

Date Submitted: 11-5

Dates of Revision: 8-2020, 9-2, 9-3, 11-2

School Performance Plan 2020-2021



Fort Walton Beach High School

Legend

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

SAC Information

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

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
John Spolski	Principal
Merchelle Hixson-Wells	Assistant Principal
Lindsey Smith	Assistant Principal
Marc Williams	English Department Head
Jackie Sheffield	Math Department Head
Beth Russell	Science Department Head
Ann Pearson	Social Studies Department Head
Megan Mueller	Science Teacher
Tina Winston	English Teacher
Krichelle Halualani	Reading Teacher

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

The administration and department heads developed a timeline to review the implementation of the SPP and infuse the focus areas for the upcoming year. Intensive data chats were completed all summer with the content areas teachers about the previous and upcoming year. The accelerated timeline set a rigorous pace for the FWBHS stakeholders. We handed out the focus areas for each department and then discussed what issues needed to be brought forward from the current plan into the new school year. The instructional leaders completed candid conversations with the instructors based on the data and the results. The department heads worked with the teachers within the department to attack the focus areas and areas of improvement. The department heads and mentor teachers have worked hard to ensure the new faculty members understand the culture and the instructional expectations here at FWBHS. SPP Drafts were sent to administration and a draft of the document was presented to faculty via departments for them to review and revise. We ordered from the District Print Shop or printed at the school, Item Specifications and Achievement Level Descriptions for critical area teachers.

School Profile

Fort Walton Beach High School (FWBHS), proud home of the Vikings, serves the diverse communities of southern Okaloosa County, including Destin, Okaloosa Island, Fort Walton Beach, Mary Esther, and Hurlburt Field. Currently, there are 1925 students enrolled in grades nine through twelve with over 650 students taking online courses due to the pandemic. We have a strong commitment to providing the foundation for our studies to be successful in the world beyond high school. We are committed to educating the whole student in academics, fine arts, athletics, and community service.

We offer 25 AP courses and 6 AICE courses. Students earn college credit by completing an AP or AICE course and then passing the AP/AICE exam. Our Project Lead the Way Biomedical Sciences students can earn twelve college credit hours by completing four years and passing the national exams. These students can earn a Bio Technician Assistant Certificate after completing Principles of Biomedical Sciences, Human Body Systems, Medical Interventions, Biology, and Chemistry, and passing the Bio Technician Assistant Credentialing Exam with an 80%. Our CHOICE Technology Institute students earn numerous Industry Certifications.

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

FWBHS is a partner with the United States Air Force through its highly recognized AFJROTC-FL051 Program.

Our service and honor clubs continually support community efforts to improve the quality of life for citizens as well as fostering the growth of our future leaders. During Christmas Connection, students helped 80 families, including 250 children in our community. Leadership Class also sponsored a prom for Silver Sands School and participated in the Destin Seafood Festival, Fall Festivals for Destin and the local elementary schools, Relay for Life, and other community functions.

Parent and Community Awareness

District-Level Summary

A total of **3,766** parents/caregivers across the district provided feedback during the current survey administration. The district's overall mean (Items 1-17) was **4.17**, using a scale of 1 to 5. About 50% of all response choices were in the "Strongly Agree" category or "Top Box." "Top Box Percentage" is the percentage of parents/caregivers who select the "Strongly Agree" option indicating that they are *most positive*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., "Strongly Agree") compared to those who are just satisfied (i.e., "Agree") when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction and loyalty.

