

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Crestview High School

Legend

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

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
Jay Sanders
SAC Chairperson's Signature
Eric Sturges

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with 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
Jay Sanders	Principal
Thomas Harvell	Assistant Principal
Kim Dunn	Assistant Principal
Allyson Lavictoire	Assistant Principal
Benjamin Kimbrough	Dean of Students
Sandi Bufkin	Math Chair
Lisa Kimbrough	English Chair
Darren Dubose	Science Chair
Sharon Morrow	Social Studies Chair
Yolanda Porter	CTE Chair
Alex Pottinger	Arts Chair
Tim Gillis	Intensive Reading Teacher

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

SPP stakeholders (Admin, SLT, Depts., and SAC) met for planning purposes during the latter part of 2nd semester of 2020-21 and over the summer. The stakeholders also communicated through emails, department meetings, SLT meetings and submitted suggestions in order to study the CHS data to determine strengths/weaknesses and specific focus areas for improvement. Admin attended the Principals/SPP meeting from the district level and focus area teachers met to determine instructional strategies. SPP team met during the summer to develop strategies for the SPP. Focus area teachers met during preplanning and department meetings to set up the Action Steps, programs, strategies, monitoring frequency, school-based PD dates, and to review the school's Writing Plan. They prepared instructional strategies and goals that will support the objectives set forth in the SPP.

SPP collaborative input meeting dates: May 25---SLT; May 27th; June 3---SPP focused department meetings to begin discussions addressing edits and additions---May 7th ---Admin meeting on SPP focus areas; July 12--SPP Focus work with IR; August 4-- SPP Focus work w/ELA/IR; August 23---Admin meeting on SPP focus areas; July 23-31---SPP team members met on Focus areas; Aug-Preplanning----Admin met with SLT and Depts to go over Data, SPP Focus Areas, and ELA Standards; August 23---Admin met w/ depts one last time re: SPP.

School Profile

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

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

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

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

The DCT program, the only one in the district, provides students with occupational skills through employment-related instruction/leadership development. The popular Allied Health program offers courses in the Secondary Health Core curriculum leading to careers in health occupations. Students are encouraged to participate in extracurricular clubs, organizations, and/or sports to share their talents, build school spirit, and get involved in community service. Music programs range from the Destiny Show Choir to the Big Red Machine Band. The Army JROTC program develops personal, academic, and leadership skills. Many athletes have been awarded scholarships to play at the college level. Leadership classes participate in community service, sponsor the school's freshman Bulldog Camp, serve as tutors and mentors, and raise money for charities. CHS has earned awards as a Five Star School and Golden School and endeavors to meet the needs of a diverse student body.

Parent and Community Awareness

Crestview 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?	41	7%	10%	20%	49%	15%
Do you plan to return your child to full-time brick & mortar classes next fall?	41		27%	29%	44%	
My child's school emphasizes academic performance as the number one priority.	145	2%	4%	17%	47%	30%
Our principal is an effective leader who meets the needs of our students.	145	1%	2%	15%	30%	52%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	145	4%	11%	21%	36%	28%
The school uses a variety of methods for parent communication.	145	4%	11%	11%	40%	34%
Parent input is valued at my child's school.	145	5%	8%	29%	37%	21%
Clear expectations of conduct and behavior are communicated to my child.	145	3%	1%	9%	42%	45%
I receive positive phone calls, emails, or notes about my child from the school.	145	16%	24%	31%	14%	14%
My child's school maintains a safe environment.	145	7%	3%	21%	37%	31%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	145	8%	3%	27%	30%	32%
School funds are used to support the school in a financially responsible manner.	145	5%	5%	42%	28%	20%
The guidance department at my child's school provides for the educational success of my student.	145	9%	10%	19%	37%	26%
I am satisfied that my child's teachers do a good job educating my child.	145	2%	10%	17%	41%	30%
My child's school is well maintained.	145	6%	4%	23%	40%	27%
The health services provided at my child's school support his/her wellness.	145	2%	4%	34%	34%	26%

Parent and Community Awareness

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

Two of the top positive aspects of CHS are parents are greatly satisfied that the conduct and behavior expectations are clearly communicated, and the principal is an effective leader who meets the needs of the students.

