finalists and seven who were commended and one National Achievement and one National Hispanic. There were 837 students took 1,832 Advanced Placement tests, a record number for our school with a 70% passing rate. Our athletic department placed in the top 10 in the state. We were also in the top 1% of schools in the nation in the Newsweek Magazine poll for this year and for 2003 and 2006. Students are truly the most important product of Buchholz High School and we will continue to improve upon the school's excellence.

Unique School Weaknesses for Next Year

Due to the economic crisis in both the country and state at this time, our school district has to make a lot of deep cut backs. These economic decisions have affected our school in a number of ways. We no longer will be getting allocations or monies to cover our reading coach, who also does several professional development activities in the school. Our lottery money was taken away and our AP funds have been drastically reduced. The school will also be limited in SAC funds that were used to help pay for positions we did not have allocations for, or equipment, materials, and teacher grants.

Student Demographics

Buchholz High School serves a multi-ethnic school population that consists of 2300 students from a predominantly affluent community. The following is the current student demographic data: Asian are 5.0%, Black are 18.8%, Hispanic are 7.8%, Indian are .2%, Mixed are 3.8%, white are 64%, ELL(English Language Learners) are .5%, Gifted are 20.8%, free and reduced are 19.7% and SWD Non gifted are 12.6%.

<p>Student Attendance Rates</p> <p>The average daily attendance rate for school year 2008-2009 was 92.49%.</p> <p>The average daily attendance rate for school year 2007-2008 was 95.50%</p>
<p>Student Mobility</p> <p>The mobility rate of the school is 23.0%.</p>
<p>Student Suspension Rates</p> <p>2006-07 ISS 58 and OSS 318.</p> <p>2007-08 ISS 27 and OSS 342.</p> <p>2008-09 ISS141 and OSS 299.</p> <p>The out of school suspension rate has decreased this past year.</p>
<p>Student Retention Rates</p> <p>The non-promotion rates for the 2007-2008 school year for the district were 5.6% and for the state it was 5.0%. For Buchholz High School the non-promotion rate for the same year is 7.9%.</p>
<p>Class Size</p> <p>Buchholz has made every effort to comply with the State's class size amendment laws. The class size data are derived from DOE calculations and reports. These are the official values for 2008-2009 school year.</p> <p>District 9-12 Average 21.81</p> <p>Buchholz 9-12 Average 24.38</p>
<p>Academic Performance of Feeder Pattern</p> <p>The two primary feeder schools for Buchholz are Fort Clarke Middle School and Kanapaha Middle School. Both schools have an excellent record of being A schools for the last seven years. However, Neither school has made adequate yearly progress. Each school has also showed improvement each year in meeting high standards in reading, math and science. Kanapaha Middle School did not meet proficiency in math or reading for Blacks, SWD, and economically disadvantaged for 2008-2009. The percentage meeting high standards in reading was 77%, in Math was 75%, Writing was 97% and in Science it was 62%. Fort Clarke Middle School did not meet reading proficiency.</p>
<p>Partnerships and Grants</p> <p>Buchholz will continue its strong relationship with the University of Florida through several areas. First our partnership with UF's College of Education allows us to have outstanding Graduate Student Interns. We also have a collaborative partnership between the Department of Psychology to provide direct counseling and emotional support to our students through a program called PALS.</p> <p>The model Academy of Finance Program at Buchholz has a working partnership with the Florida Credit Union and the board of directors for our program has board members from the Florida Credit Union also.</p> <p>Our model Academy of Entrepreneurship program has a strong relationship with the Chamber of Commerce and we work through them with many businesses in the community.</p>

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year)
Principal	Mr. Vicente Perez	BA in Special Education from University of Florida, Masters Degree in Educational Leadership from Nova Southeastern University	5	21	<p>2008-2009 Principal at Buchholz Grade: B, Reading mastery 67%, Math mastery 83%, Science mastery 57%, Writing mastery 91%. AYP: 72%, Black, economically disadvantaged, SWD did not make AYP in reading or math</p> <p>2007-2008 Principal at Buchholz Grade: A, Reading mastery 73%, Math mastery 85%, Science mastery 58%, Writing mastery 92%. AYP: 82%, Black, economically disadvantaged, SWD did not make AYP in Reading or Math</p> <p>2006-2007 Principal at Buchholz Grade A, Reading mastery 68%, Math mastery 82%, Science mastery 55%, and Writing mastery 96%. AYP: 90%, Black, economically disadvantaged, SWD did not make AYP in Reading, and only SWD did not meet AYP in Math.</p>
Assistant Principal	Mr. Dan Ferguson	BS in Business Administration from Florida A&M University, Masters in Exceptional Student Education and a Specialist Degree in Educational Leadership both from University of Florida	7	7	Assistant Principal at Buchholz All three years Same data as above
Assistant Principal	Ms. Dee Munyer	BA in Elementary Education, Masters in Special Education, and Specialist Degree in Administration and Supervision all from	8	15	Assistant Principal at Buchholz All three years Same data as above

		University of Florida			
Assistant Principal	Mr. David Shelnutt	BA in History, Masters in Social Studies, Specialist Degree in Educational Leadership, all from University of Florida	4	5	Assistant Principal at Buchholz All three years Same data as above



HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science, and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the associated school year)
Reading	Judy Beverly	BFA and MFA in Fine Arts, Reading Endorsement, Eng 5-9 Art K-12	6	4	Judy was at Buchholz for the last three years. 2008-2009 Grade: B, Reading mastery 67%, Math mastery 83%, Science mastery 57%, Writing mastery 91%. AYP: 72%, Black, economically disadvantaged, SWD did not make AYP in reading or math 2007-2008 Grade: A, Reading mastery 73%, Math mastery 85%, Science mastery 58%, Writing mastery 92%. AYP: 82%, Black, economically disadvantaged, SWD did not make AYP in Reading or Math 2006-2007 Grade A, Reading mastery 68%, Math mastery 82%, Science mastery 55%, and Writing

					mastery 96%. AYP: 90%, Black, economically disadvantaged, SWD did not make AYP in Reading, and only SWD did not meet AYP in Math
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HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. University of Florida Job Fairs	Principal	On-going	
2. District Job Fair	Principal Assistant Principal	Spring, 2010	
3. Partnering new teachers with veteran staff	Principal Assistant Principal	On-going	
4. Weekly and monthly meetings with new teachers.	Leadership Team Literacy Team Department Chairs	On-going	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
David Banes	Phys. Ed K-8 ESE K-12	ESE Self Contained Class	Taking Subject Area Test before August 30, 2009
Arleen Partridge	Elem. Ed. K-6 Spanish	Drop Out Reading	Has completed all but one Reading Endorsement classes. She is registered to finish the last class by September, 2009.
Sharyn Weiss	Elem. Ed. K-6 ESE K-12	ESE Science Class	Taking Subject Area Test before August 30, 2009
Diane Stobaesus	Elem. Ed K-6 ESE K-12	Co teacher ESE Math Teacher	Will be placed in teaching position where she will be highly qualified for next year.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
111	5%	35%	27%	33%	59%	95%	7%	11%	7%

Teacher Mentoring Program

Please describe the school's teacher mentoring program for new and struggling teachers by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for	Planned Mentoring Activities
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		Pairing	
Charmaine Taylor	James Doker	New first year teacher	Assist in completion of the Beginning teacher Program, to lead the monthly cohort meetings at the school sites, to support each beginning teacher in professional development , complete list of district resources and a flyer for web resources, present engagement/curriculum strategies, present behavior management strategies, and coordinate with the tech coach.
Charmaine Taylor	AshleyGaffney	New first year teacher	Assist in completion of the Beginning teacher Program, to lead the monthly cohort meetings at the school sites, to support each beginning teacher in professional development , complete list of district resources and a flyer for web resources, present engagement/curriculum strategies, present behavior management strategies, and coordinate with the tech coach.

Response to Instruction/Intervention (Rtl)

School-based Rtl Team
<p><i>Identify the school-based Rtl Leadership Team.</i></p> <p>Principal, Vicente Perez: Provides a common vision for the use of the data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.</p> <p>General Ed Teachers, (Reading) Judy Beverly, Erika Holzinger, Liz Vastyan; (Math) Devon Aksomitas, Olanrewaju Fayiga, Amy Palmer, Jonathan Trunk : 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.</p> <p>Exceptional Education Teachers, Ben Haines, Janet Chalifoux, and Debra Fields: 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.</p> <p>Assistant Principal and Instructional Coach Reading, Daniel Ferguson 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.</p> <p>District Reading Instructional Specialist: At this time the principal is requesting that our school receive the services of one of the district Reading Coaches.</p> <p>School Psychologist, Susanne Shaw: 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-</p>

collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist, Charis Thompson: 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, Monica Bayer, Karen Dishman, Steve Ellard, Jay Godwin, Barbara Leytem, Pearlie Shelton, Bob Smith, Ret Thomas, 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.

Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership team will focus meetings around one goal: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

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 role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.

The Rtl Leadership Team met with the Principal to help develop the SIP. The team collected and provided data on Tier1,2 and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations of instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

Rtl Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Florida Continuous Improvement Model (FCIM), Florida Comprehensive Assessment (FCAT),

Midyear: On Track Assessment Program, FCAT Test Maker Pro Mini Grade Level Assessments, Diagnostic Assessments

End of Year: FCAT, On Track

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on Rtl.

Professional development started in District workshops during the summer of 2009. Teams of teachers as well as the administrators went to work shops on FCIM and Kagen. Workshops on technology and the new software for district assessments and scheduling were also provided. Professional development will continue through the year during the teachers' common planning time and small sessions will occur throughout the year. The Rtl Team will also evaluate additional staff PD needs during the weekly Rtl Leadership Team meetings.



School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN
Data Disaggregation 2008-2009 FCAT Data
<i>What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?</i>
Strengths: Across all grade levels, students are performing at district and state averages in Number Sense content, Measurement content, Geometry content, Algebraic Thinking content, and Data Analysis content. 91% of students meet standards in writing. Weaknesses: The percentage of students below grade level in reading increased. 10 th grade students' scores in Comparison content dropped about 5% during the past two years.
Instructional Calendar Development
<i>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</i>
<ul style="list-style-type: none">• When were the Instructional Focus Calendars (IFCs) created? The Instructional Focus Calendar was created in July and August 2009, using all days available for instruction (between the first day of school and the first day of FCAT testing). <ul style="list-style-type: none">• Was data used to develop the IFCs?

Assessed benchmarks on the Instructional Focus Calendar were based on disaggregated data from the 2009 FCAT tet results. The Instructional Calendar Development Team identified when and which benchmarks will be taught and assessed during the school year. School wide practice test days were also listed.

- Were teachers included in the development of the IFCs?

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

- How were Benchmarks selected?

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.

- How was the duration of instruction selected for each Benchmark?

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

- How will the administration ensure the IFCs are used by all teachers?

Administration will implement a continuous cycle of making classroom walk-through visits, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar is being utilized and implemented effectively. Our Reading coach will also be assigned to teachers who are demonstrating signs of struggling with implementing the Instructional Focus Calendar. In addition, teachers who are struggling with implementing will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Comparison was the least proficient strand and will be given priority focus.

