

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name: Choctawhatchee High School

Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AP	Advanced Placement	NGCAR-PD	Next Generation Content Area Reading Professional Development
DA	Differentiated Accountability	NGSSS	Next Generation Sunshine State Standards
ED	Economically Disadvantaged	PERT	Postsecondary Education Readiness Test
ELA	English Language Arts	PMP	Progress Monitoring Plan
ELL	English Language Learners	PMS	Progress Monitoring System
EOC	End of Course Exam	POC	Plan of Care
ESE	Exceptional Student Education	PPP	Pupil Progression Plan
ESSA	Every Student Succeeds Act	PSAT	Preliminary Scholastic Aptitude Test
FAIR	Florida Assessment for Instruction in Reading	SAC	School Advisory Council
F/R	Free & Reduced	SAI	Supplemental Academic Instruction
FS	Florida Standards	SAT 10	Stanford Achievement Test
FSA	Florida Standards Assessment	SESAT	Stanford Early School Achievement Test
IB	International Baccalaureate	SPP/SIP	School Performance Plan/School Improvement Plan
IEP	Individualized Education Program	SWD	Students with Disabilities
IPDP	Individualized Professional Development Plan	VE	Varying Exceptionalities
MAP	Measures of Academic Progress		

SAC Information

All school advisory agendas, minutes, memberships, and guidelines of operations are bound at the school site as well as the District Office. These reflect the process used in the preparation and evaluation of the School Performance Plan and the school's annual budget.

SAC funds in the amount of \$ will primarily be used for:

The names represented below indicate approval of the SPP by the SAC Committee members.

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Core Values:

Accountability: We, working in conjunction with students' families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.

Citizenship: We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.

Excellence: We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.

Integrity: We embrace a culture in which individuals adhere to exemplary standards and act honorably.

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.

Respect: We show regard and consideration for all through a culture of dignity, diversity, and empathy.

Leadership: We provide guidance and direction to accomplish tasks while being a moral compass to others.

School Performance Team

Identify the names and titles of the School Performance Plan developers.

Name	Title
Mrs. Michelle Heck	Principal
Ryan Lanpher, Brandon Donaldson, Melissa Howell	Assistant Principals
Kim McCarthy	ELA Department Chair
Kenya Payne, Hailey Oldnettle	ELA Teachers
Elizabeth Hohn	Math Department Chair
DeeDee Shank,	Intensive Math Teacher
Brittany Waldhour, Michael Hay, Charlie Horton, Mary Mills	Math Teacher
Kim Cassulo	Science Department Chair
Allison Grant, Daniel Johnson, Kathy Moore, Lisa Singleton	Biology Teachers
Val Chubb, Dax Reeves, Alan Wells	Science Teachers
Dana Fusco	Social Studies Department Chair
Kyle Crandall, Sandra Gainey, Beth Smith,	Social Studies Teachers
Annette Klabuhn	IR Department Chair
Rachel Lagozzino, Sylvia Atkins,	IR Teachers

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.

1. Administrative team and department heads collected teacher reflections and feedback regarding the 2019-2020 school year SPP focus areas and initiative implementation.
2. Administrative team met with each department head to discuss common threads and themes from within their department regarding implementation steps and strategies.
3. Administration met with department heads over the summer to discuss SPP revisions and remediation for the 2020-2021 school year.
4. Department heads, teachers, and administrators met to write, revise, and determine strategies for achieving goals.
5. SPP Team meetings were focused on ownership, accountability, and creating an SPP that truly reflects Choctaw and meets the needs of Choctaw.

Administrative team met with the district office to review and revise.

School Profile

Choctawhatchee High School is one of two comprehensive public high schools nestled in the Greater Fort Walton Beach, FL area. Located on the Gulf of Mexico in the Northwest Florida Panhandle, Fort Walton Beach is the largest municipality in Okaloosa County. “Choctaw” has a student population of approximately 1,650; attracting an ethnically, racially, geographically, and socio-economically diverse student body with a strong population coming from military families.

The students attend from over 25 countries and speak a variety of different languages. The socio-economic diversity mirrors the community and the local military bases.