In addition, the survey conveys that parents are satisfied with the emphasis placed on academia from the school is a priority and that the teachers so well in educating the students. Parents feel that the school is a safe environment and students are treated fairly.

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

Two related areas that could show improvement are improving the communication between the school's guidance department and parents to aid in the educational success of students and communicating positive feedback from the school and teachers to the parents and students.

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

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

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: Level 1 and 2 students not making learning gains.

School Focus

What is the cause(s) for this subgroup being an area of focus?

While this group has been a focus in previous years, due to the Pandemic, a larger learning gap is of concern.

What are we doing to target this subgroup?

1. IR classes in direct support of English classes.
2. Like courses, IR teachers, and ESE teacher plan and collaborate on instructional strategies and remediation/reinforcement for this group.
3. Use of student data (iXL, APM, FSA, Achieve 3000, Khan Academy, teacher assessments) to identify student weaknesses, drive differentiation of instruction, plan small group instruction, and conference with each student.
4. Teacher-led small group instruction.
5. Explicit instruction with vocabulary.
6. ESE teacher push in small group instruction

Targeted School-based Professional Development:

1. Collaboration and planning with Intensive Reading teachers, ELA teachers, and ESE push in teacher for instructional design and the bridging and integration of the B.E.S.T. standards.
2. Using Achieve 3000, APM for IR and IXL for IM, Khan Academy, and FSA data to set small groups and for explicit instruction to facilitate the reinforcement of skills.
3. Data-driven instruction using FSA and ALDs to create or employ appropriate FSA-type questions, lessons, and assessments.
4. Strategies for Differentiation of Instruction including ALDs.
5. Data analysis tools for students (student folders, ALDs as a rubric, Student Progress Charts with FSA Levels and LGs for Data Chats) for self-evaluation.

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

Classroom Implementation Action Steps (Teachers and Students):

A. Instructional Delivery Methods

1. Whole group instruction will include explicit teaching, teacher modeling, teacher led discussion, cooperative learning groups, student-to-student interaction.
2. Differentiated Instruction will include cooperative learning groups, stations, writing through reading, and teacher led small group instruction utilizing ALDs and assessment data (Cambium, FSA, APM, Khan Academy, Achieve 3000, teacher created). 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

3. Small group instruction will benefit each student based on their assessment data.

4. ESE push in/pull out individual/small group instruction.

B. Student Engagement with multiple sources

1. Everyday Instructional Reading lessons will include the following components: multiple sources TDQs, Text marking and annotation, purposeful student talk, and focused culminating tasks using the DOK level to ensure appropriate rigor (10-20% ALD 2, 60-80% ALD 3, 10-20% ALD 4/5)

2. Students will synthesize multiple sources to evaluate the relationships among the texts and for Integration of Knowledge, Craft and Structure, and Key Ideas and Details.

3. Instruction will focus on students making connections and synthesizing multiple sources and evaluating the relationship among the texts.

4. (ALDs) will be used to establish expectations for proficiency and learning gains.

C. ESE push in/pull out instruction.

1. Target specific student needs based on data analysis.

2. Small group instruction for remediation/reinforcement of reading and writing skills.

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

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

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Like courses collaboration	Meeting minutes and attendance sheet	monthly	Administration, Department Head
TDQ Implementation	Lesson Plans, Formal/Informal Observation, Assessments, Progress charts/ELA Binders	monthly	Administration, Department Head
Implementation of various modes of instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts/ELA Binders	weekly	Administration, Department Head
Student engagement with multiple sources using ALDs	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts	weekly	Administration, Department Head
Small group and one-on-one activities with ESE teacher	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts/ ELA Binders	as needed	Administration, Department Head
Student progress conferences	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts	monthly	Administration, Department Head

