

**BUFORD HIGH SCHOOL**  
**School Improvement Plan**  
**2009 - 2010**

**NCLB Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science, and social studies.**

**Annual Measurable Objective #1:**  
**Buford High School students will increase pass rates on all sections of the Georgia High School Graduation Test (GHS GT) and Georgia End of Course Tests (EOCT) by 1%. Buford High School will also increase GHS GT Honors Rates by 5% and EOCT Exceeds Rates by 5% on all sections. Buford High School will meet Adequate Yearly Progress (AYP) requirements on the Language Arts section and Mathematics section of the GHS GT.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Teaching and Learning	All Language Arts classes, Honors Classes, and AP Classes will have summer reading assignments. Assignments will also be posted on BHS Website.	Spring 2009 - Summer 2009	\$0	Department Heads	Summer Reading Assignment Documents	Completed Student Summer Assignments
Documenting and Using Results	BHS Teachers will receive extensive training on how to breakdown and analyze data in order to determine strengths and weaknesses of domains on GHS GT and EOCT results to address in curriculum calendars.	Summer 2009	\$6,000	Bitterman	School Profile Data Analysis	Teacher Sign-In Roster

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Teaching and Learning	All teachers that teach the same content class and teachers that teach a singleton class are required to have detailed curriculum calendars that identify topics, concepts, GPS, common assessments, and other assessments. Curriculum calendars are to be followed very specifically. Curriculum delivery is not to be slowed down. Differentiated instruction must take place. Teachers will Modify and Adapt Curriculum Calendars according to strengths and weaknesses observed in curriculum and instruction in year 2008-2009. Curriculum Calendars must be a fluid document and evolve as strengths and weaknesses are observed from common assessments and standardized tests.	Summer 2009	\$0	Department Heads	Content Area Curriculum Calendar	Curriculum Calendars is turned into Department Head by August 5, 2009 (Preplanning)

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Teaching and Learning	Modify and Adapt GHS GT Study Guides that were developed by Dr. Bitterman. Incorporate information that will strengthen Guides and ensure student pass rate and pass plus/honors rate will continue to increase Modify Curriculum Calendars and include the detailed information from each of the critical domains from the GHS GT. This should be addressed based on the subject area in 9th - 11th grade in all content areas. Teachers at each grade level will stress these domains as they reach them and also remind students that this will be on GHS GT. If 9th grade teachers ensure students understand domain, and then, 10th grade teachers do as well, students at the 11th grade will increase pass rates. This must be a 3 year process, not one year!	Summer 2009	\$0	Department Heads	Content Area Curriculum Calendar	Curriculum Calendar is turned into Department Head by August 5, 2009 (Preplanning)

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Teaching and Learning	All teachers that teach the same content area class must have the same syllabus and grading policy. Homework cannot pass or fail a student in a class. Mastery of the curriculum is the focus.	Summer 2009	\$0	Department Heads	Syllabus	Syllabus is turned into Department Head by August 5, 2009 (Preplanning)
	BHS administration and teachers will determine "bubble" students for possible future failure of GHS GT as well as students who have are not reaching their potential for future pass plus or honors on GHS GT. BHS teachers will utilize EOCT and PSAT results to determine this.	Summer 2009	\$0	BHS Administration	List for "Bubble" Students	2010 GHS GT Results

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Documenting and Using Results	All teachers that teach the same content area class are required to have the same common assessment and unit tests. These will be used in Instructional Collaboration Teams (ICT) to identify strengths and weaknesses of student as well as curriculum delivery taking place. Common assessments (Benchmarks) will be developed, modified, adapted, and used every three weeks that will address and focus on GPS. Mid-Terms and Performance Assessments will also be given and will be cumulative based on GPS.	Summer 2009	\$0	Department Heads	Common Assessments - Mid-Terms - Performance Assessments	Common Assessments, Mid-Term, Performance Assessment, and Final Exam are turned into Department Head after each administration
Commitment to Continuous Improvement	Professional Learning Communities (Instructional Collaboration Teams - ICT) will collaborate and focus on strengths and weaknesses to common assessments to determine where they are at (data analysis), where they want to go (objective), how they are going to get there (instructional strategies), and what are they going to do if they do not get there (differentiated instructional strategies).	Summer 2009 and 2009-2010 School Year	\$0	Murray	ICT Documentation Form	2010 GHS GT and EOCT Results

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Resources and Support Systems	Teacher Websites will be improved to support instructional needs and improve communication. Teacher websites will include content area curriculum calendar, syllabus, list of upcoming major assignments (tests, projects, mid-terms, perf assessments, final exams), and links for help.	Summer 2009 and 2009-2010 School Year	\$0	Department Heads	Website	Updated Website
Governance and Leadership	The Instructional Leadership Team (ILT) will be continue to meet and collaborate. This includes the Administrative team, CO Curriculum Director, and all department heads. All department heads have 2 <sup>nd</sup> period planning and meetings will take place every two weeks on Wednesday.	2009-2010 School Year	\$0	Bitterman	ILT Agenda	ILT Agenda
Vision and Purpose	Dr. Bitterman will meet with teachers once a month during their planning periods to discuss vision, mission, school improvement, data analysis, and instructional strategies for improving student achievement. This day is called Instructional Strategy Day.	2009-2010 School Year	\$0	Bitterman	Instructional Strategy Day Agenda	Instructional Strategy Day Agenda

