

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name: Crestview High School

Legend

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

SAC Information

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

SAC funds in the amount of \$ 2,014.00 will primarily be used for: Copy paper

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

Principal's Signature
Dexter Day
SAC Chairperson's Signature
Eric Sturges

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
Dexter Day	Principal
Thomas Harvell	Assistant Principal
Kim Dunn	Assistant Principal
Holly Tew	Assistant Principal
Benjamin Kimbrough	Dean of Students
Sandi Bufkin	Math Chair
Lisa Kimbrough	English Chair
Darren Dubose	Science Chair
Katie Blansit	Science Teacher
Sharon Morrow	Social Studies Chair
Tim Gillis	Intensive Reading Teacher

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

SPP stakeholders (Admin, SLT, Depts., and SAC) met for planning purposes during 2nd semester of 2018-19 and over the summer. The stakeholders also communicated through emails and submitted suggestions in order to study the CHS data to determine strengths/weaknesses and specific focus areas for improvement. Admin attended the Principals/SPP meeting at the district level and focus area teachers met during the summer to determine instructional strategies. SPP team met during the summer to develop strategies for the SPP. Focus area teachers met during preplanning and department meetings to set up the Action Steps, programs, strategies, monitoring frequency, school-based PD dates, and to review the school's Writing Plan. They prepared instructional strategies and goals that will support the objectives set forth in the SPP.

SPP meeting dates: May 7---SLT; May 7th; Apr 29th---SPP materials given to Principal at the Principals' Meeting; May 7th ---Admin meeting on SPP focus areas; June 22--SPP Focus work with IR; July-11-12-- SPP Focus work w/ELA/IR; July 18---Admin meeting on SPP focus areas; July 23-31---SPP team members met on Focus areas; Aug-Preplanning----Admin met with SLT and Depts to go over Data, SPP Focus Areas, Flip Charts, and ELA Standards Resource Book; Aug 16th---Admin met w/ depts one last time re: SPP.

*DUE TO COVID-19, there were no additional meetings for the current school year's SPP. Stakeholders were contacted and input was given to the specifics of our Pandemic ELA and Math Instructional Gaps focus.

School Profile

Crestview High has proudly served the area for over 100 years. It boasts an array of nationally recognized programs for postsecondary success with an innovative curriculum ranging from vocational certification to college credit earned from AP/AICE/dual enrollment courses on campus/NWFSC. Students are consistently awarded numerous academic scholarships to higher institutions.

Our CHOICE program gives training opportunities for students pursuing a career in a vocational technical field. Students can earn elective weighted credits and industry certifications. CHOICE is the exemplary model for the State of Florida in the vocational technical career training program field.

CHS also has unique program relationships with two state universities. The SSTRIDE pre-medical program is a joint venture between Okaloosa County and the FSU College of Medicine. SSTRIDE students receive practical science instruction with a focus on college readiness. The Embry-Riddle Aeronautical University worldwide program provides high school/college credit for students interested in aerospace sciences.

The renowned Culinary Arts program is tailored for students pursuing employment in the food service industry or entry into a collegiate/vocational program.

The DCT program, the only one in the district, provides students with occupational skills through employment-related instruction/leadership development. The popular Allied Health program offers courses in the Secondary Health Core curriculum leading to careers in health occupations.

Students are encouraged to participate in extracurricular clubs, organizations, and/or sports to share their talents, build school spirit, and get involved in community service. Music programs range from the Destiny Show Choir to the Big Red Machine Band. The Army JROTC program develops personal, academic, and leadership skills. Our football, volleyball, and girls' basketball teams were crowned 18-19 District Champions. Our boys basketball team was crowned State Champs. Many athletes have been awarded scholarships to play at the college level. Leadership classes participate in community service, sponsor the school's freshman Bulldog Camp, serve as tutors and mentors, and raise money for charities. CHS has earned awards as a Five Star School and Golden School and endeavors to meet the needs of a diverse student body.

Parent and Community Awareness

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	16	19	99	227	215	576	4.05	576	37.33%
2. School rules/discipline plans are enforced consistently at this school.	21	54	120	248	136	579	3.73	579	23.49%
3. I regularly receive feedback from school staff on how well my child is learning.	91	148	165	112	62	578	2.84	578	10.73%
4. My family is treated with respect at this school.	10	16	141	234	177	578	3.96	578	30.62%
5. My child has every opportunity to be successful at this school.	14	21	112	246	186	579	3.98	579	32.12%
6. My child has the necessary classroom supplies and equipment for effective learning.	14	25	80	286	173	578	4.00	578	29.93%
7. I would recommend this school to other parents.	24	40	169	208	138	579	3.68	579	23.83%
8. This school provides a safe environment for my child to learn.	11	27	120	264	157	579	3.91	579	27.12%
9. My child is recognized for good work and behavior at this school.	24	59	205	198	92	578	3.48	578	15.92%
10. The school is clean and well maintained.	43	76	151	212	95	577	3.42	577	16.46%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	19	61	166	230	102	578	3.58	578	17.65%
12. I am proud to say I have a child at this school.	17	29	167	227	135	575	3.75	575	23.48%
13. I receive positive phone calls, emails, or notes about my child from the school.	94	141	157	107	77	576	2.88	576	13.37%
14. The principal at this school is approachable and reachable.	12	10	161	193	202	578	3.97	578	34.95%
15. The principal at this school is an effective leader.	10	10	139	183	236	578	4.08	578	40.83%

Parent and Community Awareness

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

Two of the top positive aspects of CHS are parents are generally satisfied that learning is a high priority and the principal is an effective leader who meets the needs of the students.

