

Date Submitted: September 10

Dates of Revision: October 4

School Performance Plan 2021-2022



School Name: Choctawhatchee High School

Legend

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

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
Michelle Heck	Principal
Jennifer Beasley, Ryan Lanpher, Brandon Donaldson	Assistant Principals
Anna Kessler	ELA Department Chair
Hailey Oldnettle, Kenya Payne, Ginger Clark	ELA Teachers
Elizabeth Hohn	Math Department Chair
Dee Dee Shank	Intensive Math Teacher
Ashley Harrell, Nicole Humphreys, Ginger Clark	Math Teachers
Kim Cassulo	Science Department Chair
Allison Grant, Daniel Johnson, , Alan Wells, Val Chubb	Science Teachers
Dana Fusco	Social Studies Department Chair
Kyle Crandall, S Quintana,	Social Studies Teachers
Annette Klabuhn	IR Department Chair
Sylvia Atkins, Trisha Sawdon, Kathleen Rea	IR Teachers

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

1. Administrative Team and Department Heads collected teacher reflections and feedback regarding the 2019-2020 School Performance Plan focus areas and began implementation.
2. Administrative Team met with each Department Head to discuss common threads and themes from their departments regarding strategies and steps for implementation.
3. Administration met with Department Heads over the summer to begin preliminary discussions for SPP revisions.
4. Department Heads, teachers and administrators met to write goals and strategies for achieving goals.
5. Administration, Department Heads and teachers met to analyze testing data to determine strengths and weaknesses.
6. Administration met with the district office to review and revise.

School Profile

Choctawhatchee High School is one of two comprehensive public high schools nestled in the Greater Fort Walton Beach, FL area. Located on the Gulf of Mexico in the Northwest Florida Panhandle, Fort Walton Beach is the largest municipality in Okaloosa County. Choctaw has a student population of approximately 1,730; attracting an ethnically, racially, geographically and socio-economically diverse student body with a strong population coming from military families.

The socio-economic diversity mirrors the community and local military bases with students attending from over 25 countries, speaking a variety of languages.

OUR CHOCTAW

We work hard to make Choctaw a place that is safe, clean, and conducive to student learning. At Choctaw students, faculty, parents, and the community are a unified team that sets standards high and holds each other accountable to meet those standards.

ONE TRIBE

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

Parent and Community Awareness

Choctawhatchee High			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	22	5%	18%	18%	36%	23%
Do you plan to return your child to full-time brick & mortar classes next fall?	23		17%	39%	43%	
My child's school emphasizes academic performance as the number one priority.	46		9%	28%	43%	20%
Our principal is an effective leader who meets the needs of our students.	46	9%	11%	26%	33%	22%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	46	9%	28%	15%	30%	17%
The school uses a variety of methods for parent communication.	46	15%	11%	7%	48%	20%
Parent input is valued at my child's school.	46	4%	26%	35%	20%	15%
Clear expectations of conduct and behavior are communicated to my child.	46	2%	7%	22%	39%	30%
I receive positive phone calls, emails, or notes about my child from the school.	46	24%	37%	13%	17%	9%
My child's school maintains a safe environment.	47	4%	9%	26%	43%	19%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	46	7%	11%	30%	28%	24%
School funds are used to support the school in a financially responsible manner.	46	20%	13%	39%	17%	11%
The guidance department at my child's school provides for the educational success of my student.	47	17%	13%	23%	26%	21%
I am satisfied that my child's teachers do a good job educating my child.	47	6%	6%	17%	51%	19%
My child's school is well maintained.	46	20%	24%	15%	26%	15%
The health services provided at my child's school support his/her wellness.	46		2%	52%	33%	13%

Parent and Community Awareness

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

Effective communication and a strong sense of teacher efficacy are strengths at Choctaw. Our teachers are excellent educators striving to meet the needs of all students. Leadership works hard to communicate with all stakeholders by utilizing a wide variety of methods to reach everyone in the school community. Choctaw puts and emphasis on creating a welcoming environment for all students and ensures safety for all.

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

The pandemic provided challenges in continuing to foster parent and community involvement in a time where almost half of the student body was learning in an online capacity. Another opportunity for improvement is the aging conditions in our facility.

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

Choctaw strives to continually improve communication with students, parents and our community. A variety of means of communication is utilized to connect with our community and foster strong relationships including Facebook, Twitter and Instagram, call outs/all calls, Remind 101, our school website, email, letters sent home face to face meetings and personal conversations. We strive to provide effective, timely relevant information for all stakeholders on a regular basis to share information and build relationships.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ELL
School Focus
What is the cause(s) for this subgroup being an area of focus? <ul style="list-style-type: none">• Scores below proficiency on FSA ELA and/or Math• Scores below proficiency on WIDA Access for ELLs.
What are we doing to target this subgroup? <ul style="list-style-type: none">• Increasing instructional focus across the curriculum on content- area vocabulary, mentor sentence frames and Universal Design approaches to make content comprehensible.• Increasing the number of remediation sections to better place ELL students to provide greater support• Use of Edmentum by Intensive Reading teachers• POC Tutoring offered 4 days a week after school to address Math and ELA Standards• Weekly language acquisition classes offered on campus in the evening for parents and community members
Targeted School-based Professional Development: <ul style="list-style-type: none">• Duty Release Training for all staff in use of Universal Design Principles• Professional Development Sessions for Intensive Reading and ELA teachers in the following: Language Live- online account for all ELL levels which supports language and literacy WIDA Training- to ensure teachers fully understand the ELL student plan and levels of tiers.
Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): <ol style="list-style-type: none">1. Administrators, school counselors and teachers will serve on the school-base ELL Committee to review progress, and update ELL plan with targeted instructional strategies to support English language acquisition and proficiency level2. Teachers will utilize the PAWS Student Dashboard to access updated student ELL plans with updates to WIDA Can-Do-Descriptors

3. ELL students at the lowest level of English proficiency and/or FSA ELA Level 1 will have access to Inside the USA supplemental workbooks and Edmentum and Foundations of Language Live online student accounts to supplement Intensive Reading and Developmental Language Arts Courses.
4. Students at WIDA Tiers A-B will receive Individualized, Small Group and Whole Group Instruction.
5. 9th and 10th Grade Intensive Reading and Developmental Language Arts Teachers will provide diagnostics and prescribe individualized learning targets through Language Live
6. Intensive Reading and Developmental Language Arts teachers will monitor speaking and writing fluency based on the use of informal assessments.
7. 9th/10th Grade Intensive Reading and Developmental Language Arts Teachers will model and provide practice time with DuoLingo to increase speaking, listening, writing and reading fluency.

