

Date Submitted:

Dates of Revision:8/9, 8/17, 8/18, 8/20, 9/20, 10/11

School Performance Plan 2021-2022



Fort Walton Beach High School 0641

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
John Spolski
SAC Chairperson's Signature
Mrs. Megan Mueller

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
John Spolski	Principal
Lindsey Smith	Asst Principal
Merchelle Hixson-Wells	Asst Principal
Joe Tucci	Asst Principal
Nancy White	English Dept Chair
Jackie Sheffield	Math Dept Chair
Beth Russell	Science Dept Chair
Ann Pearson	SS Dept Chair
Antoine Brown	ESE Dept Chair
Jason Blanks	Elective Dept Chair

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

The administration and the department heads met numerous times to discuss and reflect on the instruction models, standards-based instruction, and high stakes assessment. The models include the expectations for teachers and students within the content areas and the supporting elective classes. The department head chairpersons then developed strategies and expectations for teachers and students using the Learning Walk Look Fors and Listen Fors as well as the OCSD Cliff Notes for SPP.

School Profile

Fort Walton Beach High School (FWBHS), proud home of the Vikings, serves the diverse communities of southern Okaloosa County including Destin, Okaloosa Island, Fort Walton Beach, Mary Esther, and Hurlburt Field. Currently there are 1,830 students enrolled in grades nine through twelve. We have a strong commitment to excellence by providing the foundation for our students to be successful in the world beyond high school. We are committed to educating the whole student in academics, fine arts, athletics, and community service.

We offer 25 AP courses and multiple AICE courses. Students earn college credit by completing an AP or AICE course and passing the AP/AICE exam. Our PLTW Biomedical Sciences students can earn twelve college credit hours by completing four years and passing the national exams. These students can earn a Biotechnician Assistant Certificate after completing Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, Biology, and Chemistry, and passing the Biotechnician Assistant Credentialing Exam (BACE) with an 80%. Our CHOICE Technology Institute students earn numerous industry certifications. Our Fine Arts Department students have won many local and state competitions, such as the Mattie Kelly Festival of the Arts, Northwest Florida Student Art Show, and OCSD K-12 Art Show. Our STARS dance team has won numerous competitions including State and National titles. The FWBHS band is the only OCSD band to consistently earn Superiors in State and is known as the “heartbeat” of our school community.

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

Parent and Community Awareness

Fort Walton Beach 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?	19		11%	26%	26%	37%
Do you plan to return your child to full-time brick & mortar classes next fall?	20		25%	25%	50%	
My child's school emphasizes academic performance as the number one priority.	70		6%	16%	43%	36%
Our principal is an effective leader who meets the needs of our students.	69	1%		14%	28%	57%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	70	1%	13%	13%	49%	24%
The school uses a variety of methods for parent communication.	70	1%	7%	7%	46%	39%
Parent input is valued at my child's school.	69	6%	9%	33%	30%	22%
Clear expectations of conduct and behavior are communicated to my child.	70		6%	10%	44%	40%
I receive positive phone calls, emails, or notes about my child from the school.	70	23%	29%	27%	10%	11%
My child's school maintains a safe environment.	70		10%	20%	40%	30%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	70	3%	3%	23%	34%	37%
School funds are used to support the school in a financially responsible manner.	70	1%	1%	37%	33%	27%
The guidance department at my child's school provides for the educational success of my student.	70	4%	6%	21%	34%	34%
I am satisfied that my child's teachers do a good job educating my child.	70	1%	6%	20%	43%	30%
My child's school is well maintained.	70		10%	19%	46%	26%
The health services provided at my child's school support his/her wellness.	70	3%	6%	36%	31%	24%

Parent and Community Awareness

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

What makes Fort Walton Beach High School special are the people in the programs. Our teachers and staff spend time building relationships with each other and the student body so that a factor of trust and rapport is established from the beginning. The teachers of Fort Walton Beach High School are highly qualified and skilled in their areas.

Okaloosa County School District takes learning seriously as evidenced by the 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.

We want to make sure each student's journey is a positive experience. The efforts of the entire community are needed and expected to invest in the most precious commodity we have: our young adults.

