



Date Submitted: 9/04/2015

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# School Performance Plan

20<sub>15</sub> - 20<sub>16</sub>

**School Name:** Fort Walton Beach High School

## Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AMO	Annual Measurable Objectives	NGSSS	Next Generation Sunshine State Standards
AP	Advanced Placement	NCLB	No Child Left Behind
DA	Differentiated Accountability	PERT	Postsecondary Education Readiness Test
DEA	Discovery Education Assessment	PMP	Progress Monitoring Plan
ED	Economically Disadvantaged	PMS	Progress Monitoring System
ELA	English Language Arts	POC	Plan of Care
ELL	English Language Learners	PPP	Pupil Progression Plan
EOC	End of Course Exam	PSAT	Preliminary Scholastic Aptitude Test
ESE	Exceptional Student Education	SAC	School Advisory Council
FAIR	Florida Assessment for Instruction in Reading	SAI	Supplemental Academic Instruction
FCAT	Florida Comprehensive Assessment Test	SAT 10	Stanford Achievement Test
F/R	Free & Reduced	SESAT	Stanford Early School Achievement Test
FS	Florida Standards	SINI	Schools in Need of Improvement
FSA	Florida Standards Assessment	SPP/SIP	School Performance Plan/School Improvement Plan
IB	International Baccalaureate	SWD	Students with Disabilities
IEP	Individualized Education Program	VE	Varying Exceptionalities
IPDP	Individualized Professional Development Plan		

All school advisory agenda, minutes, membership, and guidelines of operations are housed 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 \$0, will primarily be used for \_\_\_\_\_.

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

John Spolski

Principal's Signature

Lavia Marez

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
John Spolski	Principal
Dolores Noechel	Assistant Principal
Lynne Shirley	English Department Chair
Jackie Sheffield	Math Department Chair
Ann Pearson	Social Studies Department Chair
Beth Russell	Science Department Chair

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

In May, we held our first School Leader Meeting to discuss the changes that were coming in the School Performance Plan. The department heads and house leaders discussed how they would present the information to the departments, how they would decide on the strategies that everyone would use, and who would monitor the strategies.

The department heads met with their departments during exam week and shared the draft of the template. They started to work on the strategies they would include.

We purchased several copies of several books on text dependent questioning, instructional strategies to create teachable moments, and number talk at the request of the departments. These are Text Dependent Questions by Frey and Fisher, The BSCS 5E Instructional Model by Bybee, Making Number Talks Matter by Humphreys and Parker, They Say/ I Say by Graff and Birkenstein, Best Interest of Students by Gallagher, and Notice and Note by Beers and Probst.

On July 7, we held our summer School Leaders Meeting and continued the discussion of the SPP.

During pre-planning, departments met again to discuss focus area strategies.

## School Profile

Fort Walton Beach High School (FWBHS), proud home of the Vikings, serves the diverse communities of southern Okaloosa County including Destin, Okaloosa Island, Fort Walton Beach, Mary Esther, and Hurlburt Field. Currently there are 1,647 students enrolled in grades nine through twelve. We have a strong commitment to excellence by providing the foundation for our students to be successful in the world beyond high school. We are committed to educating the whole student in academics, fine arts, athletics, and community service.

We offer 24 AP courses and 5 AICE courses. Students earn college credit by completing an AP or AICE course and passing the AP/AICE exam. Our PLTW Biomedical Sciences students can earn twelve college credit hours by completing four years and passing the national exams. These students can earn a Biotechnician Assistant Certificate after completing Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, Biology, and Chemistry, and passing the Biotechnician Assistant Credentialing Exam (BACE) with an 80%. Our CHOICE Technology Institute students earn numerous industry certifications. Last year's scholarships amounted to \$7,216,129.

Our Fine Arts Department students have won many local and state competitions, such as the Mattie Kelly Festival of the Arts, Northwest Florida Student Art Show, and OCSD K-12 Art Show. Several students have been commissioned to paint community murals and create sculptures. Our STARS dance team has won numerous competitions including 1st place in Jazz, 3rd place in Hip Hop at State, and 6th place in Hip Hop at Nationals. Nearly 200 students take classes in Improvisation, Theatre, and Design and Production. Theatre students work as house crew for the Broadway touring shows at the Mattie Kelly Arts Center. The FWBHS band is the only OCSD band to consistently earn Superiors in State.

FWBHS is a partner with the United States Air Force in its Student to Student Initiative, supporting new students.

Our service and honor clubs continually support community efforts to improve the quality of life for citizens as well as fostering the growth of our future leaders. During Christmas Connection students helped 77 families with 235 children in our community. Leadership Class also sponsored a Prom for Silver Sands School and participated in Destin Seafood Festival, Fall Festivals for Destin and the local elementary schools, Relay For Life, SADD Docudrama, and other community functions.

## Community and Parent Awareness

Fort Walton Beach High  0641	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
	1. My child's school emphasizes academic performance as the number one priority.	53%	58%	29%	33%	10%	5%	3%	2%	5%	3%	154
2. Our principal is an effective leader who meets the needs of our students.	51%	61%	30%	23%	6%	4%	3%	4%	11%	7%	154	189
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	47%	53%	31%	29%	12%	9%	6%	5%	4%	3%	154	188
4. The school uses a variety of methods for parent communication.	49%	56%	28%	29%	11%	7%	10%	5%	3%	3%	154	188
5. Parent input is valued at my child's school.	40%	48%	30%	24%	15%	16%	8%	5%	7%	7%	154	188
6. Clear expectations of conduct and behavior are communicated to my child.	63%	65%	23%	23%	3%	6%	6%	4%	4%	2%	154	190
7. My child's school maintains a safe environment.	59%	56%	24%	29%	7%	8%	8%	4%	3%	4%	151	190
8. Homework is used to reinforce what is taught in the classroom.	40%	47%	31%	35%	16%	8%	9%	5%	4%	5%	154	188
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	56%	54%	21%	22%	9%	10%	6%	6%	8%	8%	154	189
10. School funds are used to support the school in a financially responsible manner.	41%	44%	24%	25%	12%	5%	7%	6%	16%	20%	152	189
11. As a parent, I feel welcome at my child's school.	59%	58%	25%	29%	7%	4%	5%	4%	5%	5%	152	187
12. The guidance department at my child's school provides for the educational success of my student.	50%	53%	25%	24%	15%	9%	8%	8%	2%	5%	152	189
13. I am satisfied that my child's teachers do a good job educating my child.	44%	50%	38%	34%	10%	9%	7%	5%	1%	2%	153	188
14. My child's school is well maintained.	48%	56%	32%	29%	8%	8%	8%	3%	3%	4%	153	189
15. The amount of time required for my child's homework assignments is appropriate.	35%	42%	25%	33%	15%	13%	18%	7%	7%	5%	152	189
16. The health services provided at my child's school support his/her wellness.	38%	50%	28%	23%	3%	4%	6%	3%	25%	21%	154	190
<b>Total Survey Results</b>	<b>48%</b>	<b>53%</b>	<b>28%</b>	<b>28%</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>5%</b>	<b>7%</b>	<b>6%</b>		

## Community and Parent Awareness

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

86% of the respondents agreed that FWBHS communicates clear expectations of conduct and behavior. 84% feel welcome at our school. 83% agreed that we maintain a safe environment. 82% agreed that our school emphasizes academic performance as the number one priority, and 82% also agreed that they are satisfied that their child's teachers do a good job educating their child.

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

Only 60% agreed that the amount of time required for their child's homework assignments is appropriate. Teachers will continue to convey expectations for classwork and homework and the appropriateness of the assignments for continued learning reinforcement through Edmodo, teacher websites, emails and phone calls.

Only 65% agreed that school funds are used to support the school in a financially responsible manner. Although that is not the case, communication on what we do with our funds may need to be enhanced. Anyone who attends our SAC meetings or looks at our budget on the OCSD website can view that information.

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

Students, families and community members have many opportunities to connect with us. On our Facebook page and on our Twitter account, parents and community members are welcome to comment. The Viking Voice, our electronic newsletter, is emailed out weekly. Contact information is included in the newsletter and on our website, and communication is welcome. The NWFL Daily News frequently highlights FWBHS events, not only in news stories, but also in School Scoops. Teachers communicate through Edmodo, Remind101, and class websites. Emails, phone calls and written notes are other forms of frequently used communication venues.