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

1. Administration will schedule ELL Students of the lowest English Proficiency Levels (WIDA Tier A) in appropriate grade level groupings for ELA and Intensive Reading Courses
2. Administration will develop and monitor a schedule to maximize the assistance of ESOL interpreters in core content courses and minimize student pull out for language support
3. Administration and school staff will ensure appropriate distribution of school and district technologies (Ipads, Laptops, Chromebooks) to maximize ELL support of home language needs in core content area classes.
4. ELA and IR teachers will invite targeted students for tutoring 1 hour a week (advertised tutoring schedule is already in place or ELA and IR teachers can create shared tutoring schedule specific to their students)
 - a. IR teachers will analyze Achieve 3000 or IXL data to identify weak skills for each student
 - b. During tutoring, students will meet with teacher for small group instruction and/or practice identified skills
 - c. Student attendance to tutoring can be incentivized either with grades or motivational rewards

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Language Live	Language Live Progress, usage, and assessment reports	monthly	Administrator
implementation of Core Content Instructional Strategies for teachers of ELLs	walkthroughs, observations	each semester	Administrator
Edmentum	Edmentum Reports, observations	monthly	Administrator

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

ELA DATA

School FSA ELA (2018-2021) Proficiency (%)				Achievement Levels								Gender		Ethnicity								Status			Strands Average Rating																	
Year	School	Grade	# Students Tested	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Key Ideas	Craft & Struct	Intgr of Knwl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.											
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient									# Total Population	% Proficient									
2018	Choctaw	9	425	2	4	9	11	13	27	22	12	61	225	56	200	66	12	67	63	51	64	38	2	50	50	64	234	69	41	34	19	5	217	51	54	67	52	66	67	62	60	92
2019	Choctaw	9	434	7	3	12	11	12	24	23	8	55	211	49	222	61	18	50	61	41	74	32	2	100	41	51	237	67	40	17	42	7	210	39	45	61	49	71	59	53	52	85
2021	Choctaw	9	352	3	5	12	14	11	26	19	10	54	163	54	189	54	12	58	44	48	65	31	1	100	31	48	199	64	54	19	20	5	144	41	51	60	50	56	60	54	53	89
2018	District	9	2,105	2	3	11	10	12	24	26	12	62	1050	56	1055	67	53	72	245	47	190	46	6	50	215	62	1396	66	238	28	43	9	871	49	55	67	52	68	69	63	61	94
2019	District	9	2,226	3	3	11	10	12	24	25	11	61	1115	56	1111	65	74	72	265	38	204	44	13	77	197	54	1473	68	253	22	69	9	927	43	48	63	52	75	62	57	55	89
2021	District	9	2,021	2	4	11	13	13	26	22	10	57	990	53	1031	61	53	66	213	37	172	46	11	45	205	52	1367	62	260	19	33	9	662	44	53	62	51	57	63	56	56	88
2018	Choctaw	10	374	2	2	9	7	12	30	29	9	68	188	67	186	70	14	86	52	38	47	51	3	33	35	69	223	78	30	40	7	0	178	57	67	69	54	78	64	57	56	93
2019	Choctaw	10	367	4	2	9	11	14	26	26	9	60	184	55	181	66	10	60	54	37	48	41	1	100	43	65	209	70	39	18	18	0	160	51	57	62	51	80	63	56	56	91
2021	Choctaw	10	342	5	5	14	14	18	20	15	8	44	180	34	162	54	13	46	55	38	65	23	1	100	23	43	185	52	46	17	24	0	130	37	65	58	51	72	59	52	51	89
2018	District	10	2,053	1	3	9	9	14	24	27	13	64	1007	58	1046	70	71	63	215	43	176	49	10	50	178	65	1403	70	192	28	33	3	760	51	67	68	54	77	64	58	57	92
2019	District	10	2,009	2	3	11	10	14	23	26	11	60	977	53	1032	68	62	61	217	41	176	42	6	33	211	59	1337	66	222	22	46	2	694	47	58	64	53	78	64	57	56	91
2021	District	10	1,907	2	3	13	11	14	24	23	10	57	920	51	987	62	65	55	197	42	190	43	7	57	151	54	1297	62	192	21	43	0	510	39	70	63	56	76	62	55	54	93

School Action Plan
ELA: Reading & Writing

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Utilize the “adopted ELA textbook” as a resource to plan targeted, engaging Tier I (whole group) instruction that incorporates text-dependent questions leading to a culminating task
- Develop standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., Cambium, formative classroom assessments), the Item Specifications, “textbook” Standards resource, as well as materials within the newly adopted textbook series
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

Utilize differentiation strategies to maximize student growth and individual success

Targeted School-based Professional Development:

- 1) Collaborative Planning
 - a) English 1 and 2 teachers have common planning to collaborate at a minimum of 1x per month together – pacing, designing instructional lessons, differentiated activities, spiraling tasks and common assessments.
 - b) English 1 and 2 teachers will meet bi-monthly with administrator to collaborate afterschool - review of IXL student data, Common Assessment FSA style question review & appropriate rigor percentage, pacing and lesson progression discussions.
- 2) Teachers will participate in training with the District ELA Curriculum Specialist which focus on purposeful differentiation through the following:
 - a) Strategies that differentiate content, process or product according to student readiness (ELL and Test Data)
 - b) Utilizing ALDs through Backwards Design to ensure the TDQs step students towards rigorous culminating tasks
 - c) Scaffolding using various strategies and TDQs for small and whole group instruction
 - d) Purposeful and authentic student talk strategies and implementation
 - e) Writing calibration to rubric based on school-wide writing

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will write TDQs that align with the standards at varying levels at 10% DOK Level 1, 60% DOK Level 2, 20% DOK Level 3
2. Teachers will utilize various strategies for students (ALDs, strategies modeled and shared in PLCs).
3. Teachers will build differentiation to create authentic student talk using data from IXL.
4. Teachers will routinely utilize data to inform instruction in the following ways

Whole Group Instruction

- a. Teachers and students will utilize the ALDs in the creation of TDQs for class discussions and cooperative learning groups.
- b. Teachers will explicitly model and use text-marking and annotation strategies in order to enhance student understanding of content.