Choctaw’s goal is to empower students with the academic, technological, and decision-making skills to become self-reliant, productive citizens in a global society.

OUR CHOCTAW.

We strive to make Choctaw a place that is clean, safe, and conducive to student learning; a place where students succeed; where students, faculty, parents, and the community are a unified team; an academic institution that sets standards high and holds each other accountable to meeting those standards.

ONE TRIBE.

Choctawhatchee High School has a unique blend of staff members who possess very specialized skills. The faculty, staff, coaches, and sponsors work as one team with students and parents to grow and develop young adults. The culture of relationships built from a growth mindset and the idea that everyone is important guide our decision making and foster a culture that strives for excellence as one.

Parent and Community Awareness

CHOCTAWHATCHEE HIGH (0581)	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses
	%	Total	%	Total	%	Total	%	Total	%	Total	
1. My child's school emphasizes academic performance as the number one priority.	40%	12	40%	12	13%	4	3%	1	3%	1	30
2. Our principal is an effective leader who meets the needs of our students.	70%	21	17%	5	7%	2	3%	1	3%	1	30
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	50%	15	20%	6	7%	2	10%	3	13%	4	30
4. The school uses a variety of methods for parent communication.	47%	14	27%	8	10%	3	13%	4	3%	1	30
5. Parent input is valued at my child's school.	47%	14	20%	6	13%	4	10%	3	10%	3	30
6. Clear expectations of conduct and behavior are communicated to my child.	64%	18	18%	5	4%	1	7%	2	7%	2	28
7. My child's school maintains a safe environment.	50%	15	27%	8	10%	3	10%	3	3%	1	30
8. Homework is used to reinforce what is taught in the classroom.	47%	14	20%	6	10%	3	13%	4	10%	3	30
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	60%	18	10%	3	7%	2	20%	6	3%	1	30
10. School funds are used to support the school in a financially responsible manner.	48%	14	14%	4	7%	2	14%	4	17%	5	29
11. As a parent, I feel welcome at my child's school.	67%	20	23%	7	0%	0	0%	0	10%	3	30
12. The guidance department at my child's school provides for the educational success of my student.	50%	15	23%	7	13%	4	3%	1	10%	3	30
13. I am satisfied that my child's teachers do a good job educating my child.	34%	10	31%	9	17%	5	14%	4	3%	1	29
14. My child's school is well maintained.	43%	13	20%	6	20%	6	10%	3	7%	2	30
15. The amount of time required for my child's homework assignments is appropriate.	37%	11	7%	2	13%	4	37%	11	7%	2	30
16. The health services provided at my child's school support his/her wellness.	47%	14	30%	9	3%	1	7%	2	13%	4	30
Total Survey Results	50%	238	22%	103	10%	46	11%	52	8%	37	476

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?

Effective leadership and communication are strengths of Choctaw. Our leadership understands the needs of our students and does a great job of meeting those needs. Choctaw does a very good job of working to communicate with not only our students and their parents, but also our community by utilizing a variety of different communication methods to reach all stakeholders. Additionally, Choctaw puts a high priority on creating a welcoming environment for all students and ensures safety for all.

What does the data tell you regarding the opportunities for improvement in your school?

The opportunities for improvement continue to be the conditions of our aging facility. The overall maintenance of our buildings continue to provide areas for improvement and potential renovations. Another area to grow and improve in, is parental input and parental involvement as well as providing more transparency regarding school funding and expenses.

Provide a description of the various forms of communication to your community and parents.