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Teaching and Learning	Administrators will do at least 10 daily walkthroughs through teacher classrooms during instructional time.	2009-2010 School Year	\$0	Bitterman	BHS Informal Observation Form	BHS Informal Observation Form
Teaching and Learning	Department Heads will do at least one informal observation every other week of their department members	2009-2010 School Year	\$0	Content Area Administrator	BHS Informal Observation Form	BHS Informal Observation Form
Teaching and Learning	A full scale advisement program will be implemented that will take place on every Monday between first and second period.	2009-2010 School Year	\$500	Grade Level Administrator	Curriculum Map of entire year per grade level	End of Year Student-Teacher Survey
Teaching and Learning	Collaborate with Middle School to have Vertical Team Meetings in all subject areas at least once a month.	2009-2010 School Year	\$0	Murray	Vertical Team Agenda	Administrator Observation
Teaching and Learning	All teachers will engage students with technology by utilizing projectors, interwrite tablets, student response systems, online educational resources, appropriate blogging, and website information.	2009-2010 School Year	\$0	Valdez	Administration Observation	Administrator Observation

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Teaching and Learning	All teachers will offer office hours before or after school to accommodate students who need extra help and practice.	2009-2010 School Year	\$0	Content Area Administrator	Hours posted outside classrooms	Student Questioning
Teaching and Learning	All students will be required to read novels in all subject areas.	2009-2010 School Year	\$5,000	Department Heads	Assessment on Novels	Assessment on Novels
Teaching and Learning	All students will be required in all subject areas to provide opportunities for critical reading and persuasive, detailed writing. Teachers will have to provide at least 3 sample writings with final exams for each semester.	2009-2010 School Year	\$4,500	Department Heads	List of Novels to be read in each class	Monitoring and documentation in Curriculum Calendar
Teaching and Learning	All teachers will participate in a book study based on the book "Differentiation" by Carol Ann Tomlinson.	2009-2010 School Year	\$1,600	Bitterman	Instructional Strategy Day Agenda	Facilitated Discussion on Instructional Strat Day
Teaching and Learning	All language arts teachers will continue to develop student portfolios. These were started in 2008-2009 school year and will follow students from grade to grade.	2009-2010 School Year	\$0	Harris	Portfolio	Cumulative Portfolio

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SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
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Teaching and Learning	Implementation of a Literacy Class for 11th and 12th Grade Students	2009-2010 School Year	\$600	Abernathy	Course Syllabus	2010 GHS GT Results
Teaching and Learning	Implementation of a Reading Class for 9th and 10th Grade Students who are at least 2 grades below level in reading.	2009-2010 School Year	\$600	Abernathy/ Moon	Course Syllabus	2010 GHS GT Results
Resources and Support Systems	BHS upGrade - afterschool program to help students until 4:00 on Monday and Wednesday afternoon. Transportation for students is provided.	2009-2010 School Year	\$2,000	Auer	Student Roster from each day	9th - 12th Grade Final Student Grades
Teaching and Learning	Implementation of Math I and Math II Support Classes	2009-2010 School Year	\$0	Maltbie	Course Syllabus	2010 EOCT Results
Resources and Support Systems	Fresh Focus - Study Skills for 9th Grade Students - Curriculum Calendar	2009-2010 School Year	\$2,500	Murray	Curriculum Calendar	9th Grade Final Student Grades

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Teaching and Learning	Purchase and utilization of "Word Clues" book to increase knowledge of Latin root words for students. Used to increase vocabulary knowledge of students in the 9th Grade.	2009-2010 School Year	\$6,500	Harris	Curriculum Calendar	2010 EOCT Results and 2012 SAT Results
Teaching and Learning	Utilization of Exemplars in all Math Courses	2009-2010 School Year	\$0	Maltbie	Curriculum Calendar	2010 EOCT Results and 2010 GHS GT Results
Teaching and Learning	Junior teachers will review for the GHS GT by using a daily sponge activity question.	2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
Teaching and Learning	Students with Disabilities will be given an intensive review during the Spring Semester before the main administration. The new Literacy Class will be used as platform for this.	Fall 2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
Teaching and Learning	USA test prep will be used in core classes as a resource to increase mastery of knowledge.	2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results

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Teaching and Learning	All Juniors who will count for AYP will be identified after October FTE count. These students will be FAY students and must be given individualized, differentiated instruction to pass and score pass plus honors on all sections of the GHS GT.	October 2009	\$0	Tucker	List of Students	List of Students
Teaching and Learning	Junior teachers will review for a necessary amount of time prior to the Spring administration of the test and with every unit of study. Special attention will be given to students who have been identified as on the "bubble" for passing the GHS GT. Meetings will take place with JR Teachers starting in January.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
Teaching and Learning	Co-Teachers will provide breakout review sessions to appropriately differentiate for students who need more individualized instruction to prepare for GHS GT.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results