Small Group Instruction

- a. Teachers and students will routinely utilize components of an EIR in instruction including student talk, text marking, annotation, use of multiple sources and writing through reading.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiation using ALDs	observations, progression of lesson planning, walkthroughs	monthly	administration
writing and utilization of TDQs	progression of lesson planning, observations, walkthroughs	monthly	administration
Small Group Instruction	Progression of lesson planning, observations, walkthroughs	monthly	administration
Calibration Writing	Progression of lesson planning, observations, walkthroughs	monthly	administration

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

Refinement of Targeted School-based Focus:

School Action Plan
ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

1. Purpose, Focus, Organization
2. Evidence and Elaboration

Targeted School-based Professional Development:

1. Writing calibration with FSA rubric
2. Monthly Collaboration/Planning Meetings
 - to plan, develop and implement differentiation instruction for writing
 - To Plan Purposeful student talk strategies
 - To align TDQs and prompts with appropriate standards
 - Create sequenced, varying levels of DOK questioning.

2021-2022 Grades 9/10 Writing Plan

Unpacking the Prompt

Instruction:

- Teachers will use a variety of methods to unpack the prompt and model the process using the FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars.
- Teachers will encourage students to use authentic and purposeful text marking

Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks.
- Students will write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack each other's prompts).

Purposeful Text Marking Specific to Prompt with Annotating

Instruction:

- Teacher will use FSA Writing Sample Sets and/or Okaloosa Writing Exemplars to model how unpacking the prompt determines purposeful text marking and annotating.

Example: Write an explanatory essay to inform fellow citizens about the advantages of limiting car usage. Use information from the passages in your essay.

Possible Purposeful Text Marking for first read: A= Advantages societies going car free

Possible Purposeful Text Marking of the Advantages as part of a second read: S= Social, E= Economic, P=Political, C= Cultural

Student Outcomes:

- Students will use unpacked prompts (from previous section) to determine a possible purposeful text marking.

- Using Student Talk, students will justify their purposeful text marking and 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 Everyday Instructional Read of each score point:
 - o Highlight key terms in each section.
 - o As a class, define and analyze each highlighted key term
 - *Example: “fully sustained”- What does this mean?*
 - o Identify and discuss the elements of each score point
 - *Example: How is a “3” in PFO different from a “4” in PFO?*
- Emphasize the different types of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with student-generated graphic organizers.
- Teacher will create Everyday Instructional Reading tasks requiring students to:
 - o Unpack a prompt
 - o Create a purposeful text marking pertaining to the prompt
 - o Analyze a text through annotation to determine text structure
 - o Complete appropriate graphic organizer (corresponding to text structure)

Student Outcomes:

- Students will list attributes to describe each score point of the FSA Writing Rubrics for PFO.
- Students will complete Everyday Instructional Reading 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.
 - o *Example: Focus on Idea-driven writing by teaching strategies to gather ideas from texts. Emphasis should also be placed on which strategies best fit particular passage sets and prompts.*
- Teacher will model progression of analysis required to synthesize information and ideas from multiple sources.
 - o This includes explicit instruction on analysis of:
 - Text type (i.e., letter, newspaper article, blog, etc.)
 - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)

- How multiple texts are related (i.e., content, theme, pro/con, etc.)
- How ideas are presented and which ideas need to be inferred from not only the text, but also the way the passage sets are put together.
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated small groups, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

- Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.
- Teacher will provide collaborative opportunities for students to pair given sources together to create their own writing tasks.
 - *Example: Groups are provided with multiple potential sources and students must determine the ones that are appropriate to create a relevant prompt.*

Student Outcomes:

- Students will develop the stamina required to read, text mark, annotate, and analyze multiple texts.
- Students will apply analytical thinking skills to make connections through annotations and then analyze those connections across texts.

Note: Teachers should point out to students that when reading informational passage sets such as the Car-Free Societies, students should analyze the information objectively.

- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”

Note: An effective way to teach this is the use of the 9th grade passage set on the Electoral College.

- Students will regularly use multiple texts in both essay writing and Everyday Instructional Reading 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.
 - Avoiding rhetorical questions and direct restatement of prompt.
 - 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)

- Teachers and students will create an anchor chart containing the three components of an introduction. When used effectively, “the introduction is the *doorway* to an essay that invites the reader to enter.”
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions and then guide students to independent practice.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify attributes of an effective introduction. Teacher will model methods to identify the thesis/claim.

Everyday Instructional Reading Connections:

- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, annotating, and writing an introduction

Student Outcomes:

- Students will practice writing introductions using the components of an effective introduction.
- Using introductions from the FSA Writing Sampler Sets and Okaloosa Writing Exemplars, students will rewrite a sample low scoring introduction.
- Students will utilize teacher model method and/or authentic student talk method 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 the Body: 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
 - o Highlight key terms in each section.
 - o As a class, define and analyze each highlighted key term
 - *Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?*
 - o Identify and discuss the elements of each score point
 - *Example: How is a “3” in EE different from a “4” in EE?*
- 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 relying on one source when selecting relevant evidence.

- Teacher will provide explicit instruction on the two types of evidence:
1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation.