Writing: Organization was the least proficient strand and will be given priority focus.

Mathematics: Geometry was the least proficient strand and will be given priority focus.

Science: Earth and Space was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

- Were the learning gains of teachers analyzed to determine which teachers should teach certain students?

Buchholz Administration analyzes FCAT results by teacher and allows highly qualified/high performing teachers to teach students with the most needs.

- Are the most effective teachers instructing the weakest students?

An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

- Explain elective courses that are offered to students for future employment or job skill training.

Buchholz offers several courses in business, drafting, technology, community based training, and on the job training. These courses center on relevant real world experiences and job training. Our nationally recognized Academy of Entrepreneurship and Academy of Finance both offer on the job skills through our school store and Bobcat Branch (an official branch of the Florida Credit Union, on our campus). Students work as branch managers, tellers, auditors, member services personnel, and marketing staff.

- Explain school-wide instructional initiatives or programmatic initiatives that ensure content relates to students' everyday experiences.

Teachers are also offered CORR training on the Rigor and Relevance Framework to help incorporate relevance in the classroom.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

- Describe the courses that are offered to students outside the core and required curriculum.

Buchholz offers several courses in business, drafting, technology, community based training, and on the job training. These courses center on relevant real world experiences and job training.

- How are students encouraged to select these classes?

Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection.

- How do students select elective courses?

After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home to parents.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

- Did grade level teachers work together to create the IFCs?

Grade level teachers will meet bi-monthly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

- Will grade level teachers meet throughout the school year to share best practices and resources when implementing the IFCs?

10th grade teachers will have grade level planning meetings bi-monthly and through Professional Learning Communities.

How are instructional focus lessons developed and delivered?

- How were instructional focus lessons developed?

Instructional Focus Lessons are developed by our instructional team of teachers.

- How was it determined which lessons will be used?

Focus lessons and / or mini lessons are based on the assessed benchmarks listed on the instructional focus calendar.

- When will the lessons be taught during the instructional period (beginning of the class, end of the class)?

Focus lessons will be highlighted and taught after a short warm up review. Guided practice and homework will help reinforce newly learned concepts. Lesson plans will provide simulated FCAT items during instruction.

- Who will teach the focus lesson (content area teachers only?)

Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. In the future, depending on need, elective and social studies teachers may also teach focus lessons.

How will instructional focus lessons be revised and monitored?

- What will determine if the focus lessons need to be revised?

Teachers across grade level will meet bi-monthly to refine and plan alternative teaching strategies. Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

- How will teachers and administrators ensure that the focus lessons are effective?

Administration will utilize the classroom walk-through method, and provide feedback to teachers. Administration will meet with students periodically to review student's progress. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

- What is the assessment used to determine student comprehension, based on the IFCs?

Teachers will develop mini assessments or utilize test maker pro to be used immediately following focus instructions, or as scheduled on timeline.

- How many questions will be used for each Benchmark?

Five to ten questions per Benchmark will be utilized for assessment purposes.

- How often will the assessments be administered?

- The assessments will be administered on a monthly basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

- What will mastery be set at for the assessments? Explain the rationale for this decision.

Mastery will be set at 70%. Mastery is set at this level to ensure student proficiency on each benchmark.

- How will the assessment results be used to redirect the IFCs and focus lessons?

The assessment results will be used to determine the instructional focus of whole group lessons. An analysis of the assessment will be utilized to re-teach the questions that the students missed most frequently.

- How will teachers differentiate their instruction based on assessment results?

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

- How will teachers differentiate their instruction for students who are performing at mastery levels?

Maintenance activities are scheduled on the instructional calendar throughout the entire year. They reinforce the skills that have been taught and mastered on a continuous basis. Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student

achievement.
<ul style="list-style-type: none"> When and how often will teachers meet to review assessment data (formative and summative) by content area and grade level? <p>10th grade teachers across grade level will meet bi-monthly to refine and plan alternative teaching strategies. Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.</p> <ul style="list-style-type: none"> How will these meetings be facilitated and documented? <p>The meeting will be facilitated by the subject area coach, administration, the team leader. A teacher will be designated to record notes from the meeting, and the notes will be submitted with the agenda to the administration. Administration will attend meetings periodically.</p>
Monitoring
<i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i>
<ul style="list-style-type: none"> How will the Principal and Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs? <p>The Principal and Leadership Team will meet with teachers to discuss assessment results and student progress. Specific data will be used to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.</p> <p>Administration will implement a continuous cycle of classroom walk-through visits, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar is being utilized and implemented effectively. Administration will meet with students periodically to review student's progress.</p> <ul style="list-style-type: none"> What role will instructional coaches play with the IFCs and focus lessons? <p>The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction.</p>

ACT
Supplemental and Intensive Instruction/Interventions
<i>Identify the core, supplemental, and intensive instruction and interventions.</i>
Teachers will use state adopted textbooks to deliver core instruction. Students not making mastery will be offered supplemental and intensive instruction/intervention in after-school sessions as well as assistance during the regular school day.
<i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i>
<ul style="list-style-type: none"> What materials or instructional strategies will be used to re-teach non-mastered target areas? <p>Scheduled tutorials will be before and after school. FCAT Explorer, FCAT Test Maker Pro, state adopted textbooks, and Focus lessons will be used during tutorial periods. Teachers will create alternative teaching strategies and focus lessons. Students consistently demonstrating non-mastery of benchmarks may be required to participate in tutorial periods.</p>
<i>How does the school identify staff's professional development needs to improve their instructional strategies?</i>
<ul style="list-style-type: none"> Data analysis? Administrative walkthroughs? Teacher requests? <p>Staff professional development needs are identified primarily by administration observations, teacher surveys, teacher request, student performance data, and new program orientation.</p>
<i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>
<ul style="list-style-type: none"> How will it be determined which students receive supplemental and intensive instruction/interventions? <p>As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, subject team leaders, administrators.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.</p> <ul style="list-style-type: none"> Will students not making mastery be offered after-school assistance (e.g. Supplemental Educational