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Teaching and Learning	Each 11 <sup>th</sup> grade student will be given the opportunity to work through Content Review Guide for all Sections of the GHS GT before the March administration of the test. GHS GT Content Guides will be given at the end of January.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
Teaching and Learning	Dr. Bitterman will meet with the Junior class as a group three times starting in January to discuss the importance and strategies for passing and scoring pass plus/honors on the GHS GT. Dr. Bitterman will also meet with the Junior class before the GHS GT in September to discuss the same strategies. This will take place during advisement.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
Teaching and Learning	Students at greatest need who have been identified through Fall interventions, diagnostic pretests, and by recommendation will be placed in a separate Advisement class for Spring Semester. Intense review and test taking strategies be the focus.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results

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SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
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Teaching and Learning	All teachers of EOCT courses will utilize 2008-2009 student results to address weaknesses by strands. This information will need to be put in data form and averaged to determine weak strands. Once strands have been identified, teachers will need to address these within curriculum calendars and determine different instructional strategies to achieve success.	2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 EOCT Results
Teaching and Learning	All teachers of EOCT courses will give written and frequent oral reviews on the GPS prior to the EOCT.	2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 EOCT Results
Teaching and Learning	All teachers of EOCT courses will utilize USA Test Prep.	2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 EOCT Results
Governance and Leadership	The Buford Leadership Team will continue to grow and enable more students to lead other students and mentor other students in all academic courses.	2009-2010 School Year	\$0	Counseling Department	GSLT Implementation Plan	GSLT Summit

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**Annual Measurable Objective #2:  
 Buford High School students will increase test scores on SAT in all areas by 5%.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
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Teaching and Learning	SAT analytical questions and problems will be used in all classrooms.	2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 SAT Results
Teaching and Learning	Junior and Senior LA classes will focus on sentence errors. LA classes use peer editing, essay modeling, teacher-student conferencing, and weekly activities to master sentence errors.	2009-2010 School Year	\$0	Harris	Curriculum Calendar	2010 SAT Results
Teaching and Learning	An SAT Elective Class (Kaplan) will be offered during school.	Fall 2009	\$4,100	Hamby	Student Roster	2010 SAT Results
Resources and Support Systems	An after-school SAT Class (Kaplan Complete) will be offered to all students.	Spring 2009	\$0	Hamby	Student Roster	2010 SAT Results
Teaching and Learning	All language arts and math classes will require that regular students take one SAT Online (Collegeboard) test every four weeks for a daily grade, and honors and AP students take one SAT Online (Collegeboard) test every two weeks for a daily grade. Students will have to provide evidence to teachers in order to get daily credit.	2009-2010 School Year	\$0	Maltbie/Harris	Curriculum Calendar	2010 SAT Results

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<b>SACS CASI Standards</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources,</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies; Impact on Student Learning</b>	
Teaching and Learning	All language arts will require that regular students take one SAT Online (Collegeboard) WRITING test every four weeks for a daily grade, and honors and AP students take one SAT Online (Collegeboard) test every two weeks for a daily grade. Students will have to provide evidence to teachers in order to get daily credit.	2009-2010 School Year	\$0	Maltbie/Harris	Curriculum Calendar	2010 SAT Results
Resources and Support Systems	Professional Development will be provided for the faculty on preparing students for the SAT in all areas.	Fall 2009	\$3,000	Murray	PD Documents	Teacher Roster
Teaching and Learning	Professional Development will be provided for the faculty on writing and critical reading strategies across the curriculum.	Fall 2009	\$0	Murray	PD Documents	Teacher Roster
Teaching and Learning	The implementation of instructional strategies that encourage short, timed writing activities (similar to SAT Essay).	2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 SAT Results
	Special Note: All implementation plans for AMO #1 also pertain directly to AMO #2.					

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**NCLB Goal #2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Annual Measurable Objective #1:**  
**Buford High School limited English proficient (LEP) and Economically Disadvantaged students will increase pass rates on the all sections of the Georgia High School Graduation Test (GHSGT) and Georgia End of Course Tests (EOCT) by 2%. Buford High School LEP and Economically Disadvantaged students will also increase Honors Rates by 5% on all sections of the GHSGT and 5% on all EOCT. Buford High School LEP students will meet Adequate Yearly Progress (AYP) requirements on the Language Arts section and Mathematics section of the GHSGT.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
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Documenting and Using Results	BHS Teachers will receive extensive training on how to breakdown and identify LEP and Economically Disadvantaged Students, and analyze data in order to determine strengths and weaknesses of domains on GHSGT and EOCT results to address in curriculum calendars.	Summer 2009	\$6,000	Bitterman	School Profile Data Analysis	Teacher Sign-In Roster