Direct quotes should be used **sparingly** in an essay.

- o I read...
- o I learned...
- o The author said...
- o In the text it says...
- o In paragraph __ it says...
- o In source _ it says...

2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.

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

- 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 methods to identify text evidence.
- Teacher will model analysis of validity and relevance of text evidence.

Everyday Instructional Reading Connections:

- Students will engage in activities such as Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions, citing relevant sources, and adding purposeful elaboration.
- After selecting relevant evidence for the Warrant Workout, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

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 teacher model method and/or authentic student talk method to identify their text evidence.

Writing the Body: Elaboration

Instruction:

- Teacher will define the term elaboration:

o Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader to further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without your being there to explain them.

- Teacher will provide explicit instruction on the effective use of elaborative techniques:
 1. Connections to Self/World/Text
 2. Utilizing student annotations
 3. Explaining Cause and Effect (or “If... then...”)
 4. Analyzing lack of solutions offered and/or validity and feasibility of solutions offered in Problem/Solution
 5. Making a Comparison or Contrast
 6. Using Definitions
 7. Using a Real Life Example
 8. Make a Figurative Comparison (Metaphor or Analogy)

- 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, How, 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, How, Mean, Matter”.
- Teacher will model methods 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.

Everyday Instructional Reading Connections:

- Students will engage in activities such as Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions, citing relevant sources, and adding purposeful elaboration.
- After selecting relevant evidence for the Warrant Workout, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

Student Outcomes:

- Students will evaluate and revise student writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars) containing weak elaboration.

- 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.
- Students will utilize teacher model method and/or authentic student talk method to identify their elaboration.

Writing the Body: Transitions

Instruction:

- Teacher will model the effective use of both internal and external transitions:
 - Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer's ideas together so the reader will not get lost in the reading.
- Teacher and students will use various strategies to address the use of effective internal and external transitions.
- Teacher will model methods 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.

Note: Teachers should also emphasize that complex and compound sentences are an effective way to build effective transitions and to increase the quality of their writing.

- Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases.

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 Everyday Instructional Reading tasks.
- Students will utilize teacher model method and/or authentic student talk method 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.

Writing a Conclusion

Instruction:

- Teacher will emphasize the elements of an effective conclusion:

- o The last paragraph of an essay that explains why it all matters. It answers the questions “So what?” and “Why it Matters”. A good conclusion revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on:
 - o Thesis Statement: Usually a conclusion revisits the controlling idea of an essay but is phrased differently from the original thesis found in the introduction.
 - o Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
 - o Extension: A memorable and/or analytical thought or idea that extends beyond the essay and shows deep analysis of topic.
- Teacher 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. Students will utilize teacher model method and/or authentic student talk method to identify the concluding sentence. Teacher will guide students to independent practice.

Everyday Instructional Reading Connections:

- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, annotating, and writing an introduction and/or conclusion.

Student Outcomes:

- Students will analyze FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify effective and ineffective conclusions.
- 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 utilize teacher model method and/or authentic student talk method to identify their concluding sentence.
- 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.

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.

- 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.

Everyday Instructional Reading Connections:

- Teacher will create Phase 2 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks (i.e., Writing Through Reading, Student Talk).

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) containing ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading 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.
- 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:
 - o Unpacking the prompt: 1-2 minutes
 - o Reading/text marking: 35 minutes
 - o Planning: 20 minutes
 - o Writing the essay: 50 minutes
 - o Revising/Editing: 10 minutes

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purpose, Focus, Organization	ongoing	department meetings, observations	administration
Evidence and Elaboration	ongoing	department meetings, observations	administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

1. IR Teachers will collaborate in conjunction with district-led professional development for classroom implementation
2. IR Teachers will work to create sequenced TDQs that align with ALDs and task demands that lead students to the successful completion of the challenging, standards-based culminating tasks.
3. Duty Release and Additional PD as set up by administrators or as requested by Teachers
4. ALD and TDQ Question Stems at 10% DOK Level 1, 60% DOK Level 2, 20% DOK Level 3
5. IXL Training for ELA Teachers

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

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

Differentiated Small Group Guided Instruction:

- a. IR Teachers will utilize cooperative learning groups based on assessment data (FSA achievement level scores, MAP, Achieve 3000, etc)
- b. IR Teachers will engage in purposeful student talk, self- monitor, evaluation and select appropriate learning strategies.

- c. ELA/IR Teachers will utilize the PAWS Student Dashboard to access updated student ELL plans with embedded WIDA Can-Do Descriptors to inform instruction
- d. IR Teachers will provide small group instruction to provide basic phonic and fluency practice.
- e. 9th/10th Grade IR Teachers and Developmental Arts Teachers will utilize supplemental resources such as INSIDE the USA, DuoLingo and/or ESL Reading Smart to provide remediated or accelerated practice for ELL students to increase speaking, listening, writing and reading fluency.

Whole Group Instruction:

- a. IR Teachers will provide academic vocabulary/word study instruction that focus on figurative, connotative and technical meanings.
- b. IR Teachers will provide standards-based instruction using high quality texts at or above lexile level.
- c. IR Students will work to understand the purpose for reading the text, making connections and for understanding and comprehension.
- d. IR Students will develop independence, stamina and self-regulation skills
- e. IR teachers will utilize Morpheme Magic book with 52 morpheme mini-lessons
- f. 9th/10h Grade IR and Developmental Language Arts Teachers will monitor speaking and writing fluency based on informal assessment for ELL Students.
- g. Mini-Q Lessons in Literature used to demonstrate elements of proficient writing

POC Tutoring

- d. ELA and IR teachers will invite targeted students for tutoring 1 hour a week (advertised tutoring schedule is already in place or ELA and IR teachers can create shared tutoring schedule specific to their students)
- e. IR teachers will analyze Achieve 3000 or IXL data to identify weak skills for each student
- f. During tutoring, students will meet with teacher for small group instruction and/or practice identified skills
- g. Student attendance to tutoring can be incentivized either with grades or motivational rewards