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

Students and families always enjoy and appreciate personal notes and communication from the school staff. Based on the needs assessment data FWBHS is planning on printing and distributing stationary/post cards from the OCSD print shop. We are asking instructors to reach out and also plan on implementing a PBIS student program with incentives and prizes.

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

Students, families and community members have many opportunities to connect with us. On our Web Page, Facebook page, and Twitter account, parents and community members connect with us and offer input. The Viking Voice, our electronic newsletter, is emailed out weekly. Contact information is included in the newsletter and on our website, and communication is encouraged. Administration and teachers communicate digitally and look forward to implementing Canvas along with personalized instructional resources.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ELL students
School Focus
What is the cause(s) for this subgroup being an area of focus? The ELL students at FWBHS should be a focus for two reasons, one academic, and the other social. The students arriving to FWBHS who lack English language skills have become lost in the past, moving from class to class without making significant adult connections. We observed that this led to academic struggle as well as behavior problems such as skipping class. We wanted to create an environment that supported these students academically, and also provided a “Home base” for them with adults who they can talk to, trust, and confide in.
What are we doing to target this subgroup? We have created the “ELL block” at FWBHS. Ms. Miller, a certified English and Spanish teacher, leads the charge with our ELL students enrolled in both their English class as well as a Spanish for Spanish Speakers class with her each day. Our interpreter, Mr. Angel Ruiz assists in the classroom to help the students with their academics as well. This program has grown over the last three years and now consists of two full blocks of students in 9 th -12 th grade split by English level.
Targeted School-based Professional Development: District-based ELL training with Student Services. Planning and conferencing with Administration. Ms. Miller also attends several conferences throughout the year that focus on language study. Use district-led training when needed for staff through Lisa Tucker.
Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): The teacher creates engaging lessons that help with English language acquisition for the students both academic and conversational. The teacher creates engaging lessons using literature written in Spanish so that students have practice identifying and discussing theme, tone, plot, character development, and an assortment of other literature analysis skills. The students participate in discussion and writing assignments that work on their colloquial and academic English skills. The students participate in independent and collaborative work to practice their English skills.
School Implementation Action Steps (Administration, Teachers, and Students): Administration reaches out to the feeder middle schools at the end of each year to compile a list of incoming students who need this program. Administration works with the teacher to evaluate the current participants to decide if they should move into the next level of the block or exit the block into a regular English class for the following year. These lists are compiled and turned in for scheduling. The teacher continually monitors progress to make sure that the students are appropriately placed and are progressing. The students also participate in assessments periodically in reading class, FSA, and WIDA to monitor progress.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
ELL Block classes teaching English acquisition and literary analysis	Lesson planning and walk-thru	quarterly	Teacher, administration
Literature analysis in Spanish for Spanish Speakers class	Lesson planning and walk-thru	quarterly	Teacher, administration
Student and family “check ins” to ensure the students are progressing not only in class, but in other classes as well	Discussions with students by teacher and interpreter. Family contact by interpreter	When needed, at least by semester	Teacher, interpreter, administration

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	Ingr of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.											
2018	FWBHS	9	413	2	2	12	11	11	25	29	9	62	190	63	223	61	12	75	70	44	47	45	2	50	46	59	236	71	51	22	11	9	186	52	55	67	51	64	68	64	60	94
2019	FWBHS	9	466	3	4	12	11	13	27	22	8	57	220	51	245	62	20	70	58	38	56	38	1	0	54	46	276	66	45	16	18	11	208	42	46	60	50	73	61	55	53	88
2021	FWBHS	9	403	0	4	9	13	15	27	23	8	58	206	57	197	59	13	77	49	27	41	49	1	0	52	58	247	65	41	17	7	14	136	51	54	63	51	55	64	58	57	90
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	FWBHS	10	409	2	3	11	10	15	21	26	12	59	186	48	223	69	16	38	53	43	47	30	1	100	38	63	254	69	49	29	15	0	161	50	64	67	52	76	64	58	57	91
2019	FWBHS	10	401	2	4	11	11	13	25	25	8	58	183	55	217	61	15	67	65	46	55	33	2	0	45	60	218	68	46	24	16	6	156	49	58	62	52	75	62	56	55	90
2021	FWBHS	10	375	2	2	15	10	15	25	23	9	56	174	51	201	61	13	54	33	30	42	45	1	0	40	50	246	63	30	23	9	0	111	41	70	62	55	76	63	55	54	94
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 55%.	
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: Explicit Instruction Model or Gradual Release Model diving deep into the new textbook and it’s thematic units in grades 9-12. Developing lessons with both the BEST and LAFS standards in mind, using only the new textbook in grades 9, 11 and 12, but addressing the standards in both texts for the students in 10th grade to ensure that they are fully prepared for their FSA assessment in May. Use APM and IXL data to help guide curriculum in common planning to ensure standard mastery.