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Documenting and Using Results	Modify and Adapt GHS GT Study Guides that were developed by Dr. Bitterman. Incorporate information that will strengthen Guides and ensure student pass rate and pass plus/honors rate will continue to increase Modify Curriculum Calendars and include the detailed information from each of the critical domains from the GHS GT. This should be addressed based on the subject area in 9th - 11th grade in all content areas. Teachers at each grade level will stress these domains as they reach them and also remind students that this will be on GHS GT. If 9th grade teachers ensure students understand domain, and then, 10th grade teachers do as well, students at the 11th grade will increase pass rates. This must be a 3 year process, not one year!	Summer 2009	\$0	Department Heads	Content Area Curriculum Calendar	Curriculum Calendar is turned into Department Head by August 5, 2009 (Preplanning)

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SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
	BHS administration and teachers will determine "bubble" students for possible future failure of GHS GT as well as students who have are not reaching their potential for future pass plus or honors on GHS GT. BHS teachers will utilize EOCT and PSAT results to determine this.	Summer 2009	\$0	BHS Administration	List for "Bubble" Students	2010 GHS GT Results
Documenting and Using Results	BHS administration and teachers will identify all LEP and Economically Disadvantages students for possible future failure of GHS GT as well as students who have are not reaching their potential for future pass plus or honors on GHS GT. BHS teachers will utilize EOCT and PSAT results to determine this.	Summer 2009	\$0	BHS Administration	List of LEP Students	2010 GHS GT Results

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**NCLB Goal #2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Annual Measurable Objective #1:**  
**Buford High School limited English proficient (LEP) and Economically Disadvantaged students will increase pass rates on the all sections of the Georgia High School Graduation Test (GHS GT) and Georgia End of Course Tests (EOCT) by 2%. Buford High School LEP and Economically Disadvantaged students will also increase Honors Rates by 5% on all sections of the GHS GT and 5% on all EOCT. Buford High School LEP students will meet Adequate Yearly Progress (AYP) requirements on the Language Arts section and Mathematics section of the GHS GT.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Resources and Support Systems	Professional Learning Communities (Instructional Collaboration Teams - ICT) will collaborate and focus on strengths and weaknesses to common assessments to determine where they are at (data analysis), where they want to go (objective), how they are going to get there (instructional strategies), and what are they going to do if they do not get there (differentiated instructional strategies). ICT will use list of LEP Students and discuss LEP Students during ICT Meetings.	Summer 2009 and 2009-2010 School Year	\$0	Murray	ICT Documentation Form	2010 GHS GT and EOCT Results
	The Instructional Leadership Team (ILT) will be continue to meet and collaborate. This includes the Administrative team, CO Curriculum Director, and all department heads. All department heads have 2 <sup>nd</sup> period planning and meetings will take place every two weeks on Wednesday. LEP Students and Economically Disadvantaged Students will be discussed at all meetings.	2009-2010 School Year	\$0	Bitterman	ILT Agenda	ILT Agenda

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**NCLB Goal #2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Annual Measurable Objective #1:**  
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SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Vision and Purpose	Dr. Bitterman will meet with teachers once a month during their planning periods to discuss vision, mission, school improvement, data analysis, and instructional strategies for improving student achievement. This day is called Instructional Strategy Day. LEP Students and Economically Disadvantaged Students will be discussed at all meetings.	2009-2010 School Year	\$0	Bitterman	Instructional Strategy Day Agenda	Instructional Strategy Day Agenda
Teaching and Learning	All teachers will participate in a book study based on the book "Differentiation" by Carol Ann Tomlinson.	2009-2010 School Year	\$1,600	Bitterman	Instructional Strategy Day Agenda	Facilitated Discussion on Instructional Strat Day
Teaching and Learning	All language arts teachers will continue to develop student portfolios. These were started in 2008-2009 school year and will follow students from grade to grade. Teachers will look at past writings for LEP and Economically Disadvantages Students in order to identify strengths and weaknesses of students and address them.	2009-2010 School Year	\$0	Harris	Portfolio	Cumulative Portfolio
Teaching and Learning	Implementation of a Literacy Class for 11th and 12th Grade Students. LEP and Econ Disadvantaged Students will have access to this class.	2009-2010 School Year	\$600	Abernathy	Course Syllabus	2010 GHS GT Results

