



Date Submitted: _____

Dates of Revision: 9/30/15

School Performance Plan

20₁₅ - 20₁₆

School Name: Choctawhatchee 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 \$_____, will primarily be used for_____.

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

Cindy Gates

Principal's Signature

Earnastine Carswell

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 |
|-----------------|------------------------------------|
| Cindy Gates | Principal |
| Michelle Heck | Assistant Principal |
| Brooke Lord | Assistant Principal |
| Valerie Chubb | Science Teacher |
| Elaine Hagan | Science Teacher - Department Chair |
| Kim Keeler | Math Teacher - Department Chair |
| Annette Klabuhn | IR Teacher - Department Chair |
| Alison Riley | English Teacher |
| Kim McCarthy | English Teacher - Department Chair |
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| | |
| | |
| | |

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

1. Administrative Team and SPP Team reviews 2014-2015 SPP, school data and Community & Parent Awareness Survey results and initially meet on June 11th.
2. SPP Team begins to form goals and collects input from department chairmen and teachers within content areas. SPP Team meets again on June 25th to review the first draft of the SPP.
3. Administrative Team compiles information from Evaluations of Professional Development/Feedback of Needs and shares with the SPP Team. SPP Team meets on July 14th to review latest draft of the SPP.
4. Department Chairmen review SPP and give final check/feedback before teachers return for Pre-Planning week. SPP Team reviews draft of SPP.
5. Administrative Team reviews final SPP to submit on September 4th.
6. OCSD reviews final SPP and provides feedback.
7. The School Advisory Council (SAC) will approve the SPP in September and final revisions made to SPP by Admin and submitted to OCSD by September 30th.

School Profile

Choctawhatchee High School is one of two comprehensive public high schools nestled in the Greater Fort Walton Beach, FL area. Located on the Gulf of Mexico in the Northwest Florida Panhandle, Fort Walton Beach is the largest municipality in Okaloosa County. “Choctaw” has a student population of approximately 1623 with a mobility rate of 6.2%, attracting an ethnically, racially, geographically, and socio-economically diverse student body, thirty percent of whom come from Hurlburt Field and Eglin Air Force Bases. The students attend from over 26 countries speaking 14 different languages. The socioeconomic diversity mirrors the community and the local military bases. The racial composition of the school is 15.0% Black, 62.3% White, 4.1% Asian, 11.2% Hispanic, .6% American Indian and 6.8% Multiracial. Choctaw’s goal is to empower students with the academic, technological, and decision-making skills to become self-reliant, productive citizens in a global society. The vision of Choctaw is that we will be a place that is clean, safe, and conducive to student learning; a place where students succeed; a place where leaders are created and trained; a place where students, faculty, parents and the community are a unified team; an academic institution that sets standards by raising the bar and promoting rigor; a place where respect is the rule and relationships are built. This statement, along with the principal’s philosophical leadership style, naturally promotes learning that is rooted in the beliefs and visions of the school’s stakeholders. An annual Customer Satisfaction Survey of parents indicates that an overwhelming preponderance of the stakeholders agree or strongly agree that the school is effective in meeting the needs of students and parents. This survey is available upon request in the school’s front office. The community embraces and supports the deep traditional roots of Choctaw along with the budding new partnerships and programs that provide solid new curriculum choices. Choctawhatchee High School has a unique blend of staff members who possess very specialized skills. The faculty, staff, and sponsors (Team Choctaw), work closely with students and parents to develop and grow young adults. The culture that stems from traditional values and ideals supports rigorous programs that focus on best practices for student achievement.

Community and Parent Awareness

| Choctawhatchee High 0581 | 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. <i>My child's school emphasizes academic performance as the number one priority.</i> | 59% | 63% | 28% | 27% | 5% | 6% | 4% | 3% | 4% | 2% | 223 |
| 2. <i>Our principal is an effective leader who meets the needs of our students.</i> | 57% | 57% | 22% | 24% | 6% | 7% | 6% | 3% | 9% | 8% | 223 | 322 |
| 3. <i>As a parent, I am made aware of the curriculum program for my child's grade level or course.</i> | 62% | 66% | 23% | 24% | 8% | 6% | 5% | 3% | 2% | 2% | 222 | 319 |
| 4. <i>The school uses a variety of methods for parent communication.</i> | 59% | 58% | 20% | 26% | 9% | 10% | 8% | 3% | 4% | 2% | 222 | 322 |
| 5. <i>Parent input is valued at my child's school.</i> | 49% | 51% | 23% | 26% | 14% | 12% | 9% | 6% | 5% | 5% | 222 | 322 |
| 6. <i>Clear expectations of conduct and behavior are communicated to my child.</i> | 66% | 72% | 22% | 20% | 7% | 5% | 3% | 1% | 3% | 2% | 223 | 321 |
| 7. <i>My child's school maintains a safe environment.</i> | 62% | 66% | 22% | 25% | 8% | 5% | 5% | 2% | 3% | 2% | 221 | 320 |
| 8. <i>Homework is used to reinforce what is taught in the classroom.</i> | 56% | 54% | 23% | 27% | 10% | 12% | 9% | 3% | 3% | 3% | 222 | 320 |
| 9. <i>My child's school treats everyone fairly, regardless of race, economic status, or other relationships.</i> | 58% | 59% | 16% | 19% | 5% | 8% | 10% | 6% | 10% | 7% | 222 | 320 |
| 10. <i>School funds are used to support the school in a financially responsible manner.</i> | 47% | 51% | 23% | 24% | 5% | 7% | 9% | 4% | 17% | 13% | 221 | 320 |
| 11. <i>As a parent, I feel welcome at my child's school.</i> | 60% | 63% | 26% | 23% | 6% | 8% | 5% | 3% | 3% | 3% | 219 | 319 |
| 12. <i>The guidance department at my child's school provides for the educational success of my student.</i> | 58% | 62% | 23% | 20% | 6% | 7% | 6% | 6% | 6% | 6% | 221 | 320 |
| 13. <i>I am satisfied that my child's teachers do a good job educating my child.</i> | 53% | 50% | 26% | 34% | 10% | 10% | 8% | 4% | 3% | 2% | 221 | 320 |
| 14. <i>My child's school is well maintained.</i> | 50% | 53% | 27% | 28% | 11% | 12% | 9% | 4% | 3% | 2% | 222 | 320 |
| 15. <i>The amount of time required for my child's homework assignments is appropriate.</i> | 45% | 46% | 27% | 27% | 13% | 15% | 10% | 8% | 5% | 5% | 220 | 319 |
| 16. <i>The health services provided at my child's school support his/her wellness.</i> | 51% | 54% | 19% | 20% | 4% | 5% | 4% | 2% | 22% | 19% | 222 | 320 |
| Total Survey Results | 56% | 58% | 23% | 25% | 8% | 8% | 7% | 4% | 6% | 5% | | |

Community and Parent Awareness

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

Choctaw prides itself on putting academics first as well as ensuring that our parents feel welcome anytime they call, email or visit our school. 87% of parents agree that Choctaw emphasizes academic performance as the number one priority. 86% of parents feel welcome at Choctaw.

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

With a decrease from 90% to 85% that parents are aware of the curricular programs for their child(ren), we are concerned. In the 2014/15 school year, we changed our registration process with hopes that our teachers would be out of the classroom less; however, this included less conferencing time with parents & students. We will readdress our valuable time spent with our families and helping them understand the curriculum options available at Choctaw.

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

GRADES/OCSD Parent Portal, Talk of the Tribe E-Newsletter, Registration and Conference Sessions, ChoctawIndians.net, Handbooks/Student Planners, Big Green Fan Night/Open House, High School & Beyond Night, Parent Conferences, FSA Informational Night, Twitter, Good News from Choctaw postcards from teachers to parents, Attendance Letters mailed home, Tutoring, GPA Warning Letters for 2.49 and below, Teacher/Parent Meetings, Parent Information Forum, SPEAR, Parent Involvement Program, Connect-Ed Phone System, Syllabi, Phone calls to the parent/guardian of any student with three unexcused absences, Facebook Page, Instagram, 8th Grade Open House, Attendance-related home calls, electronic front marquee, Educate the Educators Program, Community Mentoring Program, Student-led Freshmen Orientation, and teacher webpages, Remind101 Teacher Texts.