Choctaw prides itself on our ability to connect and communicate with our students and their parents. Choctaw works tirelessly to connect and build relationships with all stakeholders through a variety of mediums including, social media (Facebook, Twitter, Instagram), call-outs/all-calls, Remind 101, our school website, which is constantly being upgraded to become as useful and user-friendly as possible, email, and face-to-face meetings and conversations. We strive to provide clear, precise, effective and relevant information for all stakeholders to continue to build new relationships as well as build upon our already existing relationships. Choctaw is always looking for ways to best communicate with our students, parents, and stakeholders, and therefore, continue to build on our communication techniques regularly.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ELL students
School Focus
What is the cause(s) for this subgroup being an area of focus? *Scores below proficiency on FSA ELA and or Math. *Scores below proficiency on WIDA ACCESS for ELLs.
What are we doing to target this subgroup? *We are increasing instructional focus on content-area vocabulary, mentor sentence frames, and Universal Design for Learning (UDL) approaches to make content comprehensible. *We are creating multiple sections to better place ELL students as well as utilizing smaller class sizes.
Targeted School-based Professional Development: *At least one Intensive Reading, Intensive Language Arts and/or ELA teacher will participate in the following train-the-trainer professional development sessions: *Voyager Sopris West – Language Live – Online account for supporting language and literacy of ELLs at beginning levels of English proficiency. *Understanding student ELL Plans and WIDA Tier Levels *Duty-Release Trainings to support the ELL Subgroup -English Language Development Standards (ELD) and Universal Design for Learning (UDL) Interventions for Students with Limited or Interrupted Formal Education (SLIFE). *WIDA ACCESS for ELLs training for test coordinators and test administrators.
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): *Administrators, school counselors, and teachers will serve on the school-based ELL Committee to review progress and update student ELL plans with targeted instructional strategies to support English language acquisition and proficiency level.

*Teachers will utilize the PAWS Student Dashboard to access updated student ELL plans with embedded correlations to WIDA Can-Do Descriptors to inform placement and instruction.

*ELL students at lowest level of English proficiency and / or FSA ELA Level 1 will have access to Inside the U.S.A. hard copy supplemental workbooks and Language Live online student accounts to supplement Intensive Reading or Developmental Language Arts courses.

*DuoLingo for School will be used to supplement the support of English acquisition in speaking, reading, listening, and writing domains for ELLs at WIDA Tiers A and B

*Development Language Arts and Intensive Reading teachers will develop collaborative lessons through subscriptions to ESL Library.

*Students at WIDA Tiers A –B / LAS Links – Beginning and Early Intermediate Levels will receive Individualized, Small Group, and Whole Group instruction.

*9th/10th Grade Intensive Reading teachers and Developmental Language Arts teachers will provide diagnostics and prescribe individualized learning targets through Language Live.

*Intensive Reading and Developmental Language Arts teachers will monitor of speaking and writing fluency based on informal assessments.

*Intensive Reading teachers will provide model speaking fluency through read-alouds.

*Intensive Reading teachers will provide small group instruction to provide basic phonics and fluency practice.

*Developmental Language Arts teachers will supplement regular curriculum with Inside the USA to enhance vocabulary and writing fluency.

*9th/10th Grade Intensive Reading and Developmental Language Arts teachers will model and provide individual practice time with DuoLingo for Schools to increase speaking, listening, writing, and reading fluency.

School Implementation Action Steps (Administration, Teachers, and Students):

*Administration will schedule ELLs of lowest level English proficiency (LAS Links – Beginner / WIDA Tier A) in appropriate grade level groupings for Intensive Reading and ELA courses.

*Administration will develop and monitor a schedule to maximize the assistance of ESOL interpreters in core content courses and minimize student pull-out for language support.

*Administration and school staff will ensure appropriate distribution of school and district-purchased technologies (laptops, Chromebooks, iPads) to maximize ELL support of home language needs in core content area classes.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Language Live	Language Live Progress, Usage, and Assessment Reports,	Monthly	Administrator
Implementation of Core Content Instructional Strategies for Teachers of ELLS	Walkthroughs; Observations	Each Semester	Administrator

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 60%.	
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 55%.	
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 55%	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, FSA, formative) to design engaging lessons:

- Use ELA resources such as *Florida Collections*, Achieve 3000, and Common Lit to plan instructional lessons/units
- Develop FSA style questions and assessments to accompany instructional lessons/units
- Use data (e.g., MAP, FSA, formative) to drive whole group instruction and cooperative groups

School Focus

Targeted School-based Focus:

Utilize differentiation and student ownership to maximize student growth and individual success.

