

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Niceville High School

Legend

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

SAC Information

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

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with 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
Charles Marelo	Principal
Kimberly Nihill Taylor	Assistant Principal
Becca Childress	Math Department Chair
Lanie Ferrell	Social Studies Chair
Pat Mixon	English Chair
Gina Emery	Science chair
Krissinda Chambers	ELA
Kendall Cragin	IM
Tanya Johnson	IR
Carmeron Venuti	IR

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

An email was sent May 24, 2021, to all teachers that teach a tested subject stating:
 2021-2022 SPP is now open allowing us the opportunity to brainstorm as we move into addressing the District's and Niceville's goals.
 I want you all to look over the objects, goals, focus areas, and begin to think how we can make this document our own. I will be meeting in person this summer but if you are not available, I still want your input. During July I met with department chairs and teachers to begin rough drafts as we waited for scores to be released. Once scores were released followed up with departments to look at areas we needed to address. The district released SPP look fors at our Principal Summit and these streamlined focus areas with each tested subject. The SPP was emailed to SAC members September 10, 2021, for review before the meeting September 16.

School Profile

Niceville High School is a public school that is SACS-accredited with an enrollment of 2,100 students. Established in 1963, NHS enjoys a reputation for aggressively pursuing academic excellence and is recognized at the national, state, and local levels. NHS is in the panhandle of Florida on Choctawhatchee Bay, in a residential community near the Gulf of Mexico. Niceville is home to Eglin Air Force Base as well as numerous small businesses and industries including fishing, textiles, and government-related contract work.

Niceville High School's diversified curriculum includes the University of Cambridge International Examinations, Advanced Placement Program, Information Technology (CTE), ROTC, and Intensive Studies program. We offer extensive courses across the central curriculum with additional courses in Art, Culinary, Foreign Language, Gifted Studies, Leadership, and Music. Our aim is to prepare students for a successful transition into college, vocational school, or the work force. We strive to attain high ethical standards through positive reinforcement and role modeling. It is our goal that all who enter the halls of Niceville leave better prepared to be successful citizens through responsibility, respect, and service to our community.

We value the support of our community and parents and recognize that our accomplishments are due to the strong partnership we have established with all our stakeholders. Niceville High School's tradition of excellence and leadership has been created by a web of lofty expectations that is strengthened by each person who is involved in our school. We also acknowledge the contribution of our feeder schools: Ruckel, Lewis, STEMM, and Destin. These schools consistently receive high ratings from Florida's Education Commissioner and work in partnership with our teachers and guidance department to prepare incoming Eagles for success.

The list of accomplishments of our staff and students is extensive. Our teachers are professionals who work tirelessly to hone their craft and pass onto our students both knowledge and desire to learn. The work of all is recognized by our continued Florida A+ and Five Star designations as well as our Washington Post ranking for being in the top 3% of schools Nationally.

Parent and Community Awareness

Niceville 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?	26		12%	8%	46%	35%
Do you plan to return your child to full-time brick & mortar classes next fall?	26		19%	15%	65%	
My child's school emphasizes academic performance as the number one priority.	82	4%	7%	15%	41%	33%
Our principal is an effective leader who meets the needs of our students.	81	2%	6%	19%	25%	48%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	82	4%	22%	13%	40%	21%
The school uses a variety of methods for parent communication.	82	2%	10%	10%	50%	28%
Parent input is valued at my child's school.	82	9%	17%	27%	38%	10%
Clear expectations of conduct and behavior are communicated to my child.	82	2%	6%	7%	60%	24%
I receive positive phone calls, emails, or notes about my child from the school.	82	20%	30%	33%	13%	4%
My child's school maintains a safe environment.	82	2%	9%	15%	50%	24%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	82	2%	12%	23%	39%	23%
School funds are used to support the school in a financially responsible manner.	82	5%	10%	38%	34%	13%
The guidance department at my child's school provides for the educational success of my student.	82	9%	23%	13%	39%	16%
I am satisfied that my child's teachers do a good job educating my child.	82	2%	12%	11%	55%	20%
My child's school is well maintained.	81	6%	16%	12%	53%	12%
The health services provided at my child's school support his/her wellness.	82	4%	5%	43%	37%	12%

Parent and Community Awareness

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

The climate survey showed the community and parents feel strongly that our Administration and Teachers effectively meet the educational needs of our students. The data demonstrates that the school maintains a strong emphasis on academic performance. The parents of our students are aware of the behavior expectations for their students and the parents feel welcome and valued at Niceville High School. In addition, they feel like we provide a safe environment for our students. Overall, the survey data demonstrates that parents are pleased with the education that the teaching staff is providing to their children.

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

The data demonstrates that Niceville High School must work on communication with families, especially focusing on positive calls, emails, or notes about their child. In addition, we need to educate our families on the health services available at our schools. Since we only had 82 parents complete the survey from our 2000 students, we need to increase participation to get a true read on our family's thoughts.