## Historical School Grade Data

High School	School Year	Grade	Assessment Points										High School Points																
			Reading Proficiency	Algebra Proficiency	Writing Proficiency	Biology Proficiency	Reading Learning Gains	Algebra Learning Gains	Reading Learning Gains for Low 25%	Algebra Learning Gains for Low 25%	High School Retake Bonus Points	Rescaled Assessment Points	HS Acceleration Participation*	Acceleration Participation Total Points (Weighted 1.5 in 2013)	HS Acceleration Performance*	Acceleration Performance Total Points (Weighted 1.5 in 2013)	Four-Year Graduation Rate*	Total Points Received for Overall Graduation Rate	Four-Year At-Risk Graduation Rate*	Total Points Received for At-Risk Graduation Rate	Postsecondary Readiness Reading*	Postsecondary Readiness Reading Total Points	Postsecondary Readiness Math*	Postsecondary Readiness Math Total Points	Total Applied Points (Assessment Points + HS Points)	Total Points Possible	Adequate Progress for At-Risk? (Yes/No)*	Free or Reduced Lunch Rate*	Minority Rate*
FWB	2013	A	68	79	70	86	64	76	56	66	10	80	80	128	86	129	87	178	71	76	81	91	78	88	1265	1600	YES	29	33
District	2013		75	79	66	78	72	73	70	63	6		84	129	86	136	91	184	79	85	86	93	80	87	1307	1600		24	27
State	2013		55	65	63	68	64	69	66	64	2		66	102	77	119	83	171	67	71	75	79	60	64	1113	1589		54	54
FWB	2014	A	65	77	70	79	72	76	68	63	0		80	80	90	90	89	180	67	71	79	79	74	74	1224	1600	Yes	31	34
District	2014	A	74	79	74	78	74	75	73	63	8																	25	29
State	2014		56	67	65	69	65	68	65	65	2																55	57	

High School	School Year	Achievement				Learning Gains				Acceleration Success	Graduation Rate	Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts (Includes Writing)	% Mathematics	% Science (Biology EOC)	% Social Studies (US History EOC)	% English/Language Arts (Includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%	% Students Eligible to Earn College Credit (AP, IB, AICE, Dual Enrollment) or Earn Industry Certification	% 4-Year Overall				
FWB	2015														
District	2015														
State	2015														

**\*Percentages not Counted in Calculation**

Note: State and District Averages are Calculated per School Type (Elementary, Middle, High, Combination)

## School Action Plan

### *ELA: Reading & Writing*

<b>District AMO:</b>	<b>The percent of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.</b>	
<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>	
<b>Reading Instructors/Recruitment (Secondary):</b>	5 Teachers with reading certification/endorsement	0 Teachers working towards reading certification/endorsement

<b>Objectives:</b>		
<b>AMO:</b> The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.		
<b>AMO:</b> The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least     %		
<b>AMO:</b> The percentage of ELL students who will be proficient in reading on the Florida Standards Assessment Test will be at least     %		
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     %.		
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     %.		
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     %		



## ELA Data

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 9	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	23	48%	22%		26%	4%	30%	38%	20%	0%	50%	0%		0%	45%
2014 Post Test (C)	25	40%	48%	12%	0%	12%	0%	30%	0%	0%	33%		0%	10%	0%	0%	13%
2015 Post Test (C)	45	2%	27%	67%	4%	71%	69%	75%		62%	57%		33%	86%	38%	33%	59%
District 2015	474	15%	41%	41%	3%	44%	44%	43%	57%	24%	25%	0%	41%	54%	34%	6%	36%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 10	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	18	17%	72%		6%	6%	11%	0%	17%	0%	0%	25%			14%
2014 Post Test (C)	28	21%	64%	7%	7%	14%	11%	20%	0%	11%	0%		0%	25%	0%	0%	5%
2015 Post Test (C)	47	9%	66%	26%	0%	26%	21%	29%	67%	24%	0%		0%	29%	13%	40%	30%
District 2015	461	12%	61%	26%	2%	28%	28%	27%	36%	25%	33%	20%	20%	28%	19%	12%	27%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 11	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	41	17%	61%		20%	2%	22%	25%	19%	0%	18%	0%		100%	30%
2014 Post Test (C)	36	14%	44%	31%	11%	42%	31%	50%	0%	33%	22%		50%	64%	30%	0%	29%
2015 Post Test (C)	27	22%	37%	30%	11%	41%	36%	46%	0%	22%	33%		100%	56%	75%	13%	14%
District 2015	261	13%	38%	31%	18%	49%	45%	53%	13%	48%	27%	0%	57%	55%	32%	14%	45%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 12	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	11	55%	36%		9%	0%	9%	25%	0%	0%	33%			0%	0%
2014 Post Test (C)	29	7%	45%	31%	17%	48%	38%	52%	50%	57%	33%		0%	55%	17%	14%	31%
2015 Post Test (C)	20	10%	60%	25%	5%	30%	17%	36%	0%	20%	0%		50%	50%	0%	0%	33%
District 2015	148	8%	53%	30%	9%	39%	45%	30%	14%	26%	38%		44%	46%	32%	23%	36%

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 9	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103													
	2014	25	56	55	58	25	50	71		50	58	50	45	53
	<b>2015</b>	<b>45</b>	<b>64</b>	<b>63</b>	<b>66</b>		<b>54</b>	<b>62</b>		<b>72</b>	<b>69</b>	<b>56</b>	<b>53</b>	<b>62</b>
	District	474	58	57	58	63	51	48	50	60	61	56	42	56
Language	2103													
	2014	25	56	60	50	50	58	63		75	50	47	40	56
	<b>2015</b>	<b>45</b>	<b>64</b>	<b>62</b>	<b>68</b>		<b>65</b>	<b>64</b>		<b>53</b>	<b>65</b>	<b>59</b>	<b>57</b>	<b>62</b>
	District	474	54	53	56	56	52	47	10	58	56	51	40	53
Information	2103													
	2014	25	50	45	57	30	55	58		10	50	46	38	50
	<b>2015</b>	<b>45</b>	<b>63</b>	<b>65</b>	<b>60</b>		<b>63</b>	<b>63</b>		<b>50</b>	<b>65</b>	<b>54</b>	<b>53</b>	<b>59</b>
	District	474	55	57	52	56	49	45	40	55	59	52	34	51
Writing	2103													
	2014	25	35	29	43	17	39	39		33	33	29	13	33
	<b>2015</b>	<b>45</b>	<b>58</b>	<b>53</b>	<b>67</b>		<b>55</b>	<b>52</b>		<b>50</b>	<b>63</b>	<b>52</b>	<b>33</b>	<b>57</b>
	District	474	48	46	51	48	40	40	50	46	53	45	36	46

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 10	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103													
	2014	28	51	50	52	30	50	50		33	61	50	31	45
	<b>2015</b>	<b>47</b>	<b>60</b>	<b>62</b>	<b>58</b>	<b>78</b>	<b>58</b>	<b>43</b>		<b>67</b>	<b>62</b>	<b>50</b>	<b>63</b>	<b>60</b>
	District	461	59	59	59	58	55	56	53	63	61	52	45	56
Language	2103													
	2014	28	51	54	44	25	48	40		40	65	58	29	49
	<b>2015</b>	<b>47</b>	<b>51</b>	<b>52</b>	<b>51</b>	<b>70</b>	<b>55</b>	<b>34</b>		<b>60</b>	<b>50</b>	<b>49</b>	<b>54</b>	<b>51</b>
	District	461	54	54	53	58	52	51	55	52	54	50	43	54
Information	2103													
	2014	28	50	48	52	38	59	35		47	49	54	37	50
	<b>2015</b>	<b>47</b>	<b>49</b>	<b>49</b>	<b>48</b>	<b>50</b>	<b>48</b>	<b>30</b>		<b>50</b>	<b>53</b>	<b>41</b>	<b>40</b>	<b>48</b>
	District	461	48	48	48	52	48	42	41	45	49	46	36	47
Writing	2103													
	2014	28	24	27	20	13	30	0		50	25	19	10	25
	<b>2015</b>	<b>47</b>	<b>54</b>	<b>53</b>	<b>54</b>	<b>61</b>	<b>54</b>	<b>37</b>		<b>67</b>	<b>56</b>	<b>44</b>	<b>64</b>	<b>52</b>
	District	461	51	51	50	51	47	47	37	52	52	47	41	48

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 11	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103													
	2014	36	54	49	58	42	70	39		59	55	52	24	58
	2015	27	50	50	51	33	64	20		67	47	60	28	41
	District	261	62	63	60	52	64	49	50	61	63	54	43	64
Language	2103													
	2014	36	61	63	60	40	64	51		70	67	62	31	56
	2015	27	56	52	59	45	44	39		83	67	75	44	42
	District	261	62	59	64	51	60	55	83	70	63	57	41	58
Information	2103													
	2014	36	60	56	62	56	60	56		68	61	56	54	62
	2015	27	56	54	59	33	57	41		76	61	62	37	45
	District	261	61	58	64	41	64	51	38	68	63	53	36	58
Writing	2103													
	2014	36	26	28	25	0	11	33		0	39	25	36	26
	2015	27	35	29	42	17	39	33		50	33	38	19	29
	District	261	26	29	23	21	22	29	0	29	27	30	22	23