Targeted School-based Professional Development:

Teachers will work and collaborate within the ELA department to focus on strategies and best practices that are focused on purposeful differentiation through the following:

- *Strategies that differentiate content, process, or product according to students' readiness (ELL and test data), interests, and learner profiles.
- *Utilizing ALDs through Backwards Design to ensure the TDQs step students towards the rigorous culminating task.
- *Scaffolding using various strategies and TDQs for small and whole group instruction.
- *Purposeful and authentic student talk strategies and implementation.
- *Edgenuity training for lesson progression and pacing
- *Building a student led and student owned classroom.

*Writing calibration to rubric, based on school-wide writing

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will write Text-Dependent Questions (TDQs) that align with the standards at varying levels.
2. Teachers will utilize various strategies for student differentiation (ALDs, Strategies previously modeled in 2019-2020 PLC, etc.).

*Teachers will routinely utilize differentiation strategies learned and shared among ELA department

3. Teachers will build differentiation to create authentic student talk in order to build student owned classrooms for the purpose (example Socratic Seminars, Pop-up Debates, Etc.)

* Choctaw teachers will routinely implement student ownership strategies that promote student led classrooms.

4. Teachers will routinely utilize data to inform instruction in the following ways:

*Whole Group Instruction

a. Teachers and students will utilize the ALDs in the creation of TDQs for class discussions and cooperative learning groups.

b. Teachers will explicitly model and use text-marking and annotation strategies in order to enhance student understanding of content.

*Small Group and Differentiated Instruction.

a. Teachers and students will routinely utilize components of Everyday Instructional Reads (EIR) in their instruction including student talk, text marking, annotation, use of multiple sources and writing through reading.

Teachers will implement the use of at least one lesson per month from Edgenuity into classroom instruction

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiation using ALD's	Strategies shared from PLC, observations, progression of lesson planning, walk-throughs, PD Follow-up documentation.	Monthly	Administration
Writing and utilization of TDQs from multiple sources	Progression of lesson planning, observations, Walkthroughs, PD Follow-up documentation.	Monthly	Administration

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:
 Purpose, Focus, Organization Evidence and Elaboration

Targeted School-based Professional Development:

- *Writing Calibration with FSA rubric.
- *Planning, developing, and implementing differentiated instruction for writing.
- *Purposeful student talk strategies.
- *Aligning TDQs and prompts with appropriate standards.
- *Creating sequenced, varying levels of DOK questioning.

Writing Plan

Email School Writing Plan to Denise Reichal to be uploaded to your SPP Document

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
PFO - Purpose, Focus, Organization of writing process	Dept. Meetings, Observation, Lesson Progression	Ongoing	Dept. Chair, Administrator
EE - Evidence and Elaboration	Department meetings, Observations, Lesson Progression	Ongoing	Dept. Chair, Administrator
Synthesis of Multiple sources (3-4 sources)	Department meetings, Observations, Lesson Progression	Ongoing	Dept. Chair, Administrator
School-Wide Writing Prompts	Dept. Meetings and submission of prompts	Quarterly and Ongoing	Department Chair and Administrator

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Increase student achievement and maximize student growth by utilizing data to differentiate instruction and provide personalized learning opportunities to meet the needs of each student.

Targeted School-based Professional Development:

- *IR Teachers will collaborate in conjunction with district-led professional development for classroom implementation.
- *IR teachers will work to create sequenced TDQs that align with ALDs and task demands that lead students to the successful completion of the challenging, standards-based culminating task(s).

Duty Release and Additional PD as setup by Admin or requested by teachers:

- *ELL strategies and best practices
- *Achieve3000 Support
- *Khan Academy in the classroom
- *ALD and TDQ Question Stems

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):

1. ELA teachers will plan student engagement tasks that utilize student talk while citing textual evidence to support their discussions.
2. ELA teachers will provide opportunities to utilize EIR components to synthesize multiple sources that include sequenced TDQs at varying DOK levels.
3. ELA teachers will group students based on their needs according to assessment data to drive groupings and instruction.
4. ELA teachers will adjust outcome expectations as necessary while still assessing the standards through the use of item specs and ALDs.
5. ELA teachers will differentiate instruction through strategies that include, but are not limited to: providing guided instruction/notes and sentence frames/stems as resources to better help students to reach the aligned standards.