The teacher models the skill or benchmark using visual and auditory metacognitive strategies with text appropriate to the task (Interactive Whole Group), followed by Guided Practice, Collaborative Groups, and then Independent Practice, Essential Questions for Thematic Units that drive instruction, EQ notetaking on sources with students learning to select specific details, synthesize text properly, and cite sources correctly.

Targeted School-based Professional Development: Textbook Training, APM Training, Canvas Training, IXL Training, Curriculum Training, PPT Comparing LAFS Standards to the BEST standards

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

Classroom Implementation Action Steps (Teachers and Students):

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS:

Common Planning with new textbook and new standards: all grade levels 9-12 will common plan using the new textbook, BEST and LAFS standards, and APM and IXL data to drive instruction. Discuss and implement lessons using DOK charts to include TDQ responses, collaborative whole and small group instruction, and opportunities for meaningful student talk.

Utilizing the gradual release method: Mrs. Smith will train all 9th and 10th grade teachers on the BEST and LAFS crosswalks and accompanying documents taught to her by Mrs. Kozak from Curriculum (May 2021 and August 2021) Mrs. White, Department Head, will share a PPT diving even deeper into the crosswalk and how it pertains to reading materials in 9-12 grade English (August 2021). All of this information will be referenced in common planning to ensure that the standards are driving instruction.

Data Reflection: 9th and 10th grade ELA teachers will have a PD day in each semester to exam and discuss APM data, calibrate writing scoring, and discuss steps moving forward (October, February)

Goal Setting: Teacher will use common planning time, schedule PD days, and other planning times to set goals for their students based on their current levels and where they will push them. These goals should be based on APM data, writing data, IXL data, BEST (and LAFS when Appropriate) standards, Ect.

STUDENTS:

Goal Setting: Students will set goals for their ELA and Writing success based on the BEST and LAFS standards and using their own FSA, APM, IXL, and Achieve data when appropriate.

Participate in collaborative whole-class and small group standards-based activities

Use EIR strategies such as highlighting, annotating, text-marking, writing though reading, and synthesizing multiple sources

Participate in activities with purposeful student talk and be able to support claims with evidence in multiple sources written or other

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Formative and summative assessments at each section of the units	Teachers circulating during Collaborative discussions, TDQS, teacher made quizzes and tests, Culminating task grades	Throughout the units, at the end of each unit, nine weeks	Teacher and students will be goal setting and assessing their progress as well at all grade levels
APM testing 9 th /10 th - Fall, mid-year, Spring	By the teacher through student scores	APM scores - At least twice a year	English Teachers 9 th and 10 th
Achieve 3000 and IXL – Reading teachers- quarterly/Weekly	By teacher, checking progress	IXL quarterly, Achieve weekly	Reading Teacher Only
FSA scores	By teacher and school	At the beginning of each year	Teachers and school

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:

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

Targeted School-based Professional Development: Textbook Training, Collaborative Planning, District Zooms available to teachers as needed on textbook as it pertains to writing units, common planning days in each semester to calibrate and discuss action steps moving forward

Writing Plan

School based:

1. Common Planning for 9th and 10th-grade including a PD Day in each semester to discuss APM data, writing data, and steps moving forward
2. Common Planning for 9th and 10th-grade ELA instructors to discuss and plan implementation of "They Say, I Say," Core Literacy Proficiencies, and FSA Test-Item Spec questions to springboard writing practice and writing using evidence
3. Common planning in all grades to work with the new textbook and discuss the writing units provided and how to best implement those with the FSA writing in mind (and FAST test as more information is provided)

School Implementation Action Steps:

To focus the students from the beginning of the units on their prompts, complete a series of prereading strategies to elicit background knowledge, read a number of sources on that theme with students taking notes on all of their sources, assisting them on synthesizing those sources into written essays and finding the connections and forming adequate conclusions/claims and creating writing plans, and then implementing writing process, along with periodic peer editing strategies to assist students towards final drafts.