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.31	65	49.23%
2. School rules/discipline plans are enforced consistently at this school.	3.68	65	30.77%
3. I regularly receive feedback from school staff on how well my child is learning.	3.23	65	21.54%
4. My family is treated with respect at this school.	4.35	65	55.38%
5. My child has every opportunity to be successful at this school.	4.28	65	50.77%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.17	65	38.46%
7. I would recommend this school to other parents.	4.30	64	51.56%
8. This school provides a safe environment for my child to learn.	4.05	64	37.50%
9. My child is recognized for good work and behavior at this school.	3.83	65	33.85%
10. The school is clean and well maintained.	4.13	63	36.51%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3.95	65	41.54%
12. I am proud to say I have a child at this school.	4.17	65	49.23%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.03	65	29.23%
14. The principal at this school is approachable and reachable.	4.25	65	56.92%
15. The principal at this school is an effective leader.	4.26	65	53.85%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	0	3	6	24	32	65
2. School rules/discipline plans are enforced consistently at this school.	3	11	10	21	20	65
3. I regularly receive feedback from school staff on how well my child is learning.	9	13	11	18	14	65
4. My family is treated with respect at this school.	1	1	8	19	36	65
5. My child has every opportunity to be successful at this school.	1	3	6	22	33	65
6. My child has the necessary classroom supplies and equipment for effective learning.	1	2	7	30	25	65
7. I would recommend this school to other parents.	2	1	6	22	33	64
8. This school provides a safe environment for my child to learn.	2	4	7	27	24	64
9. My child is recognized for good work and behavior at this school.	3	4	16	20	22	65
10. The school is clean and well maintained.	1	1	10	28	23	63
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3	4	13	18	27	65
12. I am proud to say I have a child at this school.	1	3	12	17	32	65
13. I receive positive phone calls, emails, or notes about my child from the school.	14	12	16	4	19	65
14. The principal at this school is approachable and reachable.	1	3	12	12	37	65
15. The principal at this school is an effective leader.	2	0	12	16	35	65

Parent and Community Awareness

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

Of the parents that responded, we do a very good job of ensuring that all voices are heard and that students are known and valued. Parents are responsive to administrative leadership and feel their voice is heard and that it matters. After reviewing the climate instrument questions and responses, the families surveyed feel that our learning environment is safe, and the students are welcomed by the faculty and staff. Historically, the open responses reveal that our students enjoy the spirit and the pep rallies at our school so this pandemic year it will be important that we reinforce these memorable experiences. Most importantly the FWBHS teachers care about their students and do a superlative job to give them the best life skills possible not only in the classroom but also for the outside world.

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

The feedback shows we need to improve our collection of feedback from parents and to increase their participation in the district survey and an overall increase in communication with the community stakeholders. Additionally, a closer look at feedback and positive communication should be done since parents responding were split 40/60 on these topics. Another opportunity for FWBHS would be to take a closer look at how we promote parent input for the school since parent input helps alleviate the anxiety associated with communication or the lack thereof.

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

Various means of communication are used to inform the community and families of information, events and activities occurring at FWBHS. Weekly newsletters are sent out electronically to all families that request it and are posted to the school website. During registration and all open houses, parents are encouraged to sign up for the newsletter. Mass phone calls are used to inform the school of major events and information. We also make use of social media such Facebook and Twitter to inform students, parents, and the community of events. The Guidance department does informational nights for each grade level parents and students. For incoming students, we host our annual Conquest night where all of our clubs, extra-curricular and academics are highlighted. We also host an AP night for our current students to inform them of AP classes that they may register for during registration. Online Learning has been fully implemented with Zoom, Google Docs, Teams, Web Cameras, and Edgenuity due to the national pandemic.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE

School Focus
What is the cause(s) for this subgroup being an area of focus? Lowest ESSA data point for FWBHS
What are we doing to target this subgroup? Added ESE Instructors for the 2020-2021 school year and reduced caseloads for instructors
Targeted School-based Professional Development: ESE Teachers and Assistants are working collaboratively and attending district offered professional development offerings

Action Steps for Implementation
<p>Classroom Implementation Action Steps (Teachers and Students):</p> <ul style="list-style-type: none"> • ESE teachers will instruct students on organizational and study skills and habits. • ESE teachers will monitor progress toward IEP goals • ESE teachers will instruct students on self-advocacy • ESE teachers will collaborate with general education teachers to ensure seamless implementation of accommodations and services • ESE teachers will maintain communication with parents and ensure they are included in the student educational plan
<p>School Implementation Action Steps (Administration, Teachers, and Students):</p> <ul style="list-style-type: none"> • Develop a schedule for the Student Training Program/Classroom Assistant Position • Develop a schedule for the ESE instructors and teachers to ensure students are receiving services above and beyond the prescribed IEP.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Organizational Skills	Lesson plan/walk through	Monthly	Admin
Progress monitoring	Progress goals	Quarterly	ESE Teacher
Self-Advocacy	Lesson plan/walk through	Monthly	Admin
Collaboration with Gen Ed Teacher	Walk through/discussion	Monthly	Admin/ESE Teacher

Parent Communication	Reflection log/Communication log	Quarterly	Admin/ ESE Teacher

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.
-----------------------	---

Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 60%.	
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 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., MAP, FSA, formative) to drive whole group instruction and cooperative groups

School Focus

Targeted School-based Focus:

The ELA teachers will focus on the 9th and 10th grade lowest quartile and prepare them to make gains on the FSA through a variety of differentiation techniques and supporting a student-led classroom including purposeful student talk and reflection.