Differentiated Small Group Guided Instruction:

- *IR teachers will utilize cooperative learning groups based on assessment data (FSA achievement level scores, diagnostic assessments, Achieve3000, etc).
- *IR students will engage in purposeful student talk, self-monitor, evaluation, and select appropriate learning strategies.
- *IR teachers will provide individualized conferencing to discuss Achieve Lexile progress
- *IR teachers will provide opportunities for purposeful student talk while citing textual evidence for support.

- *ELA/IR Teachers will utilize the PAWS Student Dashboard to access updated student ELL plans with embedded WIDA Can-Do Descriptors to inform instruction.
 - *IR Teachers will provide small group instruction to provide basic phonics and fluency practice.
 - *9th/10th Grade IR teachers and ESOL-English teachers will utilize supplemental resources such as INSIDE the USA, Language Live, DuoLingo, ESL Library, and/or ESL Reading Smart to provide remediated or accelerated practice for ELL students to increase speaking, listening, writing, and reading fluency.
- Whole Group Instruction:
- *IR teachers will provide academic vocabulary/word study instruction that focus on figurative, connotative, and technical meanings.
 - *IR teachers will provide standards-based instruction using high quality texts at or above Lexile level.
 - *IR students will work to understand the purpose for reading the text, making connections, and for understanding and comprehension.
 - *IR teachers will provide academic vocabulary/word study instruction that will focus on figurative, connotative, and technical meanings and/or the DISSECT Word Identification Strategy (prefixes and suffixes).
 - *IR students will develop independence, stamina, and self-regulation skills.
 - *9th/10th Grade IR teachers and ESOL-English Teachers will monitor speaking and writing fluency based on informal assessment for ELL students.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Achieve3000 Support	Monthly Reports	Monthly Reports	IR Teachers, Administration

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:
Remediation and review of skills for 11th grade students that did not take the FSA last Spring as well as our level 1's and 2's that missed valuable instruction leading up to FSA Testing

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
 *Focused informative/writing instruction through chunking
 *FSA Style reading questions with strategy review
 *Focused grammar, sentence structure, and writing strategy instruction

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated Instruction	Lesson progression, formal/informal walkthroughs and observations	Ongoing	Administrator
PFO - Purpose, Focus, Organization of writing process	Department meetings, Observations, Lesson Progression	Ongoing	Dept. Chair, Administrator

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Social Studies*

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:
U.S. History The percentage of all curriculum students who will be proficient in U.S. History as defined by the State of Florida on the Florida U.S. History End-of-Course Exams will be at least 77%.

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

Keeping the end in mind, create lessons based upon content standards

- Use the benchmark clarifications and content limits to inform lesson design where appropriate
 - Use Test Item Specifications to develop quality assessment items based upon benchmark clarifications and content limits (Civics and 11th United States History)
- Use resources effectively in classroom instruction and planning
 - Use textbooks, ancillary materials, FJCC, and SHEG, along with a thorough analysis of pre-selected FSA standards, for collaborative lesson planning (World History and 8th United States)
- Use engaging strategies and instructional Best Practices in lesson delivery and planning
 - Explore engaging classroom activities that support English Language Learners as well as students with general reading deficiencies for use in collaborative lesson planning (World History and 8th United States)
- Introduce instructional Best Practices and routines for lesson planning (New Social Studies Teachers)

School Focus

Targeted School-based Focus:

Teachers will use Text Dependent Questions across multiple sources to create more opportunities for student talk.

Targeted School-based Professional Development:

Teachers will participate in PD sessions focused on the following:

- * Edgenuity for lesson progression and pacing
- * Creating and implementing evidence based TDQs across multiple sources.
- * Creating opportunities for facilitating purposeful student talk.