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 12	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103													
	2014	29	55	40	61	42	60	50		83	57	50	38	47
	2015	20	53	53	53	20	56	55		70	50	0	40	56
	District	148	58	64	50	46	53	59		58	61	54	51	56
Language	2103													
	2014	29	52	55	51	50	51	47		40	58	63	43	45
	2015	20	59	58	60	50	43	67		84	61	33	44	65
	District	148	57	57	57	57	50	62		65	58	54	50	59
Information	2103													
	2014	29	66	57	70	61	66	64		53	71	63	49	60
	2015	20	55	40	61	35	59	34		71	61	47	35	58
	District	148	58	58	59	54	53	51		61	62	55	50	58
Writing	2103													
	2014	29	26	25	26	25	21	42		0	23	8	36	31
	2015	20	25	17	29	0	20	25		25	31	0	17	28
	District	148	25	24	26	29	24	31		28	23	27	31	26

School	# Students 2015	Test Score				Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
		*2013	*2014	2015		2015	2015	2015	2015	2015
FSA: ELA Grade 10		Pass %				Key Ideas & Details (%)	Craft & Structure (%)	Integration of Knowledge & Ideas (%)	Language & Editing (%)	Text-based Writing (%)
FWB	388	65	65	62	-3					
DISTRICT	2,034	66	66	64	-2					
STATE		54	55	54	-1					

\* Pearson FCAT

## School Action Plan

### *ELA (Reading): Assessment Data Analysis*

#### **What does the analysis of your school data tell you about your school's academic strengths?**

Our ninth graders' DEA testing scores improved with 55% more of levels 3's, 26% greater than the district average. Their level of proficiency improved by 59 percentage points. Our tenth graders level of proficiency improved 19 percentage points. Our free and reduced lunch students had scores that were increased by 46 percentage points in the ninth grade and 25 percentage points in the tenth grade.

In the ninth grade, our strongest increase was in writing, 23 percentage points. In the tenth grade, our strongest increase was also writing, 30 percentage points. Continued emphasis on writing will keep this scores at a high level, while we continue to work on the other strands.

Our ninth grade scores were also up in the information category. We will explore the use of some of the teaching strategies used for those students and incorporate them at the other grade levels.

#### **What does the analysis tell you about your school's opportunities to improve?**

Our eleventh and twelfth graders' scores show that we need to provide continued support and opportunities for improvement, especially in the area of information. With our English teachers working more closely than ever with our social studies teachers, through district provided professional development and frequent collegial conversations, our students' teams of teachers will implement our SPP goals with fidelity and commitment.

With the number of students tested, the subgroup statistics are difficult to analyze, but we will continue to reach out to all students with varied activities and innovative teaching strategies.

# School Action Plan

## *ELA: Strategies & Programs to Support the Objectives*

### ELA Focus 1

#### Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

**Goal: By the end of the year, we expect our students to be able to...** read, analyze, and comprehend complex literary and informational texts independently and proficiently through the process of close reading protocol (including re-reading, text marking, and note-taking), analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text, determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.

#### Professional Development and Activities:

##### District:

The central message provided (September, October, November/December, and January/February) will review and delve into the individual components of Close Reading with an emphasis on text marking/note-taking, and purposeful student talk aligned with Text Dependent Questions by focusing on the following:

- First Read: What Does the Text Say?
  - The first phase concerns the literal meaning of the text, especially as it applies to explicitly stated information, as well as the central ideas or themes.
- Second Read: How Does the Text Work?
  - The second phase involves the mechanics of the piece, especially as it applies to vocabulary, the structure of text, and the author's craft.
- Third Read: What Does the Text Mean?
  - The third phase involves the author's purpose and the inferences they can make based on their understanding of the text. Students also come to understand what a text means when they analyze multiple texts on the same theme or topic.
- Culmination: What Does the Text Inspire You to Do?
  - Text dependent questions will move students to transform their learning of the text into a product
  - Writing through Reading- during the Close Read as well as the culminating activity (essays, RAFT, posters, etc.)
  - Student talk can occur during the Close Read as well as the culminating activity

How the components of Close Reading are applied to Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

##### School-based:

1. Professional development will be offered to ELA and social studies teachers according to grade level, pertaining to the Close Reading Process or individual components of the process. (1/2 Day Sessions: Sept. 25-(AM) 9th-grade English/Geography and (PM) 10th-grade English/World History; Sept. 30-(AM) 11th-grade English/US History and (PM) 12th-grade English/Government/Economics; Oct. 20-(AM) 10th-grade English/World History and (PM) 9th-grade English/Geography; Oct. 21-(AM) 12th-grade English/Government/Economics and (PM) 11th-grade English/US History; Nov. 10-(AM) 9th-grade English/Geography and (PM) 10th-grade English/World History; Nov. 17th-(AM) 11th-grade English/US History and (PM) 12th-grade English/Government/Economics; Jan. 20th-(AM) 10th-grade English/World History and (PM) 9th-grade English/Geography; Jan. 21st-(AM) 12th-grade

English/Government/Economics and (PM) 11th-grade English/US History; with JulieAnn Smith.

2. Teachers will share exemplar close-reading lessons, best practices, and student samples during school-based PD.

3. During the district-provided half-day session, teachers with like courses will be provided time to create a lesson, using multiple texts/text types (ex.: genres, interview, blog, chart, newspaper) focusing on text-dependent questions of varying complexity throughout each read, text marking/note-taking, student talk, and a purposeful culminating task. Teachers will reflect on created lesson.



**Action Steps for Implementation:****School Implementation Action Steps:**

1. Secure dates for the school-based professional development activities during summer school-leader meeting.
2. Create a school-based calendar of professional development, grade-level, department, faculty, and team leader meetings for dissemination during pre-planning.
3. Meet with Grade-Level Chairs by June 19th to determine groupings for district message, SPP goals, and school-based PD protocols such as student talk, text marking/note taking, and question writing.
4. Administer Close-Reading Needs Assessment during post-planning (June 5, 2015).
5. Infuse strategies from Fisher and Frey's Text Dependent Questions, Grades 6-12 into faculty meetings and correspondence.
6. Collaborate within grade levels to determine appropriateness of common text marking/note-taking strategies.
7. Schedule principal/teacher/department chair/Instructional Coach progress chats to discuss close reading progress.
8. Share exemplar lessons and student samples during PD and department meetings.
9. Conduct a book study on Text-Dependent Questions Grades 6-12, by Douglas Fisher and Nancy Frey. These book studies will be conducted after school in department groups during the 1st 9 weeks of school.
10. Order Fisher and Frey Text-Dependent Questions Grades 6-12 for ELA Department prior to the start of school (August 10, 2015).
11. Order They Say/I Say for ELA teachers who do not have copies at the beginning of the school year.
12. Provide common planning for like courses and grade levels where possible.
13. Order copies of Notice and Note for ELA teachers who do not have copies at the beginning of the school year.
14. We will give the new teachers copies of the Shift Flips and Placemats.
15. We will send out the link to Shift Flips, Placemats, and all curriculum resources within the OCS D Curriculum webpage, as a reminder to all teachers.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will continue to embed the Instructional Shifts into daily instruction through purposeful lessons and activities.

2. Teachers will embed Close Reading strategies from Fisher and Frey's Text-Dependent Questions, Grades 6-12, into daily instruction.
3. Teachers will create text-dependent questions of varying complexity as the vehicle to drive student comprehension (from literal to inferential) throughout each read of the Close Read.
4. Students will regularly interact with texts, using text-dependent questions as a guide to navigate these texts and deepen understanding.
5. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response to text-dependent questions.
6. Students will use modeled text marking/note-taking strategies to respond to text-dependent questions of varying complexity.
7. Teachers will create opportunities for student talk/discussion through purposeful text-dependent questions and writing tasks to build student comprehension, stamina, and persistence in reading.
8. Teachers will use standards and FSA Test-Item Specs to create and model how to write appropriately complex questions and use answer stems.
9. Students will use student-talk strategies (ex.: sentence frames, talk moves, Go-Go-Mo, debates) to respond to text-dependent questions and prepare for writing activities.
10. Students will routinely write and answer questions of varying complexity constructed from standards and FSA Test-Item Specs.
11. Teachers will incorporate elements of Close Reading in instructional reading, specifically text marking/note-taking, student talk, and writing through reading.
12. Students will apply elements of Close Reading, specifically text/note-taking, student talk, and writing through reading during instructional reading.
13. Teachers will implement the close reading protocol as well as Notice and Note strategies (signposts) in their classroom instruction.
14. Students will apply close reading protocol as well as Notice and Note strategies (signposts) as instructed while reading.
15. Students will interact with shorter but complex passages and read for a specific purpose.
16. Students will read a passage first for flow and then re-read for a specific purpose while marking the text appropriately.
17. Teachers will include cold read fiction and nonfiction selections in 9-week and semester exams which will require evidence of student close-reading strategies while responding.
18. Teachers will meet in common planning for exam analysis and plan based on results of exam and students' responses to cold reads.