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Achieve3000 Level Set	Achieve 3000 Reports	monthly	Administration
IXL Data Reports	IXL Data Reports	monthly	Administration
POC tutoring	Teacher tracking of Attendance data	Bi-monthly	Administration

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

SOCIAL STUDIES DATA

U.S. History EOC (2018-2021) Proficiency (%)				Achievement Levels						Gender		Ethnicity						Status			Strands														
Year	School	Test	# Students Tested	1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
				% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Orig. and Purp. of Gov't (MS)	Late 19th-20th(HS)	Role and Resp. of Cit. (MS)	Global Military (HS)	Gov't Pol. And Proc. (MS)	Intnl. Peace (HS)	Org. and Func. Of Gov't (MS)							
2018	Choctaw	US History	347	11	13	27	24	25	76	193	82	154	69	13	77	59	64	48	69	3	100	23	83	201	81	37	54	6	0	154	67	60	58	62	
2019	Choctaw	US History	324	10	16	24	26	25	74	163	77	161	71	14	79	39	51	40	48	2	100	29	83	200	82	29	45	7	0	128	64	61	57	62	
2021	Choctaw	US History	279	16	14	20	21	29	70	122	66	157	73	14	50	28	57	55	31			21	76	161	86	24	50	28	0	92	55	61	57	61	
2018	District	US History	1,933	7	13	25	24	31	80	976	84	957	75	71	85	242	62	149	72	10	100	165	82	1296	83	164	62	26	23	709	68	62	61	64	
2019	District	US History	1,894	8	13	27	24	28	79	946	78	948	80	66	79	206	64	158	68	7	71	173	79	1284	83	200	55	32	22	627	70	63	60	63	
2021	District	US History	1,521	12	16	26	23	23	72	768	74	753	70	63	71	149	56	168	55	3	100	115	70	1023	78	159	48	46	13	398	58	61	55	61	

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:
US History The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the U.S. History End-of-Course Exams will be at least 75%.

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Utilize Test Item Specification to plan instruction informed by benchmark clarifications and content limits (11th United States History)
- Implement inquiry-based strategies to promote engagement
 - Create a culture of curiosity through the use of claims, evidence, and reasoning
 - Incorporate SHEG lessons (World History and United States History)
- Incorporate literacy strategies in the high school classrooms
 - Explore multiple perspectives using primary and secondary sources
 - Include vocabulary and writing strategies to strengthen comprehension of content
 - Utilize web-based tools for building background knowledge

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

Professional Development on:

- a. Creating and implementing evidence based TDQs across multiple sources.
- b. Creating opportunities for facilitating purposeful student talk
- c. Using purposeful text-marking strategies to allow for effective annotation of primary and secondary sources.

Professional Development from the Florida Joint Center for Citizenship

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will develop standards- based lessons that include TDQs at varying DOK levels.
2. Students will routinely use TDQs to analyze multiple historical sources (primary/secondary sources, National Archives, FJCC, videos, etc.)
3. Teachers will model purposeful text marking strategies to allow for effective annotation of primary and secondary sources.
4. Teachers will design and lessons that include frequent opportunities to utilize student talk and cooperative learning groups in order to answer TDQs across multiple sources.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
TDQs across multiple sources	Evidence of student work, observations, lesson plans	quarterly	Administration
Purposeful student talk	Meetings with US History, World History, Geography teachers to share strategies and lessons learned	monthly	Administration
Text Marking	Evidence of student work, observations	quarterly	Administration

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

MATH DATA

School FSA Math (2018-2021) Proficiency (%)				Achievement Levels									Gender				Ethnicity							Status			Strands																
Year	School	Grade	# Students Tested	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																			
				% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Num&Opp: Base10 (4-5) Ratio&Prop (6-7)	Num&Opp: Fract (3-4) Oper&Alg / Fract (5) NumSys (6-7)	Meas&Data / Geo (3-5) Stats&Prob (6-7) Stats&Prob / NumSys (8) Stats&NumSys (A1) Model w/Geo (Geo)	Geometry (6-8) Alg&Modl (A1) Cong.Sm,Rt,Tr,Trig (Geo)	Opp&Alg / Base10 (3) Opp&Alg (4) Expr &quat (6-8)	Functions (8) Functs&Modl (A1) Circ,Meas,Props&Equat (Geo)											
2018	Choctaw	Alg	228	6	5	14	7	7	40	15	5	60	123	57	105	64	3	67	53	49	39	41		29	72	104	69	25	48	8	25	135	51					27	35			36	
2019	Choctaw	Alg	230	6	7	20	8	13	33	11	3	46	111	42	119	50	8	38	36	33	37	41	1	0	27	37	121	55	32	22	15	7	127	40					27	39			30
2021	Choctaw	Alg	219	11	10	26	11	7	30	5	1	36	117	32	102	39	3	33	32	31	60	15			18	33	106	49	48	35	34	6	100	28					21	28			33
2018	District	Alg	2,340	2	3	8	3	5	31	23	24	78	1,185	76	1,155	80	70	93	292	62	203	65	8	63	214	78	1,553	82	241	49	34	21	930	68					37	46			47
2019	District	Alg	2,295	3	3	8	4	5	34	23	20	78	1,117	75	1,178	80	62	81	239	60	207	68	13	77	220	76	1,554	82	250	43	47	21	935	66					39	54			43
2021	District	Alg	2,296	4	5	14	5	6	35	19	13	66	1,178	65	1,118	67	64	84	223	43	236	48	10	70	218	61	1,545	72	260	38	61	11	714	55					34	43			45
2018	Choctaw	Geo	413	2	4	16	8	10	40	13	6	59	216	59	197	59	14	71	66	41	53	49	2	50	33	64	245	65	39	28	9	11	211	53					32	38			22
2019	Choctaw	Geo	295	0	2	17	7	6	48	13	7	68	142	68	153	68	8	88	52	56	37	49	2	100	34	62	162	77	33	42	8	38	124	61					26	40			30
2021	Choctaw	Geo	301	7	9	19	12	11	30	8	5	43	147	45	154	40	15	40	56	38	55	31	2	50	27	26	146	52	35	26	12	17	120	37					29	38			28
2018	District	Geo	2,243	2	5	14	7	8	29	15	20	64	1,097	63	1,146	65	74	78	260	38	188	49	7	71	186	60	1,528	70	205	29	38	18	860	49					39	44			31
2019	District	Geo	1,936	2	3	11	6	6	32	19	22	73	955	73	981	73	72	86	224	52	145	59	8	63	182	66	1,305	78	189	42	24	21	624	61					32	47			38
2021	District	Geo	2,095	4	6	15	7	8	30	17	13	60	1,026	63	1,069	57	77	71	228	33	183	50	12	67	173	54	1,422	65	203	23	36	22	605	45					38	47			37

