

EXECUTIVE SUMMARY

F.W. Buchholz High School

Buchholz High School is the district's largest high school with 2,312 students and has a variety of academic programs and extracurricular activities to meet the needs of each and every student. The overriding philosophy at BHS is that educating the whole student is our primary goal.

Buchholz High School's assessment process was thorough and comprehensive. We distributed written climate surveys to all stakeholders; the faculty and staff, parents, students and our SAC members also participated in the climate survey. This large amount of data was analyzed and was the driving force in the production of a very practical and advantageous School Improvement Plan for the coming year.

The data obtained from these surveys, from SAC meetings, and from faculty input on more detailed, individual surveys, shows emphasis on academic achievement and school climate. The plan targets the strengthening of basic skills in reading and math, especially in meeting the needs of our diverse population of students, and closely examining the scope and sequence of our science curriculum. On the individual surveys, data also targeted areas in school climate, in particular, discipline and air quality control, as needing attention.

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, and a safe and orderly atmosphere conducive to learning and a productive climate.

The initiative having the most impact on student achievement again, would be our participation in the Secondary School Redesign Initiative (SSRI). Buchholz was chosen as one of the first cohort of 44 schools representing the five regions of Florida in the fall of 2006. We have been provided with a trained coach to assist our leadership team in working toward the four goals of the project. One of those goals is to improve the capacity of secondary school leadership teams to lead change, educate all students and promote rigor and relevance in the secondary school curriculum. Two of the criteria Buchholz agreed to for acceptance into SSRI were to commit to continuous improvement and the use of data to drive student achievement, and ensure commitment of at least 80% of the faculty to foster a whole school effort. These two areas alone have made a great impact on student achievement.

Buchholz High School Test Score History

Test Scores for 2003-2004

% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of lowest 25% Making Learning Gains in Reading	Points Earned (Sum of Previous 6 Columns)	% Tested	2004 Grade
53	77	94	54	75	42	395	99	B

Test Scores for 2004-2005

% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of lowest 25% Making Learning Gains in Reading	Points Earned (Sum of Previous 6 Columns)	% Tested	2005 Grade
60	84	94	60	77	48	423	98	B

Test Scores for 2005-2006

% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of lowest 25% Making Learning Gains in Reading	Points Earned (Sum of Previous 6 Columns)	% Tested	2006 Grade
63	85	94	62	81	52	437	98	A

Test scores for 2006-2007

% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Points Earned (Sum of Previous 6 Columns)	% Tested	2007 Grade
68	82	96	55	69	75	60	65	580	97	A

Test scores for 2007-2008

% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Points Earned (Sum of Previous 6 Columns)	% Tested	2008 Grade
73	85	92	58	71	79	50	68	586	98	A

Buchholz will continue our emphasis on student performance in reading, writing, math, and science. We will incorporate in all objectives, steps to identify as early as possible, potential Level 1 students from all sub-groups for intervention and intensive remediation. Specifically, measures are planned to maximize time, training for teachers across the curriculum, and resources for academic achievement. We will increase time on task, and intensive remediation for students by having before and after school tutoring and /or classes. We will also continue the SSRI for the upcoming year with all objectives in mind.

Some of the school wide interventions include:

- Continue the use of the Read 180 Program
- Implement intensive intervention tutoring after school
- Increase and intensify professional development training across the curriculum in reading
- Use more researched based programs/computer software for all Level 1 students
- Continue the credit retrieval curriculum for students in Dropout Prevention classes
- Implement the district wide reading initiative program
- Continue the implementation of the Secondary School Redesign Initiative

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 six National Merit Semifinalists, five National Merit Finalists and twelve who were commended.. There were 780 students took 1,607 Advanced Placement tests. 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.

Below is a table of Buchholz High School’s school grade history.

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
A	A	A	B	B	A	A	A



Vision/Mission Belief 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.

School Profile/Demographics

- Alachua County is comprised of the city of Gainesville and seven other communities: Alachua, Archer, Hawthorne, High Springs, Micanopy, Newberry, and Waldo. The city of Gainesville has a population of 122,671 and the county has 247,528. The Alachua County School District serves 30,000 students in 42 schools and centers: 24 elementary, 8 middle, 7 high school 2 special education centers, and one alternative middle/high school center. The district is regarded as one of the premier public school systems in the nation and is recognized for the depth of its educational programs and services. In 1998, 1999, 2000, and 2001 the school system was awarded a “What Parents Want” award by SchoolMatch, the nation’s largest school selection consulting firm. This award is only given to 10 percent of the nation’s school districts. More than 27% of Alachua County’s total population consists of individuals between the ages of 25 and 44, and 59% between the ages of 15 and 44. Gainesville is the home to the University of Florida and Santa Fe Community College. We are a dynamic and growing community, which attracts educated professionals in agriculture, business, engineering, industry and medicine. The median household income for Gainesville is \$31,426.
- Buchholz has approximately 2300 students. Of those students 5% are of Asian decent, 21% Black, 7% Hispanic, 3% Mixed, and 63% White. We have about 20% on free and reduced lunch. We also have approximately 12% in the Exceptional Student Education program and 13% in the Gifted category. Our school has 49% female students and 51% males.
- 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.
- Buchholz has a PC Support class that provides tech support to the campus which involves the support of 654 computers that are configured in nine teaching/curriculum labs, one media

center, and eleven mini-labs of 5 or more computers as well as teacher/staff computers and laptops. Students work in teams to provide tech support to all faculty and staff. The trouble-shoot hardware and software problems, order parts, install parts, printers and software. They provide hands-on training and practice in a real-world customer service atmosphere. The school's web site: <http://bhs.sbac.edu> is also maintained by this group.

- Buchholz is extremely proud of our marching band, The Golden Regiment, and our dance team, Aviance. They were invited to participate in the Macy's Thanksgiving Day Parade in 2000 and were featured on the Today Show. Our band and dance team regularly win Grand Champion awards here in Florida as well as national competitions in Texas and Georgia. We also have the great distinction of performing at the Mid West International Band and Orchestra Clinic and hold the Sudler National Flag of Honor given by the John Phillips Susa Foundation. Our band program is well known throughout the state and nation for its excellence in all areas of performing and discipline. This past year the band has again won numerous awards and superior ratings in all state and regional competitions.
- Our school also has a program on campus called PALS (Partners for Adolescent Lifestyle). The purpose of this program is to provide lifestyle support for emotionally disturbed adolescents by pairing healthy adolescent leaders in the community with those who are suffering from emotional impairment. As a result of improving the teen milieu, the prevention of violence/suicide will be a resultant asset.
- The WCAT/Mass Media classes at Buchholz consist of 18 students who design, script, produce, and provide technical services for video production and the CCTV presentation of WCAT News each school day. The program facilitates the school communication needs of students, faculty, and administration. Students are able to do video editing, audio editing, graphics generation, and incorporate camera effects into their productions. WCAT boasts a renovated studio with grid lighting, a control room and sufficient area to accommodate two small sets, and new technologically advanced equipment.
- Buchholz is truly a comprehensive high school where our students are able to take advantage of many extra-curricular as well as co-curricular offerings. There are 21 co-curricular clubs, 8 service interest clubs, and 10 honor societies. In addition, students have 12 sports to choose from, with most sports having three levels of competition: freshman level, junior varsity and the varsity level. One survey taken for our SACS review showed that 82% of our students get involved in at least one activity.
- Buchholz is comprised of 120 classrooms and 13 portables. Each room is equipped with a computer and has Internet access. Ethernet is used to better computer operation. Additionally, we have ten teaching/curriculum labs and fifteen mini-labs of five or more computers. All classrooms have at least one television and cable access. They are also wired to our in-house student run TV studio.
- Our media center impacts student achievement by doing a variety of activities to promote reading. We have one of the best collections of books for our students and teachers. Research shows that quality media centers make an impact on student achievement.
- Buchholz has the distinction of having the largest volunteer program in the county. The school boasts over 2,000 volunteers and finished this year with more than 55,000 volunteer hours.