This statement includes a variety of strategies that FWBHS utilizes, including but not limited to these techniques:

1. Text-dependent questions which are now provided in the new textbooks as during reading and after reading questions

2. Essential questions presented at the beginning of each unit (NEW) so that students are well aware of what type of writing they will be doing and what the prompt is before they read. FWBHS has always provided an understanding of the topics that will be addressed within units prior to reading that students may be asked to write about.
3. Prereading strategies – review, video clips, tutorial lecture or ppts, essential question, anticipation guides
4. Multiple sources and genres including speeches, poems, nonfiction articles, essays, and fiction pieces (New – thematic)
5. Teacher Modeling with a Model text and Explicit Instruction Model
6. Notetaking – which is provided in the textbook as EQ Notes, but also includes highlighting and annotating text for a specific purpose
7. Prewriting strategies which include purposeful student talk which reviews and pulls specific details for the prompt, Structural graphic organizer (buckets), and then grouping by topic into body paragraphs
8. PPTs with modeling of essays or digital cameras/projectors for watching the writing process in action or student samplers from previous years
9. Modeled papers or intros, body paragraphs, and conclusions posted to CANVAS or Google Classroom
10. Rough drafts are examined and discussed by peers either through peer models or peer editing for papers that will go all the way to final draft
11. ELA Writing Rubrics 9th and 10th, 11th and 12th collegiate rubrics for AP, modified 9th and 10th upward for Honors
12. *They Say I Say* template strategy for transitions
13. Final drafts are then typed up and resubmitted to the teacher

Teachers examine the final drafts determining what skills are still lacking and then may conduct Lessons Learned from the Essay, providing a variety of student samples to view, pointing out strengths and noting where improvements can be made.

Classroom Implementation Steps (Teachers and Students):

1. Teachers will implement the writing through reading protocol in their classroom instruction using Achievement Level Descriptors.
2. Teachers will extend Everyday Instructional Reads, close reads, and DBQs to discussions and writings.
3. All teachers will model multiple processes to unpack the prompt for given modes of writing, such as identifying key words and using coding while reading.
4. Students will practice unpacking the prompts for given modes of writing in Everyday Instructional Reading, TDQs, and DBQ tasks.
5. Teachers will use Rubrics/FSA Writing Anchor Papers/Sample Sets to identify and model purposeful text marking and effective thesis statements/claims/introductions/elaborations/conclusions.
6. Students will use Rubrics/FSA Writing Anchor Papers/Sample Sets to model, peer review, and identify purposeful text marking and effective thesis statements/claims/introductions/elaborations/conclusions in their writings.
7. Teachers will use TDQs, and DBQs to demonstrate methods for planning for the essay by teaching methods such as bucketing ideas, etc.
8. Students will identify key ideas for planning for the essay by text marking and annotations.
9. Students will write arguments to support claims in an analysis of substantive topics or texts using textual evidence.
10. Teachers will scaffold instruction by using *Voice Lessons*, *The New Yorker*, *Time* magazine, *Yankee* magazine, etc. to model how to build from one source to multiple sources to assist in the writing process.
11. Students will write short and long, evidence-based essay responses which require answers with a claim, warrant, and illustration or point, illustration, and explanation.