Student are afforded every opportunity to be successful at this school.
Families are treated with respect at this school

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

Two related areas that could show improvement are improving the communication between the school and parents and timely feedback from the school and teachers to the parents and students.

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

We currently use the following to communicate with our parents and community:
Blackboard Connect phone call system, parent emails, parent/teacher conferences, teacher web pages, teacher use of Edmodo, staff use of Remind texting, campus LED sign and marquee sign downtown, automated phone system for student absences, informational mailouts, district online gradebook program, Crestview News Bulletin, and TeacherText. Multiple Open Houses are held throughout the year to disseminate information. The Guidance Department sponsors a FASFA night and activities of the school are shared at SAC Meetings. Parents may also electronically access the CHS website as well as Facebook and Twitter pages for school information and updates.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Level 1 and 2 students not making learning gains
School Focus
What is the cause(s) for this subgroup being an area of focus? Learning gains for this group have been consistently low for the past two years.
What are we doing to target this subgroup? <ol style="list-style-type: none">1. IR classes in direct support of English classes.2. Like courses, IR teachers, and ESE teacher plan and collaborate on instructional strategies and remediation/reinforcement for this group.3. Use of student data (FSA, Achieve 3000, Khan Academy, teacher assessments) to identify student weaknesses, drive differentiation of instruction, plan small group instruction, and conference with each student.4. Teacher-led small group instruction.5. ESE teacher push in/pull out small group instruction.
Targeted School-based Professional Development: <ol style="list-style-type: none">1. Collaboration and planning with Intensive Reading teachers, ELA teachers, and ESE push in/pull out teacher for instructional design.2. Using Achieve 3000, i-Ready for IR and IM, Khan Academy, and FSA data to set small groups and for reinforcement of skills.3. Data-driven instruction using FSA, and ALDs to create appropriate FSA-type questions, lessons, and assessments.4. Strategies for Differentiation of Instruction including ALDs.5. Data analysis tools for students (student folders, ALDs as a rubric, Student Progress Charts with FSA Levels and LGs for Data Chats) for self-evaluation.
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): <ol style="list-style-type: none">A. Instructional Delivery Methods<ol style="list-style-type: none">1. Whole group instruction will include explicit teaching, teacher modeling, teacher led discussion, cooperative learning groups, student-to-student interaction.2. Differentiated Instruction will include cooperative learning groups, stations, writing through reading, and teacher led small group instruction utilizing ALDs and assessment data (FSA, Khan Academy, Achieve 3000, teacher created).3. Small group instruction will benefit each student based on their assessment data.4. ESE push in/pull out individual/small group instruction.

B. Student Engagement with multiple sources

1. Everyday Instructional Reading lessons will include the following components: multiple sources TDQs, Text marking and annotation, purposeful student talk and focused culminating tasks.
2. Students will synthesize multiple sources to evaluate the relationships among the texts and for Integration of Knowledge, Craft and Structure, and Key Ideas and Details.
3. Instruction will focus on students making connections and synthesizing multiple sources and evaluating the relationship among the texts.
4. (ALDs) will be used to establish expectations for proficiency and learning gains.

C. ESE push in/pull out instruction.

1. Target specific student needs based on data analysis.
2. Small group instruction for remediation/reinforcement of reading and writing skills.

D. Conferences with students regarding progress using Student Progress Charts for self-evaluation. data analysis tools for students (student folders, ALDs as a rubric, Student Progress Charts for Data Chats) for self-evaluation.

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

1. Provide substitutes for teachers for Khan Academy, and PD dates
2. Common planning time and PD time for IR/ELA/ESE collaboration.
3. Provide assessment data, ALDs, and copies of Standards for teachers

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of various modes of instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Student engagement with multiple sources using ALDs	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Small group and one-on-one activities with ESE teacher	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	as needed	Administration, Department Head
Student progress conferences	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 58%.	
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 50%.	
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 60%	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus

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

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

School Focus

Targeted School-based Focus:

To utilize the resources of Data Analysis, ELA resources, Standards, and Achievement Level Descriptors (ALDs) to create appropriately rigorous FSA-type questions, lessons, and assessments.

Goal: To deliver successful instruction via whole group instruction, small groups, collaborative groups, stations, purposeful student to student interactions, and writing through reading.