19. Students will build on analyzing multiple texts.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of Close Reading and Writing from Sources strategies	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration
PLCs	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	PLC Action Plan, Walk-Throughs during PLCs	Administration, PLC Leader
Student Talk	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans,, Progress Chats, Instructional Rounds	Administration
Student Samples of Close Reading and Variety of Strategies using Reading/Writing in the Classroom	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Lesson Plans, Progress Chats, Instructional Sample Folder	Administration, PLC Leader, Department Chair

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

## *ELA: Strategies & Programs to Support the Objectives*

### ELA Focus 2

#### Focus: Writing: Argumentative & Informational

**Goal: By the end of the year, we expect our students to be able to...** write arguments to support claims in an analysis of substantive topics or texts that have been close read, using valid reasoning and relevant and sufficient evidence; draw evidence from literary or informational texts to support analysis, reflection, and research using close reading strategies; write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences; write informative/explanatory texts (after close reading) to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation; and gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### Professional Development and Activities:

#### District:

The central message provided (September, October, November/December, and January/February) will focus on individual components of effective writing, including the following:

- Unpacking the Prompt
  - How the task determines the purpose and audience
- Marking the Text
  - The purposeful text marking aligns with the task and purpose
- Planning for the Essay
  - Planning provides guidance and aids student's thesis/claim
- Writing the Essay
  - How are we scaffolding instruction as we build from one source to multiple sources?
  - How are we addressing introductions?
  - How are we addressing conclusions?
  - How are we addressing citing evidence?
  - How are we addressing elaboration?
  - How are we addressing transitions?
  - How are we addressing content specific (from the sources) vocabulary?

#### School-based:

1. HMH Workshop in July for instruction in the newly-adopted and purchased textbook for teachers of eleventh and twelfth-grade English students.
2. PLC for like-courses/grade-level teachers of grades 11 and 12 to plan with the new HMH textbook and supplementary materials.
3. Refresher PLC on Argumentative and Informational Writing protocol for English teachers of grades 9-10. This training will include the use of the new ELA

Writing Rubric. Train new teachers on this protocol and calibration.

4. PLC on the use of the new FSA English Language Arts Test to practice and initiate new strategies for test taking in the classroom to include such strategies as "They Say, I Say" and FSA Test-Item Spec questions to springboard writing practice and writing using evidence.
5. All teachers will be retrained on the 4-4-2 rubric with examples of student work.
6. Book studies on the new Notice and Note and/or In the Best Interest of Students
7. 9th and 10th grade teachers will prepare prompts with text sets and exemplars for FSA.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Meet with school leadership team on July 23rd to determine Needs Assessment for Writing through Reading protocol.
2. Purchase the book Close Reading and Writing from Sources during pre-planning for teachers who do not have a copy.
3. Determine the leaders who will deliver professional development this year.
4. Develop the school-based PD Plan schedule for diagnostic, follow-up, and Mid-Year Progress essays for the Writing through Reading focus before the end of pre-planning (August).
5. Assign monitors at each grade level and course to observe and report progress in writing through reading.
6. Participate in duty release day for 9-10th-grade teachers to score diagnostic essays in October of the year.
7. Provide common planning for teachers of like courses where possible.
8. Purchase file folders to house student writing samples throughout the year.
9. Purchase subscription of current-events magazines for students to read and use as evidence for their essays. These sources also may be used to support AICE General Paper writings.
10. Provide use of computers for at least one attempt per student (grades 9-10) to type an FSA practice essay using a school computer source.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will implement the writing through reading protocol in their classroom instruction.
2. Teachers will extend close reads to discussions and writings.
3. Students will write arguments to support claims in an analysis of substantive topics or texts using textual evidence.
4. Students will write short and long, evidence-based essay responses which require answers with a claim, warrant, and illustration or point, illustration, and explanation.
5. Students will write responses which require them to draw evidence from literary and informational texts (such as AoWs, FYIs, etc.) to support analysis, reflection, and research.
6. Students will cite sources using credible sources and accepted formats (i.e., MLA) while writing their essays.

7. Teachers will instruct students using the current forms of citations and formats of essay writing in use.
8. Teachers will make every possible effort to allow students at least one opportunity to type an essay using the computer during class time.
9. At the end of the first nine weeks, English students in grades 9-10 will complete a "school writes" which will require the use of multiple sources and will develop into an argumentative essay using those sources as support. Our school will select the prompt and sources.
10. During the beginning of December, English students in grades 9-10 will complete another writing assessment as both a practice for the FSA ELA test and a follow-up for the previous writing in order to measure student writing growth.
11. ELA teachers will maintain writing folders to house students' writings/essays throughout the year. These folders will be forwarded to the next grade-level teachers the following school year for students to continue to maintain as a portfolio of their writing growth. These writings may also be used to develop rewrites in following years.
12. Teachers will instruct students on how to unpack a prompt.
13. Teacher will instruct students on purposeful text marking.
14. Teachers will instruct students on thesis/claim.
15. Teachers will scaffold instruction as they address introductions, conclusions, citing evidence, elaboration, transitions, and vocabulary.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of writing through reading strategies	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk-throughs, Lesson Plans, Progress Chats, Instructional Rounds, Student Samples	Administration
PLC	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	PLC Action Plan, Walk-Throughs during PLC	Administration and PLC Leader
Classroom Implementation of Writing through Reading Process	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration
Argumentative Writing for grades 9-10	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Student Samples, Excel Scoring Sheets for data collection, and during PLCs	Administration and PLC Leader
Student Samples of Close Reading and Variety of Strategies using Reading/Writing in the Classroom	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Student Samples, Excel Scoring Sheets for data collection, and during PLCs	Administration, PLC Leader, Department Chair

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

<b>ELA Focus 3 (Optional)</b>
<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b>

<b>Professional Development and Activities:</b>
<b>School-based:</b>

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b>
<b>Classroom Implementation Action Steps (Teachers and Students):</b>

<b>Progress Monitoring:</b>			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

#### ELA Levels 1 and 2 Focus

#### Focus: Intensive Reading (IR)

**Goal: By the end of the year, we expect our students to be able to...** prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively with the use of textual evidence; read, analyze, and comprehend complex literary and informational texts independently and proficiently through the process of close reading protocol (including re-reading, text marking, and note taking); analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text; determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Professional Development and Activities:

##### School-based:

1. HMH workshop in July for instruction in the newly-adopted and purchased textbook for teachers of eleventh-grade English students.
2. PLC on reading and writing using articles from Achieve 3000 (if needed) and the FYI section of the HMH textbooks for ninth, tenth, and eleventh-grade English teachers.
3. Achieve 3000 collaboration PD.
4. NG CARPD teachers who teach our level 2 students will meet with our IR teachers to collaborate on reading strategies.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. School will provide a laptop cart for the IR teachers to share as they implement Achieve 3000.
2. School will provide 5 desktops in each IR classroom for Achieve3000 implementation for daily student rotation.
3. School will schedule principal/teacher progress chats to discuss close reading progress.
4. Testing coordinator will schedule DEA testing.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will implement Achieve3000 daily.
2. Students will use Achieve3000 to monitor their own progress.
3. Teachers will provide incentives for student progress.
4. Teacher will teach using whole group instruction to guide students through the close reading process.
5. Students will implement close reading strategies when working in Achieve 3000.
6. NG CARPD teachers who teach our level 2 students will implement strategies addressed in our IR/CARPD collaborative sessions.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of student talk strategies	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration
PLC	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	PLC Action Plan, Walk Throughs during PLC	Administration, PLC Leader
Classroom Implementation of Student Talk Process	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration
Implementation of Close Reading and Writing from Sources strategies	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration, PLC Leader
Student Samples of Close Reading and Variety of Strategies using Reading/Writing/Student Talk in the Classroom	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration, PLC Leader, Department Chair

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

ELA Subgroup Focus	
<b>Subgroup:</b> ESOL/ELL Students (9-12)	<b>Focus:</b> English-Language Acquisition Strategies
<b>Goal:</b> By the end of the year, we expect our students to be able to... read, analyze, and comprehend complex literary and informational texts independently and proficiently through the process of close reading protocol (including re-reading, text marking, and note taking); analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text; determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	

Professional Development and Activities:
<b>School-based:</b> <ol style="list-style-type: none"><li>1. Possible acquisition of ELL guest speaker(s) for motivational/reading exemplar purposes.</li><li>2. Possible acquisition of ELL mentors and interpreters from the community for ELL students to assist them in close reading for nuances in the language.</li><li>3. Rosetta Stone training for our interpreter.</li><li>4. Provide an after school International Study Hall for our ELL students.</li></ol>

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Provide an after school International Study Hall for our ELL students.
2. Provide computers for student use with Rosetta Stone.
3. Provide teachers with strategies for teaching ELL students.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Students will work with the interpreter in her resource room, as needed.
2. Interpreter will work with students in the content area classrooms, as needed.
3. Students will use Rosetta Stone to improve vocabulary.
4. Teachers will pair students with multilingual students if possible.
5. ELL students will participate in our International Study Hall in order to connect with students who speak English and their home language.
6. Multilingual students will attend our International Study Hall in order to help our ELL students learn our language and become academically successful.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of Close Reading and Writing from Sources strategies	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration
PLCs	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	PLC Action Plan, Walk Throughs during PLC	Administration, PLC Leader
Classroom Implementation of Close Reading Process	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration
Student Samples of Close Reading and Variety of Strategies using Reading/Writing/Vocabulary in the Classroom	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration, PLC Leader, Department Chair

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

#### **ELA SWD Focus**

**Focus:** Student Engagement

**Goal: By the end of the year, we expect our students to be able to...**

initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; come to discussions prepared, having read and researched material under study; refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; and propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.