12. Teachers will provide explicit instruction on how to synthesize ideas from multiple sources in order to respond to a given prompt. (Teach students to read like writers and write like readers)
13. Students will write responses which require them to draw evidence from literary and informational texts (such as AoWs) to support analysis, reflection, and research.
14. Teachers will develop stations to incorporate practice in writing in various writing styles.
15. Students will utilize the techniques modeled in the stations to create a culminating activity.
16. Teachers will use differentiated writing instruction based on student needs identified through rubrics by using writing conferences, small-group instruction, and/or stations.
17. Students will identify and incorporate credible sources in their writings and learn to identify “distractive” information from “relevant” information.
18. Teachers will provide Articles of the Week and the DBQ format (buckets) to address elaboration to students.
19. Students will elaborate and use appropriate transitions between and within paragraphs after modeling sampler sets.
20. Teachers will model different forms of citations and formats of essay writing in use.
21. Students will cite sources effectively in their writing.
22. Teachers will create stations that model revising and editing. And elaborating?
23. Students will edit and revise their own essays using techniques used in revision stations.
24. Teachers will use ALDs mindfully to create homogeneous and heterogeneous groups for purposeful students talk and engagement.
25. Students will engage in purposeful students talk during small group instruction and differentiated stations.
26. During the beginning of December, English students in grades 9-10 will complete another writing assessment as both a practice for the FSA ELA test and a follow-up for the previous writing in order to measure student writing growth.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
New textbook structure implementation	Student grades on writing assignments and Collaborative Planning, Collegial Conversations and Spiraling as needed	Throughout the units as writing tasks are assigned	Teacher and students will assess their learning periodically
Common Planning	Department Head and Admin. Will participate and check in	Meet weekly, formally monitored at least quarterly	Department head/ Administration
Classroom Implementation of Writing through Reading Process	Quarterly	Walk-throughs, lesson plans, Progress chats	Administration
Implementation of small group activities with differentiated instruction	Quarterly	Lesson Plans, Walk-throughs	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: Gradual Release Model: The teacher models the skill or benchmark using visual and auditory metacognitive strategies with text appropriate to the task (Interactive Whole Group), followed by Guided Practice, Collaborative Groups, and then Independent Practice, Essential Questions for Thematic Units that drive instruction, EQ notetaking on sources with students learning to select specific details, synthesize text properly, and cite sources correctly.

Targeted School-based Professional Development: Textbook Training, APM Training, Canvas Training, IXL Training, Curriculum and Gradual Release Model Training, Training on BEST and LAFS standards and the crosswalks (presented to L. Smith by L. Kozak, and then disseminated to the teachers) PPT Comparing LAFS Standards to the BEST standards (developed by Nancy White, Department Head), Kognito training

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

TEACHERS:

Common Planning with new textbook and new standards (weekly/full-day each semester), learning through training and utilizing the gradual release method, data reflection of FSA, APM, IXL, etc. Data to drive instruction, Goal Setting based on data and BEST/LAFS standards to drive instruction, formative and summative data collection and Identification, use of scaffolding suggested by the textbook for struggling students

STUDENTS:

Goal Setting based on FSA and AMP data and data analysis, participation in interactive whole-class and collaborative small-group instruction, EIR strategies such as highlighting, text marking, and annotating, and participation in purposeful Student Talk

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teachers will examine data to identify students that are below grade level and provide scaffolding as needed.	Teachers will examine their data and observations periodically to see if growth is occurring Referrals to Guidance as necessary APM scores, IXL scores	Teachers will examine their struggling students every day, but specifically ½ way through the nine weeks and at the end of nine weeks to determine if more scaffolding is needed.	Teacher

Common Planning	Weekly meetings, 1 PD day a semester to calibrate, align, and create standards-based curriculum driven by data	Weekly, by semester	Administration, department head, teach common planning groups
BEST and LAFS standards crosswalks	Training (Smith) and PPT (White) used throughout the year to drive instruction	weekly	Teacher

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														
				1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
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	# 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	FWBHS	US History	384	4	12	28	27	30	84	189	86	195	82	20	75	62	61	35	71		34	91	233	91	36	75	14	36	146	73	64	63	65		
2019	FWBHS	US History	382	5	12	28	23	32	83	187	82	195	84	16	75	49	73	36	72	3	67	32	81	246	88	42	60	11	27	147	78	64	62	66	
2021	FWBHS	US History	300	10	18	29	27	16	72	160	76	140	69	18	78	33	64	40	68		30	70	179	75	30	50	13	46	85	68	59	53	59		
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 85 %.