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* |
| Choctaw | 2013 | A | 67 | 79 | 57 | 75 | 68 | 74 | 69 | 63 | 10 | 85 | 85 | 135 | 63 | 110 | 88 | 180 | 72 | 78 | 78 | 88 | 76 | 86 | 1239 | 1600 | YES | 35 | 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 |
| Choctaw | 2014 | A | 65 | 71 | 62 | 74 | 71 | 68 | 73 | 55 | 10 | | 86 | 86 | 67 | 67 | 86 | 177 | 65 | 71 | 77 | 77 | 75 | 75 | 1176 | 1600 | Yes | 34 | 33 |
| 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% | | | | |
| Choctaw | 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

| | | |
|---|--|--|
| District AMO: | 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 %. | |
| District Goal: | Students shall demonstrate reading proficiency at or above the expected grade level. | |
| Reading Instructors/Recruitment (Secondary): | 3 Teachers with reading certification/endorsement | 1 Teachers working towards reading certification/endorsement |

| | | |
|---|--|--|
| Objectives: | | |
| AMO: 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 %. | | |
| AMO: The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least % | | |
| AMO: 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) | 81 | 15% | 42% | | 38% | 5% | 43% | 35% | 56% | | 33% | 0% | | 40% | 53% |
| 2014 Post Test (C) | 110 | 15% | 33% | 38% | 15% | 53% | 53% | 53% | 60% | 33% | 33% | | 63% | 67% | 44% | 5% | 45% |
| 2015 Post Test (C) | 84 | 23% | 63% | 14% | 0% | 14% | 11% | 17% | 50% | 19% | 5% | | 0% | 14% | 14% | 0% | 13% |
| 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) | 89 | 7% | 33% | | 40% | 20% | 61% | 61% | 60% | 57% | 32% | 50% | 100% | 56% | 78% |
| 2014 Post Test (C) | 90 | 14% | 27% | 30% | 29% | 59% | 67% | 49% | 100% | 44% | 30% | | 71% | 65% | 41% | 0% | 51% |
| 2015 Post Test (C) | 89 | 17% | 48% | 35% | 0% | 35% | 35% | 35% | 33% | 33% | 35% | | 17% | 38% | 19% | 6% | 29% |
| 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) | 48 | 13% | 42% | | 31% | 15% | 46% | 43% | 48% | 100% | 38% | 40% | | 80% | 41% |
| 2014 Post Test (C) | 57 | 7% | 30% | 37% | 26% | 63% | 56% | 69% | 100% | 59% | 62% | 0% | 50% | 70% | 42% | 22% | 63% |
| 2015 Post Test (C) | 45 | 22% | 40% | 27% | 11% | 38% | 42% | 32% | | 50% | 0% | | 33% | 48% | 23% | 14% | 43% |
| 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) | 17 | 29% | 47% | | 24% | 0% | 24% | 33% | 18% | 0% | 0% | 0% | | 50% | 30% |
| 2014 Post Test (C) | 23 | 9% | 57% | 26% | 9% | 35% | 27% | 42% | | 25% | 20% | | 50% | 50% | 33% | 25% | 31% |
| 2015 Post Test (C) | 28 | 14% | 43% | 36% | 7% | 43% | 56% | 20% | 0% | 43% | 60% | | 0% | 46% | 27% | 50% | 50% |
| 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 | 110 | 75 | 74 | 76 | 70 | 68 | 67 | | 81 | 81 | 79 | 50 | 70 |
| | 2015 | 84 | 49 | 48 | 50 | 61 | 53 | 36 | | 44 | 54 | 55 | 39 | 46 |
| | District | 474 | 58 | 57 | 58 | 63 | 51 | 48 | 50 | 60 | 61 | 56 | 42 | 56 |
| Language | 2103 | | | | | | | | | | | | | |
| | 2014 | 110 | 68 | 71 | 65 | 80 | 63 | 55 | | 81 | 73 | 72 | 43 | 66 |
| | 2015 | 84 | 47 | 42 | 52 | 56 | 48 | 39 | | 60 | 49 | 45 | 40 | 47 |
| | District | 474 | 54 | 53 | 56 | 56 | 52 | 47 | 10 | 58 | 56 | 51 | 40 | 53 |
| Information | 2103 | | | | | | | | | | | | | |
| | 2014 | 110 | 68 | 67 | 68 | 82 | 64 | 54 | | 68 | 74 | 66 | 42 | 64 |
| | 2015 | 84 | 44 | 42 | 45 | 50 | 45 | 32 | | 57 | 48 | 46 | 30 | 41 |
| | District | 474 | 55 | 57 | 52 | 56 | 49 | 45 | 40 | 55 | 59 | 52 | 34 | 51 |
| Writing | 2103 | | | | | | | | | | | | | |
| | 2014 | 110 | 53 | 56 | 50 | 73 | 56 | 42 | | 58 | 55 | 48 | 34 | 51 |
| | 2015 | 84 | 48 | 48 | 49 | 46 | 47 | 38 | | 50 | 56 | 49 | 37 | 48 |
| | 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 | 90 | 64 | 67 | 60 | 89 | 61 | 48 | | 59 | 67 | 60 | 18 | 61 |
| | 2015 | 89 | 57 | 58 | 56 | 61 | 54 | 50 | | 59 | 61 | 49 | 38 | 51 |
| | District | 461 | 59 | 59 | 59 | 58 | 55 | 56 | 53 | 63 | 61 | 52 | 45 | 56 |
| Language | 2103 | | | | | | | | | | | | | |
| | 2014 | 90 | 66 | 71 | 60 | 87 | 66 | 45 | | 74 | 68 | 63 | 26 | 62 |
| | 2015 | 89 | 55 | 54 | 56 | 63 | 55 | 50 | | 50 | 58 | 48 | 38 | 52 |
| | District | 461 | 54 | 54 | 53 | 58 | 52 | 51 | 55 | 52 | 54 | 50 | 43 | 54 |
| Information | 2103 | | | | | | | | | | | | | |
| | 2014 | 90 | 67 | 70 | 65 | 88 | 62 | 54 | | 67 | 71 | 65 | 28 | 64 |
| | 2015 | 89 | 46 | 46 | 46 | 63 | 48 | 42 | | 32 | 48 | 42 | 35 | 42 |
| | District | 461 | 48 | 48 | 48 | 52 | 48 | 42 | 41 | 45 | 49 | 46 | 36 | 47 |
| Writing | 2103 | | | | | | | | | | | | | |
| | 2014 | 90 | 36 | 46 | 25 | 17 | 39 | 30 | | 52 | 36 | 24 | 30 | 34 |
| | 2015 | 89 | 53 | 51 | 55 | 61 | 42 | 47 | | 56 | 61 | 49 | 35 | 48 |
| | 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 | 57 | 64 | 57 | 68 | 100 | 68 | 62 | 67 | 33 | 62 | 47 | 49 | 66 |
| | 2015 | 45 | 59 | 62 | 56 | | 60 | 45 | | 47 | 66 | 54 | 52 | 62 |
| | District | 261 | 62 | 63 | 60 | 52 | 64 | 49 | 50 | 61 | 63 | 54 | 43 | 64 |
| Language | 2103 | | | | | | | | | | | | | |
| | 2014 | 57 | 66 | 66 | 66 | 60 | 65 | 71 | 80 | 70 | 63 | 55 | 54 | 70 |
| | 2015 | 45 | 51 | 53 | 48 | | 57 | 47 | | 39 | 52 | 45 | 37 | 52 |
| | District | 261 | 62 | 59 | 64 | 51 | 60 | 55 | 83 | 70 | 63 | 57 | 41 | 58 |
| Information | 2103 | | | | | | | | | | | | | |
| | 2014 | 57 | 67 | 65 | 68 | 76 | 63 | 64 | 41 | 74 | 71 | 59 | 46 | 68 |
| | 2015 | 45 | 56 | 54 | 58 | | 71 | 40 | | 53 | 56 | 49 | 33 | 57 |
| | District | 261 | 61 | 58 | 64 | 41 | 64 | 51 | 38 | 68 | 63 | 53 | 36 | 58 |
| Writing | 2103 | | | | | | | | | | | | | |
| | 2014 | 57 | 26 | 22 | 30 | 0 | 29 | 27 | 0 | 25 | 26 | 29 | 11 | 26 |
| | 2015 | 45 | 22 | 27 | 16 | | 15 | 17 | | 33 | 26 | 31 | 21 | 20 |
| | 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 | 23 | 52 | 47 | 57 | | 52 | 47 | | 67 | 52 | 56 | 46 | 49 | |
| | 2015 | 28 | 56 | 62 | 44 | | 40 | 54 | 64 | | 30 | 58 | 49 | 60 | 58 |
| | District | 148 | 58 | 64 | 50 | 46 | 53 | 59 | | 58 | 61 | 54 | 51 | 56 | |
| Language | 2103 | | | | | | | | | | | | | | |
| | 2014 | 23 | 59 | 58 | 60 | | 58 | 72 | | 60 | 53 | 57 | 75 | 55 | |
| | 2015 | 28 | 52 | 56 | 43 | | 50 | 50 | 60 | | 34 | 53 | 44 | 67 | 58 |
| | District | 148 | 57 | 57 | 57 | 57 | 50 | 62 | | 65 | 58 | 54 | 50 | 59 | |
| Information | 2103 | | | | | | | | | | | | | | |
| | 2014 | 23 | 61 | 55 | 67 | | 61 | 56 | | 76 | 61 | 59 | 56 | 59 | |
| | 2015 | 28 | 58 | 59 | 56 | | 59 | 61 | 61 | | 38 | 58 | 57 | 49 | 61 |
| | District | 148 | 58 | 58 | 59 | 54 | 53 | 51 | | 61 | 62 | 55 | 50 | 58 | |
| Writing | 2103 | | | | | | | | | | | | | | |
| | 2014 | 23 | 26 | 32 | 21 | | 19 | 40 | | 25 | 25 | 25 | 38 | 22 | |
| | 2015 | 28 | 25 | 22 | 30 | | 0 | 36 | 30 | | 25 | 19 | 27 | 25 | 31 |
| | 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 (%) |
| Choctaw | 411 | 68 | 67 | 59 -8 | | | | | |
| 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?