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**NCLB Goal #2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Annual Measurable Objective #1:**  
**Buford High School limited English proficient (LEP) and Economically Disadvantaged students will increase pass rates on the all sections of the Georgia High School Graduation Test (GHS GT) and Georgia End of Course Tests (EOCT) by 2%. Buford High School LEP and Economically Disadvantaged students will also increase Honors Rates by 5% on all sections of the GHS GT and 5% on all EOCT. Buford High School LEP students will meet Adequate Yearly Progress (AYP) requirements on the Language Arts section and Mathematics section of the GHS GT.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Teaching and Learning	Implementation of a Reading Class for 9th and 10th Grade Students who are at least 2 grades below level in reading.	2009-2010 School Year	\$600	Abernathy/Moon	Course Syllabus	2010 GHS GT Results
Resources and Support Systems	BHS upgrade - afterschool program to help students until 4:00 on Monday and Wednesday afternoon. Transportation for students is provided.	2009-2010 School Year	\$2,000	Auer	Student Roster from each day	9th - 12th Grade Final Student Grades
Resources and Support Systems	The usage of Odyseeware for credit recovery. Odyseeware has function for bilingual access.	2009-2010 School Year	\$0	Auer	Teacher Roster	Final Student Grades
Teaching and Learning	LEP Students will be given an intensive review during the Spring Semester before the main administration. The new Literacy Class will be used as platform for this.	Fall 2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
Teaching and Learning	All Juniors who will count for AYP will be identified after October FTE count. These students will be FAY students and must be given individualized, differentiated instruction to pass and score pass plus honors on all sections of the GHS GT.	October 2009	\$0	Tucker	List of Students	List of Students

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**NCLB Goal #2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Annual Measurable Objective #1:**  
**Buford High School limited English proficient (LEP) and Economically Disadvantaged students will increase pass rates on the all sections of the Georgia High School Graduation Test (GHS GT) and Georgia End of Course Tests (EOCT) by 2%. Buford High School LEP and Economically Disadvantaged students will also increase Honors Rates by 5% on all sections of the GHS GT and 5% on all EOCT. Buford High School LEP students will meet Adequate Yearly Progress (AYP) requirements on the Language Arts section and Mathematics section of the GHS GT.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Teaching and Learning	Co-Teachers will provide breakout review sessions to LEP Students to appropriately differentiate for students who need more individualized instruction to prepare for GHS GT.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
Teaching and Learning	Each 11 <sup>th</sup> grade student will be given the opportunity to work through Content Review Guide for all Sections of the GHS GT before the March administration of the test. GHS GT Content Guides will be given at the end of January.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
Documenting and Using Results	LEP Students at greatest need who have been identified through Fall interventions, diagnostic pretests, and by recommendation will be placed in a separate Advisement class for Spring Semester. Intense review and test taking strategies be the focus.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHS GT Results
	Special Note: All implementation plans for AMO #1 also pertain directly to NCLB #2.					

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<b>NCLB Goal #3: All students will be taught by highly qualified teachers.</b>						
<b>Annual Measurable Objective #1: Buford High School administration will hire teachers that have highly qualified credentials. 100% of BHS teachers will be highly qualified.</b>						
SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Governance and Leadership	Applicants will have to provide documentation that they are highly qualified before being interviewed.	Spring - Summer 2009	\$0	Bitterman	Resume/ Application	Applicant makes interview process at local school
Teaching and Learning	Applicants for certified positions will be paper screened, panel interviewed, teach a lesson for a panel, and have a final interview with the principal before possible recommendation to superintendant.	Spring - Summer 2009	\$0	Bitterman	Interview Documentation	Board Approval of Candidate
Teaching and Learning	The administration will contact all references and personally talk to all references and ask detailed questions of past work performance.	Spring - Summer 2009	\$0	Bitterman	References	Board Approval of Candidate
	Note: All BHS Certified Personnel are Highly Qualified Teachers					

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<b>NCLB Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.</b>						
<b>Annual Measurable Objective #1: BHS will reduce discipline consequences for the year 2009-2010 by 5%.</b>						
SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Governance and Leadership	Administrators will be in halls starting at 6:55 as school opens, in the halls during all transitions, in the commons area during lunch, and in the halls after school until 3:00.	2009-2010 School Year	\$0	Bitterman	First Faculty Meeting Powerpoint	Administrator Observation
Teaching and Learning	Administrators will do at least 10 daily walkthroughs through teacher classrooms during instructional time.	2009-2010 School Year	\$0	Bitterman	BHS Informal Observation Form	BHS Informal Observation Form
Teaching and Learning	Department Heads will do at least one informal observation every other week of their department members	2009-2010 School Year	\$0	Content Area Administrator	BHS Informal Observation Form	BHS Informal Observation Form
Governance and Leadership	Specified teachers on duty will be in halls starting at 6:55 as school opens, in the halls during all transitions, in the commons area during lunch, and in the halls after school until 3:00. This will be posted using the weekly Administrative Bulletin posted by Mr. Cole.	2009-2010 School Year	\$0	Administrators	First Faculty Meeting Powerpoint	Administrator Observation

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**NCLB Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Annual Measurable Objective #1:  
 BHS will reduce discipline consequences for the year 2009-2010 by 5%.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Governance and Leadership	ALL Teachers will be outside of their classroom at 7:10 sharp and remain in hall until 1st period bell rings. All teachers will be in the halls during all transitions and after school until 2:40. Teachers will not remain in their classroom during these times. Teachers will push students to move to class instead of stand and cause a possible disturbance.	2009-2010 School Year	\$0	Administrators	First Faculty Meeting Powerpoint	Administrator Observation
Governance and Leadership	Custodial Staff will monitor restrooms during all transitions.	2009-2010 School Year	\$0	Cole	Administrator Observation	Administrator Observation
Governance and Leadership	All students are required to be in the class when the period bell rings. If a student is not in the class when the bell rings, the student will be sent to either the main office or 9th/10th grade office for a TAP Pass. Students will have to have their agenda book and it will be stamped. Students will receive consequences after their 3rd TAP. The Tardy Accountability Program (TAP) is very strict and students will receive continued education on it moving into 2009-2010.	2009-2010 School Year	\$0	All Faculty and Staff	Powerschool	Powerschool End of the School Year Reports