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus
<p>To address potential learning loss by accelerating student achievement with the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Create a culture of curiosity with the use of claims, evidence, and reasoning ○ Incorporate SHEG lessons (World History and United States History) • Incorporate literacy strategies in the high school classroom <ul style="list-style-type: none"> ○ 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 • Identify gaps in US History with the use of EOC data from the past year and formative and summative classroom data and use this information and the US History standards to drive instruction

School Focus
<p>Targeted School-based Focus: Use DBQs that include documents of multiple perspectives to increase student analysis and strengthen comprehension of content.</p> <p>Targeted School-based Professional Development: Use common planning with Department Head participation and whole group district training when needed.</p>

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
<p>Classroom Implementation Action Steps (Teachers and Students): Teachers will use visual(s) to help students make connections to prior learning or topic. Teachers will model several analysis strategies to show students how to increase comprehension including, but not limited to, text marking, annotating, highlighting, etc. Teachers will ask Text Dependent Questions and will allow students time for student talk. Students will participate in meaningful collaborative small-group instruction and student talk activities. Students will stay on task during student talk to increase their comprehension by sharing and listening to a variety of analysis and answers supported by the text, or in many cases, synthesized from several texts. Students will utilize Think/Pair/Share in answering questions and deciphering material in whole-classroom instruction.</p>

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

Stimuli analysis: historical speech, cartoon, picture, advertisement, article, document, etc.	Student samples, discussion and sharing during monthly department meetings, Learning Walks	Monthly	Administration and Teachers
Use of TDQs in classroom practice and assessment	Student samples discussion and sharing during monthly department meetings, Learning Walks	Monthly	Administration and Teachers
Purposeful Student Talk	Learning Walks, Informal and Formal Evaluations and Observations	Quarterly	Administration
DBQs across social studies curriculum, but specifically US History in preparation for EOC Exam	Student samples, lesson plans, walk-throughs	Quarterly	Administration

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

School Action Plan

Math

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

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 of common planning to improve instruction, integrate technology, course planning, assessments, and a spiraling curriculum plan to improve student success.

Targeted School-based Professional Development:

- Utilization of technological resources for differentiation and spiraling (iXL, MasteryConnect, MathNation)
- Common Planning for Algebra and Geometry teachers to create notes, activities and assessments.
- Data analysis of quizzes and tests for purposeful spiraling
- Teachers will revisit course descriptions, item specs, standards and ALDs.
- Scheduled ESE Push in and Pull out will be used to facilitate small group instruction
- Math teacher pull out will be used to reteach concepts and support small group activities in the Algebra IA/IB block.

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

Classroom Implementation Action Steps (Teachers and Students):

Classroom Implementation Action Steps (Teachers and Students):

Instruction:

Whole group instruction Using “I do, we do, you do” gradual release to explicitly model skill/strategy/fluency leading to eventual independent practice will include warm ups/skill checks to assess prior skills needed for success. Teachers will analyze for lost skills and teach mini-lessons to build those skills and use iXL to continue to improve.

Small group instruction will include activities focused on questions with FSA level rigor (10-20% ALD 2, 60-80% ALD3, 10-20% ALD 4/5) with student talk and partner support. IXL will be used to create small groups based on standard mastery and designed for students to support each others' learning.

Spiraling-Teachers will use quick checks /quizzes/IXLs/ticket out the door/ formative assessment results to let them know which concepts students are not proficient in or have not mastered yet—These most missed concepts will be the target of the spiraling each week. Assessments will have spiraled material to continue emphasis on mastery of previously taught standards and skills identified as “learning loss” skills at approx. 10% of each assessment. Student mastery reports in iXL will be used to analyze weaknesses and build plans for student practice/small group practice for standard mastery.

Plan of Care Tutoring will be scheduled daily after school to give extra support to students throughout the school year.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iXL usage	iXL reports	Weekly	Teacher, Sheffield, Spolski
Student goal setting and monitoring	Student mastery reports	4.5 weeks	Teacher, Students
FSA/ 3+ ALD level Quick Quizzes	Lesson Plans	Weekly	Teacher, Admin
POC Tutoring	Sign in Sheets	Weekly	Teacher, Admin
Quarterly Assessments (Alg and Geo) Reflection	Data Chats	9 weeks	Teacher, Sheffield, Admin

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:

All students who have completed Geometry but have not passed the FSA will be placed in a special Liberal Arts Math class focused on teaching the LAM standards with an emphasis on FSA type questions and skills to strengthen students Algebra knowledge, with a goal of passing the FSA.