Targeted School-based Professional Development:

1. Data-driven instruction using FSA, and ALDs to create appropriate FSA-type questions, lessons, and assessments.
2. Writing appropriately rigorous text-dependent questions (TDQs) at various DOK levels for use in teacher-led discussions, station work, and small group instruction.
3. ELA course level partners planning using ELA resources for scheduled observations and reflections and collaboration between IR and ELA teachers for instructional design.
4. Integrating writing strategies (i.e., SPRITE, PERSIA, SPICE, TWIST, AAWUBBIS, “Say, How, Mean, Matter”, elaborative techniques, root words) into reading instruction to promote synthesis across sources.
5. Working with the FSA Rubric, analyzing multiple texts for creating lessons using strong elaboration of evidence.
6. Strategies for Differentiation of Instruction including ALDs.
7. Data Analysis tools for students (student folders, ALDs as a rubric, Student Progress Charts with FSA Levels and LGs for Data Chats) for self-evaluation.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

A. Instructional Delivery Methods

1. Whole group instruction will include explicit teaching, teacher modeling, teacher led discussion, cooperative learning groups, student-to-student interaction
2. Differentiated Instruction will include cooperative learning groups, stations, and teacher led small group instruction utilizing ALDs and assessment data (FSA, teacher created) to plan student groupings and station activities.
3. Everyday Instructional Reading lessons will include the following components: multiple sources, text dependent questions (TDQs), text marking & annotation, purposeful student talk, writing through reading, and focused culminating tasks.

B. Student Engagement with Multiple Sources

1. Multiple resources will be utilized to ensure appropriate text complexity when choosing sources (CommonLit, Odell, NewsELA, outside resources).
2. Students will synthesize multiple sources to evaluate the relationships among the texts and for Integration of Knowledge, Craft and Structure, and Key Ideas and Details.
3. Instruction will focus on students making connections and synthesizing multiple sources and evaluating the relationship among the texts.
4. By the end of first semester, ELA students will be able to connect two or more sources in answering TDQs, recognizing common themes/ideas, or completing a culminating task.

C. Text Dependent Questions (TDQs)

1. Teachers will create TDQs using the Standards-Based Question Stems from the OCSD ELA Resource Book to ensure appropriate rigor and scaffolding.
2. (ALDs) will be utilized to write TDQs at DOK levels as indicated by the Item Specifications and will be used to establish expectations for proficiency and learning gains.
3. Students will utilize appropriate TDQs to engage with the text, in purposeful student talk, for textual evidence, and to help reach rigorous culminating tasks.
4. Students will utilize various strategies (“Say, How, Mean, Matter...”, SPRITE, PERSIA, SPICE, TWIST) to identify skills relevant to answering TDQs.

D. Text Marking and Annotations

1. Teachers will incorporate and scaffold purposeful text marking and annotation of texts so that students may accomplish increasingly complex EIR tasks throughout the year.
2. Text marking and annotating will be explicitly taught and modeled so that students become proficient in using this skill to analyze sources through TDQs and/or culminating tasks

E. Purposeful Student-to-Student Interaction

1. Teacher will implement small group discussion with differentiated instruction.
2. Students will be taught common student talk protocols.
3. TDQs, revisiting the texts, and/or culminating tasks will drive the purposeful student-to-student interaction.

F. Writing Through Reading

1. TDQs will be used to help students formulate informational and argumentative writing and for strengthening Elaboration of Evidence.
2. Students will sample informational and argumentative texts to gather evidence for elaboration.
3. Students will integrate writing strategies (i.e., SPRITE, PERSIA, SPICE, TWIST, AAWUBBIS, “Say, How, Mean, Matter”, elaborative techniques, root words) into reading instruction to promote synthesis across sources.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
PD Reading Focus	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	per nine weeks	Administration, Department Head
Classroom implementation of whole group and small group activities with differentiated instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Student engagement with multiple sources/TDQs; text marking and annotation within sources	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Classroom implementation of student-to-student interaction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Writing through Reading Instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Purpose, Focus, Organization Evidence and Elaboration

Targeted School-based Professional Development:

1. To create strategies for use with prompt deconstruction and supporting ideas before introducing sources.
2. To create strategies for use in synthesizing multiple sources in order to respond to a given prompt.
3. Create topics for common prompts.
4. Data Analysis tools for students for self-evaluation.
5. Data-driven writing instruction using FSA results and ALDs (review Phase 2) in order to create appropriate FSA-type questions.
6. To Integrate writing strategies (i.e., SPRITE, PERSIA, SPICE, TWIST, AAWUBBIS, “Say, How, Mean, Matter”, elaborative techniques, root words) into reading instruction to promote synthesis across sources.
7. Analyzing multiple texts for creating lessons using strong elaboration of evidence.

Writing Plan

Unpacking the Prompt

Instruction:

- All teachers will use a common process MAAP and/or RAFT to unpack prompts/TDQs
- Student Outcome:
- Students will practice unpacking the prompt in EIR tasks and in small groups by using TDQs.
- Students will deconstruct the prompt and write supporting ideas before sources are introduced. Purposeful Text Marking Specific to TDQ Prompts
- Instruction:
- Teacher will use FSA Writing Sample Sets and/or Okaloosa Writing Exemplars to model how unpacking the prompt determines purposeful text marking.
- Student Outcomes:
- Students will use unpacked prompts (from previous section) to determine a possible purposeful text marking for analysis.
- Using purposeful student talk, students will justify their text marking for analysis and show how it relates to the prompt.