#### **Professional Development and Activities:**

##### **School-based:**

1. PLC on Student Talk (Amy Holt)
2. PLC on Socratic Seminars and Literature Circles
3. HMH Workshop in July for instruction in the newly-adopted and purchased textbook for teachers of eleventh-twelfth-grade English students
4. Achieve 3000 update PLC, if necessary



**Action Steps for Implementation:****School Implementation Action Steps:**

1. Purchase the book Text-Dependent Questions, Grades 6-12 (Fisher and Frey) for teachers who need it.
2. Purchase In the Best Interest of Students (Kelly Gallagher) for teachers who need it.
3. Determine the leaders who will deliver professional development this year.
4. Develop the school-based PD Plan schedule for the Close-Reading focus to be completed by July 31st.
5. Assign monitors at each grade level and course to observe and report progress in close reading.
6. Schedule principal/teacher progress chats to discuss close reading progress.
7. Share exemplar lessons and student samples during PD and department meetings.
8. Enroll FCAT Level 1 students in mandatory Reading Class for an elective credit taught by a certified reading teacher.
9. Require reading students to participate in the Achieve 3000 computer-based reading program which targets skills most needed by this particular subset of students.
10. Assign FCAT Level 2 students to a CAR PD teacher.
11. Provide teachers with SMART TECHNOLOGY-Smart Boards, Document Cameras, Mimios-to improve student engagement, if teachers do not have these items already.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will implement the close reading protocol as well as Close Reading and Writing from Sources strategies in their classroom instruction.
2. Teachers will implement the close reading protocol as well as Notice and Note strategies (signposts) in their classroom instruction.
3. Teachers will use Achieve 3000 for Articles of the Week for students to base their engagement activities upon.
4. Teachers will provide structures, sentence frames, randomizing, and support to encourage student talk in the classroom.
5. Students will interact in dialogic conversations for a specific purpose.
6. Students will answer and ask text-dependent questions after participating in Student-Talk strategies to promote closer reading and higher-level thinking of the text.

7. Teachers will use SMART technology to improve student engagement.
8. Students and teachers alike will interact with the learning materials via this technology.
9. Students will participate in Pinwheel Conversations, Think-Pair-Share, Cooperative Learning Groups, Literature Circles, Moving Conversations, Quotation Mingles, Socratic Seminars, Jig Saws, and other engaging and interactive techniques.
10. Teachers will include cold read fiction and nonfiction selections in nine week and semester exams which will require evidence of student close reading strategies while responding.
11. Teachers will meet in common planning to create text-based, student-talk lessons within the curriculum.
12. Teachers will use Student-Talk strategies discussed in Kelly Gallagher's In the Best Interest of Students and Fisher and Frey's Text-Dependent Questions.
13. Students will participate in a variety of Student-Talk strategies in the classroom.
14. ESE aides will assist students in the classrooms, as needed.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of Close Reading and Writing from Sources strategies	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration
PLCs	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	PLC Action Plan, Walk Throughs during PLC	Administration, PLC Leader
Classroom Implementation of Close Reading and Student Talk Process	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration
Student Samples of Close Reading and Variety of Strategies using Reading/Writing/Student Talk in the Classroom	Once per 9 Weeks: 10/15/15, 1/14/16, 3/17/16	Walk Throughs, Lesson Plans, Progress Chats, Instructional Rounds	Administration, PLC Leader, Department Chair

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

## *Social Studies*

<b>District Goal:</b>	<b>Students shall demonstrate social studies proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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<b>U.S. History</b> 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      %.
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# U.S. History Proficiency (By School)

## Social Studies: Data

US History EOC 2013-2015 Proficiency (By School)																							
Year	School	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status			Course			
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	US Hist	US Hist Hon	AP US Hist	No US Hist Class
2014	FWBHS	285	4%	17%	31%	28%	21%	<b>79%</b>	79%	79%	88%	65%	56%	100%	72%	85%	59%	50%	76%	73%	84%		
<b>2015</b>	<b>FWBHS</b>	<b>264</b>	<b>2%</b>	<b>13%</b>	<b>33%</b>	<b>28%</b>	<b>24%</b>	<b>85%</b>	<b>87%</b>	<b>83%</b>	<b>67%</b>	<b>71%</b>	<b>73%</b>	<b>100%</b>	<b>91%</b>	<b>90%</b>	<b>76%</b>	<b>22%</b>	<b>77%</b>	<b>78%</b>	<b>93%</b>	<b>80%</b>	
2015	DISTRICT	1,674	7%	14%	31%	23%	25%	79%	82%	76%	82%	57%	67%	60%	80%	83%	56%	18%	71%	69%	92%	92%	64%
2015	STATE		15%	19%	27%	19%	19%	66%															

US History 2013-2015 STRANDS (By School)																					
Year	Name	All Students		Gender		Ethnicity						Status			Course						
		# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	US Hist	US Hist Hon	AP US Hist	No US Hist Class			
19 CENT	2013	FWBHS	309	58%	61%	55%	52%	48%	50%	88%	57%	61%	49%	31%	57%	48%	69%				
	2014	FWBHS	285	59%	63%	57%	61%	52%	46%	59%	53%	64%	54%	43%	56%	54%	64%				
	<b>2015</b>	<b>FWBHS</b>	<b>264</b>	<b>65%</b>	<b>67%</b>	<b>63%</b>	<b>62%</b>	<b>59%</b>	<b>56%</b>	<b>88%</b>	<b>67%</b>	<b>67%</b>	<b>64%</b>	<b>41%</b>	<b>61%</b>	<b>61%</b>	<b>69%</b>	<b>62%</b>			
	<b>2015</b>	<b>DISTRICT</b>	<b>1,674</b>	<b>61%</b>	<b>62%</b>	<b>60%</b>	<b>63%</b>	<b>52%</b>	<b>58%</b>	<b>52%</b>	<b>59%</b>	<b>63%</b>	<b>50%</b>	<b>36%</b>	<b>56%</b>	<b>54%</b>	<b>70%</b>	<b>70%</b>	<b>54%</b>		
GLBL MILT	2013	FWBHS	309	58%	63%	53%	54%	49%	51%	83%	52%	61%	53%	37%	56%	49%	68%				
	2014	FWBHS	285	58%	62%	55%	58%	51%	54%	58%	58%	61%	52%	42%	57%	53%	63%				
	<b>2015</b>	<b>FWBHS</b>	<b>264</b>	<b>60%</b>	<b>63%</b>	<b>56%</b>	<b>52%</b>	<b>51%</b>	<b>53%</b>	<b>67%</b>	<b>62%</b>	<b>62%</b>	<b>54%</b>	<b>30%</b>	<b>55%</b>	<b>54%</b>	<b>65%</b>	<b>59%</b>			
	<b>2015</b>	<b>DISTRICT</b>	<b>1,674</b>	<b>60%</b>	<b>62%</b>	<b>58%</b>	<b>60%</b>	<b>48%</b>	<b>55%</b>	<b>49%</b>	<b>57%</b>	<b>62%</b>	<b>48%</b>	<b>28%</b>	<b>54%</b>	<b>52%</b>	<b>68%</b>	<b>70%</b>	<b>53%</b>		
PEACE	2013	FWBHS	309	61%	66%	57%	61%	51%	52%	94%	54%	65%	54%	36%	59%	53%	72%				
	2014	FWBHS	285	62%	65%	60%	60%	53%	50%	53%	58%	67%	53%	38%	59%	57%	66%				
	<b>2015</b>	<b>FWBHS</b>	<b>264</b>	<b>65%</b>	<b>69%</b>	<b>62%</b>	<b>61%</b>	<b>57%</b>	<b>66%</b>	<b>76%</b>	<b>64%</b>	<b>68%</b>	<b>64%</b>	<b>47%</b>	<b>63%</b>	<b>63%</b>	<b>69%</b>	<b>59%</b>			
	<b>2015</b>	<b>DISTRICT</b>	<b>1,674</b>	<b>62%</b>	<b>65%</b>	<b>59%</b>	<b>58%</b>	<b>52%</b>	<b>59%</b>	<b>54%</b>	<b>60%</b>	<b>64%</b>	<b>51%</b>	<b>38%</b>	<b>57%</b>	<b>55%</b>	<b>70%</b>	<b>70%</b>	<b>53%</b>		

# School Action Plan

## *Social Studies: Strategies & Programs to Support the Objectives*

### **Social Studies Focus 1**

#### **Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards**

**Goal: By the end of the year, we expect our students to be able to...** explore the deeper meaning of texts by using the instructional routine of close reading that includes the following: note taking, text dependent questions, and student talk strategies.