Targeted School-based Professional Development:

Math Nation, Mastery Connect, and iXL will be used to build skills and practice FSA type questions.
Student Algebra FSA scores analysis.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

- Show evidence of standards and ALDs
- Use “I do, we do, you do” gradual release to explicitly model skill/strategy/fluency leading to eventual independent practice
- Scaffold lessons to intentionally build supports that will allow all students access to grade-level content within a lesson
- Use formative assessments at various times during instructions to ensure students are understanding the concept
- Demonstrate how to use multiple math models to solve problems
- Use appropriate manipulatives and technology to represent, explore and deepen student understanding
- Place students in small group instruction based on the instructional needs of the students
- Provide FSA like questions using higher complexity in lessons, assignments, and assessments.
- Create differentiated activities based on ALDs
- Use math talk question cards to promote student talk
- Use stations to differentiate instruction such as fluency station, iXL station, teacher-led station
- Provide opportunities (test, assignments, projects) for students to demonstrate mastery
- Provide opportunities for students’ self-assessment
- Choose meaningful task that best support the standard
- Use stations to differentiate between resources to help minimize deficits or learning loss or for acceleration

- Provide individualized spiraling plan based on iXL diagnostic assessment
- Use FSA data to pinpoint appropriate content to assign
- Encourage students to explain their math reasoning in their own words
- Create assignments, quizzes and tests through Certica test bank
- Math teacher pull out will be used to reteach concepts and support small group activities in the Algebra IA/IB block.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
IXL usage- diagnostic assessment completion	IXL reports		Teacher, Sheffield, Spolski
IXL practice from diagnostic assessment-10-15 Q	IXL reports	Weekly	Teacher, Sheffield, Spolski
iXL skill practice- 10-15Q	IXL reports	Weekly	Teacher, Sheffield, Spolski
Mastery Connect Quarterly Assessments (Algebra)	Standards Assessment Report	9 Weeks	Teacher, Sheffield, Spolski
Small group activities	Lesson Plans	Weekly	Teacher, Sheffield, Spolski
FSA/ 3+ ALD level Exit Pass Questions and Quick Quizzes	Lesson Plans	Weekly	Teacher, Sheffield, Spolski
7 th Period Pull out for Block Math	Teacher Feedback/Collaboration	Meetings/Every other Week	Sheffield Betts, Chadwell, Young

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	FWBHS	Bio	443	6	24	34	16	20	70	208	70	235	70	11	82	81	46	53	51	2	50	46	70	250	82	53	36	16	13	203	57	56	58	56									
2019	FWBHS	Bio	457	8	22	37	14	20	71	215	72	242	70	19	84	58	48	52	58			50	72	278	77	39	33	10	20	194	63	54	55	58									
2021	FWBHS	Bio	430	10	22	37	16	16	68	220	71	210	65	16	81	51	41	53	51	1	0	48	58	261	78	47	49	17	6	146	63	53	56	55									
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 75 %.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus
<p>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.</p> <ul style="list-style-type: none"> • 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
<p>Targeted School-based Focus: Teachers will use multiple sources of data assessment to create meaningful lessons that differentiate learning and to spiral standards based knowledge.</p> <p>Targeted School-based Professional Development: Biology teachers will attend district based professional development. Biology teachers will utilize common planning to discuss how to implement the 5 E instructional model in to our lessons.</p>

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
<p>Classroom Implementation Action Steps (Teachers and Students): Teachers will incorporate the use of an LMS with their students to accelerate student interaction and communication of assignments and remediation. Teachers will discuss data obtained from assessments and from Study Island to plan lessons during common planning. Teachers will use the district pacing and curriculum guide to formulate common biology 9 week assessments as well as teacher made formative and summative assessments to drive differentiated instruction and spiraling tasks. Teachers will plan lessons using the 5 E model of learning, utilizing 3 or more of the steps in order. Teachers will provide access to and utilize Study Island and Gizmo lessons for spiraling learning.</p>

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use of Study Island	Lesson plans, reflections, walk throughs	Before each summative assessment per the pacing guide	Administration
Use of gizmos	Lesson plans, reflections, walk throughs	At least once a 9 weeks	Administration
5 E Model of Instruction	Lesson plans, reflections, walk throughs	Every 9 weeks	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.)