Planning for the Essay

Instruction:

- Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubrics (opinion, informational) by conducting an EIR of each score point.
- Create handouts or anchor charts of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer.
- Teacher will use CommonLit for each grade level to create a common reading per nine weeks

Student Outcome:

- Students will complete EIR tasks.

Instruction to Synthesize Ideas from Multiple Sources

Instruction:

- Teacher will provide explicit instruction on how to synthesize ideas from multiple sources in order to respond to a given prompt.
- Teacher will model progression of analysis required to synthesize information and ideas from multiple sources.
- Teacher will provide opportunities for students to increase reading and writing stamina through instruction, differentiated small groups, and EIR tasks.

Student Outcomes:

- Students will engage in purposeful Student Talk using multiple sources and TDQs focusing on synthesis in writing.
- Students will develop increasing levels of stamina required to read, text mark, and analyze at least three texts.
- Students will apply analytical thinking skills to make connections and then analyze those connections across texts
- Students will regularly use at least three texts in both essay writing and Everyday Instructional Reads tasks.

Writing an Introduction

Instruction:

- Teacher will provide explicit instruction on:
- Grabbing the reader’s attention through a relevant statement in an effective introduction and thesis.
- Orienting the reader to the topic of the essay (answering the prompt) with an effective thesis/claim.
- Stating the ideas or concepts that will be explained and then analyzed using sources (thesis statement/claim)
- Teacher and students will create an anchor chart containing the four components of an introduction.
- Teacher will model his/her color-coded method found in Additional Notes section to identify the thesis/claim.
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions and then guide students to independent practice.

Student Outcomes:

- Students will practice writing introductions using the components of an effective introduction.
- Students will utilize the chosen color-coded method found in Additional Notes section to identify their thesis/claim.
- Students will conference with teacher and/or other students in small groups in order to analyze the effectiveness of their thesis/claim.
- Using the FSA Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Writing a Conclusion

Instruction:

- Teacher will emphasize the elements of an effective conclusion
- Teacher will provide explicit instruction on:
 - Thesis Statement, Synthesis, Extension
- Teacher and students will create an anchor chart containing the components of an effective conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model his/her color-coded method found in Additional Notes section to identify the concluding sentence. Teacher will guide students to independent practice.
- Student Outcomes:
 - Students will practice writing conclusions based on their introductions from the previous section using tools such as the “Say, How, Mean, Matter...” in order to focus on “Why it Matters”.
 - Students will code their conclusion where it answers “So What?” and/or “Why it Matters”.
 - Students will conference with teacher and other students about the effectiveness of the conclusions they have written.
 - Using the FSA Writing Rubric, students will self-assess their conclusions in writing and revise writing as needed.

Citing Evidence

Instruction:

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (opinion, informational) by conducting an Everyday Instructional Read of each score point
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.
- Teacher will provide explicit instruction on not over relaying on one source when selecting relevant evidence.
- Teacher will provide explicit instruction on the three types of evidence: Quotations, Paraphrasing, Summarizing
- After selecting relevant evidence for the Warrant Workout, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

- Teacher will provide explicit instruction on how to determine which types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model his/her color-coded method found in Additional Notes section to identify text evidence.
- Teacher will model analysis of validity and relevance of text evidence.

Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.

Student Outcomes:

- Students will list attributes to describe each score point of the FSA Writing Rubrics for EE.
- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use relevant evidence in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their text evidence.
- Students will use their progress charts to follow achievement in citing evidence.

Elaboration

Instruction:

- Teacher will define the term elaboration
- Teacher will provide explicit instruction on the effective use of elaborative techniques and will provide a reference sheet for students to keep in notebook.
- Teacher will model the use of the Warrant Workout to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration.
- Teacher will model the use of “Say, Mean, Matter” to assist in developing ideas for strong elaboration. This includes instruction on which text evidence is worth of elaboration.
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using the Warrant Workout and “Say, Mean, Matter”.
- Teacher will model his/her color-coded method found in Additional Notes section to identify elaboration in FSA Writing Sampler Sets and Okaloosa Writing Exemplars.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to show examples of effective and ineffective elaboration.

Student Outcomes:

- Students will evaluate and revise student writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars) containing weak elaboration to put in their notebook for reference of their progress.

- Using the FSA Writing Rubric, students will conference with teacher and/or other students in order to analyze their use of elaboration in writing and then revise writing as needed.
- Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.
- Students will effectively use multiple elaborative techniques both in their essay writing and Everyday Instructional Reading tasks.

Transitions

Instruction:

- Teacher will model the effective use of both internal and external transitions and will provide a list of common transitions for students to keep in their notebook.
- Teacher and students will create an anchor chart of effective internal and external transitions using strategies such as AAWUBBISS.
- Teacher will model color-coded method found in Additional Notes section to identify transitions in writing.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to model effective use of transitional words, ideas, phrases, and sentences.
- Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases during independent work and during small group Writing Workshops.