Services (SES)) or be assisted during the regular schedule? Students that have not mastered skills taught will be targeted for supplemental and intensive instruction.
How will the effectiveness of the interventions be measured throughout the year?
<ul style="list-style-type: none"> How will it be determined if the interventions applied to students not making mastery are successful? Students who are being tutored on skills missed will be re-assessed which will measure the effectiveness of the interventions.
Enrichment
Describe alternative instructional delivery methods to support acceleration and enrichment activities.
<ul style="list-style-type: none"> What courses or instructional programs are offered to students who exceed mastery levels? Mastery students primarily are scheduled in advance placement courses. Approximately 26 advance placement courses will be offered to our students. These courses will help students maintain skills already mastered.
Describe how students are identified for enrichment strategies.
<ul style="list-style-type: none"> What assessments are used to determine which students are placed in higher level courses and academic programs? Student are indentified for Advance Placement by FCAT results, teacher recommendation, and other assessments results that demonstrate consistent proficiency/mastery. Do students and parents have input in this process? Parent conferences are held with the recommending teacher, guidance counselor, and/or a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Professional Learning Communities

Describe the school's use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
9th, 10 th , 11 th , and 12 th grade reading teachers, content area teachers and reading coach	Judy Beverly, Reading Department Head	Weekly	Wednesday during common planning time.	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
9th, 10 th , 11 th , and 12 th grade math teachers	Amy Palmer, Math Assistant Department Head	Weekly	Wednesday during common planning time.	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments

				, maintenance, tutorials, and enrichments to determine any necessary revisions.
9 th , 10 th , 11 th , and 12 th grade Science teachers	Scott Flamand, Science Department Head	Weekly	Wednesday during common planning time.	Analyze the effectiveness of Science focus calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
10 th grade level team	Daniel Ferguson, Assistant Principal	Bi-Monthly	Thursday of the month before school.	Data analysis of common assessments and FCIM mini-assessment results.
9-12 grade	Judy Beverly	Monthly	Thursday	To share best practices for reading strategies and interventions and review data.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Buchholz High School strongly encourages students to take AP (advanced placement) courses. The percent of Buchholz graduates who completed a college prep curriculum, completed Algebra I prior to 9th grade, completed 3 math courses, or completed at least one dual enrollment math, and science course, are consistently over district and state average. We have over 153 students enrolled in Dual Enrollment courses. Our classes of 2011 and beyond are now required to complete 4 years of math. Buchholz students are required to have postsecondary plans.

Percent of 2007 graduates who took the SAT /ACT / CPT and scored at or above college-level cut scores:

	School	District	State
Math (SAT)	88.2%	82.3%	69.9%
Verbal (SAT)	87.3%	81.1%	71.2%
Math (ACT)	77.2%	56.7%	56.6%
Reading (ACT)	77.7%	64.0%	67.2%
English (ACT)	76.6%	61.9%	66.6%
Math (CPT)	51.0%	40.0%	37.6%
Reading (CPT)	62.2%	45.2%	46.2%
Writing (CPT)	75.5%	58.2%	62.1%

Percent of 2007 graduates who were eligible for the maximum Bright Futures award:

FL Academic Scholars	19.0%	15.3%	7.25%
FL Medallion Scholars	32.4%	25.0%	27.1%
FL Gold Seal Vocational	.410%	.952%	1.23%

Percent of 2007 graduates enrolled in a Florida public postsecondary institution in Fall 2007:

	68.7%	60.7%	54.7%
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Percent of 2007 graduates who completed at least one AP, IB, AICE, or Dual Enrollment course:

	74.7%	70.2%	56.2%
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RT II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9 and 10, 67% of the students achieved mastery on the 2009 administration of the FCAT Reading test.	In grades 9 and 10, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading test.	1. Develop an Instructional Focus Calendar for Reading and Language Arts.	1. Assistant Principal, Reading Coach, Department Chairs	1. Administration will monitor the implementation of the focus calendar by walkthroughs.	1. Classroom walkthrough procedures and log and the focused visits and mini assessments and On Track assessments.
		2. Include higher order thinking questions in lesson plans.	2. Principal, Assistant Principals, Reading Coach	2. Walkthroughs, lesson plan reviews weekly and monthly	2. Classroom walkthrough procedures and log and the focused visits to determine frequency of the use of higher order questions.
		3. The school will implement the CIMs Model for evaluating student progress.	3. Principal, Assistant Principals, Leadership Team	3. Weekly administrative meetings, Literacy Meetings.	3. Weekly administrative meetings to discuss observations on the use of the 8 step instructional process of the CIMs model.
In grades 9 and 10, 61% of the students achieved learning gains on the 2009 administration of the FCAT Reading test.	In grades 9 and 10, 70% of students will achieve learning gains on the 2010 FCAT Reading test.	1. Social Studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	1. Assistant Principal Reading Coach	1. Walkthroughs, lesson plan reviews weekly and monthly	1. Classroom walkthrough procedures and log and the focused visits.
		2. Student achievement motivational mentoring	2. ESE Teacher	2. Assistant Principal, ESE Teacher	2. Weekly, monthly participation of students and mentor and AP
Based on the 2009 FCAT Reading data, 43% of struggling students made a year's worth of progress in reading.	In grades 9 and 10, 60% of our struggling students will make a year's worth of progress in reading.	1. Tier 1: Determine core instructional needs by analyzing data from individual FCAT scores for all subgroups in the bottom quartile.	1. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team	1. Monitor student progress through data analysis of On Track assessment quarterly, and individual teacher assessments. A list will be made of the students making adequate progress toward benchmarks.	1. FCAT, On Track, and individual teacher course assessments and the FCAT Test Maker pro mini assessments will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.
		2. Tier 2: Plan differentiated instruction using researched	2. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills	2. Monitor student progress of all students receiving supplemental instruction using On	2. FCAT, On Track, and individual teacher course assessments will be used to determine progress From Benchmark 1 towards