Targeted School-based Professional Development:

- FWBHS has chosen to pilot a "9th grade initiative" registering all incoming 9th grade students in English I Honors and Pre-AP geography or AP Human Geography with the goal to raise rigor for all students and give equal opportunity for success in advanced courses in the future. This group will participate in teacher-led planning that will concentrate on differentiation through choice, stations/groups, and stretch activities in the classroom.
- English Teachers will participate in district-led Professional Development Opportunities as well as curriculum alignment PD for Edgenuity course.
- The teachers will meet in common planning groups weekly to discuss classroom lessons, data, Common Lit, and other ELA resources.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

In lesson planning:

- Develop culminating activities and use backward design in creating lesson plans.
- Create Everyday Instructional Reading and Close Reading lesson plans using complex text and multiple sources.
- Use MAP/FSA data to determine strategic grouping for text selection and study.
- Incorporate ALDs and use them with students to achieve measurable learning gains.

Everyday Instructional Reading Strategies:

- Incorporate text-dependent questions with a purpose encompassing Phases 1-3.
- Incorporate purposeful text marking/note taking, and authentic opportunities for student talk.
- Guide students to independently create text-dependent questions encompassing phases 1-3, commensurate with their grade and academic levels.

For Engagement:

- Implement mini-lessons using Kahn Academy for grammar and reading tutorials based on targeted needs, as determined by MAP and formative assessments.
- Implement small-group instruction to support differentiated instruction.
- Create standards-based stations that incorporate targeted skills, student talk, multiple sources, etc.
- Use resources to concentrate specifically on key ideas and details, making students support their answers with exact details from the text in answering Text Based Questions (TDQ) and in their writing.

Reading Teachers:

- 9th and 10th ELA teachers and 9th geography teachers will provide curriculum maps for the reading teachers so that they can use them to help select materials to help support the learning in the content classrooms
- Reading teachers will include ELA stations to help scaffold and support the pieces being studied in the ELA classroom and to allow extra time and attention to the work being completed for the 9th grade initiative.

In addition, 11th and 12th grade teachers, with specific concentration on level 2 readers:

- Teachers will create Everyday Instructional Reading (EIR) and Critical Reading (CR) Lesson Plans using complex text and multiple sources, with differentiation for subgroup
- Teachers will work to scaffold TDQs for Level 2 students both on in class discussions and on handouts
- Teachers will incorporate purposeful text marking and annotation of text which scaffolds students to accomplish increasingly complex tasks throughout the year.
- Teachers will incorporate ALDs as rubrics and use them with their students writing to achieve measurable gains
- Teacher will implement small group discussion with differentiated instruction for this sub-group.
- Teachers will create some of their assessments in FSA style

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Writing using multiple texts	Classroom observations and common planning conversations	Monthly	Administration and the common planning team

Purposeful student talk/ Stations/ Cooperative Learning groups	Classroom observation	Monthly	Administration and the common planning team
Differentiation through choice	Common planning conversations	Quarterly	Administration and the common planning team
Everyday Instructional Reading activities leading to a culminating task	Classroom observations and common planning conversations	Monthly	Administration and the common planning team

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:

Evidence and Elaboration

Targeted School-based Professional Development:

- 9 and 10 ELA: The English department will work through department meetings and common planning time to use, follow, and hone the school writing plan. They will set aside PD time to score and validate their use and understanding of the FSA rubric.
- 9th Grade Initiative: In addition to the plan above, the 9th grade ELA teachers will work with the 9th grade geography/AP Human Geography teachers to complete a joint assignment once a semester, graded in one area for content and in another for style.
- Social Studies: The Social Studies department will use PD, planning, and department meeting time to discuss and implement writing from sources or Document Based Questions (DBQ) writing in the classroom with fidelity. These discussions will include rubric conversations and lead-up activity planning.

Writing Plan

Goal:

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

School based:

- Common Planning for 9th and 10th-grade ELA instructors during PD days on Argumentative and Informational Writing protocol through Everyday Instructional Reading, DBQs, and Close Reading practices for English teachers of grades 9-12. This training will include the use of the ELA Writing Rubric.