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.											
2018	Crestview	9	528	1	4	11	10	15	25	24	11	59	253	54	275	64	10	60	59	53	38	50	1	100	56	59	364	61	54	28	4	0	236	50	54	66	50	73	69	63	61	95
2019	Crestview	9	566	2	2	14	13	12	25	24	8	57	287	56	279	59	14	79	96	31	38	66	2	100	53	55	363	63	75	23	5	20	264	48	46	61	50	75	62	55	54	91
2021	Crestview	9	546	2	5	14	13	15	25	19	7	51	277	44	269	58	14	57	75	37	32	47	5	20	69	48	351	55	81	20	4	0	199	43	51	59	49	57	60	54	54	85
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	Crestview	10	486	1	2	10	9	18	27	24	8	59	227	52	259	66	11	45	67	46	38	61	1	0	50	52	319	63	50	24	4	25	204	50	64	65	52	77	63	57	56	92
2019	Crestview	10	459	2	3	14	11	17	22	26	6	54	222	45	237	63	14	57	48	40	39	41	1	100	48	54	309	58	52	17	8	0	184	47	57	62	50	79	61	54	53	90
2021	Crestview	10	467	2	3	15	12	12	28	20	7	55	206	52	261	58	15	60	73	45	27	52	2	0	44	50	306	59	58	22	6	0	130	42	68	61	54	75	61	54	53	92
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 52 %.	
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

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 MyPerspectives 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, MyPerspectives' standards resources, 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:

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

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

Targeted School-based Professional Development:

1. Data-driven instruction using FSA, APM, and ALDs to create or employ appropriate FSA-type questions, lessons, and assessments reflecting 20-80-20.
2. Writing appropriately rigorous text-dependent questions (TDQs) at various DOK levels for use in teacher-led discussions, station work, and small group instruction.
3. ELA course level partners planning using ELA resources for scheduled observations and reflections and collaboration between IR and ELA teachers for instructional design.
4. Integrating writing strategies (i.e., SPRITE, PERSIA, SPICE, TWIST, AAWUBBIS, "Say, How, Mean, Matter", elaborative techniques, root words) into reading instruction to promote synthesis across sources.
5. Working with the FSA Rubric, analyzing multiple texts for creating lessons using strong elaboration of evidence.
6. Strategies for Differentiation of Instruction including ALDs.
7. Data Analysis tools for students (student folders, ALDs as a rubric, Student Progress Charts with FSA Levels and LGs for Data Chats) for self-evaluation.

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

Classroom Implementation Action Steps (Teachers and Students):

- A. Instructional Delivery Methods

1. Whole group instruction will include explicit teaching with the gradual release to students (I do, we do, you do method), teacher modeling, teacher led discussion, cooperative learning groups, student-to-student interaction
 2. Differentiated Instruction will include cooperative learning groups, stations, and teacher led small group instruction utilizing ALDs and assessment data (FSA, APM, teacher created) to plan student groupings and station activities.
 3. Everyday Instructional Reading lessons will include the following components: multiple sources, text dependent questions (TDQs), text marking & annotation, purposeful student talk, writing through reading, and focused culminating tasks.
- B. Student Engagement with Multiple Sources**
1. Multiple resources will be utilized to ensure appropriate text complexity when choosing sources (CommonLit, Odell, NewsELA, outside resources).
 2. Students will synthesize multiple sources to evaluate the relationships among the texts and for Integration of Knowledge, Craft and Structure, and Key Ideas and Details.
 3. Instruction will focus on students making connections and synthesizing multiple sources and evaluating the relationship among the texts.
 4. By the end of first semester, ELA students will be able to connect two or more sources in answering TDQs, recognizing common themes/ideas, or completing a culminating task.
- C. Text Dependent Questions (TDQs)**
1. Teachers will employ TDQs using the Standards-Based Question Stems from the OCS D ELA Resource Book to ensure appropriate rigor and scaffolding.
 2. (ALDs) will be utilized to create or employ TDQs at DOK levels as indicated by the Item Specifications and will be used to establish expectations for proficiency and learning gains.
 3. Students will utilize appropriate TDQs to engage with the text, in purposeful student talk, for textual evidence, and to help reach rigorous culminating tasks.
 4. Students will utilize various strategies (“Say, How, Mean, Matter...”, SPRITE, PERSIA, SPICE, TWIST, Soapstone) to identify skills relevant to answering TDQs.
- D. Text Marking and Annotations**
1. Teachers will incorporate and scaffold purposeful text marking and annotation of texts so that students may accomplish increasingly complex EIR tasks throughout the year.
 2. Text marking and annotating will be explicitly taught and modeled so that students become proficient in using this skill to analyze sources through TDQs and/or culminating tasks
- E. Purposeful Student-to-Student Interaction**
1. Teacher will implement small group discussion with differentiated instruction.
 2. Students will be taught common student talk protocols.
 3. TDQs, revisiting the texts, and/or culminating tasks will drive the purposeful student-to-student interaction.
- F. Writing Through Reading**
1. TDQs will be used to help students formulate informational and argumentative writing and for strengthening Elaboration of Evidence.
 2. Students will sample informational and argumentative texts to gather evidence for elaboration.
 3. Students will integrate writing strategies (i.e., SPRITE, PERSIA, SPICE, TWIST, AAWUBBIS, “Say, How, Mean, Matter”, elaborative techniques, root words) into reading instruction to promote synthesis across sources