Quality Staff

Highly Qualified Certified Administration

Our Principal, Vicente Perez, has 30 years of experience in education with 26 of those years in Alachua County School District. He holds a Bachelor's Degree from the University of Florida in Special Education and a Master's Degree from Nova Southeastern University in Educational Leadership. Mr. Perez is certified in Special Education K-12, and Educational Leadership and Principalship. He taught Special Education in Hamilton and Alachua Counties for nine years. He became Coordinator of Secondary ESE Programs for Alachua County in 1987 and held that position for nine years. Mr. Perez served as Assistant Principal at Buchholz High School for three years before getting his Principalship in 1999 at M.K. Rawlings Elementary, a Title I school. He was principal at Rawlings Elementary for four years. Mr. Perez was appointed Director of Exceptional Student Education in 2003 and served in that capacity for one year before coming to Buchholz as Principal in August 2004. In addition to his educational commitments, Mr. Perez is an active member of our community, currently serving on three Boards of Directors with the Association for Retarded Citizens (ARC), Child Care Resources (CCR), and the YMCA.

Our Assistant Principal for Administration, Dolores Munyer, has been employed in the Alachua County School District for 36 years. She holds three degrees from the University of Florida: Bachelor of Arts in Elementary Education K-6, Master of Education in Special Education K-12, and a Specialist Degree in Administration and Supervision K-12. She holds five certifications: elementary education K-6, Emotionally Handicapped K-12, Mentally Handicapped K-12, and supervision and administration K-12 and she has principal certification. While at the University of Florida, she was a field evaluator and research assistant for the Institute for the Development of Human Resources (IDHR) for Dr. Robert Soar and Dr. Ira Gordon. She collected and field tested data that was later used to develop the current FPMS appraisal instrument. She has extensive, varied experiences in all aspects of education from teaching all grade levels from K-12 to adults in both regular education as well as special education. She has been an administrator in both rural and city schools and was an administrator at the district level for 5 years. She started out as an elementary itinerant teacher for the emotionally handicapped, grades K-5. After a couple of years, Ms. Munyer then joined the district ranks as coordinator for the emotionally handicapped. Ms. Munyer then became the coordinator for the Florida Learning Resources System where she developed FLRS/Pines for six counties, which today is known as the FDLRS. After a couple of years she became the supervisor for an ESEA Title IV/C Early Childhood project known as Project Circle. This project disseminated field tested and researched based information which served as the pilot for Head Start programs. Then she went back to teaching because of setting priorities on starting a family. She was an ESE teacher for seven years at a middle school and then became a sixth grade reading teacher for 13 years. Next came the challenge of teaching ESE in high school. She was a VE cooperative consult teacher at Buchholz High School for 3 years until she became an assistant principal for a couple of years for a small rural middle/high school in Alachua County. Finally, she is and has been the Assistant Principal for Administration here at Buchholz High School. Half of Ms. Munyer's career has dealt in some way with low performing schools and students.

School Improvement Plan

Our Assistant Principal for Curriculum is Mr. David Shelnett. Mr. Shelnett has worked in Alachua County for 10 years. He earned a BA in History, a M.Ed. in Social Studies Education, and an Ed.S in Educational Leadership all from the University of Florida. He is currently working part-time towards a Ph.D in Educational Leadership from UF. Mr. Shelnett holds certification in Educational Leadership and Social Studies 6-12. He was a social studies teacher at Buchholz High School for six years. In 2004 he was Alachua County Teacher of the Year. He became the Assistant Principal for Curriculum at Fort Clarke Middle School for one year before moving into the same position currently at Buchholz.

Our assistant principal for Student Services, Daniel Ferguson, earned a B.S. degree in Business Administration from Florida A & M University. He also earned a Masters Degree in Exceptional Student Education and a Specialist Degree in Educational Leadership from Nova Southeastern University. He is certified in educational leadership, emotional handicapped K-12 and middle grades math. He taught mathematics for 5 years to at-risk students at A.Quinn Jones Center School and served as department chair for two years. In addition, Mr. Ferguson coached high school football for five years at Eastside High School. He has served as Assistant Principal for 5 years at Buchholz High School.

High Quality, Highly Qualified Teachers

Members of Buchholz staff go on recruitment trips once or twice a year in search of highly qualified teachers. To retain these teachers Buchholz administration does everything they can to provide a safe, orderly, and professional environment for all staff at the school. One of the administrators is on the county recruitment committee and travels several times a year around the state to help recruit teachers to our county.

Additional Requirements

Teacher Mentoring

There are three types of formal mentoring programs here at Buchholz. We have mentoring programs for beginning teacher, national board, and for teachers identified as needing assistance. The beginning teacher induction program's goal is to assure success of teachers new to the profession. A school and district based support team is assigned to the teacher to provide instruction, feedback, and counseling to the beginning teacher. The team provides support to the beginning teacher in correcting weaknesses while building upon strengths, and the mentor teacher will maintain close contact with this teacher throughout the school year. The national board certified teachers provide support to other teachers who are applying and working towards national board certification. For teachers identified as needing assistance, we have the ATAP program which involves the teachers in the responsibility of maintaining teaching standards at the highest level. It provides for a Consulting Teacher to offer expertise and peer support and professional judgment with regard to the identified teacher's performance and to recommend further action to be taken. On informal levels each department in the school has department chairs who take on the role of mentoring teachers who need any assistance. They do this in any number of ways from being there to listen and offer assistance to assigning a buddy teacher to assist that teacher

School Advisory Council

Buchholz's School Advisory Council has 21 members who are dedicated to the continued excellence of the school. This group is comprised of community leaders, teachers, parents, students and career service personnel. This group operates under the Sunshine Law, which means that the date, time, and place of all meetings are publicized. The meetings are usually held the last Tuesday of each month, starting at 6:00 PM in the main media center. Our SAC is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, FS.