- Common Planning for 9th and 10th-grade ELA instructors during PD days on the use of the FSA English Language Arts Test to continue strategies for test taking in the classroom to include such strategies as "They Say, I Say," Core Literacy Proficiencies, and FSA Test-Item Spec questions to springboard writing practice and writing using evidence.

School Implementation Action Steps:

- Develop the school-based PD Plan schedule for diagnostic, follow-up, and Mid-Year Progress essays for the Writing-through-Reading focus before the end of pre-planning (August).
- Assign monitors at each grade level and course to observe and report progress in writing through reading.
- Use Google Classroom to archive student work throughout the year.
- Purchase a subscription of a current-events magazines (To Be Determined) for students to read and use as "evidence" for their essays primarily to support AICE General Paper writings.
 - *Upfront*
 - *Time*
 - *The New Yorker*
- The English Department will receive a chrome cart for at least one attempt per student (grades 9-10) to type an FSA practice essay using a school computer source.
- One English department member will attend the district writing group meetings to help create writing prompts to share with 10th grade teachers. 9th grade teachers will continue to use prompts that the group created last year.
- New Grades 9-10 ELA teachers will calibrate essay scoring during PD using rubrics/FSA Writing Sampler Sets to inform instruction.
- Each ELA instructor will continue to use a laminated chart of the Core Literary Proficiencies.
- Each ELA instructor will continue to use an ELA chart with ALDs.
- ELA instructors will be provided duty release days when necessary to create writing stations for classroom instruction.

Classroom Implementation Steps (Teachers and Students):

- Teachers will implement the writing through reading protocol in their classroom instruction using Achievement Level Descriptors.
- Teachers will extend Everyday Instructional Reads, close reads, and DBQs to discussions and writings.
- All teachers will model multiple processes to unpack the prompt for given modes of writing, such as identifying key words and using coding while reading.
- Students will practice unpacking the prompts for given modes of writing in Everyday Instructional Reading, TDQs, RAFTs, and this is? and DBQ tasks.
- Teachers will use Rubrics/FSA Writing Anchor Papers/Sample Sets to identify and model purposeful text marking and effective thesis statements/claims/introductions/elaborations/conclusions.

- Students will use Rubrics/FSA Writing Anchor Papers/Sample Sets to model, peer review, and identify purposeful text marking and effective thesis statements/claims/introductions/elaborations/conclusions in their writings.
- Teachers will use TDQs, RAFTs, and DBQs to demonstrate methods for planning for the essay by teaching methods such as bucketing ideas, etc.
- Students will identify key ideas for planning for the essay by text marking and annotations.
- Students will write arguments to support claims in an analysis of substantive topics or texts using textual evidence.
- Teachers will scaffold instruction by using *Voice Lessons*, *The New Yorker*, *Time* magazine, *Yankee* magazine, etc. to model how to build from one source to multiple sources to assist in the writing process.
- Students will write short and long, evidence-based essay responses which require answers with a claim, warrant, and illustration or point, illustration, and explanation.
- Teachers will provide explicit instruction on how to synthesize ideas from multiple sources in order to respond to a given prompt. (Teach students to read like writers and write like readers)
- Students will write responses which require them to draw evidence from literary and informational texts (such as AoWs) to support analysis, reflection, and research.
- Teachers will develop stations to incorporate practice in writing in various writing styles.
- Students will utilize the techniques modeled in the stations to create a culminating activity.
- Teachers will use differentiated writing instruction based on student needs identified through rubrics by using writing conferences, small-group instruction, and/or stations.
- Students will identify and incorporate credible sources in their writings and learn to identify “distractive” information from “relevant” information.
- Teachers will provide Articles of the Week and the DBQ format (buckets) to address elaboration to students.
- Students will elaborate and use appropriate transitions between and within paragraphs after modeling sampler sets.
- Teachers will model different forms of citations and formats of essay writing in use.
- Students will cite sources effectively in their writing.
- Teachers will create stations that model revising and editing. And elaborating?
- Students will edit and revise their own essays using techniques used in revision stations.
- Teachers will use ALDs mindfully to create homogeneous and heterogeneous groups for purposeful students talk and engagement. Students will engage in purposeful students talk during small group instruction and differentiated stations. During the beginning of December, English students in grades 9-10 will complete another writing assessment as both a practice for the FSA ELA test and a follow-up for the previous writing in order to measure student writing growth.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Classroom Implementation of writing through reading process	Classroom visits, common planning group discussions	Quarterly	Administration and common planning groups
Use complex texts and resources aligned to Standards and Item Specs	Classroom visits, common planning group discussions	Monthly	Administration and common planning groups
Cooperative learning groups work concentrating on evidence and elaboration	Classroom visits, common planning group discussions	Quarterly	Administration and common planning groups

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:

By the end of the school year, Level 1 and Level 2 students will show growth on FSA ELA Reading and Writing assessment by moving from low to mid to high learning gains.