#### **Professional Development and Activities:**

##### **School-based:**

1. Teachers will examine items from the book "Text Dependent Questions" by Fisher & Frey.
2. PLCs will be differentiated by teacher-needs to provide strategies on close reading.
3. Half day professional development provided by the district will be separated by grade level and will include like grades from ELA. These PDs will provide specific reading and writing strategies and information pertinent to social studies.
4. Breakout sessions on ½ day PDs will be lesson specific according to the topic provided by the district and the needs of the teachers.

#### **Action Steps for Implementation:**

##### **School Implementation Action Steps:**

1. Meet with the Leadership Team to create an action plan for the school that includes how information will be delivered to teachers.
2. Determine what strategies and ideas need to be taught during PD.
3. Determine the leaders who will deliver professional development strategies.
4. Share exemplar lessons during PD, faculty meetings, and department meetings.

##### **Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will implement close reading protocol as well as use strategies from "Text Dependent Questions" in their classroom instruction.
2. Students will interact with shorter but complex passages and read for a specific purpose.
3. Students will collect notes from the text to better understand a passage.

4. Students will answer and ask text dependent questions.
5. Teachers will extend close reads to discussion and writing.
6. Teachers will implement lessons using DBQ's, guided reading, Cornell notes, articles of the week, evidence based writing, and/or Socratic seminar research to encourage close reading.
7. Students will participate in everyday instructional reading, using sticky notes to site purpose and relevant information.
8. Students will analyze primary and secondary documents.
9. Students will listen and view speeches and interviews in order to analyze multi-media.

<b>Implementation Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of Text Dependent Questions strategies in classroom instruction (DBQ's, Articles of the Week, evidence based writing, Socratic Seminars)	Weekly to monthly	Lesson plans, walk throughs, progress charts, student work  Teachers will keep evidence in a folder, which will be turned into the department chair.	Administration, Department Chair
PLC's	1/2 days as directed by the district	PLC action plan, walk throughs during PLC, evidence kept by teachers attending the PLC	Administration, PLC Leader, PLC members

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

## *Math*

<b>District AMO:</b>	<b>The percent of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.</b>
<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>

<b>Objectives:</b>	
<b>AMO:</b>	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.
<b>AMO:</b>	The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least     %
<b>AMO:</b>	The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least     %
	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     %.
	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     %.
	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     %



## DEA Math Proficiency (By Grade)

*Math: Data*

School	# Students 2015	Test Score			Strand 1	Strand 2	Strand 3
		*2013	*2014	2015	2015	2015	2015
<b>FSA: Algebra 1 EOC</b>		Pass %			Algebra & Modeling (%)	Functions & Modeling (%)	Statistics & The Number System (%)
<b>FWB</b>	<b>294</b>	72	77	<b>84</b> +7			
<b>DISTRICT</b>	<b>2,210</b>	77	74	<b>81</b> +7			
<b>STATE</b>		64	66	<b>67</b> +1			

\* Pearson Algebra 1

## School Action Plan

### *Math: Assessment Data Analysis*

#### **What does the analysis of your school data tell you about your school's academic strengths?**

Our FSA Algebra 1 EOC passing rate exceeded the district and state. Although we have quite a few of our student in need of intensive support in algebra, our implementation of our Algebra 1A and Algebra 1B blocks have proven to provide these struggling students with the knowledge and skills needed to pass the EOC and continue on through successful math experiences here at FWBHS.

#### **What does the analysis tell you about your school's opportunities to improve?**

We will continue to provide after school tutoring throughout the year and algebra boot camps before the EOC's. We do have some students who are still in need of assistance to reach the level needed to continue on to geometry. This year we have created a Liberal Arts Math for Tenth Graders, and that teacher is committed to individualize instruction, provide hands on learning opportunities, and engage her students in activities that will fill their gaps and provide them with the confidence and skills for success in algebra and geometry.

# School Action Plan

## *Math: Strategies & Programs to Support the Objectives*

### **Math Focus 1**

**Focus: Strategies to Support Standards-based Instruction and Assessments**

**Goal: By the end of the year, we expect our students to be able to...** solve complex problems based on standards and item specs. (AP, FSA, County EOC)

### **Professional Development and Activities:**

#### **District:**

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific FSA item specifications, with a detailed focus on:

- The standards with an emphasis on the Item Specs will drive our instructional focus
  - How does the mastery of the standard begin the instructional process?
  - How do we create multiple activities and strategies to drive instruction of a standard?
  - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
  - How can we embed appropriate math practices, student talk, and spiraling to strengthen student ability to master a standard?

#### **School-based:**

1. Common planning teams will be differentiated by course to focus on specific planning/teaching concerns for each course.
2. Common planning teams will meet weekly to discuss pacing, common assessments, progress.
3. Department head will group teachers for best impact of the central message.
4. After half day instruction, teachers will apply their new knowledge in the classroom by 1.)Using the standards and specs to drive instruction 2.) Creating FSA-like questions for warm ups, exit passes, in class activities, and assessments 3.) Continuing the focus on quality math talk and ways to increase math talk in their classrooms.
5. Algebra Nation will be used as a tool in Algebra classes.
6. We will offer Liberal Arts Math for Tenth Graders to students who are lacking the skills to be successful in geometry. This class will focus on the algebra and geometry skills and concepts needed for continued success.
7. Teachers will participate in instructional rounds, observing best practices of other teachers.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Administration will develop a master schedule allowing common planning for teachers of like courses, if possible.
2. Common planning teams will be given time to meet to discuss pacing and common assessments
3. Department head will group teachers for central message.
4. Teachers will participate in county central message.
5. Teachers will create questions, activities, and assessments modeling what they have learned from the central message.
6. Algebra Nation will be used for practice, question types, and content information.
7. Department meetings will be held monthly to provide progress updates and to share questions/concerns/successes.
8. Continued monitoring and support of our Liberal Arts Math for Tenth Graders class will provide resources and timely strategies.
9. Two Liberal Arts Math teachers will attend the Pitsco training and use the lab kits in their classrooms.
10. Our Algebra 1A and 1B teachers will be trained and implement the Think through Math program.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will design activities with questions written to their specific assessment (EOC, FSA, AP)
2. Students will complete the teacher designed open ended questions in written talk form and share their solutions with justification with their teachers and classmates as verbal talk.
3. Teachers will instruct, provide practice in, and assess standards as described in the item specifications for their course assessment.
4. Students will practice with and be able to answer EOC, FSA, AP type questions.
5. Teachers will design activities where student have the opportunity to share mathematical knowledge and apply the math practices as appropriate, focusing on the standards and item specs for their course.
6. Students will participate in varied activities focused on the standards with opportunities for the math practices and math talk throughout the activities.
7. Two Liberal Arts Math teachers will use the Pitsco lab kits in their classrooms for hands-on learning.

8. Algebra 1A and 1B teachers will implement the Think through Math program.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common planning teams	Weekly	Group planning, reflection, and lesson plans	Administration
Instructional Focus Calendars - creation and revision	Quarterly	Hard copy evidence from teachers	Administration
FSA, AP, EOC type questions	Per chapter	Hard copy evidence from teachers, lesson plans	Administration
Math department meetings	Monthly	Sign in	Department head
Algebra Nation questions/4 per test	Per chapter	Hard copy evidence from teachers, lesson plans	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

<b>Math Focus 2</b>
<b>Focus: Purposeful Spiraling</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b> apply their knowledge of the standards with fluency, accuracy and automaticity.