The SAC takes an active part in monitoring the School Improvement Plan process. They have an active part in writing the plan and then throughout the year the Council reviews the plan to ensure the successful implementation of all parts listed in the plan. In addition to this continuous monitoring, the Council is responsible for financial support. Our SAC promotes education and support for both teachers and students through mini grants to teachers and/or departments that will benefit the students. The SAC budget is presented and discussed at each monthly meeting and SAC receives one half the money from AP testing. SAC awards grants to teachers who apply through mini grants.

Communication with Parents

Parents of students in our school receive information about their child's progress and of school activities and events in several formats. Throughout the year, parents and guardians are informed of their child's progress through progress reports, sent home midway through the four nine week marking periods, the nine week grade, and semester grades. Teachers also make parent phone calls as well as schedule parent conferences to discuss student progress. Parents can schedule an appointment with their child's counselor for any additional information about their child's progress like FCAT scores or any other standardized tests that may have been taken by the child. Counselors also give information on GPA, graduation requirements, and scholarship information. In August just before school opens, and in March, orientation programs are scheduled and advertised well in advance through phone homes, newspaper, and notices sent to the individual feeder schools for parents and students to attend and visit our school and receive information about Buchholz. We also have a two week Shadowing Program in March where 8th graders can shadow a 9th grader for half a day. Counselors and teachers also go to the middle schools to answer student questions.

Buchholz has its own web site and contains all important information that both the parent and student need to have. Each morning we have WCAT news as well as the Paw Press. All the announcements in Paw Press are printed on our web site daily so any parent can be informed of what is going on at school on a daily basis. We also have a quarterly newsletter, Bobcat Pride, which is mailed to all parents. At Buchholz, individual communication is also an important part of our philosophy and is achieved through written notices and telephone calls for AIP's, IEP's, and 504's. Notices are mailed to parents and guardians and followed up with phone contact and/or conferences. Additional forms of written communication to parents come in the form of School Accountability Report, FACT and NCLB reports, and are mailed home. We also have a marquis in the front of the school to inform the public of events happening at our school. Parents also get written notices of meetings for SAC, PTSA, open house, back to school night, orientations and for performances by our performing arts department, including drama productions, band concerts and chorus concerts. Buchholz was given the honor of being in the nation's top 1% of schools for the last two years in a row as well as in 2003.

Extended Learning Opportunities

Students have additional learning opportunities before and after school, and during the summer. Our media center is open to students before school from 8:00 AM to 8:25 AM, during the lunch periods, and after school from 2:40 PM to 3:00 PM. Before the regular school day, Buchholz has several Zero Period classes so students can take an additional credit during the school year. Teachers also provide before and after school tutoring on a need basis.

Through our career guidance office, we have a number of community volunteer organizations that help mentor students. We also have Take Stock in Children, GEAR UP Program, Big Brothers Big Sisters, LINK Crew, CROP, Upward Bound, Reichert House, Florida Virtual High School on-line courses, and the High School/High Tech Program,

CROP is a credit recovery program comprised of an assessment and curriculum program which produces individualized remediation specific to each student's needs. The student is able to accelerate through the course at his/her own pace and upon completion, recover credit lost. Students are identified by their guidance counselor and referred to the APC for placement into the program. The program has a revolving door policy; as students complete the course assigned to them, other students have the opportunity to enter. We presently offer courses in English, math, science, and social studies and other required courses. This program is provided by Educational Options, Inc who has been successfully providing high quality, cost effective, internet educational services to students in more than 400 schools and 37 states.

Reichert House is an after school tutorial program. The High School/High Tech program promotes science, math, engineering, and technology careers for students with disabilities. GEAR UP incorporates counseling, tutoring, financial aid information, study skills and college and career information to the identified GEAR UP students. LINK Crew is a school-community building program. We link freshmen with successful upper classmen to help create a sense of comfort for the incoming students. The LINK Crew concept also addresses the attitudes of the upper classmen toward the freshmen and respect for the freshmen becomes the norm.

Take Stock in Children is a comprehensive approach to overcoming poverty, academic failure, and youth crime. It addresses these problems with a network of early intervention, long-term program and mentor support, and college or vocational-technical scholarships. TSIC has high performance and behavioral standards and provides a high degree of student accountability by monitoring student progress and program objectives and outcomes. The 15 TSIC students currently at Buchholz meet weekly with a mentor and regularly with a TSIC program student advocate. Each student will receive a college scholarship upon successful completion of the program.

Upward Bound helps students set and reach academic and personal goals. It also assists in tutoring, helping to fill out forms and setting goals pertaining to college. It also offers college preparatory classes and students do get credit. Florida Virtual School allows students to retrieve credits they are lacking. Students in band, for example, have the opportunity to take LMS and PE. It also allows students to take a subject in hopes of making a better grade.

GOAL: Reading

READING

Needs Assessment:

Buchholz uses several reliable assessments to identify needs and deficiencies through the use of screening, diagnostics, process monitoring, and formal and informal measures of students' reading skills. Our reading coach is instrumental in administering, collecting and analyzing the data derived from these instruments. In addition to the FCAT and NRT tests we use SRI, DAR, and FORF. Deficiencies were noted in areas of comprehension including main idea and analyzing and synthesizing. Also deficiencies were identified in decoding vocabulary words through the use of context clues. Analysis of the FCAT data shows that seventy three (73%) of students are reading at or above grade level. Seventy one (71%) of students are making a year's worth of progress in reading and fifty (50%) of the lowest quartile are making a year's worth of progress in reading. Students with disabilities, African American, and economically disadvantaged students in our school need improvement in reading.

Reading Goal Statement:

All Buchholz High School Students will make annual learning gains that enable them to master state standards in the area of reading.

OBJECTIVES FOR READING

Identify subgroups/needs: These are anticipated sub groups based on the 2006-2007 data.

- | | |
|--|--|
| <input checked="" type="checkbox"/> African-American | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested clusters |

Objective:

At least sixty eight percent (68%) of the students will score Level 3 or above on the FCAT Reading assessment or the percentage of any non-proficient students will be increased by at least 10% from the prior year. The three areas identified above are almost all representative of the same group. Therefore, this one objective is written to cover all sub-groups.

Strategies:

The following strategies align to AYP and include all four areas of Learning Criteria as outlined in the Secondary School Redesign Initiative (SSRI). These strategies reflect our strong commitment to meet the needs of our learners, to satisfy the mandates embedded in No Child Left Behind (NCLB), and to raise scores on state standardized tests in all academic areas. As part of the pilot group chosen for this SSRI, the school's Leadership Team meets regularly and also attends regional workshops. The Administrative Team and the Leadership Team continually use the Learning Criteria that are arranged in four data categories to determine the success of our school in preparing students for current assessments and future roles and responsibilities. We have tried to include data indicators in each of the four learning criteria areas and reflect them in this school improvement plan.