Targeted School-based Professional Development:

- All Intensive Reading teachers will attend District Intensive Reading Professional Development (IRPD) under the instruction of a reading specialist and school-based IR PD throughout the year.
- Intensive Reading (IR) Teachers will have common planning after the central message PD and during the school year to work on planning for and implementing the balanced literacy model in the IR classroom. In common planning meetings, the teachers will share best practices with one another addressing test-taking strategies, innovative station work, incorporating science and other nonfiction into the IR classroom, etc. They will choose a month each semester to share a best practice and discuss ways to make those even better for their students.
- Planning will consist of analyzing student data, assessing needs, and designing station work based on those needs and standards.
- IR teachers will visit each other's classrooms to model instruction as well as observe, then meet during common planning to discuss strengths and weaknesses.

Action Steps for Remediation

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

9th, 10th, 11th, 12th Grade Reading Teachers:

- Teachers will analyze MAP data to determine student deficiencies. This will be used to guide lesson planning and grouping of students.
- Teachers will utilize small group setting as per the balanced literacy model and will utilize Map to Achieve data to assist in formulating groups.
- IR instructors, in collaboration with ELA instructors, will use ALDs (Achievement Level Descriptors) to differentiate instruction.
- Teachers will utilize Achieve 3000 program to enhance reading instruction and learning, measure and improve student Lexile levels. Multiple standards are covered within each article. Data from Achieve shows which standards students are struggling on.

- Teachers will provide FSA practice lessons at student level (if below grade level), grade level and above, using Achieve 3000, NewsELA and other materials.
- Teachers will utilize their mini Q's(DBQs) to improve writing performance on the FSA.
- Teachers will develop and implement culminating thought questions for lessons.
- Teachers will instruct students on text marking materials for specific purpose.
- Teachers will incorporate Achieve 3000 stretch articles into teacher led stations.
- Students will utilize Everyday Instructional Reading strategies with teacher facilitated scaffolding and modeling.
- Students will interact with shorter but more complex passages and read for a specific purpose.
- Students will read a passage first for fluency then re-read for a specific purpose while marking the text appropriately.
- Students will manage and manipulate a standards-based classroom which supports the Balanced Literacy Model using small group stations

9th Grade Reading Teachers:

- Teachers will use curriculum maps from the 9th grade ELA and Social Studies to develop stations to help scaffold and support the context being read and taught in those classrooms. They will also use these plans to select pieces that support the curriculum learned in these classes.

10th, 11th, 12th Grade Reading Teachers:

- Teachers will incorporate Khan Academy lessons to reinforce reading and writing strategies. One of the small group stations utilized in the classroom will be focused on Khan Academy lessons.
- 12th Grade teachers will use Khan Academy also in preparation for the SAT exam for seniors who need a concordant score on the FSA.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Utilizing Complex Texts and multiple resources which are aligned to Standards and Item Specification	Purposeful walkthroughs, common planning conversations	Quarterly	Administrator and common planning group members
Student Talk Protocols	Purposeful walkthroughs	Quarterly	Administrator and common planning group members

Use of Khan Academy to review and enhance lessons for 10th - 12th grade student	Khan data, walkthroughs	Quarterly	Administrator and common planning group members
Close Read Lessons including a culminating task	Purposeful walkthroughs, common planning conversations	Quarterly	Administrator and common planning group members
Station work including nonfiction text selections and an ELA station to support work in the students' English classes	Common planning conversations, discussions with ELA teachers, walkthroughs	Quarterly	Administrator and common planning group members

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:

Level 1 and 2 readers will show gains in the 2020-2021 school year whether enrolled in FWBHS brick-and-mortar or on MySchoolOnline.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

ELA core courses:

- Core course curriculum/pacing guides have been aligned with Edgenuity Scope and Sequence so that the students will not encounter standards gaps in their instruction
- Edgenuity will be accessible to teachers to help with transitions to and from ELA courses
- Teachers will stay on pace and use common planning to make sure that they are standards-aligned with the pacing guides
- ELA progress monitoring tools will be administered four times a year to include two school-wide writing prompts and a semester exam. These assessments will be standards-based and reviewed using the ALDs