School Action Plan

Math

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Use assessment data (e.g., FSA, formative, quarterly assessments) to drive, plan, and create instructional lessons, differentiated activities, and spiraling tasks
- Use math resources such as IXL and Math Nation to support course standards as well as address content gaps
- Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

- Utilizing ALDs and Item Specifications to differentiate small group strategies for purposeful student talk.
- Designing cooperative learning group opportunities and/or stations to differentiate instruction and spiral.
- Using digital resources (OCSD Curriculum website, Math Nation, IXL) to differentiate instruction and provide meaningful formative assessments for students.

Targeted School-based Professional Development:

1. Collaborative Planning
 - a. Algebra 1 teachers have common planning to collaborate at a minimum of 1x per week together – pacing, designing instructional lessons, differentiated activities, spiraling tasks and common assessments.
 - b. Algebra 1 teachers will meet bi-monthly with administrator to collaborate during common planning – review of IXL student data, Common Assessment FSA style question review & appropriate rigor percentage, pacing and lesson progression discussions.
 - c. Geometry teachers will meet bi-monthly with administrator to collaborate afterschool - review of IXL student data, Common Assessment FSA style question review & appropriate rigor percentage, pacing and lesson progression discussions.
2. Cooperative Learning Groups/Stations – monthly discussion items in Department Meetings
 - a. Classroom Organization and Management
 - b. Facilitating and Modeling of Purposeful Math Talk
 - c. Using stations for Differentiation and Spiraling
3. Utilization of Digital Resources for Differentiation and Increased Rigor
 - a. Reviewing and using IXL data to plan instruction and groups (beginning 2nd Quarter)
4. IXL Training Session 1 – August 6 during preplanning
5. IXL Training Session 2 – September 22 (morning or afternoon session for each math teacher)
 - a. Integrating IXL and Math Nation
 - b. OCSD Curriculum webpage/resources
 - c. Lesson Progression
 - d. Strategies for ensuring the success of ELL students in the Math classroom. Duty Release Training (September) will focus on ELL strategies in all content area classrooms.
6. Common standards-based assessments that mirror item specifications, ALDs and appropriate range of question levels at 10% DOK Level 1, 60% DOK Level 2 and 20% DOK Level 3
7. Teachers of common courses will discuss and create common assessments to give all alike course students

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

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

1. Various Modes of Instructional Delivery

- a. Whole group instruction which includes explicit teaching, teacher modeling, guided practice, cooperative learning groups, and independent practice.
 - b. Differentiated instruction that includes cooperative learning groups, stations, and teacher led small group instruction.
 - c. Student centered activities where students lead
2. Backwards Design for Lesson Planning
- a. Determine standard and analyze item specifications and ALDs
 - Identify what students need to be able to do
 - Identify the progression of learning at each ALD
 - Determine necessary scaffolding
 - b. Create assessment that mirrors FSA Item Specifications
 - Determine assessment limits
 - Include varying item types
 - Ensure appropriate rigor (10-20% ALD 2, 60-80% ALD 3, 10-20% ALD 4/5)
 - Utilize resources outside of textbook for question bank
 - c. Plan Lesson Instruction and Experiences
 - Determine skills and prior knowledge students have and what is needed
 - If textbook does not align with ALDs incorporate other resources
 - Determine how ALDs can assist in differentiation
 - Determine what formative assessments will be used through lesson(s) and how this information will be used to guide instruction
 - Design lesson progression
 - d. Math Resources
 - i. Item Specifications & ALDs
 - ii. OCSD Curriculum Website
 - iii. Math Nation
 - iv. IXL
 - e. Utilize student data (FSA, IXL, teacher assessments) to plan groups, spiral standards, and differentiate instruction

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of various modes of instruction	Lesson progression, walkthroughs, observations	weekly	administration
Use of ALDs	Lesson Progression, walkthroughs, observations, Assessment Reviews	monthly	administration
IXL	Data collection from reports	Bi-monthly	teacher/administration
Quarterly Assessments (Algebra and Geometry)	Data collection from reports	quarterly	teacher

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

Math Students Below Grade Level

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

1. Gain a better understanding of how IXL is aligned with Florida State Standards
2. Training to Utilize IXL to drive instruction and plan groups
3. Bi-monthly Collaborative planning

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

2. IM teachers will service 9th grade FSA level 2 math students and 10th grade Algebra 1B students. Algebra 1A teacher will service 9th grade FSA level 1 math students. Algebra 1 and Algebra 1 Honors teachers will service 9th grade FSA level 2, 3, 4, and 5 students.
3. IM Teachers will incorporate:
 - a. Various Modes of instructional Delivery
 - b. Whole group instruction that included explicit teaching, teacher modeling, teacher led discussion, use of manipulatives and cooperative learning groups.
 - c. Differentiated instruction that includes teacher led small group instruction, differentiated stations, and cooperative learning groups.
 - i. Provide small group instruction to each student to meet specific student needs (enrichment or remediation) based on formative assessments (IXL, teacher created, etc.)
 - ii. Incorporate standards-based, purposeful statins as needed and indicated by student data (IXL, teacher assessed)
 - iii. Collaborate with Algebra 1 math teachers to determine prerequisite skills necessary to support course standards
 - iv. Analyze ALDs to better understand what is expected for proficiency and learning gains
4. Utilize Digital Resources