- Students identified as needing improvement in reading will be placed in special intensive instruction reading classes. Instruction will be data driven using scientifically researched based programs. They will also have the opportunity to participate in after school tutoring that will give them more detailed and test specific instruction and practice in addition to their daily English class. The following list of strategies will also be implemented:
- Continue to hire a reading coach who will follow Just Read, Florida! coaching model
- Administer appropriate assessments regularly such as the SRI, the FORF, a fluency test, FCAT, NRT, DAR. Seniors will be tested on district wide developed reading assessment test.
- Communicate student assessment data regularly across and among grade levels (we will expand the team approach for Level 1 and 2 students when possible)
- Continue with a Reading Leadership Team/Literacy Council
- Collect and monitor lesson plans
- Use the classroom walk-through model to check fidelity of reading instruction
- Identify model classrooms and mentor teachers
- Provide in-service on K-12 Comprehensive Reading Plan to faculty
- Provide professional development training and materials to support effective reading instruction such as CRISS Strategies, Five Keys to Reading Training, Strategic Instruction Model (SIM), and Read 180.
- Connect performance evaluations and teachers' PDP's to student assessment and achievement in reading
- PDP's will address reading strategies and be updated regularly based on progress monitoring of students' reading achievement
- Identify specific instructional strategies for subgroups not meeting AYP in reading
- Address needs of proficient readers with reading strategies in the content areas and enrichment activities
- Incorporate reading and writing strategies into content area courses: include use of leveled texts
- Link before and after school activities to reading instruction
- A reading focus calendar will be developed and distributed to assist teachers in reinforcing high yield reading strategies throughout the year and across all content areas.

Evaluation:

FCAT scores, SRI Lexile scores and NRT scores will be used for evaluation data. Pre and post tests will be graded and evaluated at the beginning and the end of the first semester to show any skills needing remediation and/or any gains. Teachers will closely monitor the progress of the skills needing remediation with continual diagnostics and review.

Research-Based Program:

FCAT Explorer is available to students and teachers and provides reinforcement for the Sunshine State Standards in reading. FCAT Explorer is also designed to assist parents in helping their child strengthen skills taught in the SSS. FCAT Explorer monitors each student’s progress and identifies SSS skills that need additional review and practice, not only in the computer program but also in the classroom setting.

The Read 180 program utilizes Stage B and C and it provides an instructional model for the teacher to follow that organizes instruction and class activity. It is a highly researched program out of Vanderbilt University

Professional Development Aligned with this Objective:

All teachers will have the opportunity to attend professional development trainings in all of the following: Reading Endorsement Components, CRISS Training, Five Keys to Reading, and SIM. All PDP’s will address reading strategies and be updated regularly based on progress monitoring of students’ reading achievement. Emphasis for 9th and 10th grade teachers to attend the Five Keys to Reading will be required.

Budget for Reading (chart will not cut and paste-serves only as a guide)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Read 180, Jamestown Series, SRI	School		0
Research-based Resource(s)	Before/after school classes Tutoring	AP money, lottery	\$20,000	0
Technology	Computer labs and FCAT software	School		0
Professional Development	Training in Five Keys to Reading	AP money	\$1,200	0
Other	Summer Institute for Reading	School		0
		Total		

Reading Elements: Highly Certified In-Field Instructors

There are 14 teachers in the Language Arts Department at Buchholz High School and all 14 are certified in English and are teaching in-field. Currently we have two teachers certified in reading. Of the 14 staff members, one has a Doctorate Degree, five have Masters Degrees, and eight have Bachelors Degrees.

- Shareef Amari has a BA in English and is certified 6-12 and is ESOL certified. She is a first year teacher.
- Lynne Bramlett has a BA in English and a Masters in Education. She is certified 6-12 and has 10 years teaching experience.
- Richard Burns has a BA in English and this is his fourth year of teaching.
- Vince Cartaya has a BA in English and has four years teaching experience and training in ESOL.
- Patrick Gallagher has a BA in English and has 16 years teaching experience including teaching Overseas.
- Blanca Garcia has a Doctorate in Special Education and has 9 years teaching experience and 20 years administrative experience. She also assisted in leading a workshop in reading for the faculty.
- Kristy Geiszler has a BA in English and has 29 years teaching experience and has a special ESOL certification.
- Dennis Lewis has a Masters degree and has 10 years teaching experience.
- Lynn Ramsey has a BA in English and has 28 years teaching experience
- Kristy Shuster has a BA in English and is certified 6-12 and in Italian.
- Nancy Smith has a Masters Degree and has 28 years teaching experience.
- Susan Tholen has a Masters Degree and has reading certification.
- Kendra Vincent has a BA in English and has 4 years teaching experience.
- Sam Welker has a Masters Degree and has 33 years experience in education.

Buchholz has added a reading department and teachers two years ago to enrich and expand the curriculum

- Judy Beverly has a Masters Degree and has 28 years teaching experience. She has Reading Endorsement and is the Reading Coach for our school.
- Debra Fields has a BS in Special Education and a Masters in Guidance and Counseling and has 25 years teaching experience and has her Reading Endorsement.
- Teresa Flamand has a Bachelor of Arts Degree in Special Education and has 11 years teaching experience. She also has her Reading Endorsement.
- Katherine Martinez-Malo has a BA and has 4 years teaching experience and has her Reading Endorsement.
- Arleen Partridge is working on Reading Endorsement and is certified in Spanish and Middle grades curriculum and has 12 years experience.

GOAL: Mathematics**Needs Assessment:**

Analysis of the FCAT data shows eighty five (85%) of the students are at or above grade level in math. It also shows that seventy nine (79%) of the students are making a year's worth of progress in math. Finally, the data shows the sixty eight (68%) of our struggling students are making a year's worth of progress in math. Further analysis of this data shows that the subgroups needing improvement in math are Students with Disabilities, African-Americans, and the Economically Disadvantage.

Mathematics Goal Statement:

All Buchholz High School students will make annual learning gains that enable them to master state standards in the area of mathematics.

Objectives for Mathematics:

Identify subgroups/needs:

African-American
 Hispanic
 White
 American Indian
 Asian

Students with Disabilities
 Economically Disadvantaged
 Limited English Proficiency
 Lowest 25% performing students on FCAT
 Level 1 Students
 Improved performance in tested strands

Objective:

Continue to meet or exceed the standard that 70% of the students will achieve at or above Level 3 on FCAT Math. Using data to drive our instruction, we will improve Students with Disabilities to at least 70% proficiency for both of these subgroups or in the math percentage we will reduce the proportion of non-proficient students in the sub-groups by at least 10% from the prior year.