Reading Courses:

- In addition to the above, Reading teachers will use Achieve 3000 to progress monitor:
- FSA Goaltracker will be used to monitor lexile growth and progress toward learning gains on FSA
- Florida Mastery Report: Student progress against standards and benchmarks
- Skills mastery: Student progress on specific skills

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
School-wide writing prompt	Achievement scores based on FSA rubric	Twice a year	Teacher and administration
ELA progress monitoring	Achievement scores based on FSA rubric	Quarterly	Teacher and Administration

Achieve 3000 tracking data	Reading teachers will use Achieve 3000 with their students to track progress	Bi-monthly at minimum	Teacher and administration
Common planning	Meet weekly to ensure pacing alignment	Weekly	Teacher and Administration

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.
-----------------------	--

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 80%.

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 Florida Joint Center for Citizenship 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:

- Use Text Dependent Questions to increase reading comprehension
- Writing and scoring short responses and long responses with the use of multiple documents (DBQ)
- Use Everyday Instructional Reading to increase comprehension
- Use purposeful student talk to increase comprehension and improve writing
- Use teacher created stations to engage students and increase student-led inquiry

Targeted School-based Professional Development:

- Teachers will work together during morning "Central Message" PD sessions to practice skills and strategies related to student comprehension, document analysis, and writing skills. Common planning time in the afternoon PD sessions will be used to create assignments that all teachers will teach. Teachers will use the lessons in their classrooms and then share the results of those lessons during the next PD session.
- Department meetings will have a focus beyond the basic "housekeeping" items. They will discuss writing using multiple sources and cooperative learning groups designed to help students' academic reading and writing skills through social studies content.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will instruct students and model for student's productive purposeful student talk.
- Teachers will provide time for students to practice and improve purposeful student talk to increase reading, writing and discussion skills.
- Teachers will use Text Dependent Questions (TDQ) to increase student comprehension.
- Students will practice and use student talk to increase their comprehension of multiple texts and questions.
- Teachers will teach students to write their own TDQs.
- Students will write their own TDQ using templates from the Social Studies Flip Chart.
- Students will increase the complexity of TDQs by using Depth of Knowledge (DOK) information from the OCSD Flip Chart.
- Teachers will use templates and/or graphic organizers for student writing assignments.
- Students will write organized responses to TDQs and other given prompts.
- Teachers will grade writing assignments according FSA Writing Rubrics (which may be modified to meet the needs of the course) and AP History Writing Rubrics.
- Teachers will use multiple documents: primary and secondary sources, charts, maps, political cartoons, video clips, and artwork while implementing EIR with an emphasis on student annotation strategies.
- Teachers will implement student note taking through text marking skills, student talk, and student collaboration such as stations.
- Students will practice purposeful text marking and annotating.
- Students will discuss and collaborate with other students using their notes and annotations in preparation to write a response to TDQs or other writing assignments.
- Teachers will use strategies such as "Debate the Documents" to work with students on their analysis using specific key ideas and details. They will use this strategy to not only make them find these details, but also to support their own arguments during student talk activities with these details.
- Teachers will purposefully teach students how to "read" visual documents such as maps, cartoons, charts, graphs, etc. concentrating specifically on key ideas and details found in these texts.
- Students will participate in group discussions in whole class, cooperative learning groups, and stations making sure to create their own arguments about a topic but also to support those arguments with details from the text, written and non-written.
- The teachers will create stations using DBQs to promote synthesis, focusing on key ideas and details.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Student talk including cooperative learning groups and stations	Purposeful walkthroughs, focused planning conversations	Quarterly	Administrator, common planning group members
Write high level Text Dependent Questions and incorporate into activities and assessments	Purposeful walkthroughs	Quarterly	Administrator, common planning group members
Use of multiple documents for synthesis	Purposeful walkthroughs, focused planning conversations	Quarterly	Administrator, common planning group members
Purposeful lesson creation focusing on key ideas and details	Focused planning conversations	Quarterly	Administrator, common planning group members

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.
-----------------------	--

Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 60%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50 %.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 60%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

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

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

School Focus

Targeted School-based Focus:

Algebra and Geometry teachers will continue to revise Backward Lesson Design assessments and activities created during the 2017-2019 schools year with an emphasis on creating more ALD based student-to-student activities with rigorous questions mirroring the FSA item types. Teachers will integrate technology into their lessons through iPad activities, Desmos imbedded in lessons, and IXL.