- a. OCSD Math Resources
 - b. IXL
 - c. Math Nation
5. POC Tutoring
- a. Algebra 1 and IM teachers will invite targeted students for tutoring 1 hour a week (advertised tutoring schedule is already in place or Algebra 1 and/or IM teachers can create shared tutoring schedule specific to their students)
 - b. Math teachers will analyze IXL or Math Nation data to identify weak skills for each student
 - c. During tutoring, students will meet with teacher for small group instruction and/or practice identified skills
 - d. Student attendance to tutoring can be incentivized either with grades or motivational rewards

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
IXL	Lesson Progression, walkthroughs, observations	weekly	administration
POC Tutoring	Teacher tracking documents on student attendance	Bi-monthly	administration
Small Group Instruction	Lesson Plan Progression, observations and walkthroughs	Bi-monthly	administration

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

SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels					Gender				Ethnicity						Status			Strands																				
Year	School	Grade	# Students Tested	1		2		3		4		5		3,4,5		M		F		A		B		H		I		M		W		ESE		ELL		F/R		Percent Correct				
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)	
2018	Choctaw	Bio	425	9	19	34	14	24	72	224	69	201	76	11	73	70	63	55	55	2	50	51	65	236	81	39	46	15	13	215	63	59	58	57								
2019	Choctaw	Bio	358	6	23	39	13	20	72	167	75	191	68	14	79	46	63	36	53	2	100	37	68	223	76	30	40	7	14	147	57	56	55	57								
2021	Choctaw	Bio	376	14	23	38	10	14	62	182	66	194	59	10	70	51	55	66	32	1	100	33	61	215	73	65	40	15	7	161	47	51	51	53								
2018	District	Bio	2,195	8	20	32	14	24	71	1,100	68	1,095	74	55	78	266	53	194	56	6	50	219	67	1455	77	245	41	46	20	909	58	58	58	57								
2019	District	Bio	2,182	7	21	34	13	24	72	1,076	72	1,106	71	77	78	242	51	165	62	12	92	196	66	1490	76	236	39	26	19	844	58	57	56	59								
2021	District	Bio	2,067	11	21	37	13	18	68	1,022	70	1,045	66	57	79	225	48	191	51	12	50	194	62	1388	74	274	41	42	10	661	55	54	55	56								

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 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 70 %.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation
- Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

1. Collaborative Planning
 - a. Biology teachers will meet monthly with the district Science specialist to plan and discuss pacing, designing instructional lessons, differentiated activities, spiraling tasks and coordination of digital resources
 - b. Designing of Common assessments
 - c. Instructional strategies and support
2. Lesson Pacing and Progression
 - a. Alignment of standards
 - b. Alignment of standards for all Science courses
 - c. Use of District Pacing Guide
3. Utilization of Study Island to measure and assess mastery of standards
 - a. Review of Study Island data to support and guide instruction
 - b. Study Island Zoom Training Sessions
 - c. Use of District Pacing Guide

4. Modeling
 - a. Biology teachers observing model teachers and classrooms within the district
 - b. Biology teachers observing fellow teachers for classroom management and instructional delivery
5. Differentiated Instruction
 - a. Small and whole group instruction
 - b. Sequenced TDQ questioning
 - c. Study Island PD for Biology teachers with Zoom Training sessions
 - d. Modifying and scaffolding instruction for ELL students through Duty Release

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

1. Various modes of instructional delivery
 - a. Biology teachers will utilize the 5E model to create complex, standards-based assessments that utilize at least three components of the 5E Model
 - b. Biology teachers will design differentiated lesson plans that promote student talk and cooperative learning opportunities
 - c. Biology teachers will explicitly share the objective and goal for each lesson and unit before teaching, modeling, and providing guided practice before transitioning into independent practice and cooperative learning groups
2. Backwards Design for Lesson Planning
 - a. Determine standards and analyze item specifications
 - b. Identify steps of progression for learning
 - c. Determine necessary scaffolding to meet the needs of each student
 - d. Create assessments that align with the standards and model FSA item specifications
 - e. Determine and understand skills and prior knowledge students have and need in order to grow
 - f. Determine what formative assessments are needed to guide instruction
3. Digital Resources
 - a. All Biology teachers will utilize Study Island to supplement instruction as directed by District Pacing Guide
 - b. Teachers will utilize various digital resources to supplement instruction beyond the textbook
4. Engagement/Differentiation
 - a. Teachers will use resources to show students real life applications of content related science topics.
 - b. Teachers will create, identify, and locate graphs and charts to better expose students to data and the data analysis process.

- c. Teachers will utilize cooperative learning groups and purposeful student talk through discussions in order to teach students to share and explain their thoughts as well as elaborating and justifying their answers with other students.
 - d. Teachers will use stations/lab activities to provide students with hands-on activities and opportunities to work through complex problems.
5. Designing Assessments
- a. Teachers will design standards-based assessments that reflect FSA Item Specifications
 - b. Teachers will provide varying question stems on teacher assessments that reflect FSA style questions
 - c. The District will provide common quarterly assessments
6. Utilizing Student Data
- a. Biology teachers will utilize assessment data (FSA scores, Study Island, quarterly assessments, and teacher assessments) to guide instruction, plan for cooperative learning groups, provide differentiated instruction, and lesson plan progression

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of Various Modes of Instruction	Lesson Progression, walkthroughs, observations	weekly	Administration
Study Island	Digital Reports/tracking	monthly	Administration
District Pacing Guide	Lesson progression, walkthroughs, observations	weekly	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.)

CTE Programs

1. Carpentry

- a. Students have the opportunity to earn industry certifications in HBI Core, HBI Green, and HBI Carpentry courses.
- b. These certifications allow students to enter into high paying, in demand jobs in the carpentry industry with a big leg up on their peers straight out of high school.