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

Communication is key with students and family. Our social media includes twitter/Facebook that ties to our OCS D app to help reach more parents while continuing to use Remind, Edmodo, Google Classroom sites, Parent Portal, school website, and mass email/call outs. We have readiness day/open house, grade level assemblies, SAC meetings, and orientations for incoming 9th grade students NEST.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Lowest 25% in ELA
School Focus
What is the cause(s) for this subgroup being an area of focus? They are our lowest learning gains group
What are we doing to target this subgroup? Synthesize relevant information from multiple sources through small group instruction based on data to write citing text based relevant evidence and appropriate elaboration
ELA will complete a deep drive into the new textbook using; common planning, and collaboration between intensive reading teachers and regular-education teachers bimonthly to analyze student work and develop instructional strategies during duty release using our new textbook, <i>My Perspectives</i> , exploring the text and the resources provided to facilitate the phases of explicit instruction in our classrooms using the researched based content and resources in <i>My Perspectives</i> at all levels. Instead of just focusing on 9th and 10th grade teachers, the entire department will be involved in this book study to improve our students' critical reading and writing across the grades and levels. We will meet 3 times through the year. What makes good critical thinkers and writers comes not only from reading good writers, learning to purposefully text mark, learning to use inference and citing evidence, but also from writing independently to show mastery of their new learning through the culminating writing task.
Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): Teachers will use data from Achieve 3000, FSA, progress monitoring form AMPs, diagnostic and assessment data to drive instruction and common plan: A. Various Modes of Instructional Delivery <ul style="list-style-type: none">• Whole group instruction includes explicit teaching and teacher lead modeling and discussion.• Differentiated Instruction that includes cooperative learning groups, stations, and teacher led small group instruction utilizing assessment data (FSA, School wide writing prompts, teacher created) to plan student groupings and the activities for the stations. We will use data from Achieve 3000 to drive and differentiate instruction for all levels of students by creating questions and tasks that will move students through the varying levels of complexity• EIRs that include the following components: multiple sources, test dependent questions, text marking and annotation, purposeful student talk, writing through reading, focusing on the culminating task. B. Multiple Sources

- Various resources in chunks will ensure appropriate text and complexity when choosing sources
- (*My Perspectives*, Common Lit, No Red Ink etc.).
- Instruction will focus on students making connections, synthesizing multiple sources, and evaluating the relationship among the selections. In addition, students will be working on test taking skills for the SAT/ACT.
- By the end of the first semester, they will be able to connect three sources to answer TDQs.

C. TDQs

- Teachers will write or edit TDQs using the question Stem from the OCSD resource book for scaffolding.
- The ALDs will be utilized to write TDQs at correct DOK levels 10-20 level I, 60-80 level II, and 10-20 level II as indicated by the Item Specifications.
- TDQs will be the breadcrumbs to culminating task and will allow students to use text evidence in their responses.
- TDQs will drive purposeful student talk.
- Students will use various strategies to identify key words and skills relevant to answering the TDQs.

D. Text marking & Annotations

- Teachers will model annotation and think aloud as breadcrumbs to debates and written responses.
- Students will use purposeful text marking and annotate based on the task defined by the TDQ that leads to detail analysis

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
Achieve 3000 progress	Data reports	Weekly	Teacher, Student, and Administration
Components reading instruction which include TDQs, text-marking, writing through critical reading that led to a culminating assessment	Formal and Informal Evaluations, Lesson Plans, and Student sample	Monthly	Administration
Small group	Data reports and student samples	Monthly	Teacher, student, and 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	Intgr of Knwl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.											
2018	Niceville	9	546	1	1	7	8	10	21	32	21	73	270	66	276	80	18	83	36	64	27	67	1	0	56	71	408	74	51	41	4	25	119	57	63	72	58	72	73	68	66	97
2019	Niceville	9	552	0	0	3	5	10	24	35	22	81	275	78	275	84	19	95	27	78	28	71	7	86	36	72	433	82	47	43	1	0	111	61	59	73	61	83	71	65	64	95
2021	Niceville	9	498	1	7	9	10	27	30	17	73	240	68	258	78	14	71	25	48	25	84	4	75	38	68	392	74	43	30	2	50	77	56	61	69	57	63	68	61	61	94	
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	Niceville	10	518	1	1	4	9	12	23	31	19	73	271	70	247	77	22	68	32	59	30	63	4	50	36	69	394	76	36	31	5	0	116	53	72	71	61	78	67	60	59	96
2019	Niceville	10	521	1	1	7	8	13	25	29	16	70	259	61	260	78	18	61	32	56	20	50	2	0	57	54	390	75	50	40	4	0	87	50	63	68	57	79	67	61	60	95
2021	Niceville	10	438	1	6	9	11	28	32	13	72	227	69	211	76	18	56	18	56	34	68	1	100	33	67	334	75	29	34			48	48	77	69	62	80	65	58	57	96	
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 70 %.
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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 65%
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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:

- **Implement a seamless transition from LAFS to BEST standards using texts that aim to increase reading stamina and comprehension using the bridges document from district**

Targeted School-based Professional Development:

- **Duty release days to plan lessons that implement the new standards and create assessments to document progress on the standards the first Wednesday of the month**

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

In lesson planning:

- Develop culminating activities and use backward design for planning.
- Use data to determine strategic grouping for text selection and study.
- Incorporate ALDs and use them with students to achieve measurable learning gains.