Targeted School-based Professional Development:

- During weekly common planning meetings, teachers will plan engaging activities, lessons and assessments focused on item specifications and ALDs.
- Assessments will follow the 10-20% ALD 2, 60-80% ALD 3, and 10- 20% ALD 4-5 questions
- Teachers will attend county-based PD focused on iPads, GeoGebra and Desmos to learn to create activities and integrate technology-based math activities into their classrooms.
- FWBHS Algebra and Geometry Teachers will collaborate with Bruner Middle school to focus on course placement for students grade 6 to Geometry.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

May-June:

- Teachers will complete a needs assessment to gather input for SPP and next year's school based professional development activities.
- Teachers will analyze end of year grades and scores to revisit student course placement for the 2020-2021 school year.

August:

- Teachers will review item specifications and ALDs

- Teachers will participate in common planning meeting targeting purposeful instruction, lesson planning, and common grading procedures for like courses

August-May:

- Teachers will attend common course planning periods where they will focus on:
- integrating ALDs into every lesson and activity
- collaboratively creating common assessments mirroring the format found in the FSA Item Specifications
- facilitating purposeful student interaction in whole group, cooperative groups, and stations utilizing math resources such as Math Nation, C-Palms,
- analyzing data (FSA, MAP, common assessments, etc.)
- planning spiraling activities based on student data (bell ringers, formative and summative assessments, and station work)
- utilizing county-based PD days for gaining skills and planning with other teachers after central message to plan technology based activities focused on the standards, ALDs and FSA style questions.
- During monthly meetings with AP, professional development will focus on teacher share sessions where a different teacher shares an activity or strategy that has great impact on their teaching/student learning

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Summer Data Chats for 2019-2020 Scores	Administrators will meet with instructors individually to discuss progress and adjust teaching lines.	Summer 2020	Administration-Spolski
Common Planning	Wednesday and Thursday common planning will be monitored	Weekly/monthly	Administration-Spolski
MAP Testing Data Chats	Walkthroughs, Lesson Plan Reflections, Progress Chats	Ongoing	Department Head, Administration
Incorporate Technology (iPads, desmos, Geogebra) into instruction and activities	Walkthroughs, Lesson Plan Reflections, Progress Chats	Ongoing	Department Head, Administration
Create standards-based assessments, and activities	Walkthroughs, Lesson Plan Reflections, Progress Chats	Ongoing	Department Head, Administration

Use purposeful stations and small groups to differentiate instruction	Walkthroughs, Lesson Plan Reflections, Progress Chats	Ongoing	Department Head, 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:

Increase student achievement by utilizing peer teaching through ESE/ELL Teachers.

Targeted School-based Professional Development:

- Algebra and Geometry teachers will meet weekly to discuss formative assessment outcomes and reteaching opportunities involving small groups of ESE, ELL and Level 1-2 students and a Co-Teaching model.
- Algebra and Geometry teachers will participate in county PD and school based PD/observations including classroom visits at FWBHS and throughout the county.

Action Steps for Remediation

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

Intervention Action Steps (Teachers and Students):

- July-August- Data chats to discuss strengths, and weaknesses along with teacher needs.
- July-August- Common planning groups are set and meeting times planned for the year.
- August- Check level 1 and 2 placements to ensure students are correctly placed into the block.
- August- Math Nation books for Algebra and Geometry are dispersed to teachers.
- August- Block teachers establish a plan for the Block Chromebook set to be circulated around classrooms.
- Admin visits though the year to monitor classroom activities and classroom instruction.
- POC tutoring for level 1 and 2 students offered throughout the year.
- Teachers and Admin establish a classroom visit plan to observed teachers at FWBHS and at other schools in the county.
- Teachers plan weekly video use of math nation as a spiraling activity.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data Analysis-formative assessments	Teacher reflection, common planning documentation	Weekly	Teacher and Administration
Stations and Small group activities	Classroom visits, walk throughs, lesson plan reflections	Weekly	Teacher and Administration

Map Testing	Data available through map testing	Semester	Teacher and Administration
Math Nation Workbooks and Videos	Common planning documentation, reflection, consumables used	Weekly	Teacher and Administration
Co-Teaching	Schedule established for ESE teacher to enter regular classes, common planning reflection	Weekly	Teacher and 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:

Algebra and Geometry students will show growth throughout the 2020-2021 school year whether enrolled at FWBHS brick-and-mortar or on MySchoolOnline