Student Outcomes:

- Using the FSA Writing Rubrics, students will evaluate and revise usage of transitions in writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars).
- Students will routinely use transitions in both their essay writing and EIR tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify and then analyze their transitions.
- Students will conference with teacher and/or other students in order to evaluate the effective use of transitions in their writing.
- Using the FSA Writing Rubric, students will self-assess their use of transitions in writing and revise writing as needed.

Content Specific (from the sources) Vocabulary

Instruction:

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary and will provide instruction on how to determine the meaning of root words.

- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in EIR tasks.

Student Outcomes:

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing (FSA Writing Sampler Set and Okaloosa Writing Exemplars) with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and EIR tasks.

Additional Information

- Use FSA-like Rubrics and the use of the FSA Sampler Sets should be evident.
- Components of essay writing can be taught and practiced in isolation, however students should be routinely provided opportunities to write complete essays and peer edit during stations.
- Teachers and students will use color coding technique to assist in identifying components of essay writing
- In order to develop stamina, students will routinely write a text-based essay to a given prompt. Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing:

Dates for suggested writing assignments:

Month	Timed	Instruction	Samples
August/ Early September	Diagnostics Argumentative And Informative	x	x
Late September	x	Instruction: Intro/thesis and *Counterclaim	Sample work/revisions
October	Argumentative	Instruction: Organizational structure/transitions	High and low Sample work/revisions
November	Informative		High and low

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Prompt deconstruction w/out sources; response to a prompt with multiple sources	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	as needed	Administration, Department Head
Implementation of small group writing activities with differentiated instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Integration of writing strategies into reading instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Elaboration of evidence using analysis of multiple complex texts	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
PD-Writing Focus	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chatst	weekly	Administration, Department Head
Implementation of Writing Plan	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	as needed	Administration, Department Head

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

To utilize the resources of student data (FSA, Achieve 3000, Khan Academy, teacher assessments) to identify student weaknesses, drive differentiation of instruction, plan small group instruction, and conference with each student.

Goal: To deliver successful instruction via whole group instruction, small groups, collaborative groups, stations, ESE teacher push in/pull out small group instruction, purposeful student to student interactions, and writing through reading.

Targeted School-based Professional Development:

1. Collaboration and planning with Intensive Reading teachers, ELA teachers, and ESE push in/pull out teacher for instructional design.
2. Using Achieve 3000, Khan Academy, and FSA data to set small groups and for reinforcement of skills.
3. Data-driven instruction using FSA, and ALDs to create appropriate FSA-type questions, lessons, and assessments.
4. Strategies for Differentiation of Instruction including ALDs.
5. Data analysis tools for students (student folders, ALDs as a rubric, Student Progress Charts with FSA Levels and LGs for Data Chats) for self-evaluation.
6. Writing appropriately rigorous text-dependent questions (TDQs) at various DOK levels for use in teacher-led discussions, station work, and small group instruction

Action Steps for Remediation

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

A. Instructional Delivery Methods

1. Routinely implement a balanced literacy model to include various modes of instructional delivery
2. Whole group instruction will include explicit teaching, teacher modeling, teacher led discussion, cooperative learning groups, student-to-student interaction.
3. Differentiated Instruction will include cooperative learning groups, stations, writing through reading, and teacher led small group instruction utilizing ALDs and assessment data (FSA, Khan Academy, Achieve 3000, teacher created).
4. Small group instruction will benefit each student based on their assessment data.
4. ESE push in/pull out individual/small group instruction.

B. Student Engagement with multiple sources

1. Everyday Instructional Reading lessons will include the following components: multiple sources TDQs, Text marking and annotation, purposeful student talk and focused culminating tasks.
2. Students will synthesize multiple sources to evaluate the relationships among the texts and for Integration of Knowledge, Craft and Structure, and Key Ideas and Details.

3. Instruction will focus on students making connections and synthesizing multiple sources and evaluating the relationship among the texts.
4. (ALDs) will be used to establish expectations for proficiency and learning gains.
- C. ESE push in/pull out instruction.
1. Target specific student needs based on Data analysis.
 2. Small group instruction for remediation/reinforcement of reading and writing skills.
- D. Conferences with students regarding progress using Student Progress Charts for self-evaluation. data analysis tools for students (student folders, ALDs as a rubric, Student Progress Charts with FSA Levels and LGs for Data Chats) for self-evaluation.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of various modes of instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Student engagement with multiple sources using ALDs	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Small group and one-on-one activities with ESE teacher	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	as needed	Administration, Department Head
Student progress conferences	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Writing prompt breakdown; blending resources and integration of knowledge

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Focused lessons addressing prompts; students using the resources without the prompt to compose 1st draft of essay; integrate resources with 2nd draft

*COVID-19 focus

Teachers will provide a current 14 day COVID-19 lesson plans to be prepared for any transition to remote learning. Lessons will be available on the teacher's assignment link for student/teacher absences from the virus

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
quarterly writing prompts	students will compose an essay each 9 weeks to show progress in the understanding of the prompt	Each 9 weeks	Classroom teacher
focused common lessons based on integration of knowledge standards and composed through collegial input from teachers.	students will use the focused common lessons as a way to gain in skill weaknesses addressing each focus.	weekly	Classroom teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Social Studies*

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:
U.S. History The percentage of all curriculum students who will be proficient in U.S. History as defined by the State of Florida on the Florida U.S. History End-of-Course Exams will be at least 86%.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

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

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

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able to think about and analyze social studies content through standards based instruction using components of an EIR and TDQs of varying complexity.