Fort Walton Beach High School fully supports and fosters the CTE and STEMM programs for our students' successes within the high school and beyond in the career force.

Project Lead The Way is present in two significant programs at FWBHS in both Biomedical Science and Engineering. Biomedical Sciences covers a span of four years, ending the program with a culminating Biotechnician Assistance Credential Exam. Engineering, also a four-year program, allows students to investigate the world of Engineering from a variety of concentrations. The students are given the opportunity to work with a 3D printer and participate in projects like reverse engineering; learning how common products work and are built from the inside out. In both classes, students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take. In the 2021-2022 school year, FWBHS will continue its Drone Team and active Robotics Club.

The Math Department supports a Mu Alpha Theta Club and Math Team who competes in district and other local competitions throughout the school year.

Each year a faculty member and several student ambassadors attend the local TecMen program learning about local offerings in STEMM careers and asking questions and receiving guidance from local leaders in the technology field.

The Fort Walton Beach High School IT department prepares out young people to hit the college and career world armed with certifications in the Microsoft Suite and other pertinent programs in the work force. Our students participate in Digital Design, Web Design, Digital Photography, and Video Production as well.

Below is a comprehensive list of certifications that are offered at FWBHS:

Engineering

- ADESK011 Autodesk Inventor, Certified User
- RECFN001 - RECF Pre-Engineering Certification
- RECFN002 - RECF Robotics Certification
- ADESK032 Autodesk Fusion 360, Certified User

Digital Design

- Adobe ACA Photoshop
- Adobe ACA Illustrator

Digital Video

- Adobe ACA Premiere Pro

Adobe ACA After Effects

Web Development

MICRO105 MTA Intro to Programming

PROSO027 CIW Advanced HTML5 & CSS Specialist

MICRO104 MTA Intro to Programming Using JavaScript

AP Computer Science Principles

AP Computer Science Principles Exam

Carpentry

HBI pact Core 1st year students

Pact Green Building Construction 1st year students

Building Construction Technology 3rd year students

Carpentry 2nd year students

Electrical 2nd and 3rd year students

Plumbing 2nd and 3rd year students

HVAC 2nd and 3rd year students

Biomed

BACE - Biotechnician Assistant Credentialing Ex



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.

FWBHS has over 30 alumni/graduates that have returned and are currently working as support staff, teachers, coaches, department heads, and administrators. Our entire school community is committed to forward progress and our culture of success. The FWBHS SAC (School Advisory Council) meets with a planned calendar and approved agenda to ensure the wide variety of stakeholders' needs are met. The quality of people and their ability to engage with students is a factor when hiring and promoting people.



Accreditation Page

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

<p>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.</p>	<p>Standard 2.7 Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.</p>
<p>Coupled with Relationships and Culture, Safety is a top priority for the FWBHS community. A threat assessment team meets on a regular basis to discuss strategies and topics that are safety related. Maintenance and repair of the campus infrastructure will continue with a focus on hardening the organization while keeping the aesthetics that our community enjoys. An additional School Resource Officer provides support and arms the comprehensive campus with additional staff that are trained with lethal force. Nurse and Staff are trained in first aid and care. Technology is implemented to serve the students and teachers as well to ensure learning is seamless for all stakeholders.</p> <p>Safety, Maintenance, and the infusion of technology are all vital components that support Learning Capacity. The impact of teachers, coaches, and staff are critical for the success of our students and programs. Highly qualified personnel implementing best practices and progress monitoring ensures all learners are moving forward. The School Performance Plan is supported by all stakeholders and supported with instructional resources from various revenue strands. Support Services for our students include: Interpreters, Staffing Specialist, Guidance Counselors, Social Worker, Mental Health Counselors, and School Psychologists.</p>	