Several areas of academic strength include:

- 1) On the 2015 FSA ELA, a 95% pass rate for Pre-IB English II students
- 2) On the 2015 FSA ELA, a 79% pass rate for English II Honors, including an 88% pass rate for Hispanic students enrolled in English II Honors.
- 3) On the 2015 DEA ELA (Test C), 10th grade proficiency was 35%, exceeding the district average of 28%.
- 4) On the 2015 DEA ELA (Test C), 9th grade ESE, ELL, and F/R students proficiency rates are considerably lower than the district averages.
- 5) On the 2015 DEA ELA (Test C), 12th grade (which are all IR students) proficiency has steadily increased over the last 3 years from 24% (2013), 35% (2014) to 43% (2015), which exceeds the district average of 39%.

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

Several opportunities to improve include:

- 1) On the 2015 DEA ELA (Test C), overall 9th grade proficiency dropped from 53% down to 14%, falling well below the district average of 44%.
- 2) On the 2015 DEA ELA (Test C), overall 10th grade proficiency dropped from 59% down to 35%, despite exceeding the district average of 28%.
- 3) On the 2015 DEA ELA (Test C), over all 11th grade (which are all IR students) proficiency dropped from 63% down to 38%, falling well below the district average of 49%.
- 4) On the 2015 FSA ELA, overall 10th grade pass rate was 59%, below the district average of 64%.

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... Follow close reading protocol by reading, annotating, and using textual information to support short answer as well as extended responses.

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. PLCs will be differentiated by content area/grade level and/or teacher needs to focus on specific components of the Close Reading protocol. PLCs will meet at a minimum of once per month. Grade-level PLCs will meet twice per month to collaborate. Our PD groups will be (A) 9th grade ELA and Social Studies teachers, (B) 10th grade ELA and Social Studies and 2 IR teachers, (C) 11th grade ELA and Social Studies teachers and 1 IR teacher, and (D) 12th grade ELA and Social Studies teachers.

2. ELA, SS & IR trainings with district instructional coach will focus on the district message as well as specific lesson design and collaborative planning sessions: September 9 & 10, October 7 & 8, November 3 & 4, February 10 & 11.

3. Repeated attention to the ELA Shifts in PLCs, department meetings, faculty meetings, and school-based PD.

4. Administrators will hold data chats with teachers to discuss results and planning for the 2015-16 school year.
5. All ELA teachers will be provided a copy of the Grades 9-10 and/or Grade 11 FSA Test Specs and Item Specs.
6. Standards based instruction and assessments will be incorporated during ELA department meetings.
7. Administrators will plan and coordinate a DEA Training for teachers to learn how to pull DEA reports, review data and to make better data driven decisions for their instruction.

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

1. Administrators will determine the needs of teachers and the level of support each teacher may need in regards to Close Reading protocol with a Needs Assessment Survey and/or a self-assessment for new teachers. This will be completed within the first month of school starting.
2. Administrators will determine the leaders who will deliver/facilitate PD throughout the year.
3. Administrators will embed discussions and strategies on the components of Close Reading as well as Everyday Instructional Reading into faculty meetings, department meetings, "Monday Morning Live" emails from Principal to faculty.
4. Administrators and teacher leaders will share exemplar lessons and student samples during PD, faculty meetings, department meetings.
5. Administrators will observe all components of Close Reading as well as Everyday Instructional Reading as a regular practice in the instructional sequence during walk throughs, classroom observations and monthly lesson plans.
6. Administrators will check monthly lesson plans for text-marking strategies for students, focusing on, but not limited to, how this can apply to computer-only assessments.
7. Administrators will secure a Professional Development room used only for trainings and teacher meetings to include laptop and projector.
8. Administrators will create a school-wide Professional Development calendar.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will implement the Close Reading protocol as well as Everyday Instructional Reading strategies in their classroom instruction.
2. Teachers will purposefully choose appropriate complex texts.
3. Students and teachers will read for a specific purpose in each read of the text (single or multiple reads).
4. Teachers will give instruction for annotating/marking/coding text and formatively assess that annotation, providing students with feedback.
5. Students will annotate/mark/decode complex text that is connected to text-dependent questions.
6. Teachers will teach, model, and give guided practice with digital annotation (where applicable).
7. Students will complete close reads, reading a passage first for basic meaning, second for mechanics, and third for meaning while marking the text appropriately. Ultimately the reading experience will culminate in a "product," which reflects a deep understanding of the text.
8. Students will collect notes based on specific purpose for reading the passage, and build on the text with research and synthesis.

9. Students will answer and ask various levels of text dependent questions in order to support their comprehension of the texts they read.

10. Teachers will extend close reads to Writing through Reading and Student Talk.

| Progress Monitoring: | | | |
|---|------------------|--|--|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Teachers will initiate close reading activity, and will model annotation for students | Monthly | Walkthroughs, observations, monthly lesson plans | Teacher, department chair, Administrator |
| Teachers will initiate close reading activity, and will model digital annotation for students | Once per quarter | Walkthroughs, observations, monthly lesson plans | Teacher, department chair, Administrator |
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| Evaluation: |
|---|
| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

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... Read, analyze, and evaluate multiple complex texts as support for a well-developed claim.

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. PLCs will be differentiated by content area/grade level and/or teacher needs to focus on specific components of the Close Reading protocol. PLCs will meet at a minimum of once per month. Grade-level PLCs will meet twice per month to collaborate. Our PD groups will be (A) 9th grade ELA and Social Studies teachers, (B) 10th grade ELA and Social Studies and 2 IR teachers, (C) 11th grade ELA and Social Studies teachers and 1 IR teacher, and (D) 12th grade ELA and Social Studies teachers.

2. ELA, SS & IR trainings with district instructional coach will focus on the district message as well as specific lesson design and collaborative planning sessions: September 9 & 10, October 7 & 8, November 3 & 4, February 10 & 11.

3. Repeated attention to the ELA Shifts in PLCs, department meetings, faculty meetings, and school-based PD.

4. Administrators will hold data chats with teachers to discuss results and planning for the 2015-16 school year.
5. All ELA teachers will be provided a copy of the Grades 9-10 and/or Grade 11 FSA Test Specs and Item Specs.
6. Administrators will plan and coordinate a Text-based Writing Workshop with the support of district Instructional Coach(es) to assist all new SS/ELA teachers.

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

1. Administrators and teacher leaders will share exemplar lessons and student writing samples during PD, faculty meetings, department meetings.
2. Administrators will observe components of effective writing, including unpacking the prompt, textmarking, planning and finally writing the essay, as well as Everyday Instructional Reading as a regular practice in the instructional sequence during walk throughs, classroom observations and monthly lesson plans.
3. Administrators will hold data chats with teachers to discuss results and planning for the 2015-16 school year.
4. Administrators will provide All ELA teachers with a copy of the Grades 9-10 and/or Grade 11 FSA Test Specs and Item Specs.
5. Administrators will plan and coordinate a Text-based Writing Workshop with the support of district Instructional Coach(es) to assist all new SS/ELA teachers.

Classroom Implementation Action Steps (Teachers and Students):

1. ALL ELA teachers will be calibrated to FSA Writing Rubric. Additionally, teachers will unpack each component of the FSA Writing Rubric for students so that the understanding of the writing criteria is clear.
3. Teachers will purposefully choose appropriate complex text as a basis for writing. Students will utilize mentor texts to understand the craft and structure of appropriate argumentation and informational writing.
5. Teachers will model the unpacking of the prompt and text marking/coding/annotating, and formatively assess that annotation, providing students with feedback.
6. Students will practice unpacking the prompt and marking the text in Everyday Instructional Reading tasks.
7. Teachers will model planning for the essay, specifically how the text marking translates into student marking.
8. Students will collect notes from multiple sources of text to generate support as they plan their writing.

Scaffolding instruction - building from one source to multiple sources:

- Teachers ask single questions based on one source, and then build from there, eventually students doing short essays and into extended responses with one source.
- Next level is students work on comparing and contrasting texts with similar elements, whether it be style, content, or structure.
- Models will be given as well as practice for students as we transition into working with multiple sources so that students can begin to see what

appropriate and seamless synthesis looks like.

- Textbooks and performance assessment resources used to help students better understand the format of the assessments and practice their skills with multiple sources.
- Students will annotate as they read, which reflects our focus on close reading, so that students are armed with their own thoughts as they begin the comparison and ultimately the writing process.

Introductions

- Students look at examples and suggest improvements to those examples.
- Teachers will provide students with sentences frames for hooks, topic sentences, and thesis sentences.
- Students will analyze various types of thesis sentences and their relationship to the topic sentences of the following paragraphs.

Conclusions

- Students look at examples and suggest improvements to examples.
- Students will write their body paragraphs, introductions, and conclusions as separate assignments in order to help students build the stamina necessary to complete all three tasks in one sitting.

Citing evidence

- Students will work on proper MLA parenthetical documentation
- Students will practice with short responses on how to document sources
- Teachers and peers will provide feedback; students are asked to be reflective on their own work.
- Students will refer to the text when giving responses verbally, in short response, and in short essays as we build toward using evidence similarly in writing. Students are reminded frequently that argumentation is a common facet of everyday conversation, and that in order to make salient points it is necessary to support your arguments with fact.

Elaborations

- Students are provided examples of active verbs to use within their writing

- Warrant workouts will be used to help students utilize evidence properly, without relying on quotation or paraphrase.
- Students will complete self and peer evaluations to help them see the importance of elaborative technique.