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

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus: Purpose, Evidence and Elaboration

Targeted School-based Professional Development:

1. To create strategies for use with prompt deconstruction and supporting ideas before introducing sources.
2. To create strategies for use in synthesizing multiple sources in order to respond to a given prompt.
3. Create topics for common prompts.
4. Data Analysis tools for students for self-evaluation.
5. Data-driven writing instruction using FSA results and ALDs (review Phase 2) in order to create appropriate FSA-type questions.
6. To integrate writing strategies (i.e., SPRITE, PERSIA, SPICE, TWIST, AAWUBBIS, “Say, How, Mean, Matter”, elaborative techniques, root words) into reading instruction to promote synthesis across sources.
7. Analyzing multiple texts for creating lessons using strong elaboration of evidence.
8. 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

Writing Plan

Unpacking the Prompt

Instruction:

- All teachers will use a common process MAAP and/or RAFT to unpack prompts/TDQs
- Student Outcome:
- Students will practice unpacking the prompt in EIR tasks and in small groups by using TDQs.
- Students will deconstruct the prompt and write supporting ideas before sources are introduced. Purposeful Text Marking Specific to TDQ Prompts
- Instruction:
- Teacher will use FSA Writing Sample Sets and/or Okaloosa Writing Exemplars to model how unpacking the prompt determines purposeful text marking.

- Student Outcomes:
- Students will use unpacked prompts (from previous section) to determine a possible purposeful text marking for analysis.
- Using purposeful student talk, students will justify their text marking for analysis and show how it relates to the prompt.

Planning for the Essay

Instruction:

- Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubrics (opinion, informational) by conducting an EIR of each score point.
- Create handouts or anchor charts of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer.

Student Outcome:

- Students will complete EIR tasks.

Instruction to Synthesize Ideas from Multiple Sources

Instruction:

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

Student Outcomes:

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

Writing an Introduction

Instruction:

- Teacher will provide explicit instruction on:
- Grabbing the reader's attention through a relevant statement in an effective introduction and thesis.
- Orienting the reader to the topic of the essay (answering the prompt) with an effective thesis/claim.
- Stating the ideas or concepts that will be explained and then analyzed using sources (thesis statement/claim)

- Teacher and students will create an anchor chart containing the three components of an introduction.
- Teacher will model his/her color-coded method found in Additional Notes section to identify the thesis/claim.
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions and then guide students to independent practice.

Student Outcomes:

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

Writing a Conclusion

Instruction:

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

Citing Evidence

Instruction:

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (opinion, informational) by conducting an Everyday Instructional Read of each score point
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.

- Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence.
- Teacher will provide explicit instruction on the three types of evidence: Quotations, Paraphrasing, Summarizing
- After selecting relevant evidence for the Warrant Workout (or other evidence and elaboration graphic organizer), students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.
- Teacher will provide explicit instruction on how to determine which types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model his/her color-coded method found in Additional Notes section to identify text evidence.
- Teacher will model analysis of validity and relevance of text evidence.