		<p>based interventions. Teachers across curriculums 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. The focus of instruction will be determined by review of the FCAT and On Track assessments.</p>	<p>classes, RTI Team, Literacy Team</p>	<p>Track and individual teacher assessments. Make a list of those making adequate progress toward benchmark.</p>	<p>Benchmark 2 and so forth.</p>
		<p>3. Tier 3: Plan targeted intervention for lower quartile students who are not responding to core plus the supplemental instruction, then use problem-solving process interventions. These will be matched to individual student needs, be researched based, and will be provided in addition to core.</p>	<p>3. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy</p>	<p>3. Monitor progress of those students who are not responding to core plus the supplemental instruction and targeted instruction on a more frequent basis. Adequate progress is determined by comparing individual student objectives to the focus calendar.</p>	<p>3. FCAT, On Track, and individual teacher course assessments will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.</p>
<p>Black, Economically disadvantaged and SWD students in our school need improvement in Reading.</p>	<p>60% of our Black, Economically Disadvantaged, and SWD will meet proficiency on the 2010 FCAT Reading FCAT test.</p>	<p>1. Tier 1: Determine core instructional needs by analyzing data from individual FCAT scores for those subgroups in the bottom quartile.</p>	<p>1. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team</p>	<p>1. Monitor student progress through data analysis of On Track assessment quarterly, and individual teacher assessments. A list will be made of the students making adequate progress toward benchmarks.</p>	<p>1. FCAT, On Track, and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.</p>
		<p>2. Tier 2: Plan differentiated instruction using researched based interventions. Teachers across curriculums will infuse the reading benchmarks in lesson plans and in instructional delivery. Supplemental instruction interventions will</p>	<p>2. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy Team</p>	<p>2. Monitor student progress of all students receiving supplemental instruction using On Track and individual teacher assessments. Make a list of those making adequate progress toward benchmark.</p>	<p>2. FCAT, On Track, and individual teacher course assessments and FCAT Test Maker pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.</p>

		also be planned for students not responding to the core instruction. The focus of instruction will be determined by review of the FCAT and On Track assessments.			
		3. Tier 3: If targeted intervention for lower quartile students are not responding to core plus the supplemental instruction, then use problem-solving process interventions. These will be matched to individual student needs, be researched based, and provided in addition to core.	3. Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy	3. Monitor progress of those students who are not responding to core plus the supplemental instruction and targeted instruction on a more frequent basis. Adequate progress is determined by comparing individual student objectives to the focus calendar.	3. FCAT, OnTrack, and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 72% of Buchholz students tested on the FCAT will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective implementation of the Instructional Focus calendar.	Principal, Assistant Principal, Reading Coach	August 2009	Lesson Plans Classroom Visits	Principal Assistant Principal Reading Coach
At least 70% of Buchholz students tested on the FCAT will achieve learning gains on the administration of the 2010 FCAT reading test.	Effective use of Reading Coach's time.	Principal, Assistant Principal, District PD Facilitator	August 2009	Reading Coach and Assistant Principal will meet to discuss and share weekly with the Principal their observations	Principal, Assistant Principal, Reading Coach
Increase the percent of struggling students scoring at or above a Level 3 from 43% to 60% on the 2010 FCAT Reading.	Individual intensive instruction in test taking skills and intensive basic reading skills.	Principal, Assistant Principal, Reading Coach	September 2009	Focused walkthroughs with the Principal, Assistant Principal, and Reading Coach	Principal Assistant Principal Reading Coach
60% of our Black, Economically Disadvantaged, and SWD population will meet reading proficiency on the 2010 FCAT test.	Individual intensive instruction in test taking skills and intensive basic reading skills.	Principal, Assistant Principal, Reading Coach	September 2009	Focused walkthroughs with the Principal, Assistant Principal, and Reading Coach	Principal Assistant Principal Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Instructional focus calendars will be used in all content areas that will be aligned with the reading instructional focus. Twice a month, the Assistant Principal and Reading Coach will review activities teachers can do to increase their knowledge base. Updating an on-line focus calendar for the whole school so all teachers can see objectives and focus for the week.

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
At least 70% of Buchholz students tested on the FCAT will achieve learning gains on the administration of the 2010 FCAT reading test.	Jamestown Navigator	District Funds	\$1,000
			Total: \$1,000
Technology			
Objective	Description of Resources	Funding Source	Available Amount
At least 72% of Buchholz students tested on the FCAT will achieve mastery for reading on the 2010 FCAT Reading Test.	Smart Boards, Elmos, LCD Projectors	AP Funds District Funds	\$2,800 \$9,500
			Total: \$12,300
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
At least 72% of Buchholz students tested on the FCAT will achieve mastery for reading on the 2010 FCAT Reading Test.	Development of Reading, Language Arts IFC, Stipends for summer workshop	General School Fund	\$600
			Total: \$600