Transitions

- Teachers and students will discuss the proper placement of transitions and the purpose they serve within a piece of writing.
- Students will have mentor text available to them that model good transitioning skills and sentence improvements.
- Teachers will provide feedback on preliminary essays with specific editing concerns (like transitions, citations, etc).

Content specific (from the sources) vocabulary

- Students will be provided examples of how to utilize what is given in the sources, taking note of vocabulary and its context.
- Students will incorporate domain-specific vocabulary within their writing
- Students will work with new vocabulary daily, experiencing it in a variety of contexts and taking note of the vocabulary choices that authors make in each work that we encounter.

| Progress Monitoring: | | | |
|---|------------------|---|--|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Teachers will model text marking/coding/annotation and students will practice on various multiple texts. | bi-monthly | Walkthroughs, observations, montly lesson plans | Teacher, department chair, administrator |
| FSA Writing Baseline and Assessments | Quarterly | monthly lesson plans, ELA Dept meetings, progress chats | ELA department chair, Administrator |
| Teachers will model elaboration and students will practice elaborating with supporting evidence from texts. | bi-monthly | Walkthroughs, observations, monthly lesson plans | Teacher, department chair, administrator |
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| Evaluation: |
| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

ELA: Strategies & Programs to Support the Objectives

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

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| Professional Development and Activities: |
| School-based: |

| |
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| Action Steps for Implementation: |
| School Implementation Action Steps: |
| Classroom Implementation Action Steps (Teachers and Students): |

| Progress Monitoring: | | | |
|-----------------------------|-----------|--------------------------|-------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
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| Evaluation: |
| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

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... Read and analyze text through the process of the Close Reading protocol: reading with purpose, re-reading, text marking, note-taking, answering text dependent questions, discussions and writings.

Professional Development and Activities:

School-based:

IR teachers will attend ALL district IR trainings.

IR teachers will receive district technology training in order to successfully implement Achieve3000 within the 1st month of school.

IR teachers teaching level 1 ELL students will receive district technology training in order to successfully implement Read 180, Rosetta Stone within the first two months of school.

IR teachers will attend school-based ELA training with District Instructional Coach as part of the ELA/Social Studies/ IR PLC on September 9, October 7, November 3 , and February 10.

IR teachers will meet with IR Dept Chairman during pre-planning to receive training in order to successfully implement initial DEA and Achieve Level Set Assessments, Edmodo, Socrative, Remind101, and Kahoot.

IR teachers will conduct periodic item analysis using data from Bonus Lesson from Achieve (informational text) and Great Educators and Literacy TA (fiction text). Then teachers will meet with dept to compare data to drive instruction.

Choctaw's new IR teacher will attend 1-on-1 training with Judith Gould from Achieve3000 in October.

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

Administrators will enroll 9th - 12th grade ELL students together in a specialized IR class.

Administrators will schedule ALL IR teachers to have 5th period common planning and will meet 2 x's per week in order for Ms. Klabuhn to provide training in the following: College Board strategies, the Word Identification Strategy, student engagement tasks, use of the Okaloosa County Common Core websites (LAFS, CPALMS, etc.), DEA website (strategies in MY DE Services), data chats, and discussions of additional Reading strategies and Best Practices.

Classroom Implementation Action Steps (Teachers and Students):

IR teachers will regularly begin class with standard driven CCSS Reading Bell ringers.

The IR classrooms (3) have 10 student computers each.

The Balanced Literacy Model is used in all IR classrooms:

- Monday: Whole Group Instruction (using Close Read Protocol)
- Tuesday, Wednesday, Thursday: Whole Group Instruction (Mini Lesson) and then Breakout Session Rotation (students rotate through one activity each day) that include Achieve3000, Differentiated Guided Group and Teacher-monitored Independent Practice.
- Friday: Computer Lab (Achieve3000 and Small Flex Groups w/IR Teacher)

The IR classroom assistant assists those students who are completing a lesson on Achieve300 while the IR teacher is working with a small group - that group is either working with a primary document or a piece of fiction (these two elements are not included in Achieve3000)

IR teachers will assign/monitor one agreed upon Achieve FSA Bonus Lesson (informational text) per month as a Close Reading assignment following the Close Reading protocol.

Vocabulary instruction will be focused on figurative, connotative, and technical meanings.

IR teachers will assign at least one fiction article (Great Educator and Literacy TA) per month as a Close Reading assignment following the Close Reading protocol.

IR teachers will collaborate with the English dept. to deconstruct writing assignments using graphic organizers for the following purposes: craft and structure, character development, theme, point of view, key ideas and details, integration of knowledge and ideas.

IR teachers will model the use of College Board strategies/graphic organizers: SOAPStone, SIFT, APPARTS, etc.

IR teachers will plan student engagement tasks, which require students to talk about each other's thinking while citing textual evidence to support their

discussions (ex. Think-Pair-Share, Conversation Moves, Sentence Frames, Go-Go-Mo, Back to Back/Face to Face, Jigsaw etc.)

IR teachers will provide students with specific fluency instruction: DISSECT Word Identification Strategy (prefixes and suffixes), timed readings, and/or Reader's Theaters.

| Progress Monitoring: | | | |
|---|-------------------------|--|--------------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Great Leaps Pull-out instruction w/ Reading Aide for level 1 ELL students | at least 2x's per week | Great Leaps scores provided to teacher | IR teacher |
| Read 180/Rosetta Stone/Imagine Learning Computer programs for level 1 ELL student | at least 2x's per week | computer generated report | IR teacher |
| Use formative assessments from Bell Ringers during Dept Data Chats | at least 2x's per week | assessment binder maintained by IR teacher | IR teacher |
| Fluency Fridays | at least 2x's per month | Fluency Tutor Google App | IR teacher |
| | | | |

| Evaluation: |
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| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

ELA: Strategies & Programs to Support the Objectives

| ELA Subgroup Focus | |
|--|---|
| Subgroup: ELL students | Focus: Communication for academic success within ELA |
| Goal: By the end of the year, we expect our students to be able to... Follow Close Reading protocol and Everyday Instructional Reading by reading, annotating, and using textual information to support short answer as well as extended responses to develop a well-supported claim. | |

| Professional Development and Activities: |
|---|
| School-based: 1) Teachers will collaborate with ELL coordinator, ELL teacher, Intensive Reading teacher and translator to successfully implement close reading strategies and writing from sources. 2) All teachers will attend a duty release PD session focused on providing ELL strategies on September 24th. Ms. Kim Brown (DEVLA/Spanish teacher) and Zoila Ganuza (District ELL/ESOL coordinator) will facilitate. |

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

- 1) Administrators will enroll 9th - 12th grade ELL students together in a specialized IR class.
- 2) Implement an ELL Intervention Team to facilitate a communication system including background information and academic levels of all ELL students.
- 3) The ELL Intervention Team will coordinate with IB Spanish Students and tutoring program to include ELL students in IB tutoring on Tuesdays and Thursdays after school.
- 4) Administrators will coordinate a pre-planning meeting with ELL Team to review incoming ELL students.
5. Administrators will create 2 sections of Development English Language (DEVLA) classes for ELL students. The DEVLA teacher will collaborate and plan with the IR teachers using Rosetta Stone and Achieve3000.
6. Administrators will secure a class set of electronic translation devices to be maintained by the DEVLA teacher.
7. Administrators will create a classroom schedule for both ELL Interpreters to follow where they will be in Algebra IA/IB classes, ELL IR classes and DEVLA classes assisting both students and teachers. Additionally, Interpreters will assist Administrators and Guidance Counselors with ELL families.
8. Administrators will plan a community ELL Parent Night at Choctaw quarterly with the support of district personnel.

Classroom Implementation Action Steps (Teachers and Students):

- 1) Teachers will allow more time to complete classroom/homework assignments and/or modify the expectation work load for ELL student (ie: reduce number of practice problems, reduce the amount of writing, etc) and allow collaborative work where appropriate.
- 2) Students will engage in English-rich discussions to improve communication skills in the English language while enrolled in a specialized IR class developed for all 9th - 12th grade ELL students.
- 3) Students will use a translator tool (ie: Spanish-English dictionary, electronic translator, etc) to assist themselves.
4. Beginner ELL students will utilize Rosetta Stone and more experienced ELL students will transition up to Achieve3000.

| Progress Monitoring: | | | |
|------------------------------------|------------------|---|--------------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Student ELA-rich discussions | daily | Lesson plans, classroom observations, walk throughs | Administrator |
| ELL IR lexile level progress chart | each 9-weeks | Achieve3000 Lexile level progress report | ELL IR teacher and Administrator |
| | | | |
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| Evaluation: |
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| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

ELA: Strategies & Programs to Support the Objectives

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| ELA SWD Focus |
| Focus: Vocabulary Acquisition |
| Goal: By the end of the year, we expect our students to be able to... read, comprehend increasingly complex text and respond to text with answers that are specific, justified and complete. |

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| Professional Development and Activities: |
| School-based: 1. PLCs will be differentiated by department, content area and/or teacher needs to focus on specific aspects of the Close Reading protocol. PLCs will meet at a minimum of once a month. 2. Monthly PLCs will meet with ESE Department Chairman and Staffing Specialist to review updated caseloads and ESE teaching strategies. |

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

1. Administrators will create ESE Learning Strategies classes that will focus on 1) Biology/Earth Space Science and 2) ELA/Social Studies using ELA/NGCAR-PD strategies.
2. As outlined in a student's IEP, students may be scheduled for Learning Strategies for learning support.
3. Administrators and teacher leaders will focus on Shifts #2 and #3 from the ELA Shift Flip Chart during department meetings, school based PD, and at faculty meetings.
4. Monthly progress monitoring of SWD students by each ESE casemanager.