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

Student Outcomes:

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

Elaboration

Instruction:

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

Student Outcomes:

- Students will evaluate and revise student writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars) containing weak elaboration to put in their notebook for reference of their progress.
- Using the FSA Writing Rubric, students will conference with teacher and/or other students in order to analyze their use of elaboration in writing and then revise writing as needed.
- Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.
- Students will effectively use multiple elaborative techniques both in their essay writing and Everyday Instructional Reading tasks.

Transitions**Instruction:**

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

Student Outcomes:

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

Content Specific (from the sources) Vocabulary**Instruction:**

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.

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

Student Outcomes:

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

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Prompt deconstruction w/out sources; response to a prompt with multiple sources	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	as needed	Administration, Department Head
Implementation of small group writing activities with differentiated instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Integration of writing strategies into reading instruction	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
Elaboration of evidence using analysis of multiple complex texts	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	weekly	Administration, Department Head
PD-Writing Focus Calibration of FSA Writing Rubric x2	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts	weekly	Administration, Department Head
Implementation of Writing Plan Calibration of FSA Writing Rubric x2	Lesson Plans, Formal/Informal Observations, Assessments, Progress Chats	as needed	Administration, Department Head

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

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:

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

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

Targeted School-based Professional Development:

1. Collaboration and planning with Intensive Reading teachers, ELA teachers, and ESE push in teachers for instructional design in explicit teaching and the gradual release process.
2. Using APM, Achieve 3000, Khan Academy, and FSA data to set small groups and for reinforcement of skills.
3. Data-driven instruction using FSA, Cambium, and ALDs to create appropriate FSA-type questions, lessons, and assessments.
4. Strategies for Differentiation of Instruction including ALDs. Mini professional development sessions to address/share best practices throughout the year in monthly department meetings.
5. Data analysis tools for students (student folders, ALDs as a rubric, Student Progress Charts with FSA Levels and LGs for Data Chats) for self-evaluation.
6. Writing appropriately rigorous text-dependent questions (TDQs) at various DOK levels for use in teacher-led discussions, station work, and small group instruction.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

A. Instructional Delivery Methods

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

B. Student Engagement with multiple sources

1. Everyday Instructional Reading lessons will include the following components: multiple sources TDQs, Text marking and annotation, purposeful student talk and focused culminating tasks.

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

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of various modes of instruction to include differentiated lessons etc.	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts	Weekly, various times throughout the year	Administration, Department Chair
Student engagement with multiple sources using ALDs	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts	Weekly, various times throughout the year	Administration, Department Chair
Small group, one-on-one and paired groups with push-in teacher	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts	Weekly and as needed	Administration, Department Chair
Student progress conferences	Lesson Plans, Formal/Informal Observations, Assessments, Progress Charts	Weekly, various times throughout the year	Administration, Department Chair

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										
				1	2	3	4	5	3,4,5	M		F		A		B		H		I		M		W
Year	School	Test	# Students Tested	% 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	Crestview	US History	444	5	14	27	22	33	82	222	85	222	78	14	93	63	70	26	88	2	100	48	79	291
2019	Crestview	US History	427	5	11	35	28	20	84	202	85	225	83	14	86	64	72	35	80			47	79	267
2021	Crestview	US History	378	11	20	30	22	17	69	199	73	179	65	10	80	60	50	31	71	1	100	29	72	247
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
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
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

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 86 %.

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: Engage students in standards-based instruction informed by test item specification and Benchmark clarifications.

Goal: By the end of the year, we expect our students to be able to think about and analyze multiple social studies contents through standards-based instruction using components of an EIR and TDQ's of varying complexity.

- **Targeted School-based Professional Development:**
- April 12- May 3, 2021 Administer Needs Assessment for Professional Development before end of school.
- April 19-23. 2021 Discuss focus areas with social studies teachers and SLT.
- By June 30, 2021 Print Social Studies Standards Resource containing ALD's , Standards, DOK's.
- August 7-9, 2021 Admin will attend and lead department meetings to give out data for all areas and go over Social Studies Standards Resource and previous test scores for all 2020 classes.
- August 2021 Schedule Administrative walks to social studies classrooms where Everyday Instructional Reading mastering the Social Studies Standards.