Using purposeful text-marking strategies to allow for effective annotation of primary and secondary sources.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will develop standards-based lessons that include Text-Dependent Questions (TDQs) at varying DOK levels.
2. Students will routinely use TDQs to analyze multiple historical sources (Primary/Secondary Sources, National Archives, FJCC, videos, etc.).
3. Teachers will model purposeful text marking strategies and methods of annotating historical texts.
4. Teachers will design lessons that include frequent opportunities to utilize student talk and cooperative learning groups in order to answer TDQs across multiple sources.
5. Align lesson progression and pacing with Edgenuity

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
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Text Marking and Annotation	Walkthroughs, Observations, Lesson Planning	Ongoing	Administration, Department Chair
Authentic Student Talk	Walkthroughs, Observations, Lesson Planning	Ongoing	Administration, Department Chair
Text Dependent Questions	Walkthroughs, Observations, Lesson Planning	Ongoing	Administration, Department Chair

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 60%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50%.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 70%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

Use Achievement Level Descriptors (ALDs) and Item Specifications to design interactive, engaging lessons with a strong focus on student-to-student interaction

- Use math resources such as the textbook, Math Nation, Khan Academy, and technology to support the math content
- Use the ALDs and Item Specifications to create rigorous questions mirroring the FSA item types
- Use assessment data (e.g., FSA, MAP, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus:

*Utilizing ALDs and Item Specifications to differentiate small group strategies for purposeful student talk.

*Designing cooperative learning group opportunities and/or stations to differentiate instruction and spiral.

*Using digital resources (OCSD Curriculum website, Khan Academy, Math/Algebra Nation, IXL) to differentiate instruction and provide meaningful formative assessments for students.

Targeted School-based Professional Development:

1. Cooperative Learning Groups/Stations
 - a. Classroom Organization and Management
 - b. Facilitating and Modeling of Purposeful Math Talk
 - c. Using Stations for Differentiation and Spiraling
 - d. Algebra 1 Teachers will collaborate and create common threads for planning
2. Utilization of Digital Resources for Differentiation and Increased Rigor
 - a. Reviewing and using assessment data to plan instruction and groups
 - b. Integrating Khan Academy
 - c. Integrating Math Nation
 - d. District Curriculum page/resources
 - e. Lesson Progression
 - f. Strategies for ensuring the success of ELL students in the Math classroom – Duty Release Training will focus on ELL strategies in content area classrooms.
3. Common Assessments for Algebra 1 and Geometry courses
 - a. Common standards-based assessments that mirror item specifications, ALDs and appropriate range of question levels.
 - b. Teachers of common courses will discuss and create common assessments to give to all alike course students.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the standards and routinely utilizing the "common Thread of Instruction," teachers will incorporate:

A. Various Modes of Instructional Delivery

1. Whole group instruction that includes explicit teaching, teacher modeling, guided practice, cooperative learning groups, and independent practice.
2. Differentiated instruction that includes cooperative learning groups, stations, and teacher led small group instruction.

B. Backwards Design for Lesson Planning

1. Determine standard and analyze item specifications and ALDs
 - a. Identify what students need to be able to do
 - b. Identify the progression of learning at each ALD
 - c. Determine necessary scaffolding
2. Create assessments that mirrors FSA Item Specifications
 - a. Determine assessment limits
 - b. Include varying item types
 - c. Ensure appropriate rigor (10-20% ALD 2, 60-80% ALD 3, 10-20% ALD 4/5)
 - d. Utilize resources outside of textbook for question bank
3. Plan Lesson instruction and Experiences
 - a. Determine skills and prior knowledge students have and what is needed
 - b. If textbook does not align with ALDs, incorporate other resources
 - c. Determine how ALDs can assist in differentiation
 - d. Determine what formative assessments will be used through lesson(s) and how this information will be used to guide instruction
 - e. Design lesson progression

C. Math Resources

1. OCSD Curriculum Website
2. Math/Algebra Nation
3. Khan Academy
4. IXL

D. Utilize student data (diagnostic, formative, and summative assessments) to plan groups, spiral standards, and differentiate instruction

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of Various Modes of Instruction	Lesson Progression, Formal/Informal Observations	Weekly	Math Teachers, Dept. Chair, Administration
Use of ALDs	Lesson Progression, Formal/Informal Observations, Assessment Reviews	Frequent and Ongoing	Math Teachers, Dept. Chair, Administration