Classroom Implementation Action Steps (Teachers and Students):

1. Students will complete more one-on-one training in close reading strategies with ESE teacher.
2. Teachers will provide five college-level words every two weeks in increase vocabulary acquisition.
3. Students will learn the five college-level words/definitions so student can use the word in various ways (i.e. sentences, illustrations, situation, etc.).
4. Teacher will use Achieve 3000 or Newsela articles to scaffold lexile level and increase student motivation.
5. Students will mark text appropriately and answer text dependent questions to analyze text structure, author's purpose, vocabulary inherent to text meaning, etc.
6. Teacher will incorporate ESE and NGCAR-PD strategies into class instruction.
7. Teacher will provide students with outlines & notes, graphic organizers & student guides as outlined in a student's IEP to assist SWD.
8. Teachers will provide an academic atmosphere that eases the transition from middle school to high school, while also teaching strategies to help students become more organized, proficient note-takers and test-takers, and self-advocates.
9. Students will use strategies to become more organized, more proficient note-takers and test-takers, as well as self-advocates.

| Progress Monitoring: | | | |
|------------------------------------|------------------|--|--|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Individualized Instruction | ongoing | Accommodations as outlined in IEP | General Ed teachers, ESE Casemanager and Staffing Specialist |
| Text Marking & coding | monthly | monthly lesson plans, observations, walk throughs, student samples | ESE teacher and Administrator |
| Progress Monitoring of SWD student | each 9-weeks | checking grades, communication with General Ed teachers | ESE Casemanager |
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| Evaluation: |
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| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan
Social Studies

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| District Goal: | Students shall demonstrate social studies proficiency at or above the expected grade level. |
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| Objectives: |
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| U.S. History The percentage of all curriculum students who will be proficient in U.S. History as defined by the State of Florida on the Florida U.S. History End-of-Course Exams will be at least 84 %. |
|---|

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 | Choctaw | 204 | 10% | 17% | 34% | 22% | 17% | 74% | 74% | 73% | 82% | 51% | 67% | 0% | 62% | 83% | 59% | 36% | 66% | 74% | | | | |
| 2015 | Choctaw | 339 | 6% | 12% | 28% | 25% | 29% | 83% | 86% | 79% | 92% | 64% | 73% | 100% | 72% | 87% | 65% | 0% | 76% | 75% | | 93% | 63% | |
| 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 | Choctaw | 182 | 54% | 56% | 51% | 69% | 48% | 49% | 74% | 51% | 55% | 53% | 41% | 50% | 54% | | | | |
| | 2014 | Choctaw | 204 | 55% | 57% | 52% | 57% | 50% | 48% | 41% | 57% | 58% | 51% | 36% | 52% | 55% | | | | |
| | 2015 | Choctaw | 339 | 64% | 64% | 64% | 65% | 57% | 63% | 47% | 55% | 66% | 51% | 26% | 57% | 58% | | 72% | 54% | |
| | 2015 | DISTRICT | 1,674 | 61% | 62% | 60% | 63% | 52% | 58% | 52% | 59% | 63% | 50% | 36% | 56% | 54% | 70% | 70% | 54% | |
| GLBL MILT | 2013 | Choctaw | 182 | 55% | 58% | 51% | 59% | 50% | 49% | 78% | 60% | 56% | 56% | 43% | 53% | 55% | | | | |
| | 2014 | Choctaw | 204 | 54% | 57% | 50% | 57% | 47% | 51% | 17% | 49% | 58% | 49% | 42% | 51% | 55% | | | | |
| | 2015 | Choctaw | 339 | 63% | 64% | 62% | 67% | 52% | 64% | 39% | 57% | 65% | 51% | 28% | 57% | 56% | | 71% | 55% | |
| | 2015 | DISTRICT | 1,674 | 60% | 62% | 58% | 60% | 48% | 55% | 49% | 57% | 62% | 48% | 28% | 54% | 52% | 68% | 70% | 53% | |
| PEACE | 2013 | Choctaw | 182 | 57% | 61% | 51% | 53% | 50% | 51% | 74% | 55% | 59% | 58% | 29% | 56% | 57% | | | | |
| | 2014 | Choctaw | 204 | 57% | 59% | 55% | 58% | 48% | 55% | 53% | 49% | 61% | 52% | 42% | 54% | 57% | | | | |
| | 2015 | Choctaw | 339 | 63% | 66% | 61% | 62% | 52% | 61% | 47% | 58% | 66% | 52% | 21% | 56% | 57% | | 72% | 53% | |
| | 2015 | DISTRICT | 1,674 | 62% | 65% | 59% | 58% | 52% | 59% | 54% | 60% | 64% | 51% | 38% | 57% | 55% | 70% | 70% | 53% | |

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... follow components of Close Read within their Everyday Instructional Reading in regards to informatinal text, historical documents, primary/secondary sources, maps and political cartoons and answer text-dependent questions to include DBQs and extended writings.

Professional Development and Activities:

School-based:

1. PLCs will be differentiated by content area/grade level and/or teacher needs to focus on Everyday Instructional Reading. PLCs will meet at a minimum of once per month. Grade-level PLCs will meet twice per month to collaborate. Our PD groups will be (A) 9th grade ELA and Social Studies teachers, (B) 10th grade ELA and Social Studies and 2 IR teachers, (C) 11th grade ELA and Social Studies teachers and 1 IR teacher, and (D) 12th grade ELA and Social Studies teachers.
2. SS, ELA & IR trainings with district instructional coach will focus on the district message as well as specific lesson design and collaborative planning sessions: September 9 & 10, October 7 & 8, November 3 & 4, February 10 & 11.
3. Adminstrators will hold data chats with US History teachers, as well as AP Teachers in the SS Dept to discuss results and planning for the 2015-16 school year.
4. All new SS teachers will attend a Text-based/DBQ Writing Workshop with the support of district Instructional Coach(es).
5. ALL US History teachers will attend 1/2 day planning, collaboration and pacing PD session on campus September 10th.

Action Steps for Implementation:

School Implementation Action Steps:

1. Administrators will plan and coordinate a Text-based/DBQ Writing Workshop with the support of district Instructional Coach(es) to assist all new SS teachers.
2. Administrators will schedule a 1/2 day planning, collaboration and pacing PD session on campus September 10th for ALL US History teachers.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide standards-based instruction and assessments as a part of the Social Studies course.
2. Teachers will implement the Close Reading protocol as well as Everyday Instructional Reading strategies in their classroom instruction by purposefully

choosing appropriate complex historical texts.

3. Students will engage in Everyday Instructional Reading within the historical content of their class.

4. Teachers will include text-dependent questions into their lessons and discussions.

5. Teachers will model writing a document-based question (DBQ) that includes writing a relevant thesis, analyzing the documents, citing evidence from documents, providing "outside" evidence, synthesizing the argument(s)

6. Students will write a thesis that makes a historical claim and responds to all parts of the text-based question and teacher will provide feedback.

7. Students will analyze documents to support the stated thesis/argument as well as explain the significance of the author's purpose, historical context and/or audience of documents and teacher will provide feedback.

8. Teachers will give instruction for annotating/marking/coding historical text and formatively assess that annotation, providing students with feedback.

9. Students will annotate/mark/decode complex historical text and provide evidence that is connected to text-dependent questions.

10. Students will provide synthesis by extending the thesis/argument with an explanation of the connections to different historical periods, situation, era, or geographical area.

| Implementation Monitoring: | | | |
|---|------------------|--|--------------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Analysis of Primary & Secondary Sources | weekly | Walkthroughs, observations, monthly lesson plans | Administrator |
| Text-dependent questions | ongoing | Walkthroughs, observations, monthly lesson plans | Administrator |
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| Evaluation: |
| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

Math

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| District AMO: | 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 75%. |
| District Goal: | Students shall demonstrate math proficiency at or above the expected grade level. |

| | |
|--------------------|--|
| Objectives: | |
| AMO: | 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 %. |
| AMO: | The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least % |
| AMO: | 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 |
| FSA: Algebra 1 EOC | | Pass % | | | | Algebra & Modeling (%) | Functions & Modeling (%) | Statistics & The Number System (%) |
| Choctaw | 277 | 66 | 55 | 65 | +10 | | | |
| DISTRICT | 2,210 | 77 | 74 | 81 | +7 | | | |

* 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 overall pass rate increased by 10% from last year's EOC. Although these were two different tests, the increase is still significant. Increases came from Algebra 1 Honors passing rates increasing and regular Algebra 1 scores increasing as well.

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

Upon analysis of the data, Choctawhatchee High School's Algebra 1 Block team has many opportunities to improve during the 2015-2016 school year. This class is taught in a 100 minute 2 period block with two co-teachers. The district has purchased a program entitled "Think Through Math" which will be used in a rotational model to differentiate and strengthen both pre-algebra and Algebra 1 skills for both our English and non-English speaking students. Algebra 1 Block will also utilize the assistance of a translator for our ELL students. Class room curriculum will be centered upon Algebra Nation along with our Algebra 1 Pearson textbook. Opportunities to increase students scores on the FSA exam will be enhanced through the use of these resources.