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**NCLB Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Annual Measurable Objective #1:  
 BHS will reduce discipline consequences for the year 2009-2010 by 5%.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Governance and Leadership	No students are allowed in the hall without their Student Agenda Book. Students are required to carry their Student Agenda Book at all times. If a student does not have his/her Student Agenda Book, he/she will be sent to the main office and will receive a warning the first time and consequences starting at Step 2 on the second time. There are no excuses for students not having student agenda book.	2009-2010 School Year	\$6,500	All Faculty and Staff	First Faculty Meeting Powerpoint	Administrator Observation
Governance and Leadership	All students are required to be in dress code at all times. BHS will do a dress code check at the beginning of second period every day. Students will receive continued education on t the BHS Standardized Dress Code Policy.	2009-2010 School Year	\$0	All Faculty and Staff	Administrator Observation	Administrator Observation
Governance and Leadership	Students are not allowed to have book bags after the first period bell rings. All book bags and bags that can carry two or more textbooks must remain in the student's locker until after the last period of the school day.	2009-2010 School Year	\$0	All Faculty and Staff	Administrator Observation	Administrator Observation
Governance and Leadership	All teachers will respect students.	2009-2010 School Year	\$0	All Faculty and Staff	Administrator Observation	Administrator Observation

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**NCLB Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Annual Measurable Objective #1:  
 BHS will reduce discipline consequences for the year 2009-2010 by 5%.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Teaching and Learning	All teachers will be given professional development during Pre-planning on steps to take in class on minor and major disruptions.	Pre-planning 2009	\$0	Bitterman	First Faculty Meeting Powerpoint	Administrator Observation
Teaching and Learning	All teachers will be required to teach bell to bell; and plan engaging, differentiated lessons to keep students engaged instead of bored.	2009-2010 School Year	\$0	Administrators	Administrator Observation	Administrator Observation
Teaching and Learning	All teachers will participate in a book study based on the book "Differentiation" by Carol Ann Tomlinson.	2009-2010 School Year	\$1,600	Bitterman	Instructional Strategy Day Agenda	Facilitated Discussion on Instructional Strat Day

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<b>NCLB Goal #5: All students will graduate from high school.</b>						
<b>Annual Measurable Objective #1: Buford High School will increase the graduation rate by 1% for year 2009-2010.</b>						
<b>SACS CASI Standards</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies; Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
Documenting and Using Results	BHS Teachers will receive extensive training on how to breakdown and analyze data in order to determine strengths and weaknesses of domains on GHSGT and EOCT results to address in curriculum calendars.	Summer 2009	\$6,000	Bitterman	School Profile Data Analysis	Teacher Sign-In Roster
Teaching and Learning	All teachers that teach the same content class and teachers that teach a singleton class are required to have detailed curriculum calendars that identify topics, concepts, GPS, common assessments, and other assessments. Curriculum calendars are to be followed very specifically. Curriculum delivery is not to be slowed down. Differentiated instruction must take place. Teachers will Modify and Adapt Curriculum Calendars according to strengths and weaknesses observed in curriculum and instruction in year 2008-2009. Curriculum Calendars must be a fluid document and evolve as strengths and weaknesses are observed from common assessments and standardized tests.	Summer 2009	\$0	Department Heads	Content Area Curriculum Calendar	Curriculum Calendars is turned into Department Head by August 5, 2009 (Preplanning)

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<b>Annual Measurable Objective #1: Buford High School will increase the graduation rate by 1% for year 2009-2010.</b>						
<b>SACS CASI Standards</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies; Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
Teaching and Learning	Modify and Adapt GHS GT Study Guides that were developed by Dr. Bitterman. Incorporate information that will strengthen Guides and ensure student pass rate and pass plus/honors rate will continue to increase Modify Curriculum Calendars and include the detailed information from each of the critical domains from the GHS GT. This should be addressed based on the subject area in 9th - 11th grade in all content areas. Teachers at each grade level will stress these domains as they reach them and also remind students that this will be on GHS GT. If 9th grade teachers ensure students understand domain, and then, 10th grade teachers do as well, students at the 11th grade will increase pass rates. This must be a 3 year process, not one year!	Summer 2009	\$0	Department Heads	Content Area Curriculum Calendar	Curriculum Calendar is turned into Department Head by August 5, 2009 (Preplanning)
Teaching and Learning	All teachers that teach the same content area class must have the same syllabus and grading policy. Homework cannot pass or fail a student in a class. Mastery of the curriculum is the focus.	Summer 2009	\$0	Department Heads	Syllabus	Syllabus is turned into Department Head by August 5, 2009 (Preplanning)