Targeted School-based Professional Development:

Based on teacher need and interest as evidenced in the Needs Assessment Survey, differentiated professional development will be offered on Everyday Instructional Reading:

Monthly---Collaboration on strategies to enhance instruction/focus for African American Students

September---Creating strong sequential standards based TDQs

October---Purposeful Student Talk; Text marking/annotating focused on strong TDQs

Monthly---implement 1 to 2 to 3 multiple sources monthly(e.g., primary and secondary sources, websites, National Archives)

November---Annotating strong TDQs that lead to analysis of text

Monthly---Subject Area Planning Meetings

Focused Peer classroom visits (ELA Soc St, US History) to observe and purposefully reflect upon an Everyday Instructional Reading Lesson at least once per semester

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will use course standards (including Florida's Standards for Literacy in the Content Areas) and the Social Studies Standards Resource for High School (Item Specifications, ALDs, question stems) to develop lessons through backward design.

- Teachers will use the Social Studies Standards Resource for High School (Item Specifications, ALDs, questions stems) to develop TDQs at various levels of complexity (including all levels of DOK) to assist students in mastering the Social Studies Standards
 - Teachers will model classroom norms for cooperative learning and tasks to promote purposeful student talk such as socratic discussions, student led discussion, Everyday Instructional Reads to include text marking and annotating TDQ's.
 - Students will adhere to protocols for small group talk and tasks.
 - Teachers will create opportunities for purposeful student talk through teacher created TDQ's at various levels of complexity including all DOK levels and College Board recommendations.
 - Students will utilize student talk strategies (ex. Body voting, talk moves, silent discussions, Socratic Seminars, sentence frames, etc.) to respond to standards based questions to prepare for writing tasks or whole group discussions.
 - Teachers will routinely implement Everyday Instructional Reading strategies specifically incorporating teacher created TDQ's, text marking/annotating, student talk, and Writing Through Reading to meet the social Studies Standards.
 - Students will utilize text marking/annotation, Writing through Reading, and Student Talk during Everyday Instructional Reading to help analyze texts.
 - Students will analyze multiple sources (primary/secondary sources, National Archives, FJCC Website, Library of Congress, Teaching Like a Historian, articles, video, etc) to answer teacher created TDQs of varying levels of complexity including all DOK levels constructed from standards to make intertextual connections.
 - Students will work collaboratively to analyze primary and secondary sources to respond to teacher created TDQ's at the higher DOK's to make intertextual connections.
 - Teachers will create standard based Culminating Tasks requiring textual evidence and elaboration.
 - Students will respond in writing to short response and multi-paragraph essays in order to show analysis of text. Analysis of Multiple sources will be evidenced through text marking/annotating, purposeful student talk and textual evidence and elaboration.
- Teachers will implement the DBQ project materials with fidelity (at least once per quarter)
- Students will utilize components of Everyday Instructional Reading while analyzing DBQ materials
 - Everyday Instructional Reading Components
 - o Purposeful text marking/annotating
 - o Purposeful student talk
 - o Writing through Reading

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Every Day Instructional Reading Lessons	Walk through/Lesson Plans	Bi-weekly/monthly	Admin/dept. chair
Teacher Created TDQs at the higher levels of DOK	Walk through/Lesson Plans	Bi-weekly/monthly	Admin/dept. chair
Purposeful Student Talk	Walk through/Lesson Plans	Weekly/monthly	Admin/dept. chair
Utilizing Multiple Resources including primary/secondary sources	Walk through/Lesson Plans	Weekly/monthly	Admin/dept. chair

Standards based Culminating Tasks	Walk through/Lesson Plans	Weekly/monthly	Admin/dept. chair
African American Student Engagement Strategies	Walk through/Lesson Plans	Quarterly at bi-weekly meetings	Admin/dept. chair

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

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.	
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 70%.	
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 90%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

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

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

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

Designing Cooperative Learning Group opportunities and/or Stations to differentiate instruction and spiral

Using digital resources (Math Nation, OCSD Curriculum website, ALDs and Item Specifications) to differentiate instruction and provide meaningful formative and summative assessments for students

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

A. Various Modes of Instructional Delivery

1. Whole group instruction that includes explicit teaching, modeling, guided practice, cooperative learning groups, and independent practice

2. Differentiated instruction that includes cooperative learning groups, stations, and teacher led small group instruction