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... engage in small and whole group academic instruction that leads to solving complex problems (FSA, AP, IB, etc) based on the standards and item specifications.

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. Standards based instruction and assessments will be incorporated during faculty meetings, professional development days and math department meetings.
2. Algebra PLC (Block, regular, & honors) will have four PD Algebra Nation half day sessions on Sept 2, Oct 6, Nov 18, and Jan 6 at the district office.
3. PLCs will be differentiated by course and/or teacher needs. PLCs will meet at a minimum of once a month for pacing, creating common assessments and spiraling strategies.
4. Algebra 1, Liberal Arts Math 1, Geometry, and Algebra 2 PLCs will have PD training on CHS campus with Stephanie Thetford: September 21 & 22, October 20 & 21, November 16 & 17, February 1 & 2. During the district half-day sessions, teachers will pace and plan before collaborating to create common assessments to reflect the complexity of the standards and mirror the item specification's format (ex. FSA, AP, IB, etc.).
5. Administrators will plan and coordinate a DEA Training for teachers to learn how to pull DEA reports, review data and to make better data driven decisions for their instruction.

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

1. Administrators will meet with Math Dept Chair and District Instructional Coach to determine PD groupings for district message, SPP goals and to review data from 2014-2015 data.
2. Administrators will create Master Schedule that minimizes the number of preps for math teachers.
4. Administrators will send checklists of standards and FSA Item Specifications to Print Shop no later than July 24th to be printed and disseminated during pre-planning.
5. Administrators and teacher leaders will embed student talk strategies into faculty meetings, department meetings, and PD sessions.
6. Administrators will create a school-based calendar of professional development and department, faculty, and team leader meetings for dissemination during pre-planning no later than August 3rd.
7. Math Department will meet Wednesday, August 12th (during pre-planning) to create math talk protocols.
8. Math Department will meet August 19th, September 16th, October 14th, November 18th, and December 16th to revisit math talk protocols to readdress student talk protocol and goals, update standards on the checklist to monitor course pacing/progress, plan to create like assessments, share best practices, compare data, and further refine course specific objectives.
10. Administrators will hold data chats with teachers to discuss results and planning for the 2015-16 school year.
11. All Algebra 1, Geometry, & Algebra 2 teachers will be provided a copy of their course Test Specs/Item Specs and pacing guide.
12. Administrators will ensure teachers are knowledgeable about Khan Academy and CPALMS as a tool to enhance instruction across all math curriculum.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will embed math talk protocols in instruction through the regular use of sentence frames.
2. Students will regularly utilize student talk protocols in the math classroom to deepen understanding of standards.
3. Teachers will instruct, provide practice in, and assess standards using item specifications to narrow instructional focus. Teachers will also utilize CPALMS to enhance instruction with their understanding of the course standard.
4. Students will practice with, be able to answer, and write FSA-like questions.
5. Teachers will provide stations for differentiation of instruction, which include remediation, enhancement, and spiraling, based on standards checklists as well

as data (DEA, chapter/unit tests, etc).

6. Students will participate in station activities for the purpose of differentiation, based on their standards checklists.
7. Teachers will embed time for student talk in the classroom, emphasizing the math practices (when appropriate).
8. Students will use math talk as a regular practice for deeper understanding of the standard.
9. Students will keep a portfolio of items and stems from their standardized assessment.

| Progress Monitoring: | | | |
|--|------------------|--|--------------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Student Talk Protocols | quarterly | department meetings, Walk Throughs, monthly lesson plans | Depart Chair, Administrator |
| Standardized Assessment Item and Stem Question Writing | monthly | Assessments, Student Portfolios, monthly lesson plans | Administrator |
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| Evaluation: |
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| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 2

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to... demonstrate mastery of previously taught standards.

Professional Development and Activities:

District:

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:

- What does spiraling look like?
- What are the 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. Continue the school focus of using data (DEA, TTM, Chapter/Unit tests, etc) to identify and plan purposeful spiraling protocols and create monthly spiraling calendars and reflections in Math Department Meetings (August 19, September 16, October 21, November 18, December 16, January 20, February 17, March 16, April 20).
2. Algebra PLC (Block, regular, & honors) will have four PD Algebra Nation half day sessions on Sept 2, Oct 6, Nov 18, and Jan 6 at the STEMM Center.
3. Algebra 1, Liberal Arts Math 1, Geometry, and Algebra 2 PLCs will have PD training on CHS campus with Stephanie Thetford: September 21 & 22, October 20 & 21, November 16 & 17, February 1 & 2. During the district half-day sessions, teachers will pace and plan before collaborating to create common assessments to reflect the complexity of the standards and mirror the item specification's format (ex. FSA, AP, IB, etc.).
4. PLCs will be differentiated by course and/or teacher needs. PLCs will meet at a minimum of once a month for pacing, creating common assessments and spiraling strategies.
5. Administrators will plan and coordinate a DEA Training for teachers to learn how to pull DEA reports, review data and to make better data driven decisions for their instruction.

Action Steps for Implementation:

- School Implementation Action Steps:**
1. Meet with Math Department chair and Lead Teachers from each course July 13th to determine spiraling protocol goals/procedure, creation of standards checklist for spiraling, and dates and goals of monthly department meetings.
 2. Administrators will meet with Math Department August 12th (pre-planning) to identify spiraling goals and develop pre-tests on concepts needed for students to be successful in their current math course.

- Classroom Implementation Action Steps (Teachers and Students):**
1. Teachers will implement spiraling protocols and procedures based on continual analysis of data (quizzes, tests, DEA, etc.).
 2. Students will continually refine their knowledge of a standard through spiraling.
 3. Teachers will update standards checklist bimonthly to monitor spiraling initiative and reflect upon current progress of goals.
 4. Students will update standards checklist bimonthly to self-assess academic progress toward achieving success with individual standards.
 5. Teachers will use data (quizzes, tests, DEA, etc.) to drive differentiation of small group instruction.
 6. Students will purposefully participate in small group instruction through spiraling.
 7. Teachers will reflect bimonthly on spiraling initiative in lesson plans.
 8. Students will reflect bimonthly on spiraling success and track in portfolio.

Progress Monitoring:

| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
|-------------------------------------|------------------|---|--------------------------------------|
| Spiraling Protocols | Monthly | Dept Meetings, monthly lesson plans | Dept Chair, Administrator |
| Data Analysis | Monthly | Teacher Reflection, Assessments, Student Portfolios | Administrator |
| Spiraling Calendars and Reflections | Monthly | Collaborative review/Checklist and attached to lesson plans | Dept Chair, Administrator |
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| Evaluation: |
| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 1

Focus: Standards-based learning through Think Through Math Program with Algebra 1A/1B

Goal: By the end of the year, we expect our students to be able to... apply the strategies and concepts learned through remedial instruction to access course-level mathematics content and persevere in solving algebraic problems to achieve proficiency on the FSA Algebra 1 FSA Exam.

Professional Development and Activities:

School-based:

1. Algebra 1A/1B Block teachers will attend district-provided ThinkThroughMath (TTM) program professional development on July 13th.
2. In order to provide Algebra 1A/1B Block teachers with the skills necessary to successfully implement ThinkThroughMath (TTM) program, the school will follow-up District-provided July 13th training through the use of live and recorded TTM webinars, and scheduled school visits from TTM coach.
3. Algebra 1A/1B Block teachers will receive a half-day of professional development once a quarter to 1) Create and use standards-based math stations to facilitate differentiated small group instruction and implementation of the TTM program and 2) Plan purposeful differentiated small-group instruction focusing on spiraled standards to include math-rich student discussion.
4. Administrators will hold data chats with teachers to discuss results and planning for the 2015-16 school year.
5. Algebra IA/IB Block teachers will visit FWBHS Block classes for 1/2 day to observe pacing, instruction and assessment as a comparison tool and as a means to improve instructional strategies.

Action Steps for Implementation:

School Implementation Action Steps:

1. Before pre-planning week (by August 10): administrator will ensure classrooms/labs are equipped with working laptops/headphones readied for student use of TTM program. Headphones will be purchased as necessary.
2. Before school begins, administrator will schedule students into Algebra 1A/1B Block classes based on student needs.
3. Common planning time will be scheduled for Algebra 1A/1B teachers (as possible).
4. July 13th: Algebra 1A/1B teachers will attend District provided TTM professional development.
5. July 17th Algebra 1A/1B Block teachers will meet with administrator to develop an action plan for TTM implementation to include a schedule for TTM use, station rotations and differentiated small group instruction.
6. Teacher Professional development needs will be determined through discussion with administrator at July 17th meeting and professional development days (one ½ day session per quarter will be scheduled into the school PD calendar). Topics include:
 - Implementing stations and class management
 - Developing standards-based math rich discussion starters and probing questions
 - Analyzing student data (TTM, DEA, quizzes/tests)
 - Using data to write spiraled domain-specific station tasks
7. Algebra 1A/1B Block Teachers will collaboratively review student DEA 2015 Test C data during pre-planning to identify spiral standards for the first quarter.
8. (September/January/May) Algebra 1A/1B Block teachers and school administrator will review TTM diagnostic data and DEA data to monitor the effectiveness of Algebra 1A/1B Block program and to make necessary adjustments in implementation action plan.
9. Algebra 1A/1B Block teachers will meet once a week during common planning period to analyze TTM data and collaboratively plan standards-based station activities and differentiated small group lessons. Lesson plans will include a list of purposeful conversation starters and probing questions for differentiated small group instruction.
10. The instructional math coach and Algebra 1A/1B Block teachers will review TTM school/class data reports to monitor progress and to assess the implementation fidelity of the TTM program. Adjustments will be made in lesson plans and station activities to support findings. These meetings will occur as necessary and will be scheduled at the request of the teacher.