<b>Professional Development and Activities:</b>
<b>District:</b> The central message provided (September, October, November/December, and January/February) focus on analyzing data for purposeful spiraling. Using item specifications, with a specific focus on: <ul style="list-style-type: none"><li>• What does spiraling look like?</li><li>• What are the different ways teachers are spiraling (Bell ringers, exit passes, etc.)</li><li>• How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)</li><li>• How is it occurring within assessments?</li><li>• How is it monitored by teachers?</li></ul>
<b>School-based:</b> <ol style="list-style-type: none"><li>1. Common planning teams will design common assessments that include previously taught standards.</li><li>2. Teachers will analyze those assessments in data chat groups guided by administration.</li><li>3. Administration will monitor exam results through the use of Exam Surveys completed by teachers after exams are given.</li></ol>

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Administration will set up schedules to include common planning, meeting expectations, and reflection forms.
2. Administration will set nine weeks testing and semester exam dates.
3. Teachers will meet in their common planning teams to create common assessments which will include previously assessed standards.
4. Teachers will use the assessment results, analyzing their standards and addressing successes and weaknesses.
5. Teachers will plan a calendar of spiraled standards, based on the results from their common assessment while still moving ahead with new material.
6. Testing Coordinator will schedule and administer DEA assessment twice during the school year.
7. Administration will provide instructions for teachers to explore DEA results.
8. Administration will set up appointments for teachers to have data chats with them to discuss DEA results.
9. After the second DEA assessment, teachers will identify students who would benefit most from small group tutoring for FSA assessment.
10. Letters will be sent to students who have been identified as needing small group tutoring due to second DEA results.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will use assessment results (DEA, Quiz, Test, Homework, Activity) to plan for purposeful spiraling of their curriculum.
2. Students will experience new material while continually revisiting previously assessed standards to develop fluency and address areas of weakness.
3. Teachers will analyze their first nine weeks exam for areas of weakness and use their calendar to plan spiraled activities to focus on those weaknesses.
4. Classes will be made aware of the weaknesses and the need to improve.
5. Students will track their progress/improvement in their standards as a group.
6. Teachers will design warm up activities, exit passes, take home tests, and class activities (large group, small group) to provide continued support and focus on the most missed concepts.
7. Students will participate in these activities to correct misconceptions and misunderstandings and improve their mastery of specific standards.
8. Teachers will continue to use this process with their semester exams and third nine weeks exams, each time refocusing and planning a new spiraling calendar.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common quarterly assessment	Quarterly	Hard copy evidence	Administration
Spiraling calendar	Quarterly	Hard copy evidence	Administration
Warm up activities focused on spiraled standards	Weekly	Hard copy evidence, walk throughs, lesson plans	Administration
Exit passes focused on spiraled standards	Weekly	Hard copy evidence, walk throughs, lesson plans	Administration
Quarterly assessment reflection	Quarterly	Hard copy evidence, lesson plans	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

<b>Math Levels 1 and 2 Focus 1</b>
<b>Focus:</b> Differentiation of Instruction
<b>Goal:</b> By the end of the year, we expect our students to be able to... solve complex problems based on standards and item specs. (AP and FSA)

<b>Professional Development and Activities:</b>
<b>School-based:</b> 1. Block teachers will participate in a monthly PLC focused on differentiation methods. 2. Administration will provide an aide for math support in all block classes.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Level 1 and Level 2 students will be placed in the Algebra IA/IB block.
2. School will provide common planning for block teachers, if possible.
3. School will provide release time for these teachers to create lessons that include standards based questions similar to the FSA assessment.
4. A PLC will be created to focus on different methods of differentiation that teachers can use in a mathematics classroom. ASCD articles focused on different methods of differentiation will be read and discussed. The teachers will then apply the methods of differentiation in their classroom to support level 1 and 2 students. All math teachers will be invited to participate.(One article per month, total 8 articles)
5. Ms. Thetford will be used as a observer during 1/2 of one of her in-service days each month. She will observe the methods, questioning, math talk, spiraling plans, etc., giving feedback to improve instruction.
6. Administration, block teachers, department chair, and aide will create a schedule and expectations during preplanning.
7. Algebra 1A and 1B teachers will implement the Think through Math program.
8. Liberal Arts Math for Tenth Graders will be offered to students who are lacking the skills to be successful in geometry. This class will focus on the algebra and geometry skills and concepts needed for continued success.
9. Computers will be provided for Think through Math implementation
10. School will provide a math aide to individually assist students in the Algebra 1A and Algebra 1B blocks.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will analyze student records to identify level 1 and level 2 students.
2. Teachers will attend our PLC focused on different methods of differentiation.
3. Teachers will attempt these different methods in their classrooms.
4. Students will participate in differentiated instruction.
5. Teachers will present student feedback/results and reflect on different methods at PLC the following month.
6. Continued monitoring and support of our Liberal Arts Math for Tenth Graders class will provide resources and timely strategies.

7. Our Algebra 1A and 1B teachers will be trained and implement the Think through Math program.

8. Students will participate in Algebra Nation.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Math aide's schedule and expectations	Quarterly	Written documentation and meetings to discuss progress	Administration
PLC group	Monthly for 8 months	Written documentation	Department Chair
Observations for feedback	4 times per year	Written documentation, walk throughs	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

Math Levels Subgroup Focus	
<b>Subgroup:</b> AP Math Courses	<b>Focus:</b> Improved AP Exam Scores
<b>Goal:</b> By the end of the year, we expect our students to be able to... demonstrate their AP content knowledge on their AP Exams with an increased level of proficiency when compared to last year's exam results. (Increase the number of students scoring a 3 or better)	

Professional Development and Activities:
<b>School-based:</b> <ol style="list-style-type: none"><li>1 . Teachers of like AP coures will plan together.</li><li>2. Half day in-service will be established for AP Calculus to common plan with like teachers at other schools.</li><li>3. Statistics teachers will attend AP Summer Institute for AP Statistics</li></ol>

**Action Steps for Implementation:****School Implementation Action Steps:**

1. School will send AP Statistics teachers to AP summer institute
2. AP Calculus teacher will coordinate with another school's AP teacher.
3. School will use AP potential and personal contact to recruit students and build AP courses and feeder courses.
4. School's AP coordinator will work with AP math teachers to inform them of new resources and strategies.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will analyze course content.
2. Teachers will integrate AP released questions as appropriate with course content, to give students practice with AP test level questions.
3. Students will practice AP released questions to prepare for the AP exam.
3. Teachers will design cumulative assessments and activities with spiraled AP problems from previous material.
4. Students will practice spiraled material to develop fluency and mastery of material.
5. Teachers will analyze results of spiraled material, quizzes, and assessments to continue to readjust their spiraling calendar to reach most missed concepts.
6. Students will monitor success through assessment results for progress on specific concepts.
7. Teachers will identify students who are struggling with material and use different methods of instruction to provide instructional support for these students.
8. Students will participate in differentiated instruction to strengthen their weaknesses.

**Progress Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Spiraling Plan	Monthly	Lesson plans and walkthroughs	Administration
Calculus PLC	Quarterly	PLC notes, lesson plans and walkthroughs	Administration
Differentiation PLC	Monthly	PLC notes, lesson plans and walkthroughs	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

<b>Math SWD Focus</b>
<b>Focus:</b> using differentiated instruction methods to provide more one on one teacher/ESE student contact time
<b>Goal:</b> By the end of the year, we expect our students to be able to... solve complex problems based on standards and item specs. (AP and FSA)

<b>Professional Development and Activities:</b>
<b>School-based:</b>
1. PLC focused on methods to provide differentiated instruction

**Action Steps for Implementation:****School Implementation Action Steps:**

1. School will identify ESE students and disseminate paperwork.
2. School will provide a math aide to assist ESE students in math classrooms.
3. ESE aides will visit math classrooms to assist their students.
4. Teachers and administration will develop a schedule for the math aide and the ESE aides.
5. PLC will meet monthly and focus on differentiated instruction so math teachers can engage the class in meaningful activities while providing more small group and one on one instruction to ESE students.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will review IEP accommodations and adjust instruction to meet those needs.
2. Teachers will invite ESE support into the classroom to work with individual ESE students as a method of differentiating instruction.
3. Classroom teachers will have progress check conversations each nine weeks with ESE teachers and students to adjust strategies for success.
4. ESE students will actively engage in the learning process by expressing their needs, asking questions, answering questions, and participating in classroom activities.
5. Teachers will use the math aide to help facilitate more small group and one on one instruction with ESE students.
6. Students will participate in small group and one on one instruction to develop a deep understanding of skills for long term retention and application.
7. Teachers will use strategies presented in Making Number Talks Matter by Humphreys and Parker.



<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Progress checks with ESE students and ESE teachers	Monthly	Documentation	ESE teacher, classroom teacher
Activities designed to facilitate small group and one on one instruction	Weekly	Lesson plans and walk throughs	Administration
PLC on differentiation	Monthly	Documentation, lesson plans, and walk throughs	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

## *Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objective:</b>
The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-Of-Course Exams will be at least      %.