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Core course curriculum/pacing guides have been aligned with Edgenuity Scope and Sequence so that the students will not encounter standards gaps in their instruction
- Edgenuity will be accessible to teachers to help with transitions to and from math courses
- Teachers will stay on pace and use common planning to make sure that their standards are aligned with their pacing guides
- Algebra progress monitoring tools will be administered four times a year and reviewed using the ALDs
 - District formative quarterly assessments will be given for progress monitoring of Algebra 1
 - These assessments have been created and vetted by district teachers
 - The item analysis will help teachers with spiraling and progress monitoring of the student's success with course standards

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Progress monitoring assessment	Assessment given each nine weeks and analyzed for spiraling	Quarterly	Teacher and Administration
Common planning	Meet weekly to align based on Edgenuity pacing	Weekly	Teacher and Administration

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.
-----------------------	---

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:

Teachers will use multiple sources to create meaningful TDQs and spiral material

Targeted School-based Professional Development:

- Biology teachers will attend district based professional development
- Biology teachers will utilize common planning to discuss lessons and strategize implementation to include the use of the 5E instructional model

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will use Standards-Based Question Stems Flip Charts to create rigorous TDQs at varying DOK levels
- Teachers will discuss data obtained from assessments and Study Island to plan lessons during common planning
- Teachers will create lessons to provide for students working in small groups and initiate purposeful student talk
- Teachers will provide suggestions to guide student annotations and text marking of EIR
- Teachers will use multiple sources for EIR to include reading and understanding charts, graphs, and diagrams.
- Teachers will use the district pacing guide to formulate common biology 9 week assessments as well as teacher made formative and summative assessments to drive differentiated instruction and spiraling tasks
- Teachers will incorporate reading-based assessment questions on summative assessments to provide students practice for the EOC.
- Teachers will plan lessons using the 5E instructional model of learning; utilizing 3 or more of the steps in order
- Teachers will provide access to and utilize Study Island for spiraling learning

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use flip charts to create TDQs of varying DOK level	Lesson plans/reflections	2 times each 9 weeks	Administration
Everyday Instruction Reads	Lesson plans/reflections	2 times each 9 weeks	Administration
Small group Instruction	Walk throughs	2 times each 9 weeks	Administration
Use of Study Island	Walk throughs/lesson plans/reflections	2 times each 9 weeks	Administration

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



Accreditation Page

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none"> • Ensure access for all students to rigorous and challenging curriculum • Address diverse educational needs through a coordinated support system • Integrate technology in learning by both educators and students • Use a variety of methods to communicate student progress with parents and stakeholders 	<p>Leadership Capacity Domain</p> <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.

Advanced AICE Courses and Advanced Placement Courses are available for students and families.

CHOICE courses that provide industry certifications are available in IT, Bio-Med, and Engineering.

Support Services for our ESE and ELL students include interpreters, Staffing Specialist, Guidance Counselors, Social Worker, Mental Health Counselors, and School Psychologists.

The FWBHS SAC School Advisory Council meets with a planned calendar and approved agenda to ensure the wide variety of stakeholders’ needs are met.

FWBHS works with the local bases and a Military Family Counselor to help support those students associated with the military by providing help with adjustment, study and life skills, and any other support they may need. This person also works with out Student to Student program to help support students new to the area and school.



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	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none"> • Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment 	<p>Leadership Capacity Domain</p> <p>1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.</p> <p>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</p> <p>Learning Capacity Domain</p> <p>2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.</p> <p>2.3 The learning culture develops learners’ attitudes, beliefs, and skills needed for success.</p> <p>2.9 The system implements processes to identify and address the specialized needs of learners.</p> <p>2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>Resource Capacity Domain</p> <p>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.</p> <p>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.</p>
<p>Coupled with Relationships and Culture, Safety is a top priority for the FWBHS community. A threat assessment team meets on a regular basis to discuss strategies and topics that are safety related.</p> <p>Maintenance and repair of the campus infrastructure will continue with a focus on hardening the organization while keeping the aesthetics that our community enjoys.</p> <p>An additional School Resource Officer provides support and arms the comprehensive campus with additional staff that are trained with lethal force.</p> <p>Nurse and Staff are trained in first aid and care.</p> <p>The MtSS process is implemented by faculty and the staff to ensure our students have full access to the state and district support services. Technology is implemented to serve the students and teachers.</p>	