Strategies:

The following strategies align to AYP and include all four areas of Learning Criteria as outlined in the Secondary School Redesign Initiative (SSRI). These strategies reflect our strong commitment to meet the needs of our learners, to satisfy the mandates embedded in No Child Left Behind (NCLB), and to raise scores on state standardized tests in all academic areas. As part of the pilot group chosen for this SSRI, the school's Leadership Team meets regularly and also attends regional workshops. The Administrative Team and the Leadership Team continually use the Learning Criteria that are arranged in four data categories to determine the success of our school in preparing students for current assessments and future roles and responsibilities. We have tried to include data indicators in each of the four learning criteria areas and reflect them in this school improvement plan.

- Buchholz's math department will continue to use state adopted texts. These texts have many FCAT correlations, review transparencies, practice worksheets, and offer special Florida editions.
- Buchholz will also use the Continuous Improvement Model (CIM) whereby students are assessed at regular intervals with chapter tests and remediation if needed to prepare for mid term and final exams.
- Buchholz will continue to make Homework Help available free to all students after school. This time is available for intensive skills review and help on individual homework assignments.
- Buchholz will use the Algebra IA and Algebra IB and Liberal Arts classes as intensive intervention math classes.
- A pre and post test will be implemented quarterly or as scheduled by the county On-Track program.
- Buchholz math department will research and purchase appropriate software to help improve the math skills of African American and Students with Disabilities subgroups to meet proficiency.
- FCAT Explorer will be used to help intensive intervention classes remediate identified deficient skills.
- Continue to support the advance math competition team classes.
- Increase math course offerings such as probability and statistics as needed.
- Continue to offer zero period statistics course to eligible eighth graders.
- Explore alternate strategies to engage lower achieving math students.

Evaluation:

Results from the FCAT will determine the curriculum for the next year. The skills needing remediation will be emphasized in the intensive intervention skills class instruction. Teachers will closely monitor the progress of these skills with continuous progress monitoring.

Research-Based Program:

Buchholz will use state adopted texts that are highly correlated to the FCAT and the Sunshine State Standards. FCAT Explorer and DOP materials are all researched based materials that will be used in the intensive intervention skills classes.

Professional Development Aligned with this Objective:

County wide workshops have been organized by the district. During the summer, textbook workshops will be held on how to use the software available for our new texts, test generators and worksheet makers. Course specific workshops are held to try and coordinate the county to some of the same standards. Teachers go to workshops for On-TRACK data analysis, workshop training on how to use this data in their curriculum, and workshops on curriculum mapping.

Budget for Mathematics (chart will not cut and paste-serves only as a guide)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	FCAT Explorer, FCAT Simulation Program software	School		0
Technology	Math lab	School		0
Professional Development	Five Keys to Reading	AP Money	\$1,200	0
Other				
		Total		

Mathematics Elements: Highly Certified In-Field Instructors

Buchholz has sixteen (16) math teachers. Of these 16 teachers, eleven (11) have Bachelors Degrees and five (5) have Masters Degrees. All teachers are teaching in field.

- Devon Aksomatas has a BS in Mathematics and is a first year teacher.
- Mike Bruda has a BS degree in Physics and has 4 year teaching experience.
- Brenda Cohen has a Masters degree and 35 years teaching experience.
- O.I.Fayiga has a BS degree in mechanical engineering and 5 years teaching experience
- Will Frazer has a BS degree in accounting and has 11 years teaching experience.
- Sylvia Haller has a Bachelor of Science degree in Math, a Masters Degree in Education, and a Specialist Degree in Educational Leadership. She is certified in Math and Spanish and has 37 years teaching experience.
- Elena Karis has a BS degree in physics and has 6 years teaching experience.
- Ziwei Lu has a Masters in Mathematics and a Masters in Computer Engineering and is a first year teacher.
- Greg Norman has a BS degree in computer science and has 18 years teaching experience.
- Amy Palmer has a Masters degree of education and 20 years teaching experience.
- Billy Panky has a BS in Math and has 2 years experience.
- Lillian Rogers has BS degrees in mathematics and one in communications and has 14 years teaching experience.
- Dinah Stone has a Masters in Mathematics of Education and has 27 years teaching experience.
- Doug Thomassey has a BS in mathematics and is a first year teacher.
- Jon Trunk has a BS in Mathematics and is a first year teacher.
- Jason Wiggins has a BS in Mathematics and 6 years teaching experience.

WRITING

Needs Assessment:

Ninety two (92%) of students are meeting state standards in writing, so writing proficiency is met in all sub groups.

Writing Goal Statement:

Buchholz will continue to improve academic achievement in writing to meet the goal of increasing our 2009 score by 1% for those scoring 3.5 and above.

OBJECTIVES FOR WRITING:

Objective:

Ninety per cent (90%) of the total school population will score Level 3.5 or above on the FCAT writing assessment or the number of students in the total population scoring Level 3.5 or above on the FCAT writing assessment will increase by 1%.

Strategies:

Students identified as needing improvements in writing will be placed in special intensive intervention classes that are smaller in class size, allowing for more individualized student-teacher interaction. These classes will focus on remediation through review, guided practice, and direct instruction.

Evaluation:

FCAT scores will be used for evaluation data. Pre and post tests will be graded and evaluated at the beginning and the end of the semester to show any skills needing remediation and/or any gains. Teachers will closely monitor the progress of the skills needing remediation with continual review and scoring of essays at least once a week

Research-Based Program:

We will use the Holt on-line essay scoring program. This allows the student to view sample essays and then write his own in response to various prompts. The student then submits the essay on-line for scoring. The scoring results give him immediate feedback on their presentation, style, grammar, word choice, focus, and semantic accuracy, plus a score comparable to one he will see on the Florida Writes. We will also use the Power Writing Program and a program developed by one of Alachua County's middle school teacher's called the Caught Ya Program.

Professional Development Aligned with this Objective:

The professional development activities will be similar to the reading activities for professional development. Teachers will participate in Five Keys to Reading, Summer Institute for Literacy and any district writing workshops.

Budget for Writing (chart will not cut and paste-serves only as a guide)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	Guides, books	General fund	\$2,000	
Technology				
Professional Development				
Other				
		Total	\$2,000	

SCIENCE

Needs Assessment:

Using data from the FCAT assessment in science, fifty eight (58%) of the students are at or above grade level in Science.

Goal Statement:

The percentage of Buchholz High School's students will continue to score at or above the state's mean average on the Sunshine State Standard (SSS) Science FCAT assessment.

Objective for Science:

At least 60% or more of the students at Buchholz will score Level 3 or above on the Sunshine State Standard (SSS) Science FCAT assessment.

Strategies:

- The teachers will evaluate the scope and sequence of the science courses offered based on data analysis derived from FCAT test results in grade 8 and 11.
- The department will investigate the implementation of science help/tutoring before and/or after school for students needing homework help and/or intensive skill remediation.
- Teachers will use reading strategies in the content area and teach test taking strategies to better prepare students for the science assessment.