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

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will model classroom norms for cooperative learning and tasks to promote purposeful student talk such as Socratic discussions, student led discussion, Everyday Instructional Reads to include text marking and annotation TDQ's.
- Students will adhere to protocols for small group talk and tasks.
- Teachers will create opportunities for purposeful student talk through teacher created TDQ's at various levels of complexity including all DOK levels and College Board recommendations.
- Students will utilize student talk strategies (ex. Body voting, talk moves, silent discussions, Socratic Seminars, sentence frames, etc.) to respond to standards-based questions to prepare for writing tasks or whole group discussions.
- Teachers will create standard based culminating tasks requiring textual evidence and elaboration.
- Students will respond in writing to short response and multi-paragraph essays in order to show analysis of text. Analysis of multiple sources will be evidenced through text marking/annotating, purposeful student talk and textual evidence and elaboration.
- Teachers will implement the DBQ/SHEG process and materials with fidelity (at least once per quarter).
- Students will utilize components of Everyday Instructional Reading while analyzing DBQ materials.
 - Purposeful text marking/annotating
 - Purposeful student talk
 - Writing through Reading

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructional Reading Lessons	Walk throughs Formal/ Informal Observations	Bi-weekly/ Monthly	Admin/ dept. Chair
DBQ/SHEG process	Lesson plans, walk throughs, Formal/Informal Observations	At least 2x per year	Admin/dept. Chair/teacher
Teacher created TDQ's at higher levels of DOK	Walk throughs Formal/ Informal Observations	Bi-weekly/ Monthly	Admin/ dept. Chair/ teacher
Purposeful Student Talk	Walk throughs Formal/ Informal Observations	Weekly/ Monthly	Admin/ dept. Chair/ teacher
Utilizing Multiple Resources including primary/secondary sources	Walk throughs Formal/ Informal Observations	Weekly/ Monthly	Admin/ dept. Chair/ teacher

Standards based culminating tasks	Walk throughs Formal/ Informal Observations	Weekly/ Monthly	Admin/ dept. Chair
African American Student Engagement Strategies	Walk throughs Formal/ Informal Observations	Bi-weekly meetings/ Quarterly	Admin/ dept. Chair

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, Tri, Trig (Geo)	Opp&Alg / Base10 (3) Opp&Alg (4) Expr & Equat (6-8)	Functions (8) Funct&Modl (A1) Circ, Meas, Props Equat (Geo)					
2018	Crestview	Alg	385	1	4	14	6	8	42	18	8	68	202	63	183	72	4	75	52	58	26	73	2	50	46	72	255	68	55	47	3	0	191	64	28	36	39
2019	Crestview	Alg	343	2	2	13	6	6	52	14	4	71	172	68	171	73	6	83	50	62	29	72	2	50	44	75	212	71	60	52	6	33	167	66	30	45	34
2021	Crestview	Alg	318	4	8	19	6	9	44	8	2	54	166	55	152	53	7	57	47	34	21	52	2	50	35	51	206	59	56	30	6	33	116	49	26	32	38
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	1553	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	1554	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	1545	72	260	38	61	11	714	55	34	43	45
2018	Crestview	Geo	522	1	3	14	9	11	33	13	15	61	235	62	287	61	10	80	75	32	35	57		51	55	351	68	40	43	3	33	214	49	35	42	27	
2019	Crestview	Geo	358	2	3	11	8	9	32	20	16	68	180	68	178	67	12	83	41	51	29	69	1	100	33	55	242	71	33	52	3	0	157	61	26	44	36
2021	Crestview	Geo	442	5	7	25	11	10	32	9	2	43	191	46	251	41	11	73	74	20	27	41	4	75	40	35	286	49	56	21	6	17	144	35	25	40	26
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	1528	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	1305	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	1422	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.