Quarterly Assessments	District Created Assessments for Algebra/Geometry	Quarterly	Dept. Chair and Administrator

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

- *Use of student data (Diagnostic, Formative, and Summative Assessments) to identify student weaknesses and plan small group instruction.
- *Targeted Small Group Instruction

Targeted School-based Professional Development:

- *Utilizing data to drive instruction and plan groups - To identify skills students are ready to learn
- *Gain a better understanding of how IXL is aligned with Florida State Standards

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):

*IM teachers will service 9th grade FSA level 2 Math students and 10th grade Algebra 1B students. Algebra 1A teacher will service 9th grade FSA level 1 Math students. Algebra 1 and Algebra 1 Honors teachers will service 9th grade FSA level 2, 3, 4 and 5 students.

IM Teachers will incorporate:

A. Various Modes of Instructional Delivery

1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussion, and cooperative learning groups
2. Differentiated instruction that includes teacher led small group instruction, differentiated stations, and cooperative learning groups
 - a. Provide small group instruction to each student to meet specific student needs (enrichment or remediation) based on formative assessments (diagnostic, teacher created, etc.)
 - b. Incorporate standards-based, purposeful stations as needed and indicated by student data
 - c. Collaborate with Algebra 1 Math teachers to determine prerequisite skills necessary to support course standards
 - d. Analyze ALDs to better understand what is expected for proficiency and learning gains

B. Utilize Digital Resources

1. OCSD Math Resources
2. IXL
3. Khan Academy
4. Math/Algebra Nation

C. POC Tutoring

1. Algebra 1 and IM teachers will invite targeted students for tutoring 1 hr/week (advertised tutoring schedule is already in place or Algebra 1 and/or IM teachers can create shared tutoring schedule specific to their students)
2. Math teachers will analyze Khan reports, or Math/Algebra Nation data to identify weak skills for each student
3. During tutoring, students will meet with teacher for small group instruction and/or practice identified skills

4. Student attendance to tutoring can be incentivized either with grades or motivational rewards

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Quarterly Assessments	Lesson Progression, Formal/Informal Observations	Quarterly	Dept. Chair, Administrator
POC Tutoring	Teacher tracking documents on student attendance	Monthly	Algebra 1/IM Teacher, Administrator

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:
 Intensive review of prerequisite skills when introducing new concepts for students that have not yet developed all the necessary skills that are needed for advancement due to missed instructional time

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- *Intensive review of prerequisite skills for each unit
- *Designated time in class to review and build on previous lessons
- *Proof of Concept Tutoring offered multiple times per week

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Quarterly Assessments	Lesson Progression, Formal/Informal Observations	Quarterly	Dept. Chair, Administrator
POC Tutoring	Teacher tracking documents on student attendance	Monthly	Dept. Chair, Administrator

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Biology End-of-Course Exam will be at least 75%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g., MAP, SSA, Study Island, formative assessments) to drive the whole instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus:

- *Utilization of Standards and Item Specifications to plan and create various modes of instruction
- *Designing cooperative learning opportunities for purposeful student talk and engagement
- *Utilization of multiple resources for student engagement, critical thinking, and analysis

Targeted School-based Professional Development:

1. Lesson Progression and Pacing
 - *Alignment of Standards
 - *Alignment of standards for all non-Biology courses.
 - *Alignment of lessons and pacing with Edgenuity
2. Differentiated Instruction
 - *Small and whole group instructional strategies
 - *Sequenced TDQ questioning.
 - *Duty Release for Modifying and Scaffolding instruction for ELL students
3. Study Island
 - *Training for Biology Teachers

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Common Threads of Assessments
 - a. Biology teachers will utilize common, standards-based assessments that utilize the 5E Model
 - b. 3/5 phases of the 5E Model to be implemented in sequential order for instruction
2. Teachers will create hands-on, station and lab-based cooperative learning activities
- B. Backwards Design for Lesson Planning
 1. Determine standard and analyze item specifications
 - a. Identify what students need to be able to do
 - b. Identify steps of progression for learning
 - c. Determine necessary scaffolding to meet the needs of each student