End of Reading Goal

Mathematics Goal

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?
 What clusters/strands, by grade level, showed decrease in proficiency?
 Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
 Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
 Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9 and 10, 83% of the students achieved mastery on the 2009 administration of the FCAT Math test.	At least 88% of Buchholz students tested on the FCAT will achieve mastery for math on the 2010 FCAT Math Test.	1. Analyze the FCAT Data and utilize the FCIM to identify students in the core subjects needing intervention and enrichment.	1. Principal, Assistant Principal, Math Department Chair	1. Review the On Track data quarterly to ensure groups are redesigned to target the need of students based on assessment.	1. On Track Assessment by the district, FCAT Test Maker Pro Mini Assessments.
		2. Unified in classroom board agendas including Benchmark objectives, date, homework assignments.	2. Principal, Assistant Principal, Math Department Chair	2. Walkthroughs, by administration will be used to ensure all math teachers are implementing the unified board configurations.	2. Walkthrough reports.
In grades 9 and 10, 76% of the students achieved learning gains on the 2009 administration of the FCAT Math test.	At least 81% of Buchholz students tested on the FCAT will achieve learning gains on the administration of the 2010 FCAT Math test.	1. Analyze the FCAT Data and identify students in the core subjects needing intervention and enrichment.	1. Principal, Assistant Principal, Math Department Chair	1. Review the On Track data quarterly to ensure groups are redesigned to target the need of students based on assessment.	1. On Track Assessments and mini grade level assessments.
		2. Unified in classroom board agendas including Benchmark objectives, date, homework assignments.	2. Principal, Assistant Principal, Math Department Chair	2. Walkthroughs, by administration will be used to ensure all math teachers are implementing the unified board configurations.	2. Walkthrough reports.
Based on the 2009 FCAT Math data, 62% of struggling students made a year's worth of progress in Math.	Increase the percent of struggling students scoring at or above a Level 3 from 62% to 68% on the 2010 FCAT Math.	1. Tier 1: Identify the needs by reviewing assessment data for all students within the bottom quartile. Plan differentiated instruction using researched-based interventions	1. Principal, Assistant Principal, Math Department Chair	1. Math department will review results of On Track assessment data every quarter to determine progress toward Benchmark as well as mini grade assessments.	1. Common assessments tied to the Sunshine State Standards Benchmarks on mini-grade level tests given weekly
		2. Tier 2: Plan supplemental	2. Principal, Assistant Principal, Math Department	2. Department will review results of ON Track Assessment data every	2. Common assessments tied to the FCAT Benchmarks on

		instruction/interventions for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, guided practice, independent practice, and use of all modalities. Supplemental instruction is provided in addition to core instruction.	Chair	four weeks to determine progress toward Benchmark with 75% passing grade on common assessment and grade level team results of common assessment data.	mini-grade level tests given weekly
		3. Tier 3: Plan targeted intervention for students who are not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced-based, and provided in addition to core instruction.	3 Rtl Leadership Team	3. Grade level teachers will review results of common assessment data bi-weekly to determine progress toward Benchmark with 75% common assessment.	3. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.
Black, Economically disadvantaged and SWD students in our school need improvement in Math.	68% of our Black, Economically Disadvantaged, and SWD population will meet math proficiency on the 2010 FCAT test.	1. Tier 1: Identify the needs by reviewing assessment data for all students within the bottom quartile. Plan differentiated instruction using researched-based interventions.	1. Principal, Assistant Principal, Math Department Chair	1. Math department will review results of On Track assessment data every quarter to determine progress toward Benchmark as well as mini grade assessments.	1. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly
		2. Tier 2: Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction,	2. Principal, Assistant Principal, Math Department Chair	2. Department will review results of ON Track Assessment data every four weeks to determine progress toward Benchmark with 75% passing grade on common assessment.	2. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.

		guided practice, independent practice, and use of all modalities. Supplemental instruction is provided in addition to core instruction.			
		3. Tier 3: Plan targeted intervention for students who are not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced-based, and provided in addition to core instruction.	3 Rtl Leadership Team	3. Grade level teachers will review results of common assessment data bi-weekly to determine progress toward Benchmark with 75% common assessment.	3. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 88% of Buchholz students tested on the FCAT will achieve mastery for math on the 2010 FCAT Math Test.	Effective implementation of the Instructional Focus Calendar	Math Department Chair	August 2009	Classroom visits	Principal, Assistant Principal, Math Department Chair
At least 81% of Buchholz students tested on the FCAT will achieve learning gains on the administration of the 2010 FCAT Math test.	Effective implementation of the Instructional Focus Calendar.	Math Department Chair	August 2009	Documentation in lesson plans	Principal, Assistant Principal, Math Department Chair
Increase the percent of struggling students scoring at or above a Level 3 from 62% to 68% on the 2010 FCAT Math.	Differentiated Instruction	Assistant Principal. Math Department Chair, in-house teacher facilitator	9 th and 10 th math teachers will participate in differentiated instruction training by October, 2009	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training.	Principal, Assistant Principal, Math Department Chair, District Math Supervisor

68% of our Black, Economically Disadvantaged, and SWD population will meet math proficiency on the 2010 FCAT test.	Effective use of all modalities and hands-on manipulatives.	Assistant Principal. Math Department Chair, in-house teacher facilitator, District training	9 th and 10 th math teachers will participate in differentiated instruction training by October, 2009	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training	Principal, Assistant Principal, Math Department Chair, District Math Supervisor
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<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Increase the percent of struggling students scoring at or above a Level 3 from 62% to 68% on the 2010 FCAT Math.	Manipulatives and various other math supplies and hands on material	General School Funds	\$1,000
68% of our Black, Economically Disadvantaged, and SWD population will meet math proficiency on the 2010 FCAT test.	Manipulatives and various other math supplies and hands on material	General School Funds	\$1,000
Total: \$2,000			
Technology			
Objective	Description of Resources	Funding Source	Available Amount
At least 88% of Buchholz students tested on the FCAT will achieve mastery for math on the 2010 FCAT Math Test.	Smartboards Elmos LCD projectors	District Funds AP Money	\$9,500 \$2,800
Total: \$12,300			
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
At least 88% of Buchholz students tested on the FCAT will achieve mastery for math on the 2010 FCAT Math Test.	Coverage for Subs for professional Development	School General Fund	\$600
Total: \$600			