Objectives:
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70 %

The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70 %.

The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 80%

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:

Use math resources such as the textbooks, Math Nation, IXL, Khan Academy, and technology to support the math content

Use the ALD's, and Item Specifications to create rigorous questions mirroring the FSA style questions

Use assessment data (e.g. FSA, IXL, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks.

Targeted School-based Professional Development:

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

Participate in On-Line Workshops (Intro to B.E.S.T. Practices)

Canvas, IXL, and Mastery Connect On-Line Workshops

Using digital resources (Math Nation, OCSD Curriculum website, ALD's, IXL, Canvas, and Item Specifications) to differentiate instruction and provide meaningful formative and summative assessments for students throughout the school year (may be accomplished through mini professional development sessions during monthly department meetings.

Begin Vertical planning for 2022 BEST Practices Curriculum

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

Classroom Implementation Action Steps (Teachers and Students):

A. Various Modes of Instructional Delivery

1. Whole group instruction that includes explicit teaching, modeling, guided practice, cooperative learning groups, and independent Practice.
2. Differentiated instruction that includes cooperative learning groups, stations, and teacher led small group instruction

B. Backward Design Lesson Planning

1. Use item specifications and ALD's to analyze each standard
 - a. Identify what students need to be able to do at each ALD level
 - b. Determine necessary scaffolding
2. Create assessment that mirrors FSA item specifications
 - a. Include varying item types (drag and drop, select all, short response, multiple choice, graphing)
 - b. Ensure appropriate rigor (10-20% ALD 2, 60-80% ALD 3, 10-20% ALD 4/5)
 - c. Utilize Math Nation, IXL, and Item Specifications Sample Questions
3. Plan Instruction and Learning Experiences
 - a. Determine skills and prior knowledge
 - b. If textbook does not align with ALDs, use other resources and manipulatives
 - c. Determine how ALDs can assist with differentiation
 - d. Determine what formative assessment(s) will be used and how results will guide instruction

C. Math Resources

1. OCSD Curriculum website
2. ALDs and Item Specifications
3. Math Nation
4. IXL

D. Utilize student data (FSA, IXL, teacher assessment) to plan groups, spiral standards, and differentiate instruction.

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

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

Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

IXL Training
Canvas Training
BEST Practices vertical alignment for curriculum development
Utilizing FSA, and other assessments to drive small group instruction

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

IM Teachers will routinely incorporate

A. Various Modes of Instructional Delivery

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

B. Utilize Digital Resources

1. Math Nation / Item Specifications
 - a. To familiarize students with FSA style questions and rigor
 - b. To differentiate secondary instruction

IXL

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

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

- A. Small group instruction

1. Target specific student needs based on Quarterly Assessment, formative/summative assessments, and Algebra 1/Geometry/IM teacher feedback/input
2. Analyze ALDs to better understand what is expected for proficiency and learning gains
 - B. Utilize Digital resources
 1. Math Nation / Item Specifications
 - a. to familiarize students with FSA style questions and rigor
 - b. to differentiate secondary instruction
3. Quarterly Assessments for FSA Classes
 - a. To identify skills students are ready to learn
 - b. Plan instruction through the Learning Continuum
4. After School Tutoring
 - a. Reinforce skills / Identify and Strengthen Deficient Skills/use of manipulatives

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

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

SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels						Gender				Ethnicity											
				1	2	3	4	5	3,4,5	M		F		A		B		H		I		M		W	
Year	School	Grade	# Students Tested	% 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	Crestview	Bio	540	7	21	34	16	22	72	263	71	277	73	10	70	57	56	42	60	1	100	55	64	375	77
2019	Crestview	Bio	581	8	23	36	12	20	69	295	69	286	68	19	68	94	45	36	75	2	100	57	61	373	75
2021	Crestview	Bio	566	11	21	41	13	14	68	284	70	282	67	16	81	78	49	37	68	5	40	70	61	360	74
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
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
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

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 %.
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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:

Canvas will be used by all students absent for any reason through communications with the instructor to increase their knowledge of instruction, missed assignments and activities in class.