Evaluation:

The pre and post tests given to the eleventh (11) graders will be graded and evaluated at the beginning and the end of the first semester to show any skills needing remediation and/or any gains. Teachers will closely monitor the progress of the skills needing remediation with continual diagnostics and review to improve the identified intensive skills needing remediation.

Research-Based Program:

Science education should make concepts relevant to students through methods that encourage interaction at various levels of cognitive involvement. A hands-on approach works well with ninth (9) grade students and accomplishes both visual and tactile tasks. This methodology stands in agreement with Stewart *et al.* who states, "A science education should do more than instruct students with respect to the conclusions reached by the scientists...science education should encourage students to develop both understanding about science as an intellectual activity and understandings of the products of science" (1992). Further research supports that authentic assessment in the classroom coupled with computer technology opens up a wonderful opportunity for students to further their conceptual understanding and knowledge integration through a hands-on approach to science. The conceptual framework for science understanding was derived from the Sunshine State Standards and research in the educational field. To further this study professional literature was cited to support this research: (a) Technology and Science Education (Linn 2003), (b) Learning Styles and Technology (Cohen 2001), (c) Contextualizing Authentic Assessment (Cumming & Maxwell 1999), and (d) Making Authentic Science Accessible to Students (Lee et al 2003), all of which will be discussed further throughout the study.

Professional Development

Science teachers will attend strategies based workshops such as the following: CRISS, Wet and Wild, Five Keys to Reading, CHAMPS, Strategic Instruction Model (SIM) and other teaching reading across the content area workshops. The science department has three (3) national board certified teachers and they will be used as mentors for beginning teachers to increase the use of hands-on, inquiry approach to science teaching.

Budget for Science

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development	Five Keys to Reading,	AP Money	\$1,200	0
Other				

Science Elements: Highly Certified In-Field Instructors

The science department at Buchholz High School has fifteen (15) teachers. Of these teachers three (5) have Bachelors Degrees, eight (8) have Masters Degrees, and two (2) have Doctorate degrees. All teachers have science certification.

- Kathy Albritton has a BA degree and is certified in biology, chemistry and general science.
- Marilyn Booher has a Masters degree, 32 years teaching experience and is certified in chemistry, biology, physics, and general science and is a National Board Certified teacher.
- Melissa Bozeman has a Masters in Science and has over 21 years teaching experience.
- Jeff Brewster has a BS degree, 14 years teaching experience, and is certified in biology, earth science and middle grades. He is also National Board Certified.
- Betty Calhoun has a Masters degree, 35 years teaching experience, and is certified in biology.
- Tonya Camaratta has a Masters degree, 5 years teaching experience, and is certified in chemistry and general science.
- Carolyn Durban has a BS in Science and is certified in Biology and has 12 years teaching experience.
- Karen Fagerberg has a Doctorate degree, 36 years teaching experience, and is certified in biology and general science.
- Jen Figueroa has a Masters degree, 5 years teaching experience, and is certified in biology.
- Scott Flamand has a BS degree, 29 years teaching experience, and is certified in health, general science, middle grades, and biology.
- Kobi Hano Has a BS degree and is certified in physics and middle grades science and is a first year teacher.
- Bob Howland has a Masters degree, 24 years teaching experience, and is certified in biology, chemistry, physics, and general science.
- Karen Kearney has a Doctorate degree, 6 years teaching experience and is certified in biology.
- Leigh Larsen has a Masters degree, 8 years teaching experience, and is certified in biology. She is also National Board Certified.
- Sharon Skiles has a Masters degree, 26 years teaching experience, and is certified in general science, biology, and chemistry. She is also National Board Certified.

PARENTAL INVOLVEMENT GOAL

Needs Assessment:

Parent input and needs will be identified through formal and informal surveys. The Climate Survey being the main source of information.

Goal Statement:

All Buchholz High School parents will be afforded an opportunity to participate in all components of the school at an increased level.

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective:

By June 30, 2009, parental, community, and business involvement will be enhanced as reflected by increased communication. Buchholz has the highest number of volunteer hours of any school in the district logging in over 100,000 hours. Our objective is to continue the excellent volunteer program and use them to help achieve our goal of increased communication to parents and community.

Strategies:

1. Publish the Bobcat Pride Newsletter quarterly on the school web site.
2. Parents will be invited to new Student orientation and Open House.
3. Parents will be encouraged to volunteer at school through our excellent volunteer program.
4. Parents of all students who scored level 1 or Level 2 on FCAT Reading will be invited to an individual conference with the child's reading teacher to work on strategies to help the student improve his reading skills.
5. Utilize email to foster and increase electronic communication with parents.
6. Utilize the Buchholz website to communicate globally.
7. Utilize PTSA and the school volunteer program
8. Advertise School Advisory Council meetings.
9. Advertise PTSA meetings.
10. Encourage parental involvement in curricular and extracurricular activities.
11. Parents will become active members of booster programs and the School Advisory Council.

Evaluation:

The School Advisory Council, teachers, administration, and parents will meet monthly to discuss progress, and make recommendations regarding the level of increased parent involvement and communication. Information will be provided for review regarding the following:

1. Sign-in logs for PTSA and Suncoast Foundation meetings
2. Sign-in log for SAC meetings
3. Sign-in log for Open house events
4. Volunteer hours for students, parents, businesses, and community involvement.

Research-Based Program:

Research suggests the higher the level of parent involvement in their student’s education, the more significant the learning gains. Buchholz High School will continue to provide parental involvement programs which meet the following standards: Family Community Outreach, Parent and Business Partnerships, parent Involvement in their children’s education, and Families Building Better Readers Program.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities.

1. Train faculty and students relating to Orientation program.
2. Train parents and disseminate information through our volunteer coordinator.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	School Advisory training, PTSA, Back-to-School Orientation, Open House	District funds	\$500	0
Research-Based Resource(s) (i.e., websites, assessment tools)	Newsletter (postage), magnet brochures, school profile, business partnerships	District funds, AP/IB funds	\$10,000	0
Technology	Buchholz High School web site, automated phone home system	District funds	\$6,000	0
Professional Development		District funds	0	0
Other				
		Total:	\$16,500.00	00.00

Goal : Safety & Discipline

Goal Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

School climate surveys, discipline data, School Environmental Safety Incident Report, attendance and truancy data and reports will all be used to determine areas of need.

Objective

We will continue to closely monitor attendance and tardies and work with the University of Florida PALS Program. We will have professional development activities geared to increase staff understanding of the discipline process, and we will continue to offer staff development in classroom management techniques such as CRISS workshops. We will diligently practice fire drill safety and make sure all staff is in-serviced on the school safety plan in pre planning or as soon thereafter as possible,

Strategies

- There will be a school wide in-service on effective use of the discipline plan and the school's tardy policy.
- We will continue a program in conjunction with the University of Florida and the PALS Program for the purpose of improving student behavior by reducing the number of tardy incidents and increasing student life satisfaction.
- Administration and deans will increase visibility on campus through more hall presence and classroom walk throughs.
- Teachers will provide additional supervision during class change.
- The deans will attend in-service on discipline related issues as it relates to the student code of conduct.
- Our school resource officers will be involved in the implementation of school safety by effectively communicating with students.
- We will also maintain an effective in-school detention program.
- Establish a school-wide method for addressing discipline problems.
- We will identify safety training needs and provide appropriate training for all staff.
- Implement V-Soft Identification Recognition System to monitor all persons in the school facility and school grounds.
- Students will lose parking privileges for excessive absences as determined by the administration.