End of Mathematics Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on the 2009 FCAT Science data, 57% of our 11 th grade students achieved level three and above.	Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or above on the 2010 FCAT Science Assessment.	1. Utilize hands on laboratory experiments.	1. Principal, Assistant Principal, Department Chair	1. Observations, and classroom walkthroughs will be used to assess if lab experiments are being implemented.	1. Improvement on the Science FCAT.
		2. Provide relevant and real world, science experiences and engaging activities.	2. Principal, Assistant Principal, Department Chair	2. Through labs, classroom walkthroughs and observations.	2. Improvement on the Science FCAT.
		3.	3.	3.	3.

Professional Development Aligned with Objective

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or above on the	Florida's Continuous Improvement Model Training	District Specialist	August, 2009	During the common planning time provided to teachers, data trends will be discussed and lesson plans will be developed.	Principal, Assistant Principal, Science Assistant Department Chair

2010 FCAT Science Assessment					
Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or above on the 2010 FCAT Science Assessment	Effective instruction using the Rigor and Relevant concept	District Specialist	August , 2009	Assistant principal will attend training and ensure strategies are implemented.	Assistant Principal

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or above on the 2010 FCAT Science Assessment	Lab Materials Manipulatives	School Fund	\$1,000
			Total: \$1,000
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or above on the 2010 FCAT Science Assessment	Smartboards	District Funds School Funds	\$9,500
			Total: \$9,500
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount

Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or above on the 2010 FCAT Science Assessment	Providing temporary coverage for Professional Development Activities	School Fund	\$1,000
			Total: \$1,000

End of Science Goal

Writing Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or decrease? What is the percent change?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
On the 2009 administration of the FCAT Writing Test, 91% of the students in 9 th and 10 th grades scored level 3.5 or above in writing.	On the 2010 administration of the FCAT Writing Test, 93% in 9 th and 10 th grades will score at level 3.5 or above in writing.	1. Students will use the writing process weekly; portfolios will be kept on each student for ease of monitoring of growth over time.	1. Principal, Assistant Principal, Reading Department Chair	1. Use of the portfolio management system the principal can monitor progress through walkthroughs.	1. Progress between the present prompt and the mid year prompt in the portfolio.
		2. The revision and editing process will be	2. Principal, Assistant Principal,	2. Team Leader will monitor revision and editing process by	2. Progress between the present prompt and the mid year prompt as seen in

		taught and seen in student writing drafts during the first nine weeks.	Reading Department Chair	reviewing student drafts.	portfolio.
		3.	3.	3.	3.
On the 2009 administration of the FCAT Writing Test, 91% of the students in 9 th and 10 th grades scored level 3.5 or above in writing.	On the 2010 administration of the FCAT Writing Test, 93% in 9 th and 10 th grades will score at level 3.5 or above in writing.	1. Tier 1: Students use the writing process weekly; all writing will be dated, and recorded in journals, notebooks, or student portfolios for monitoring growth.	1. Principal Department Chair	1. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 9 weeks by comparing writing trend data to expected rate of growth.	1. Scored writing samples will be used to determine progress between the Pre-test Prompt and the Mid-tear Prompt.
		2. Tier 2: The revision and editing process is explicitly taught and seen in student writing drafts.	2. Principal	2. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 9 weeks by comparing writing trend data to expected rate of growth.	2. . Scored writing samples will be used to determine progress between the Pre-test Prompt and the Mid-tear Prompt.
		3. Tier 3: Targeted students not successful in meeting the writing goals will receive intensive writing interventions.	3. Teacher Team Leader	3. Grade level team will review results of writing assessments bi-weekly to determine progress.	3. Mini weekly assessments

Professional Development Aligned with Objective

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 93% in 9 th and 10 th grades will score at level 3.5 or above in writing.	Teaching the use of revision and editing strategies.	Reading Coach, District Language Arts Supervisor, Department Chair	September, 2009	Monitor student writing portfolios, notebooks, or journals. Students will make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Assistant Principal, Language Arts Department Chair, Team Leader

Budget

Evidence-based Program(s)/Materials(s)

Objective	Description of Resources	Funding Source	Available Amount

Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
On the 2010 administration of the FCAT Writing Test, 93% in 9 th and 10 th grades will score at level 3.5 or above in writing	Temporary coverage for Professional development	School Fund	\$500
			Total: \$500
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total: \$500

End of Writing Goal

Parent Involvement Goal

Needs Assessment:

Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

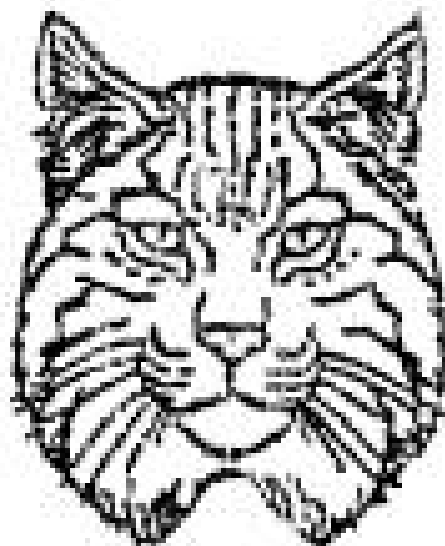
Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
The Climate Survey shows 13% of the 2,099 parents polled, felt that parents and community are not informed about and involved in school activities.	10% or less of the parents surveyed for 2009-2010 school year will feel that they are not informed about school activities.	1. Improve school web site.	1. School Technology Coordinator	1. Survey parents at the end of December classes and the beginning of second semester classes.	1.Climate Survey
		2. Implement parent cell phone text notification	2. Assistant principal, Activities Director	2. Survey parents at the end of December classes and the beginning of second semester classes.	2.Climate Survey
		3. Increase phone home communication	3. Principal, Department Chairs, Administrative Assistant	3. Survey parents at the end of December classes and the beginning of second semester classes.	3.Climate Survey

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
90% or more of the parents responding to the Climate Survey will report that they are better informed of school activities and opportunities for parent involvement.	PTSA School Volunteer Program	PTSA President, Assistant Principal, Volunteer Coordinator	First month of school and on going through the year	Survey the parents on the Climate Survey	Activities Director

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
90% or more of the parents will be better informed of school activities and	In house materials, phone communication system, new text	School Funds	\$500

opportunities for parent involvement	information system from outside company, technology coordinator and the web site.		
Objective	Description of Resources	Funding Source	Available Amount
			Total: \$500

End of Parent Involvement Goal



FINAL BUDGET (Insert Rows as Needed)

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Goal	Description of Resources	Funding Source	Available Amount
At least 70% of Buchholz students tested on the	Jamestown	District Funds	\$1,000

FCAT will achieve learning gains on the administration of the 2010 FCAT reading test.	Navigator		
Increase the percent of struggling students scoring at or above a Level 3 from 62% to 68% on the 2010 FCAT Math.	Manipulatives and various other math supplies and hands on material	General School Funds	\$1,000
68% of our Black, Economically Disadvantaged, and SWD population will meet math proficiency on the 2010 FCAT test.	Manipulatives and various other math supplies and hands on material	General School Funds	\$1,000
Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or above on the 2010 FCAT Science Assessment	Lab Materials Manipulatives	School Fund	\$1,000
90% or more of the parents will be better informed of school activities and opportunities for parent involvement	In house materials, phone communication system, new text information system from outside company, technology coordinator and the web site.	School Funds	\$500
Total: \$4,500			
Technology			
Goal	Description of Resources	Funding Source	Available Amount
At least 72% of Buchholz students tested on the FCAT will achieve mastery for reading on the 2010 FCAT Reading Test.	Smart Boards, Elmos, LCD Projectors	AP Funds	\$12,300
At least 88% of Buchholz students tested on the FCAT will achieve mastery for math on the 2010 FCAT Math Test.	Smartboards Elmos LCD projectors	AP Funds and District funds	\$12,300
Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or	Smartboards	District Funds School Funds	\$9,500

above on the 2010 FCAT Science Assessment			
Total: \$34,100			
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
At least 72% of Buchholz students tested on the FCAT will achieve mastery for reading on the 2010 FCAT Reading Test.	Development of Reading, Language Arts IFC, Stipends for summer workshop	General School Fund	\$600
At least 88% of Buchholz students tested on the FCAT will achieve mastery for math on the 2010 FCAT Math Test.	Coverage for Subs for professional Development	School General Fund	\$600
Given instruction based on the Sunshine State Standards, 62% of our 11 th grade students will score at level three or above on the 2010 FCAT Science Assessment	Providing temporary coverage for Professional Development Activities	School Fund	\$1,000
On the 2010 administration of the FCAT Writing Test, 93% in 9 th and 10 th grades will score at level 3.5 or above in writing	Temporary coverage for Professional development	School Fund	\$500
Total: \$2,700			
Other			
Goal	Description of Resources	Funding Source	Available Amount
Total:			

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input checked="" type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>

Attach school's Differentiated Accountability Checklist of

Buchholz's checklist is attached at the end of the plan.

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes

No

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Clerical summer expense for 8 days	\$559
Guidance summer expense for 18 days	\$3,367
Reading Coach .20 position for 1 period	\$10,790
Technology person 1.0 for 5 periods	\$49,850
Band .40 for 2 periods	\$17,080
Chinese .40 for 2 periods	\$13,580
Guidance .20 for 1 period	\$7,500
Scheduling (May meeting for Jenny Frazer)	\$4,720
Custodial (May meeting for summer expense)	\$10,640
Technology (May meeting for summer expense)	\$2,543
Total:	\$120,629

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council plays an important and active role in all the successes of Buchholz High School. Below are some of the functions of our SAC:

- Assists the school in the writing of the School Improvement Plan
- Analyze data from the Climate Survey and give input on how to meet the needs that are identified
- Will receive quarterly updates on the implementation of the SIP and make necessary updates.
- Will review school performance data and determine causes of low performance.



SAC Membership Roster
List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)
Vicente Perez	Principal
Coni Bryant	Career Service
Judy Beverly	Teacher
Pat Lopez	Teacher
Linda Schroeder	Teacher
Dinah Stone	Teacher
Charis Thompson	Teacher
Kevin Griffin	Parent
Joseph Hill	Parent
Debbie Koval	Parent
Troy Nanke	Parent
Craig Stone	Parent
Tom Cowart	Community member and SAC Chair
Chris Doyle	Community Member
Beverly Finley	Community Member
Ginger Nappy	Business member
Nancy Vogel	Community Member

Stephanie Faulk, Sophomore Class President	Student, Sophomore president
Brie Maris, Junior Class President	Student, Junior President
Ali Muir, Senior Class President	Student, Senior President
Freshman Class President TBA	Student, Freshman President