Assessment data from small and large group instruction, study island data and tests will be used to create purposeful, rigorous activities and allow for spiraling of struggling content to increase learning opportunities for all students.

Targeted School-based Professional Development:

Progress monitoring of grade and skills through small group instruction, study island activities and teaching/spiraling of vocabulary necessary for understanding of materials.

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

Classroom Implementation Action Steps (Teachers and Students): Teachers will monitor science skills using assessment tools such as study island, unit tests and other learning management tools.

Use of explicit instruction in the classroom

1. Identify a clear, specific state objective.
2. Break the information into chunks.
3. Model with clear explanations.
4. Verbalize the thinking process.
5. Provide opportunities to practice.
6. Give feedback to students.

Incorporate at least 3 of the 5 E's (engage, explore, explain, elaborate, and evaluate) during lessons by engaging students in small group instruction, exploring multiple resources and explaining/working with students to understand materials. Students will elaborate and give feedback on partner answers in small groups with teacher supervision. Use summative and formative assessment to evaluate students through immediate feedback as well as grades from homework/tests/quizzes.

Use Study Island to monitor students and provide spiraling regarding Biology EOC material through bell ringers, exit assignments and student talk during small and large group instruction.

Use focused graded materials, quizzes, and unit tests to monitor progress of student.

Use of small group instruction for differentiation using study island data.

Common lunch for collaboration and idea sharing for lesson design and spiraling.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data Analysis	Semester exam item assessment	End of first semester	Teachers, Administration
Study Island Usage	Digital Reports	Weekly	Teachers, Administration
Utilizing Multiple Resources (e.g. Textbooks, labs, articles, video, experimental data, workbook, Study Island, etc.	Evaluations, Walkthroughs, Weekley Bio Meetings	Weekley/Monthly	Teachers, Administration
Use of Item Specifications as an instructional Tool	Evaluations, Walkthroughs, Lessons, Weekley Bio Meetings	Weekly	Administration
Use of small groups as instructional tool	Walkthroughs	Monthly	Administration
Use of item specific graded material for science proficiency monitoring	Graded item specific work	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.)

With fourteen courses of study on campus and one course at Northwest Florida State College campus, Crestview High School has the largest selection of Career and Technical Education (CTE) Institutes in Okaloosa County. CTE is a unique program that allows students to earn high school credit, nationally recognized industry certifications, and possible college credit— all at the same time. Our Institutes include: Advanced Manufacturing Technology (at NWFSC), Applied Cybersecurity, Applied Robotics, Applied Welding Technologies, Automotive Maintenance and Light Repair, Cosmetology, Criminal Justice Operations, Culinary Arts, Digital Design, Digital Information Technology, Emergency Medical Responder, Entrepreneurship, HAVCR, Pathway to Engineering, and Web Programming. Many of these Institutes have their own clubs which have garnered national recognition. National Clubs and Organizations CyberPatriot, First Tech Challenge, Future Builder of America, HOSA, and SSTRIDE, Skill USA. Many of these Institutes have internships and partnerships throughout the community.

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



Accreditation Page

Accreditation Standards

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

...are 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.

- Use SPP to direct focus of all stakeholders
- Parent, student and community input on expectations and goals addressed in the SPP document
- Evidence of highly effective learning and professional practice is evidenced through Crestview High School's continuous achievement of an "A" school grade.
- Administration and staff at CHS are dedicated in maintaining high graduation rates, striving to increase graduation rates, and building on college and career readiness as well as work readiness for all students.



Accreditation Page

Accreditation Standards

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

- Teachers systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs and are committed to assuring data from the FSA, EOC's and Advanced courses' score reports are analyzed for strengths and weakness in student learning and to collaboratively plan goals and expectations for teacher instruction and student learning.
- Administration monitors regularly through conducting walk through observations as well as formal and informal evaluations.
- Monthly and quarterly progress monitoring is utilized and documented to continuously revisit, review and adjust instructional implementation in order to meet student needs.
- Teachers meet at least once per month to collaborate and plan instructional goals and student outcome with focus being on both strengths and weaknesses of students and share best practices.