# Science Proficiency (By School)

## Science: Data

BIOLOGY EOC 2013-2015 Proficiency (By School)																												
Year	School	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status			Grade Level					Course			
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	8	9	10	11	12	Bio 1	Bio 1H	Bio Pre-IB	No Bio Course
2013	FWBHS	433	2%	14%	44%	17%	23%	85%	88%	81%	80%	67%	86%	100%	87%	88%	61%	67%	73%	85%	84%	100%		72%	99%			
2014	FWBHS	438	3%	18%	42%	14%	23%	79%	82%	76%	84%	63%	62%	100%	87%	84%	57%	39%	68%	80%	54%	100%	100%	70%		96%		
2015	FWBHS	392	4%	18%	36%	19%	23%	78%	80%	76%	88%	43%	81%		76%	85%	53%	29%	64%	79%	43%	100%	100%	64%	99%		80%	
2015	District	2,166	8%	20%	39%	14%	19%	72%	72%	73%	83%	44%	63%	62%	73%	77%	47%	13%	58%	100%	74%	54%	80%	55%	56%	95%	98%	57%
2015	STATE		12%	23%	37%	12%	16%	64%																				

Biology 2013-2015 STRANDS (By School)																						
Year	Name	All Students		Gender		Ethnicity						Status			Course							
		# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	Bio 1	Bio 1H	Bio Pre-IB	No Bio Class				
MOL	2013	FWBHS	433	61%	62%	60%	65%	50%	62%	67%	55%	63%	50%	50%	53%	52%	71%					
	2014	FWBHS	438	59%	60%	57%	61%	50%	47%	78%	62%	62%	47%	43%	52%	52%						
	2015	FWBHS	392	59%	59%	58%	64%	45%	54%		60%	62%	44%	37%	52%	48%	74%			53%		
	2015	DISTRICT	2,166	53%	53%	54%	60%	42%	45%	51%	54%	56%	41%	30%	46%	43%	68%	68%	43%			
CLS	2013	FWBHS	433	58%	59%	57%	56%	48%	56%	69%	57%	60%	47%	40%	52%	48%	69%					
	2014	FWBHS	438	59%	60%	59%	59%	48%	52%	68%	63%	62%	49%	43%	53%	51%						
	2015	FWBHS	392	58%	58%	58%	52%	45%	60%		57%	61%	41%	34%	50%	48%	72%			63%		
	2015	DISTRICT	2,166	54%	54%	54%	55%	42%	49%	49%	53%	57%	41%	30%	46%	45%	68%	68%	46%			
ORG	2013	FWBHS	433	64%	66%	63%	63%	52%	62%	79%	59%	67%	53%	33%	56%	56%	75%					
	2014	FWBHS	438	60%	62%	57%	58%	51%	47%	70%	62%	63%	54%	42%	53%	53%						
	2015	FWBHS	392	62%	64%	61%	61%	49%	60%		63%	66%	48%	38%	56%	54%	75%			65%		
	2015	DISTRICT	2,166	59%	59%	59%	62%	47%	52%	62%	59%	62%	46%	32%	52%	50%	72%	72%	51%			

# School Action Plan

## *Science: Strategies & Programs to Support the Objective*

### Science Focus

#### Focus: Strategies to Support Standards-based Instruction and Assessments

**Goal: By the end of the year, we expect our students to be able to...** demonstrate the mastery of the standards by identifying meaningful events and becoming mentally engaged by experiences that generate questions or problems; trying to answer their engaging questions and expressing their current knowledge and skills; proposing explanations and answers to questions ; confronting a related but new activity that requires the transfer of the concepts and skills learned; expressing their knowledge and abilities in an assessment.

### Professional Development and Activities:

#### District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific state item specifications, with a detailed focus on:

- Using Item Specification to drive our instructional focus with an emphasis on the 5 E Instructional Model Creating Teachable Moments by Rodger W. Bybee
  - How does the mastery of the standard begin the instructional process?
  - How do we create multiple activities and strategies to drive instruction of a standard?
  - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
  - How can we embed close reading, student talk, and spiraling to strengthen student ability to master a standard?

#### School-based:

- 1) Department head will work with department to design professional development plan centering around the 5 E Model Creating Teachable Moments by Rodger W. Bybee. September focus will be on formative assessments with collaboration, and the December focus will be on evaluation of progress made and possible future improvements.
- 2) Post PD-teachers will apply knowledge learned at PD
- 3) Teachers will collaboratively design formative and summative assessments with questions tied directly to standards.
- 4) During monthly department meetings, teachers will discuss progress of the 5E Model in their classrooms.
- 5) Physics, Biomed and AP Chemistry teachers will work with teachers at other schools to collaboratively develop lessons and activities.
- 6) New teachers will how use the standards and item specs to guide instruction.

**Action Steps for Implementation:****School Implementation Action Steps:**

- 1) Purchase books: 5 E Instructional Model Creating Teachable Moments by Rodger W. Bybee
- 2) Organize department into groups for PD in September and December
- 3) Schedule department meetings for progress checks

**Classroom Implementation Action Steps (Teachers and Students):**

- 1) Teachers will create activities to enable students to make connections between past and present learning experiences.
- 2) Students will generate questions from this connection of past and present learning.
- 3) Teachers will give students the opportunity to express their conceptual understanding or to demonstrate a skill.
- 4) Teachers will provide new experiences for students to develop deeper and broader understanding of the information or skill.
- 5) Students will show their new knowledge by completing a summative assessment.
- 6) Teachers will evaluate student progress and plan spiraling activities to build on this new knowledge.
- 7) Teachers will develop mastery of each standard through the instructional processes listed in the 5E book.
- 8) Students will participate in multiple activities and strategies driven by instruction.
- 9) Students will participate in formative and summative assessments with questions that are tied directly to assess knowledge of a standard.
- 10) Teachers will imbed close reading, student talk and spiraling to strengthen students' ability to master the standards.
- 11). Students will participate in everyday instructional reading, using sticky notes to site purpose and relevant information.
- 12) Students will analyze primary and secondary documents.
- 13) Students will listen and view speeches and interviews in order to analyze multi-media.
- 14) Teachers will used Standards and Item Specs to guide instruction.
- 15) Teacher will provide hands on instruction.

<b>Implementation Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
PD Biology teachers	4 half days	Lesson plans and notes from PD	Administration
PD other science teachers	2 days; Sept. and Dec.	Lesson plans and notes from PD	Administration
Classroom lessons and activities that support 5 E Model	Throughout the school year	Lesson plans and walk throughs	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Science: Strategies & Programs to Support the Objective*

#### Science Focus

#### Focus: Purposeful Spiraling

**Goal: By the end of the year, we expect our students to be able to...**integrate prior knowledge into new lessons which will enable them to master the standards.

#### Professional Development and Activities:

##### District:

The central message provided (September, October, November/December, and January/February) will focus on analyzing data for purposeful spiraling. Using item specifications, with an emphasis on:

- What does spiraling look like?
- What are different ways teachers are spiraling (Bell ringers, exit passes, etc.)
- How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)
- How is it occurring within assessments?
- How is it monitored by teachers?

##### School-based:

- 1) Department PD; last hour of each session in PLC will focus on purposeful spiraling
- 2) During monthly department meetings, teachers will discuss application of spiraling

**Action Steps for Implementation:**

**School Implementation Action Steps:**  
 1) Organize teachers in to groups for PD in September and December.

**Classroom Implementation Action Steps (Teachers and Students):**  
 1) Students will build upon prior knowledge to be successful in integrating new concepts  
 2) Teachers will indicate to students the prior knowledge  
 3) Teachers will check progress with spot checks of progress during class  
 4) Teachers will use analysis of 9 week's exam results and formative assessments to plan for spiraling as necessary for mastery of standards  
 5) Teachers will re-teach/review as necessary  
 6) Teachers will use bell ringers and exit passes to spiral.  
 7) Teachers will use intermittent assessments and teacher observations to determine content to be readdressed.  
 8) Teachers will use assessments to monitor progress in the spiraled areas.  
 9) Students will work in small groups with hands on activities, more frequently in the regular classes than the honors.

**Implementation Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Bell Ringers	Weekly	Lesson plans and walk throughs	Administration
Common quarterly assessments	Quarterly	Lesson plans and reflections	Administration



<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



## Accreditation Page

### Accreditation Standards

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

### Focus Area 1: Improving and Advancing Student Achievement

#### Goals:

- 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

Our Biomedical Sciences Program is in its sixth year. Students participating in this Project Lead the Way (PLTW) program have the opportunity to earn 12 college credit hours in the biology program at the University of West Florida by completing all four years and scoring a minimum score on the national PLTW exams given here at FWBHS. Students also have the opportunity to sit for the University of Florida Biotility Biotechnical Assistant Certificate Exam (BACE) in the fourth year of the program, if they have successfully completed the first three years of the program, biology, and chemistry.

Ft. Walton Beach High School CHOICE Technology Institute offers students the opportunity to earn numerous industry certifications. The Introduction to IT course offers the Microsoft Office Specialists certification (Word, PP, and Excel). Digital Design 1 offers certifications in Adobe Photoshop ACA. Foundations of Web Design offers certifications in CIW. User Interface Design offers certifications in Dreamweaver ACA. Digital Media Technology offers certifications in Adobe Motion. Demand for IT continues to be high in our geographical area. Our Construction Technology offers AutoCAD Associate and AutoCAD Professional.

### Focus Area 2: Learning and Working in a Safe and Productive Environment

#### Goals:

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

Renovations are ongoing at our school. We have completed 4 phases. Phase 1 included 22 classrooms and the nurse's station. Phase 2 included 6 classrooms and 2 large labs. Phase 3 included duct work, lights, ceiling tiles and air conditioning for 13 classrooms and a computer lab. Phase 4 included 1 new air conditioner, HVAC air ducts, new lighting and new ceilings with new grids.

Our varied course offerings provide opportunities for all students to work and achieve at all levels. Our faculty and staff are committed to enhance learning by implementing SPP goals and action steps.

FWBHS continues to provide a safe environment by following district safety guidelines, including frequent drills.