Classroom Implementation Action Steps (Teachers and Students):

1. Algebra 1A/1B Block teacher will administer the TTM diagnostic assessment at beginning/mid/post year intervals and conduct individual student conferences to discuss results/progress.
2. Algebra 1A/1B Block teacher will monitor TTM student data reports weekly to modify individual student learning goals as needed and to plan for purposeful differentiated small group instruction.
3. Algebra 1A/1B Block teacher will implement standards/domain specific stations, differentiated small group lessons, and TTM during the second hour of block two to three times weekly.
4. During differentiated small group the Algebra 1A/1B Block teacher will facilitate student math-rich discussions using pre-planned discussion starters and probing questions. Additionally, Algebra Nation video clips/segments will be shown to enhance the explanation of specific student skills.
5. Teachers will provide small group differentiated instruction to students utilizing IXL.com on computers.

Students:

1. Students will take a TTM diagnostic three times (pre/mid/post) and self-monitor their progress in the TTM program weekly.
2. Students will engage in 30-45 minutes of TTM instruction two to three times weekly.
3. Students will review and maintain spiraled content in standards-based math station activities two to three times weekly.
4. Students will engage in math-rich discussion during differentiated small group two to three times weekly.
5. Students will engage in 60 minutes of IXL.com instruction per week.

| Progress Monitoring: | | | |
|--|--------------------|--|--------------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Algebra 1A/1B Block Implementation Action Plan | Quarterly | Action Plan documentation/lesson plans | Administrator |
| Student-math rich discussions | daily | Walkthroughs/Lesson Plans | Administrator |
| Small group instruction/stations | 2-3 times per week | Walkthroughs/Lesson Plans | Administrator |
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| Evaluation: |
| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

Math: Strategies & Programs to Support the Objectives

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| Math Levels Subgroup Focus | |
| Subgroup: ELL | Focus: Communicate for academic success in Alg 1A/1B |
| Goal: By the end of the year, we expect our students to be able to... solve and understand real world applications in Algebra 1A/1B | |

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| Professional Development and Activities: |
| School-based: 1) Teachers will collaborate with ELL coordinator, ELL teacher, Intensive Reading teacher and translator to successfully implement Choctawhatchee's Algebra 1A/1B ELL intervention. 2) Provide continued training in the ThinkThroughMath program's Spanish resources for teachers. 3) All teachers will attend a duty release PD session focused on providing ELL strategies on September 24th. Ms. Kim Brown (DEVLA/Spanish teacher) and Zoila Ganuza (District ELL/ESOL coordinator) will facilitate. |

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

- 1) Administrators will implement an ELL Intervention Team to facilitate a communication system including background information and academic levels of all ELL students.
- 2) Coordinate with IB Spanish Students and tutoring program to include ELL students in IB tutoring on Tuesdays and Thursdays after school.
- 3) Pre-planning meeting with ELL Team to review incoming ELL students
- 4) Administrators will create 2 sections of Development English Language (DEVLA) classes for ELL students. The DEVLA teacher will collaborate and plan with the IR teachers using ThinkThroughMath (TTM), Rosetta Stone and Achieve3000.
- 5) Administrators will secure a class set of electronic translation devices to be maintained by the DEVLA teacher.
- 6) Administrators will create a classroom schedule for both ELL Interpreters to follow where they will be in Algebra IA/IB classes, ELL IR classes and DEVLA classes assisting both students and teachers. Additionally, Interpreters will assist Administrators and Guidance Counselors with ELL families.
- 7) Administrators will plan a community ELL Parent Night at Choctaw quarterly with the support of district personnel.

Classroom Implementation Action Steps (Teachers and Students):

- 1) Block teachers will administer ThinkThroughMath(TTM) Diagnostic Exam at beginning of school and will share and discuss data with ELL team.
- 2) Students will utilize the ThinkThroughMath (TTM) program's Spanish resources.
- 3) Interpreter will assist teachers in class room implementation, behavior, and communication issues on a daily basis.
- 4) Teacher will provide translated math fundamentals when available.
- 5) Interpreter and ELL team will assist in scaffolding lessons from Spanish to English.
- 6) Students will engage in math-rich discussions to improve communication skills in the English language.
- 7) Students will engage in small group instructions/stations 3-5 times per week.
- 8) Teachers will create Anchor Charts with math symbols (+-x/=) and translation to ensure fundamental math vocabulary is understood by students.
- 9) DEVLA teacher will incorporate TTM, Rosetta Stone and Achieve3000 at computer stations to continue language acquisition and math skills in the DEVLA classroom.

| Progress Monitoring: | | | |
|----------------------------------|--------------------|--|--------------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Implementation action plan | monthly | action plan documentation/lesson plans | Administrator |
| Student math-rich discussions | daily | Walk Throughs/Lesson plans/Evaluations | Administrator |
| Small Group instruction/stations | 3-5 times per week | Walk Throughs/Lesson plans/Evaluations | Administrator |
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| Evaluation: |
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| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

Math: Strategies & Programs to Support the Objectives

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| Math SWD Focus |
| Focus: Math Fluency |
| Goal: By the end of the year, we expect our students to be able to... participate in whole group, small group, and activity based instruction where they practice and master fundamental mathematical skills such as multiplication tables, math facts, and math vocabulary. |

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| Professional Development and Activities: |
| School-based: <ol style="list-style-type: none">1. District Instructional Math Coach in block class once per 9-weeks to offer support and feedback as well as to ensure understanding of new test standards with both the General Ed and ESE teacher.2. Algebra 1 Blocked teachers will have training in early September with the revised Algebra Nation resources as well as tech support to better assist students.3. Algebra 1 Blocked teachers will collaborate with IR teachers and ESE teachers for reading strategies within the math standards. |

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

1. Establish and adjust IEP accommodations to fit the need of each SWD student to make learning and success attainable.
2. General Ed math teachers will collaborate with ESE teacher to determine appropriate math strategies based on individual specific disabilities.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will review IEPs and accommodations and adjust instruction to meet those needs.
2. Teachers will utilize the ESE support staff member for testing accommodations in the designated classroom if a SWD needs testing accommodations.
Teachers will create math anchor charts with symbols (and meanings), math vocabulary, mathematical formulas.
3. Students will actively engage in the learning process by expressing their needs, by asking questions, by answering questions, and by participating in classroom activities.
4. Teachers will provide opportunities for reading activities in math stations as well as assist students with their math fluency (math vocabulary cards, multiplication tables, math facts, etc).
5. Students will work in small groups, utilize the dry erase board(s) to show work and explain their cognitive process and essential steps required to solve problems to each other.
6. Teachers will provide opportunities for students to take computer-based assessments to align with state testing formats.

Progress Monitoring:

| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
|------------------------------------|------------------|---|--|
| Progress Monitoring of SWD student | Each 9-weeks | Checking grades, communication with General Ed teachers | ESE case manager |
| Individualized Instruction | ongoing | Accommodations as outlined in IEP | General Ed teachers, ESE Case manager, Administrator |
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| Evaluation: |
| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

Science

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| District Goal: | Students shall demonstrate science proficiency at or above the expected grade level. |
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| Objective: |
| 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 74 %. |

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 | Choctaw | 413 | 6% | 20% | 43% | 14% | 18% | 75% | 73% | 77% | 79% | 58% | 70% | 100% | 71% | 79% | 46% | 18% | 68% | 75% | 73% | 75% | 50% | 51% | 90% | 99% | | |
| 2014 | Choctaw | 438 | 5% | 21% | 41% | 15% | 17% | 73% | 76% | 71% | 71% | 59% | 52% | | 79% | 79% | 50% | 4% | 61% | 75% | 48% | 50% | 0% | 52% | 87% | 98% | | |
| 2015 | Choctaw | 432 | 8% | 20% | 44% | 14% | 15% | 72% | 70% | 74% | 88% | 56% | 55% | 0% | 79% | 78% | 56% | 10% | 62% | 74% | 52% | 33% | 48% | 87% | 98% | 33% | | |
| 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 | Choctaw | 413 | 56% | 54% | 57% | 57% | 47% | 49% | 50% | 49% | 59% | 44% | 35% | 50% | 43% | 59% | 74% | |
| | 2014 | Choctaw | 438 | 56% | 57% | 54% | 59% | 49% | 45% | | 54% | 59% | 44% | 30% | 48% | 44% | 59% | 74% | |
| | 2015 | Choctaw | 432 | 51% | 50% | 52% | 58% | 43% | 42% | 38% | 52% | 54% | 46% | 25% | 45% | 40% | 53% | 68% | 28% |
| | 2015 | DISTRICT | 2,166 | 53% | 53% | 54% | 60% | 42% | 45% | 51% | 54% | 56% | 41% | 30% | 46% | 43% | 68% | 68% | 43% |
| CLS | 2013 | Choctaw | 413 | 54% | 54% | 55% | 55% | 44% | 52% | 57% | 51% | 57% | 40% | 32% | 50% | 43% | 58% | 71% | |
| | 2014 | Choctaw | 438 | 56% | 59% | 52% | 58% | 46% | 46% | | 52% | 60% | 44% | 26% | 47% | 43% | 61% | 75% | |
| | 2015 | Choctaw | 432 | 53% | 51% | 54% | 59% | 44% | 45% | 32% | 50% | 56% | 46% | 28% | 47% | 41% | 57% | 68% | 29% |
| | 2015 | DISTRICT | 2,166 | 54% | 54% | 54% | 55% | 42% | 49% | 49% | 53% | 57% | 41% | 30% | 46% | 45% | 68% | 68% | 46% |
| ORG | 2013 | Choctaw | 413 | 58% | 58% | 58% | 56% | 46% | 55% | 45% | 55% | 61% | 47% | 31% | 53% | 46% | 61% | 75% | |
| | 2014 | Choctaw | 438 | 56% | 58% | 54% | 55% | 45% | 49% | | 56% | 60% | 46% | 28% | 48% | 45% | 61% | 74% | |
| | 2015 | Choctaw | 432 | 58% | 57% | 59% | 65% | 47% | 48% | 45% | 60% | 61% | 49% | 32% | 52% | 46% | 63% | 72% | 45% |
| | 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... engage in small and whole group academic instruction that leads to solving complex problems (FSA, AP, IB, etc) based on the standards and item specs.