B. Backwards Design Lesson Planning

1. Use item specifications and ALDs to analyze each standard

a. Identify what students need to be able to do at each ALD level

b. Determine necessary scaffolding

2. Create assessment that mirrors FSA Item Specifications

- a. Include varying item types (drag and drop, select all, short response, multiple choice, graphing)
- b. Ensure appropriate rigor (10-20% ALD 2, 60-80% ALD 3, 10-20% ALD 4/5)
- c. Utilize Math Nation and Item Specifications Sample Questions
- 3. Plan Instruction and Learning Experiences
 - a. Determine skills and prior knowledge
 - b. If textbook does not align with ALDs, use other resources
 - c. Determine how ALDs can assist with differentiation
 - d. Determine what formative assessment(s) will be used and how results will guide instruction
- C. Math Resources
 - 1. OCSD Curriculum Website
 - 2. ALDs and Item Specifications
 - 3. Math Nation
 - 4. MAP
- D. Utilize student data (FSA, MAP, teacher assessments) to plan groups, spiral standards, and differentiate instruction

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of Various Mode of Instruction	Formal/Informal Observations, Formal/Informal Walkthroughs	Monthly	Administration
Use of ALDs and other digital resources to ensure rigor	Formal/Informal Observations, Formal/Informal Walkthroughs	Monthly	Administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

1. IM classes in direct support of Algebra 1 classes
2. Use of student data (FSA, teacher assessments) to identify student weaknesses and plan small group instruction
3. Targeted small group instruction
4. ESE push in/pull out small group instruction

Targeted School-based Professional Development:

- iXL Training
- Utilizing FSA, and other assessments to drive small group instruction

Action Steps for Remediation

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

IM Teachers will routinely incorporate

A. Various Modes of Instructional Delivery

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

B. Utilize Digital Resources

1. Math Nation/Item Specifications

- a. To familiarize students with FSA style questions and rigor
- b. To differentiate secondary instruction

1. iXL

- a. To differentiate lessons below and on grade level in targeted areas of deficiency

2. MAP

- a. To identify skills students are ready to learn
- b. Plan instruction through the Learning Continuum

ESE Push-In/Pull-Out Teacher will routinely incorporate

A. Small Group Instruction

- 1. Target specific student needs based on MAP data, formative/summative assessments, and Algebra 1/Geometry/IM teacher feedback/input
- 2. Analyze ALDs to better understand what is expected for proficiency and learning gains

B. Utilize Digital Resources

- 1. Math Nation/Item Specifications
 - a. To familiarize students with FSA style questions and rigor
 - b. To differentiate secondary instruction
- 2. MAP
 - a. To identify skills students are ready to learn
 - b. Plan instruction through the Learning Continuum

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iXL	Digital Reports	Monthly	Teacher, Administrator
Small Group Instruction	Lesson Plans, Formal/Informal Observations, Formal/Informal Walkthroughs	Monthly	Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:
Loss of skill based knowledge due to extended time away from instruction

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
Students will complete iXL modules weekly and bellringers daily that focus on the remediation of missing skills.
*COVID-19 focus
Teachers will provide a current 14 day COVID-19 lesson plans to be prepared for any transition to remote learning. Lessons will be available on the teacher's assignment link for student/teacher absences from the virus

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iXL	Students will take one module and score 80%	weekly	Classroom teacher
Bellringer	Students will work bellringers that spiral prior skills	daily	Classroom teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Science*

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

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

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

School Focus

Targeted School-based Focus:

Use Standards and Item Specifications to plan various forms of instruction such as inquiry-based learning opportunities, whole group instruction, cooperative learning groups, and stations and incorporate EIR components

- Use Science Standards-Based Question Stem Flip Chart to create/edit TDQs at DOK levels 2 , 3 & 4 for lessons, assessments, and bellringer

Targeted School-based Professional Development:

1. Satellite PD Focusing 5E Lesson Model and Make and Take Time. Two more Date of Choice
2. EIR Components
 - a. Utilization of Multiple Sources with emphasis on data/graphic interpretation
 - b. Creation of appropriately rigorous TDQs using Flipchart
 - c. Strategies for text marking and annotating to ensure markings refer to TDQs
3. Cooperative Learning Group & Station Facilitation
 - a. Classroom Organization and transitions
 - b. Facilitating & Modeling of Purposeful Student Talk that encourages student to student interaction
 - c. Creating Interdependence Between Students (Group work vs CLG)
 - e. Instructional Rounds to see CLGs/Stations in other classrooms
4. Common Lunch to Collaborate and share ideas for lesson design and spiraling.
 - a. Bio department meeting every Monday to collaborate and share ideas for lessons, spiraling and assessment

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- A. Various Modes of Instructional Delivery
 1. Whole group instruction that includes explicit teaching, teacher modeling, teacher-led discussion, cooperative learning groups, and written responses
 2. Cooperative Learning Groups/Stations that may include:
 - a. Inquiry-based learning opportunities