Evaluation

We will monitor monthly incident reports, analyze the incident report data to determine effectiveness of discipline as it relates to the code of student conduct, and we will analyze the high incident areas and make improvements as dictated by the data. Goals and objectives will be met when student tardy referrals have decreased per student ratio as compared to the 2007-2008 school year. There will be a mid year assessment of the data by the deans and discipline committee to determine the action to be taken during the second half of the year.

Research-Based Program

The industry standard research indicates more time spent on instruction increases learning behavior. By reducing the number of tardy incidents, thus decreasing the number of tardy referrals, students’ time on task should increase. This should give them more time in structured, supervised situations with less opportunity for misbehavior. The goal of the pilot program in conjunction with the University of Florida and the PALS Program is to improve discipline through reduced tardy/skipping referrals. Data will be kept and analyzed at the end of the pilot program.

Results of climate survey, end-of-the-year incident reports, and lists of training provided, and programs and practices established.

Professional Development Aligned with this Objective

Deans will attend discipline related in-service and faculty and staff will be trained on effective implementation of the school discipline plan. The University of Florida will also provide in-service training and support personnel for the implementation of the pilot program to reduce tardy incidents. ESE teachers will be trained on writing effective behavior plans.

Budget for Safety and Environment (chart will not cut and paste-serves only as a guide)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	PALS Program	PALS Program	\$3,000.00	0
Technology				
Professional Development	Training in pre planning on the code of conduct	School		0
Other				
		Total	\$3,000.00	

Goal: Air Quality

Goal Statement

Buchholz will maintain good indoor environmental quality (IEQ) by ensuring clean and dry conditions, sufficient amounts of ventilation, and control of hazardous chemicals.

Needs Assessment

Health and housekeeping concerns that are building related are reported to the principal in writing. The principal, or designee, follows up and makes reports/work orders to the site maintenance person or to the district office. There have been requests this year concerning damaged ceiling tiles, paint peeling off walls, and mold/mildew odors. Also a survey was distributed to all staff, and concerns were noted. Finally, the annual Safety Inspectors report will list violations and concerns that the school needs to remedy.

Objective

IEQ concerns will be minimized by focusing on prevention and proactive measures. When problems arise, the site-based instructional and custodial staff will attempt to identify and resolve common problems. The principal will bring in district level environmental management support as necessary. One objective is to manage relative humidity keeping warmer temperatures in classrooms during the cooling season to keep the building dry and above outdoor dew point temperatures. This will help with the mildew odor. Also preventing dust accumulations will reduce the burden of allergens for which people will be exposed. The school is on schedule for painting of both the interior and exterior and ceiling tiles needing replacement will be replaced.

Strategies

As a result of the staff survey, strategies were divided into two categories, one for staff and one for the custodial staff. The following strategies were recommended:

FACULTY/STAFF

- Report musty or moldy smells to the principal.
- Only approved carpets and furnishings should be brought into the classroom.
- Keep doors and windows closed to ensure that the outdoor air entering the building is dehumidified and filtered by the heating, ventilation, and air-conditioning (HVAC) system.
- Keep food managed to non carpeted areas to prevent pest allergens in carpet.
- Maintain stored instructional materials in a way that promotes easy housekeeping.
- Properly store chemicals and do not bring chemicals to work from home
- Ensure that exposure to pet allergens is minimized
- Promptly report moisture spills on carpets
- Deodorizers will not be used in classrooms from home
- Report large stains on ceiling tiles to the principal as soon as they occur
- Sinks are run weekly to keep drain traps from allowing sewer gases and pests from entering.
- Check under sinks for leaks.

CUSTODIANS

- Keep all supply and return air grills dust-free
- Walk off systems, mats, will be kept at all entrances and cleaned regularly and long enough for four foot falls to catch dirt and moisture.
- All restroom exhaust fans are operational and dust-free
- Maintain all HVAC rooms and mezzanines free of cobwebs, storage, and floors are swept clean.
- Inspect all spaces for moisture problems such as mold or mildew on a regular basis and especially prior to re-occupying classrooms after extended breaks
- Check and maintain all vacuums to keep them in good operation
- Ensure that all areas are dusted including elevated surfaces like TA tops
- Floor drains are filled weekly
- Mop water changed whenever the bottom of bucket is not visible
- Carpeted areas vacuumed daily. Also carpets must not stay damp for more than 12 hours to prevent mold growth. Areas around the heating, ventilation, and air-conditioning system outdoor intake vent are kept clean, dry, and pest free.
- Check all air filters monthly and replace as needed. These would be filters that are not changed by the company hired by the district.
- Sinks are run weekly when school is on extended leave.

Evaluation

The areas of the school that were not painted in 2007-2008 will be painted in 2008-2009. Damaged ceiling tiles will be replaced, and all reports of mold or mildew will be acted upon with appropriate action taken. There are custodial forms available to all to report any concerns... Also, the teacher/staff and custodial strategies will be continuously monitored to ensure the proactive and preventative measures are being implemented. All necessary corrective action with regard to maintaining indoor environmental quality as noted in the annual Safety Inspectors report will be implemented. The principal will inspect the school for proper housekeeping and for dry conditions. The annual safety and sanitation reports will include necessary corrective action with regard to maintaining indoor environmental quality.

Research-Based Program

The school maintenance department as well as the district's maintenance department will follow all the guidelines for temperature settings set by the American Society of Heating and Refrigeration and Air-Conditioning Engineers (ASHRAE). They also are guided by the annual Fire Marshall and Safety Inspection Reports that are standard to the industry.

Professional Development Aligned with this Objective

All teachers and staff will be informed through an in-service training in pre planning in August, 2008, of their responsibilities in the preventative/proactive measures listed in our school improvement plan. They will also be made aware of the forms available to report any concerns. All custodians who may need additional training, if offered by the district, will participate in the training.

Goal: Health and Fitness

Goal Statement

Our goal is to have students gain a better understanding of the new health and physical activity standards, to learn the value of physical activity, and to spread the word about the increase of childhood obesity and the benefits of regular physical activity for everybody. We think as health educators that this will promote behavior change and help improve the lives of the American youth. The school will promote healthy behaviors to enhance overall student health and fitness.