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<b>SACS CASI Standards</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies; Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
Documenting and Using Results	BHS administration and teachers will determine "bubble" students for possible future failure of GHSGT as well as students who have are not reaching their potential for future pass plus or honors on GHSGT. BHS teachers will utilize EOCT and PSAT results to determine this.	Summer 2009	\$0	BHS Administration	List for "Bubble" Students	2010 GHSGT Results
Teaching and Learning	All teachers that teach the same content area class are required to have the same common assessment and unit tests. These will be used in Instructional Collaboration Teams (ICT) to identify strengths and weaknesses of student as well as curriculum delivery taking place. Common assessments (Benchmarks) will be developed, modified, adapted, and used every three weeks that will address and focus on GPS. Mid-Terms and Performance Assessments will also be given and will be cumulative based on GPS.	Summer 2009	\$0	Department Heads	Common Assessments - Mid-Terms - Performance Assessments	Common Assessments, Mid-Term, Performance Assessment, and Final Exam are turned into Department Head after each administration

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<b>SACS CASI Standards</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies; Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
Teaching and Learning	Professional Learning Communities (Instructional Collaboration Teams - ICT) will collaborate and focus on strengths and weaknesses to common assessments to determine where they are at (data analysis), where they want to go (objective), how they are going to get there (instructional strategies), and what are they going to do if they do not get there (differentiated instructional strategies).	Summer 2009 and 2009-2010 School Year	\$0	Murray	ICT Documentation Form	2010 GHSGT and EOCT Results
Resources and Support Systems	Teacher Websites will be improved to support instructional needs and improve communication. Teacher websites will include content area curriculum calendar, syllabus, list of upcoming major assignments (tests, projects, mid-terms, perf assessments, final exams), and links for help.	Summer 2009 and 2009-2010 School Year	\$0	Department Heads	Website	Updated Website

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<b>SACS CASI Standards</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies; Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
Teaching and Learning	Dr. Bitterman will meet with teachers once a month during their planning periods to discuss vision, mission, school improvement, data analysis, and instructional strategies for improving student achievement. This day is called Instructional Strategy Day.	2009-2010 School Year	\$0	Bitterman	Instructional Strategy Day Agenda	Instructional Strategy Day Agenda
Teaching and Learning	Administrators will do at least 10 daily walkthroughs through teacher classrooms during instructional time.	2009-2010 School Year	\$0	Bitterman	BHS Informal Observation Form	BHS Informal Observation Form
Teaching and Learning	Department Heads will do at least one informal observation every other week of their department members	2009-2010 School Year	\$0	Content Area Administrator	BHS Informal Observation Form	BHS Informal Observation Form
Resources and Support Systems	All teachers will offer office hours before or after school to accommodate students who need extra help and practice.	2009-2010 School Year	\$0	Content Area Administrator	Hours posted outside classrooms	Student Questioning
Teaching and Learning	All teachers will participate in a book study based on the book "Differentiation" by Carol Ann Tomlinson.	2009-2010 School Year	\$1,600	Bitterman	Instructional Strategy Day Agenda	Facilitated Discussion on Instructional Strat Day

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<b>Annual Measurable Objective #1: Buford High School will increase the graduation rate by 1% for year 2009-2010.</b>						
SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Teaching and Learning	Implementation of a Literacy Class for 11th and 12th Grade Students	2009-2010 School Year	\$600	Abernathy	Course Syllabus	2010 GHSGT Results
Teaching and Learning	Implementation of a Reading Class for 9th and 10th Grade Students who are at least 2 grades below level in reading.	2009-2010 School Year	\$600	Abernathy/ Moon	Course Syllabus	2010 GHSGT Results
Resources and Support Systems	BHS Upgrade - afterschool program to help students until 4:00 on Monday and Wednesday afternoon. Transportation for students is provided.	2009-2010 School Year	\$2,000	Auer	Student Roster from each day	9th - 12th Grade Final Student Grades
Teaching and Learning	Utilization of Exemplars in all Math Courses	2009-2010 School Year	\$0	Maltbie	Curriculum Calendar	2010 EOCT Results and 2010 GHSGT Results
Teaching and Learning	Students with Disabilities will be given an intensive review during the Spring Semester before the main administration. The new Literacy Class will be used as platform for this.	Fall 2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 GHSGT Results

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<b>Annual Measurable Objective #1: Buford High School will increase the graduation rate by 1% for year 2009-2010.</b>						
<b>SACS CASI Standards</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies; Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
Teaching and Learning	Junior teachers will review for a necessary amount of time prior to the Spring administration of the test and with every unit of study. Special attention will be given to students who have been identified as on the "bubble" for passing the GHSGT. Meetings will take place with JR Teachers starting in January.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHSGT Results
Teaching and Learning	Co-Teachers will provide breakout review sessions to appropriately differentiate for students who need more individualized instruction to prepare for GHSGT.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHSGT Results
Documenting and Using Results	Students at greatest need who have been identified through Fall interventions, diagnostic pretests, and by recommendation will be placed in a separate Advisement class for Spring Semester. Intense review and test taking strategies be the focus.	Spring 2010	\$0	Department Heads	Curriculum Calendar	2010 GHSGT Results