- b. Spiral Review of standards (Bell Work)
- c. Analysis of data, charts, graphs, video clips.
- d. Evaluation of word relationships
- e. Teacher-led review/remediation
- B. Standards-based Units
 1. Incorporate at least 3 of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate)
 2. Bellringers that focus on the interpretation and analysis of multiple data sources (texts, pictures, charts, graphs)
 3. Include assessments that mirror SSA Item Specifications with appropriate rigor
- C. EIR Components
 1. Standards-based lesson
 2. Include culminating task to assess mastery
 3. Incorporate multiple sources (text, graphics, diagrams, charts, graphs, etc.)
 4. Use the Science Flip Chart to create appropriately rigorous TDQs
 5. Model and incorporate text marking and annotating that requires students to refer to TDQ
 6. Promote purposeful student talk.
 7. Students will analyze multiple sources(textbooks, Articles, video, workbook, and experimental data) to answer teacher created TDQs of various levels of complexity including DOK levels 3&4 constructed from standards and items specifications.
- D. Use assessment data (Study Island, Teacher Created Assessments) to drive instruction and spiraling tasks
- E. Students will engage with Study Island at the start of second semester

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Incorporation of EIR Components	Formal/Informal Observations	Monthly	Administration
Appropriately Rigorous TDQs	Assessment Reviews	Monthly	Teachers, Administration
Study Island Usage	Digital Reports	Weekly Second Semester	Teachers, Administration
Use of Item Specifications as an instructional Tool	Evaluations, Walkthroughs, Lesson plans, Weekly Bio Meetings	Weekly	Administration
Peer Observations	Observation notes	Weekly/Monthly	Administration
Utilizing Multiple Resources(e.g. Textbooks, articles, video, experimental data, workbook, Study Island, etc.	Evaluations, Walkthroughs, Lesson plans, Weekly Bio Meetings	Weekly/Monthly	Teachers, Administration

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

Refinement of Targeted School-based Focus:

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.).

With fourteen courses of study, Crestview High School has the largest selection of Career and Technical Education (CTE) Institutes in Okaloosa County. CTE is a unique program that allows students to earn high school credit, nationally recognized industry certifications, and possible college credit--all at the same time. Our Institutes include: Allied Health, Applied Cybersecurity, Applied Robotics, Automotive Maintenance and Light Repair, Comfort Technologies (HVAC), Cosmetology, Criminal Justice Operations, Culinary Arts, Digital Design, Diversified Career Technology, Engineering Pathways, iDesign Technology, Web Development, and Welding Technology. Many of these Institutes have their own clubs which have garnered national recognition.

Crestview High School also offers a variety of recommended progression of STEMM Course work. Advanced classes in English, Math, Science, Social Studies, and World Languages are offered alongside STEMM focus courses in Digital Technology, Health Occupations, and Engineering.



Accreditation Page

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

<p>Strategic Plan Focus Area: Improving and Advancing Student Achievement</p> <ul style="list-style-type: none"> • Ensure access for all students to rigorous and challenging curriculum • Address diverse educational needs through a coordinated support system • Integrate technology in learning by both educators and students • Use a variety of methods to communicate student progress with parents and stakeholders 	<p>Cognia Performance Standards related to this Focus Area</p> <p>Leadership Capacity Domain</p> <ol style="list-style-type: none"> 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners. 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners. 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. <p>Learning Capacity Domain</p> <ol style="list-style-type: none"> 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. <p>Resource Capacity Domain</p> <ol style="list-style-type: none"> 3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.
<p>Advanced courses will be promoted for all students including Advanced Placement, AICE, and Dual Enrollment courses. Honors level courses will be available and promoted in core areas as well as in the areas of electives, including CHOICE courses.</p> <p>Learning support services for our ESE and general population students include an onsite ESE Staffing Specialist, Instructional Specialists, Therapeutic Specialists as well as school guidance counselors and a school psychologist.</p> <p>Performance assessment data results help faculty identify and serve the unique learning styles of our students.</p> <p>Our School Advisory Council meets regularly with an approved agenda to discuss pertinent school issues and stakeholders are provided with follow-up minutes at each meeting.</p> <p>School website and other forms of communication will be used to increase information given to parents, students and other stakeholders concerning student progress</p>	



Accreditation Page

Accreditation Standards

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

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

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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.
- 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Learning Capacity Domain

- 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.
- 2.3 The learning culture develops learners’ attitudes, beliefs, and skills needed for success.
- 2.9 The system implements processes to identify and address the specialized needs of learners.
- 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Resource Capacity Domain

- 3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system’s purpose and direction.
- 3.8 The system allocates human, material, and fiscal resources in alignment with the system’s identified needs and priorities to improve student performance and organizational effectiveness.

Safety of Crestview High students is our number one priority. Advanced lockdown system enacted to ensure student and staff safety. Perimeter fence and single-point entry currently in place and activated. Threat Assessment Team in place and meets once a month.
 Two SRO officers in house.
 Maintenance and repairs for the facility continue to be a focus for CHS.
 CHS continues to work to find ways to reduce discipline referrals.
 Fulltime nurse on staff and a number of faculty/staff are certified in CPR.
 COVID-19 procedures and team in place and active