Needs Assessment

Our statistics, information, and research come from the “Looking Good Feeling Good” text used in Personal Fitness course curriculum along with web based research and the Surgeon Generals report on physical fitness. These statistics and most recent documentation are found in “Research Quarterly”, “AAHPERD (American Alliance of Health, Physical Education, Recreation, and Dance), FAHPERD (Florida AHPERD), and the President’s Council on Physical Fitness and Sports as well as the Centers for Disease Control and Prevention. All these periodicals and research organizations are accredited and serve as a reliable up to date source for physical education and health professionals. We will target practices that may discourage healthy behaviors or choices.

Objective

Our objective as a department is to keep fitness and wellness scores on each of our students throughout the semester of Personal Fitness, and cardiovascular fitness as well as BMI and Body Fat are scored and will encourage students to increase physical activity. We will also encourage students to make healthier food choices and to increase physical activity.

Strategies

Pre and post tests scores are recorded and charted for student use. We use the standards of the President’s Physical Fitness Award program as a base for our program. We also use a bio-electrical impedance test to evaluate BMI and body fat percentage. We will replace high-calorie drinks and snacks in vending machines with healthier choices. PE teachers, HOPE teachers, and LMS teachers will teach students the value of good nutrition and regular exercise.

Evaluation

Evaluations are completed at the end of the second nine weeks of the semester. We do this as an “ask-tell” method. We find that talking as a group about the benefits of regular physical activity and increase/decrease in activity scores is very important to every individual. The scores are kept in the teacher’s grade book and are accessible at any given time. Also each student keeps a notebook for tracking their progress through the class. Monitor the programs to make sure that lessons on good nutrition and exercise benefits were delivered. Check the percentage of high-calorie snacks that were replaced with healthier choices.

Research-Based Program

Our program uses all of the following research programs as a foundation for our physical education program: AAHPERD, FAHPERD, Surgeon General’s Report on Physical Fitness, the President’s Council on Physical Fitness and Sports, Center for Disease Control, and the Division of Nutrition and Physical Activity K-12.

Professional Development Aligned with this Objective

All teachers in the department have access to professional development in the following ways; web based information, media periodicals, surveys, conferences and county wide health and physical education workshops. The PE teachers also participate in workshops dealing with FCAT training across the curriculum.

Budget for Health (chart will not cut and paste-serves only as a guide)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)		School	\$1,000	0
Technology				
Professional Development	National and state AAHPERD conferences,	CREATE	\$1,000	0
Other				
		Total		

Certified Instructors

- Marc Ellard has a Masters degree in PE, is certified 6-12, and has 9 years teaching experience.
- Bob Horodyski has a Masters in Counseling and is certified K-12 in PE and has 21 years teaching experience.
- Trish Lolli has a BA in Family Consumer Science and has certifications in PE and Health.
- Scott Pritchett has PE certification with 11 years teaching experience.

Goal: Technology

Goal Statement

Encourage full integration of technology in curricular areas, promote equitable access for teachers and students, encourage continuous review of high quality educational content delivery methods and access options, promote research-based professional development opportunities for teachers and administrators.

Needs Assessment

Data analysis of the SSS FCAT assessments shows that certain subgroups need to improve their skill level to reach proficiency. Technology resource and training needs are assessed by formal and informal surveys like a CREATE survey and one from our tech support person.

Objective

Buchholz will provide the appropriate level of technology and software to assist students in the target groups to improve FCAT proficiency. We will maintain or add any additional technology as needed. The administration at Buchholz will continue to support the school's technology tech and her class of students who provide PC support for the whole school. Buchholz will expand the integration of digital learning strategies in the curriculum through the use of Smart Boards, LCD projectors and visual presenters.

Strategies

- Buchholz will maintain and upgrade as needed the READ 180 labs.
- Buchholz will maintain and upgrade as needed the curriculum labs.
- Buchholz will provide AP money to continue school wide technical support to teachers and students by having a PC support teacher who has a team of trained students to help support the 654 computers on campus.
- Buchholz will maintain and upgrade as needed all technology in the media center.
- Buchholz will continue the support of the PC program we have with our technology tech as the teacher and sponsor.

Evaluation

Buchholz will make appropriate technology available to assist students and teachers in meeting proficiency levels in all areas of FCAT assessment. Document the progress made on implementation of strategies, and look at FCAT data to try and measure the impact of technology use on student achievement

Research-Based Program

Read 180 is one of the most thoroughly researched and documented reading intervention programs. After ten years of research in association with Vanderbilt University and six years in schools, READ 180 is a production quantifiable gains in reading achievement. There are numerous software programs available for high level students, but not enough in the areas of intensive intervention skill remediation. The programs we do have are the Florida Virtual School program where the student can use this program to gain credit in a course he is taking on campus. We also have the Florida Simulation Program and FCAT Explorer.

Professional Development Aligned with this Objective

Buchholz’s technology support person updates all computers on campus. She also provides information on trainings available for the specific type of programs used on the computers. Teachers are trained for the READ 180 program and the district staff also comes to the school site to help teachers individually if necessary. The school technology coordinator provides help in using FCAT Explorer and nay other program teachers may need help with. The technology coordinator stays abreast of what is going on with technology and the on-line programs used in the school and the district.

SAC MEMBERS:

The following are SAC members for Buchholz High School for 2008-2009:

Principal	Career Service	Teachers	Parents	Community	Students
Vince Perez	Coni Bryant	Judy Beverly	Jeannine Cawthon	Beverly Finley	12-David Armas
		Pat Lopez	Kevin Griffin	Tom Cowart	11-Alley Muir
		Linda Schroeder	Diane Nanke	Chris Doyle	10-Taylor Novak
		Dinah Stone	Craig Stone	Ginger Nappy	09-TBD
		Charis Thompson	Charmaine Taylor	Nancy Vogel	

FINAL BUDGET (This table on the on-line template will automatically aggregate all previous budget tables.)

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

Implementation Evaluation

Adequate Progress Statement

Describe the adequate progress for your school due to the implementation this school improvement plan.

- Buchholz High School will make adequate progress for NCLB if the following criteria are met:
- 95% of students enrolled and eligible for FCAT will be tested
- 65% of the students will achieve at or above Level 3 on FCAT Reading
- 50% of the lowest quartile of the students will make one year’s growth in reading or subgroups that do not meet the annual objectives for reading will reduce the proportion of non-proficient students in the subgroup by at least 10% from the prior year.
- 68% of the students will achieve at or above Level 3 on FCAT Math
- 50% of the lowest quartile of the students will make one year’s growth in math or subgroups that do not meet the annual objectives for math will reduce the proportion of non-proficient students in the subgroup by at least 10% form the prior year.
- 90% of all tenth grade students will score 3.5 on FCAT Writes.
- The school’s mean average score will be at 55% or higher or above the state’s 2009 Mean Average on the Sunshine State Standard (SSS) Science FCAT.



F.W. Buchholz High School

Vicente Perez, Principal

Dan Ferguson, Assistant Principal

Dee Munyer, Assistant Principal

David Shelnutt, Assistant Principal