- d. Create assessments that align with the standards and model FSA item specifications
- e. Determine and understand skills and prior knowledge students have and need in order to grow
- f. Determine what formative assessments are needed to guide instruction

C. Digital Resources

- 1. All Biology teachers will utilize Study Island to supplement instruction on a weekly basis of 40 minutes per week
- 2. Teachers will utilize various digital resources to supplement instruction beyond the textbook

D. Engagement/Differentiation

- 1. Teachers will use resources to show students real life applications of content related science topics.
- 2. Teachers will create, identify, and locate graphs and charts to better expose students to data and the data analysis process.
- 3. Teachers will utilize cooperative learning groups and purposeful student talk through discussions in order to teach students to explain, elaborate, and justify their thoughts and answers with other students.
- 4. Teachers will use station/lab activities to provide students with hands-on activities and opportunities to work through complex problems.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of Various Modes of Instruction	Lesson Progression, Formal/Informal Observations	Ongoing	Administration
Common Assessments for Biology Teachers	Shared Assessments with department and administrator	Ongoing	Biology Teachers, Administrator
Study Island	Digital Reports/Tracking	Weekly Reports and Monthly Monitoring	Biology Teachers, Administrator

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:



Accreditation Page

Accreditation Standards	
1.	Leadership Capacity
2.	Learning Capacity
3.	Resource Capacity

Strategic Plan Focus Area: Improving and Advancing Student Achievement	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none"> • Ensure access for all students to rigorous and challenging curriculum • Address diverse educational needs through a coordinated support system • Integrate technology in learning by both educators and students • Use a variety of methods to communicate student progress with parents and stakeholders 	<p>Leadership Capacity Domain</p> <p>1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.</p> <p>1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.</p> <p>1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</p> <p>Learning Capacity Domain</p> <p>2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.</p> <p>2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.</p> <p>Resource Capacity Domain</p> <p>3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.</p>

Our diverse curriculum ensures access for a variety of learning activities to accommodate differences in learning styles. Our course offerings include AP, AICE, Honors, regular and Intensive levels for core and electives classes. Our IB, AP, and AICE accelerated programs gave approximately 850 AP exams with approximately a 52% pass rate, approximately 325 IB Exams with approximately an 85% pass rate and 202 AICE with a pass rate of approximately 76% . In addition, our ROTC, CTE, and Fine Arts programs provide round out our electives allowing students to shine in non-core areas. The school values the individuality of each student and our end goal is to challenge students to reach their full potential. This is our focus starting with our SPP data which in turn drives our school curriculum.

Our technology focus is seen through the CTE department which offers students numerous opportunities to earn industry certifications which are in high demand in our area. In addition, we have chromebooks and laptops for each department as resources for our teachers and students. Training is offered with each addition and our CTE team is an onsite help. Teachers rely on webpages, remind, achieve, Edmodo, Khan Academy and Math Nation to name a few technological resources.

Communication is key with students and family. We have online grades, grade level assemblies, website, a large online social media presence, mass email, Edmodo sites per teacher/course, remind, and SAC meetings.



Accreditation Page

Accreditation Standards

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment

- Provide adequate and appropriate facilities
- Provide a culture conducive to learning and working
- Maintain a safe learning and working environment

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.

1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Learning Capacity Domain

2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.

2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.

2.9 The system implements processes to identify and address the specialized needs of learners.

2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Resource Capacity Domain

3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

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per teacher/course, remind, and SAC meetings. Mrs. Heck has added a principal remind and newsletter for staff.

Updates are ongoing at Choctawhatchee High school. Since our school is one of the oldest high schools in the county, we have added mobile computer labs, made the school wireless, updated our CTE department with all new Dell computers and added a science lab and new chromebook carts.

Safety is a major concern and we are undergoing many changes to assist in this area including new fencing and the hardening of our front office area in order to create a single point of entry. We have a computer sign in, that creates badges for visitors and scans IDs. We believe if teacher and staff are visible and accessible students feel safer. We have a drill procedure that locks us down until administration can assess the situation and determine the proper course of action.