2. IT

- a. Classes are offered in Digital Information Technology
 - i. Students have the opportunity to earn college credit as well as Industry Certification in Coptia IT Fundamentals Plus
- b. Web Programming, Digital Design, Cybersecurity, Computer Science and Javascript
 - i. Students have the opportunity to earn Industry Certifications in MTA Intro to Programming using HML and CSS, CIW Advanced HTML5, CSS3 Specialist and Javascript Specialist
 - ii. Javascript students compete in the Congressional App Challenge
 - iii. Web Students have the opportunity to create websites for teachers and community partner businesses thus applying their skills to real world situations.
 - iv. Cybersecurity students have the opportunity to earn industry certifications in Comptia A+

3. Embry- Riddle Aeronautical University- Gaetz Institute

- a. Through a partnership with Air Force JROTC, Embry-Riddle offers classes on campus at Choctaw in General Aeronautics, Private Pilots and Small Unmanned Aerial Systems
- b. These courses allow students to earn college credits and continue on at ERAU or transfer to post-secondary institutions across the nation.
- c. These courses promote partnerships with local industry for our students to receive internships and work-related experience.
- d. Credits earned in this program could potentially eliminate a year of post-secondary education

4. Digital Design

- a. Students have the opportunity to earn Industry Certification in Adobe Photoshop, Adobe Indesign, Social Media Strategist and Adobe Illustrator.
- b. Students are provided real-world opportunities to showcase their skills by creating content for the CHS school website and Social Media Platforms as well as competing to create the cover of the Curriculum Catalogue.

5. AP Computer Science Principles
 - a. Students have the opportunity to earn college credit with a passing score on the AP Exam.
 - b. Students are provided real-world examples of the connections between “unplugged” and tech-based activities.
6. Manufacturing (Partnership with Northwest Florida State College)
 - a. Students have the opportunity to earn college credits and Industry Certification in SolidWorks and MSSC-CPT.
 - b. Students have the opportunity to earn OSHA Certification
 - c. The program provides opportunities for student internships and hands-on experience working in their field of interest.
7. JROTC
 - a. Tier 1
 - i. STEMM based program wherein cadets are trained in Unmanned Aircraft Systems: Multicopter and Fixed Wing
 - ii. Students have the opportunity to earn FAA SUAS Remote Pilot Certificates
 - iii. Students have the opportunity to participate in CyberPatriot (an AFA sponsored competition wherein cadets secure virtual networks).
 - iv. Students have the opportunity to attend the United States Air Force Chief of Staff Flight Academy and/or the Cyber Academy- both programs culminate in federally recognized certifications.
 - b. Rocketry
 - i. Students practice solving real-world problems related to aerodynamics and the science of flight.
 - ii. The program introduces students to the fundamentals of careers in the military as well as aircraft design, maintenance and aeronautical engineering.
8. AClubs
 - i. Science Honors Club
 - ii. Robotics Team
 - iii. Tech/Drone Club
 - iv. WGBI Tribal News (Television Production)
 - v. Mu Alpha Beta (Math Honor Society)
 - vi. Academic Bowl Team



Accreditation Page

Accreditation Standards

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

Domain 1: Leadership Capacity

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.3

The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Our diverse curriculum ensures access for a variety of learning activities to accommodate differences in learning styles. Our course offerings include AP, , Honors, regular and Intensive levels for core and electives classes. Our IB, AP, and accelerated programs gave approximately 850 AP exams with approximately a 52% pass rate, approximately 325 IB Exams with approximately an 85% pass rate. In addition, our ROTC, CTE, and Fine Arts programs provide round out our electives allowing students to shine in non-core areas. The school values the individuality of each student and our end goal is to challenge students to reach their full potential. This is our focus starting with our SPP data which in turn drives our school curriculum. Our technology focus is seen through the CTE department which offers students numerous opportunities to earn industry certifications which are in high demand in our area. In addition, we have chromebooks and laptops for each department as resources for our teachers and students. Training is offered with each addition and our CTE team is an onsite help. Teachers rely on webpages, remind, achieve, Edmodo, Khan Academy and Math Nation to name a few technological resources. Communication is key with students and family. We have online grades, grade level assemblies, website, a large online social media presence, mass email, Edmodo sites per teacher/course, remind, and SAC meetings



Accreditation Page

Accreditation Standards

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

Domain 2: Learning Capacity

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Standard 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

Our diverse curriculum ensures access for a variety of learning activities to accommodate differences in learning styles. Our course offerings include AP, AICE, Honors, regular and Intensive levels for core and electives classes. Our IB, AP accelerated programs gave approximately 850 AP exams with approximately a 52% pass rate, and approximately 325 IB Exams with approximately an 85% pass rate. . In addition, our ROTC, CTE, and Fine Arts programs provide round out our electives allowing students to shine in non-core areas. The school values the individuality of each student and our end goal is to challenge students to reach their full potential. This is our focus starting with our SPP data which in turn drives our school curriculum. Our technology focus is seen through the CTE department which offers students numerous opportunities to earn industry certifications which are in high demand in our area. In addition, we have chromebooks and laptops for each department as resources for our teachers and students. Training is offered with each addition and our CTE team is an onsite help. Teachers rely on webpages, remind, achieve, Khan Academy and Math Nation to name a few technological resources. Communication is key with students and family. We have online grades, grade level assemblies, website, mass email, Edmodo sites er teacher/course, remind, and SAC meetings. Mrs. Heck has added a principal remind and newsletter for staff. Updates are ongoing at Choctawhatchee High school. Since our school is one of the oldest high schools in the county, we have added mobile computer labs, made the school wireless, updated our CTE department with all new Dell computers and added a science lab and new chromebook carts. Safety is a major concern and we are undergoing many changes to assist in this area including new fencing and the hardening of our front office area in order to create a single point of entry. We have a computer sign in, that creates badges for visitors and scans IDs. We believe if teacher and staff are visible and accessible students feel safer. We have a drill procedure that locks us down until administration can assess the situation and determine the proper course of action