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<b>Annual Measurable Objective #1: Buford High School will increase the graduation rate by 1% for year 2009-2010.</b>						
<b>SACS CASI Standards</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies; Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
Teaching and Learning	All teachers of EOCT courses will utilize 2008-2009 student results to address weaknesses by strands. This information will need to be put in data form and averaged to determine weak strands. Once strands have been identified, teachers will need to address these within curriculum calendars and determine different instructional strategies to achieve success.	2009-2010 School Year	\$0	Department Heads	Curriculum Calendar	2010 EOCT Results
Resources and Support Systems	All four year students will receive one on one work with the graduation coach if at-risk for graduating	2009-2010 School Year	\$0	Auer	At-Risk Roster	Graduation Results
Teaching and Learning	BHS will implement a full-scale advisement program to ensure that every student has at least one individual in the school to relate to.	2009-2010 School Year	\$0	Administrators	Curriculum Calendar	Graduation Results

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<b>IDEA Goal #1: Improve post-school outcomes for students with disabilities.</b>						
<b>Annual Measurable Objective #1: Buford High School will increase the attendance of students with disabilities in a post-secondary institution by 5%.</b>						
SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Documenting and Using Results	Identification of all Student's With Disabilities	July 2009	\$0	Jones	Roster	Roster after Graduation
Resources and Support Systems	Career Guidance Sessions for each Junior and Senior SWD	2009-2010 School Year	\$0	Hamby	Meeting Documentation	Final Roster of Students met with and results of meetings
Resources and Support Systems	Special Invitation to each of the Project Post-Secondary Night Sessions	2009-2010 School Year	\$0	Hamby	Information from meeting	Roster Sign In
Resources and Support Systems	Field Trips to Gwinnett Technical Institute	Early Spring 2010	\$250	Auer	Field Trip Request Form	Information from Gwinnett Tech
Resources and Support Systems	More opportunities for students to take classes at schools such as Gwinnett Tech. The Career Tech department will need to identify these students and work to provide more opportunities. (i.e. Cisco Class and Automotive Class taking place for 2009-2010)	2009-2010 School Year	\$0	Cole/Pardoe	Class Schedule	Credit given by Gwinnett Tech

**School Name**  
**School Improvement Plan**  
**2009 - 2010**

**IDEA Goal #2: Improve services for young children (ages 3 - 5) with disabilities.**

**Annual Measurable Objective #1:**  
**This is not applicable to Buford High School**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence

**School Name**  
**School Improvement Plan**  
**2009 - 2010**

**IDEA Goal #3: Improve the provision of a free and appropriate public education to students with disabilities.**

**Annual Measurable Objective #1:  
 Buford High School will increase the percentage of SWD in the general education setting 80% of their instructional day from 58% to 62%.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Teaching and Learning	Offering Push-In/Pull-Out Classes	2009-2010 School Year	\$0	Jones	Master Schedule	Final Grades/Credit Given in class
Teaching and Learning	Offering more Co-Taught Classes	2009-2010 School Year	\$0	Jones	Master Schedule	Final Grades/Credit Given in class
Documenting and Using Results	Identify Individual Student Strengths and Weaknesses and provide a way to put them in an inclusionary classroom	July 2009	\$0	Jones	Case Load Teacher Breakdown of student data	Class Roster Documentation

**BUFORD HIGH SCHOOL**  
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**IDEA Goal #4: Improve compliance with state and federal laws and regulations.**

**Annual Measurable Objective #1:**  
**Buford High School will have 100% of all Individual Education Plans evaluated and reevaluated on or before due date.**

SACS CASI Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies; Impact on Student Learning	
					Artifacts	Evidence
Documenting and Using Results	Marcie Gant will email Dr. Bitterman, David Watkins, and Pam Jones each month of the upcoming dates for re-evaluations	2009-2010 School Year	\$0	Watkins/Jones	Email	Up-to-Date IEP
Governance and Leadership	Mr. Watkins and Ms. Jones will personally talk to each case load teacher concerning re-evaluations and IEPs.	2009-2010 School Year	\$0	Watkins/Jones	Documentation of Contact	Up-to-Date IEP
Governance and Leadership	Caseload teacher will provide documentation to Mr. Watkins and Ms. Jones when re-evaluation is complete and IEP is up to date.	2009-2010 School Year	\$0	Watkins/Jones	IEP Paper Work	Up-to-Date IEP
Governance and Leadership	Caseload teachers will meet with Marcie Gant quarterly to review folders for approaching deadlines. A summary of the meeting will be provided to Pam Jones and David Watkins.	2009-2010 School Year	\$0	Jones	IEP Paper Work and Summary Report	Up-to-Date IEP