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. Pre-planning science professional development on August 11th will cover Inquiry Based Labs/Activities. PD will be conducted by Science Dept Chairman.
2. PLC groups will meet on a regular basis to maintain alignment of curriculum and formative and summative assessments, and to create activities and strategies to drive instruction of a specific standard(s).
3. Teachers will share how they engage their students in reading informational texts for labs, science content, and formative and summative assessments in monthly department meetings.
4. Repeated attention to the ELA Shifts which tie into Science Best Practices in PLCs, department meetings, faculty meetings, and school based PD.
5. Biology teachers will attend four 1/2 day PD sessions facilitated by the district Instructional Coach on September 18, October 23, November 13 and February 9
6. Administrators will plan and coordinate a DEA Training for teachers to learn how to pull DEA reports, review data and to make better data driven decisions for their instruction.

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

1. Administrators will schedule DEA testing for Biology students. Biology DEA will be administered two times this school year.
2. Administrators will hold data chats with teachers to discuss results and planning for the 2015-16 school year.
3. Administrator will ensure Biology teachers receive a copy of Biology Item Specs in order to design instruction.
5. Standards based instruction and assessments will be incorporated during faculty meetings, professional development days and science department meetings.
6. Administrators will fund the purchase of journals for ALL Biology students.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use Inquiry based labs on select topics.
2. Teachers will utilize DEA data to determine areas of weaknesses and design instruction based on course standards.
3. Teachers will purposefully choose Everyday Instructional Reading that is appropriately challenging scientific text aligned with each standard.
4. Students will engage in Everyday Instructional Reading to master course standards.
5. Students will create Interactive Journals to reinforce Biology standards and concepts throughout the year.
6. Teachers will give instruction and model for annotating/marketing/coding text.
7. Students will annotate/mark/code text as well as collect notes from their Everyday Instructional Reading.
8. Students will answer and ask various levels of text dependent questions in order to support their comprehension of the texts they read.
9. Teachers will utilize released tests/exams for various science courses when creating formative and summative assessments (ie: released state exams for Biology, released AP/IB exams for upper level science courses). Both multiple choice and extended responses will be utilized.
10. Teachers will design instruction that includes components of Close Reading, Everyday Instructional Reading, various opportunities for students to engage in purposeful student talk that is framed by the teacher, as well as ongoing spiraling of previous standards and concepts that are fundamental to the course.

| Implementation Monitoring: | | | |
|--|------------------|---|--------------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Inquiry based labs | 1 x per 9 weeks | teacher folder will be submitted/student evaluation | teacher/dept. chair |
| Implementation components of Close Reading strategies in classroom instruction | monthly | walk throughs, lesson plans, observations, PLC discussion | Administrator/TRIBE Leader |
| Interactive Journals | each 9-weeks | collection/review of student interactive journals | Teachers |
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| Evaluation: |
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| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |

School Action Plan

Science: Strategies & Programs to Support the Objective

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| Science Focus |
| Focus: Purposeful Spiraling |
| Goal: By the end of the year, we expect our students to be able to... demonstrate proficiency of facts, skills, and concepts by revisiting material repeatedly. |

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| 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: <ul style="list-style-type: none">• 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: <ol style="list-style-type: none">1. PLCs, based on common courses, will meet to create homework assignments, instructional lessons, as well as common assessments that all include previously taught standards.2. PLC teachers will meet at least 1x per month to analyze test results in order to identify concepts and skills that need continued emphasis across the curriculum.3. PLC teachers will share teaching strategies for spiraling implementation after review of data (chapter/unit tests, DEA, etc).4. Administrators will plan and coordinate a DEA Training for teachers to learn how to pull DEA reports, review data and to make better data driven decisions for their instruction. |

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

1. All Science teachers in common courses will collaborate, create, and give common assessments.
2. Afterschool tutoring will be offered by science teachers 4 days/week.
3. In an effort to help students review and spiral back on previously taught science standards, "Science on Saturdays" (SOS) will be offered to Biology students 1x per month from September through April. AP/IB students will have sessions in May.
4. Teachers will utilize DEA data to determine areas of weaknesses and design instruction based on Biology standards.
5. Administrators will fund the purchase of journals for ALL Biology students.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will incorporate prior knowledge when teaching new concepts. "Throw Back Thursdays", TBT, will have a focus of spiraling at the beginning of class.
2. Teachers will utilize Bell ringers regularly at the beginning of class to spiral back on previous standard and/or concept. If standard is not mastered, teacher will design "reteaching" component for that standard.
2. Students will participate in small group activities with spiraled concepts designed to access their prior knowledge and build on that knowledge to higher level thinking.
3. Teachers will establish study groups among different level students based on strengths and weaknesses in order to review standards, assessments and previous course material. Spiraling activities will include hands-on activities in small groups, stations, mini-labs, and/or practice tests.
4. Students can participate monthly in Science on Saturdays where various spiraling activities are designed to assist students with reviewing previously taught Biology standards.
5. Students will create Interactive Journals to reinforce Biology standards and concepts throughout the year, spiraling back when necessary both individually as well as a class.

| Implementation Monitoring: | | | |
|-----------------------------------|------------------|--|--------------------------------------|
| Initiative | How Often | How Will It Be Monitored | Who Is Responsible To Monitor |
| Spiraling vocabulary | monthly | lesson plans, walk throughs, observations, student samples | Administrator/TRIBE Leader |
| Science on Saturdays | monthly | student attendance records, SOS agenda | Administrator/TRIBE Leader |
| AP/IB weekend review | May | student attendance records | Administrator/TRIBE Leader |
| | | | |
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| Evaluation: |
|---|
| Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester): |
| Refinement of Goal (Completed at the Beginning of Second Semester): |



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**

1. Continuation of three 100-minute Algebra Blocked Class co-taught for struggling Level 1 and 2, ESE and ELL students. Class size has been reduced compared to other math classes, co-teachers have common planning for better planning of instructional strategies, activities, and assessments that align and pace with all other Algebra 1 classes. Choctawhatchee High School CHOICE Institute includes The Okaloosa Aerospace Academy as well as the Engineering Program which are both partnered with Embry-Riddle Aeronautical University-Worldwide and the CHOICE Information Technology Institute. Institute programs offer students the opportunity to earn numerous industry certifications, earn college credit and be accepted into a degree seeking program at the university level. Choctawhatchee High School offers the International Baccalaureate Programme, a rigorous pre-university course of study that meets the needs of highly motivated high school students. Students receive high school credit for courses completed, but advanced standing or college credit is based upon the results of the IB Exams given during the 11th and 12th grades. Additionally, Choctaw offers 12 Advanced Placement courses that give students the opportunity to earn college credit by completing an AP course and passing the national College Board AP Exam for that course.
2. ELL students in Language Development and Algebra I Block (in 9th grade), the MTSS Team to provide interventions with students who meet a number of at-risk indicators, STP, ESE Team of teachers who help support classroom teachers with IEP accommodations for individual students.
3. The continuation of increasing technological teaching tools and applications through all of our departments. Examples include Plickers, Clickers, Ziplt, Chromebook Apps, Kahoot, and many more technological based instructional applications and manipulatives to increase student engagement. Additionally, AP Collegeboard teachers are trained to utilize AP Instructional Planning Reports for their particular AP course.
4. Continue year-round parent informational sessions (i.e.: IB/AP parent meetings, Level 1 Readers Parent meeting, SPEAR conferencing, extra-curricular parent meetings) so that parents can make the most informed decisions for their student(s). Additionally, teachers update grades online weekly so that parents can check Parent Portal for student progress regularly. Finally, we have also redesigned High School and Beyond Night for parents and students to attend in the Fall.

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**

1. Continue school improvement projects to include instructional technologies, powerplant management, flooring, classroom tables/desks, water based facility improvements, and other facilities based projects.
2. Implementation of a staff theme Motivate, Educate, Inspire. Continue the use of a weekly staff newsletter focusing on building a culture of learning and working through the implementation of motivational and inspirational strategies.
3. Inclusion of the SRO in electives courses on school safety procedures. Continue routine practices of school evacuation procedures. Continued staff professional development of school and student safety procedures.