Reading Strategies:

- Incorporate text-dependent questions.
- Incorporate purposeful text marking/note taking, and authentic opportunities for student talk.

Modes of Instructional Delivery for Engagement:

- Differentiated instruction that includes standards-based cooperative learning groups, stations, and teacher led small group instruction utilizing assessment data (FSA, district-based assessment, teacher created)

- Use *My Perspectives*, Common Lit, No Red Ink, and other resources to concentrate on key ideas and details, making students support their answers with exact details from the text in answering TDQs and in their writing., Common Lit, and other resources to concentrate on key ideas and details, making students support their answers with exact details from the text in answering TDQs and in their writing.
- Whole group instruction that includes explicit teaching and teacher lead modeling and discussion.
- Students will interact with multiple sources, text dependent questions, text marking and annotation, purposeful student talk, and writing through reading that end in a culminating task

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-based teacher created/modified TDQs at appropriate rigor	Formal and Informal Evaluations, Lesson Plans, and Assessments	Monthly	Administration and Teachers
ALDs implementation	Formal and Informal Evaluations, Lesson Plans, and Assessments	Monthly	Administration and Teachers
Backwards design	Formal and Informal Evaluations, Lesson Plans, and Assessments	Monthly	Administration and Teachers

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:

To analyze student work and develop instructional strategies during duty release using our new textbook, *My Perspectives*, exploring the text and the resources provided to facilitate the phases of explicit instruction in our classrooms using the researched based content and resources in *My Perspectives* at all levels.

Targeted School-based Professional Development:

Deep drive into our new textbook, *My Perspectives* and the available resources related to collaboration in writing

Writing Plan

1. Teachers will use data from School wide writing prompts to aid in the ongoing construction of the SPP goals for writing, teachers will follow the guidelines from Teaching Adolescent Writers.
2. Teachers will administer a diagnostic pretest in the fall to establish a baseline for students.
3. Teachers will use the model presented in *My Perspectives*: students will receive a lot more writing practice, teachers will model skillful writing, teachers will provide the opportunity to read and study other writers, teachers will provide choices of writing topics, students will write for authentic purposes and authentic audiences, and students will receive feedback from both teachers and their peers.
4. Teachers will extend everyday reading instruction to purposeful student talk and culminating writing assessment/task.
5. Students will be provided the opportunity to unpack the prompt by analyzing keywords and purpose for writing.
6. Using FSA writing anchor/sample sets and the gradual release method, teachers and students will identify and model effective thesis statements, claims, introductions, evidence, elaboration, and conclusions.
7. Through guided critical reading and meaningful student talk, students will evaluate evidence within EIR's for relevance and credibility.
8. Students will practice selecting and explaining relevant and appropriate evidence using purposeful text marking during EIR's.
9. Students will write arguments to support claims in an analysis of substantive topics or texts using textual evidence.
10. Students will write short and long, evidence-based essay responses which require answers with a claim, thesis statement, stated viable reasons/points followed by appropriate evidence, and explanation.
11. Students will write evidence-based responses (literary, argument, informative) (materials could include articles of the week, Scholastic *Upfront*) to support analysis, reflection, and research).
12. Teachers will instruct students using MLA for citations provided resources.
13. Students will cite sources using MLA format while drafting their essays.
14. Teachers will discuss in department meetings the trends in our students' critical reading and writing that need addressing.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
<i>Deep drive into My Perspectives</i>	Student samples and meeting notes	Once per nine weeks	Teachers and Administration
Unpack the prompt, Purposeful text marking related to the prompt	Formal and Informal Evaluations, Lesson Plans, Student samples' Folders	Biweekly	Teachers and Administration
Planning for the essay using Multiple sources from the writing plan	Formal and Informal Evaluations, Lesson Plans, Student samples' Folders	Biweekly	Teachers and Administration
Write short and long evidence-based essay responses which require answers with claims in analysis of substantive topics or texts using textual evidence	Formal and Informal Evaluations, Lesson Plans, Student samples' Folders	Biweekly	Teachers and Administration
Write evidence-based responses to support analysis, reflection, and research	Formal and Informal Evaluations, Lesson Plans, Student samples' Folders	Biweekly	Teachers and 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:

Synthesize relevant information from multiple sources to critically analyze text through text marking and note taking to write academically(text-based) citing relevant evidence with appropriate elaboration.

Targeted School-based Professional Development:

Deep drive into the content of the new textbook My Perspectives through small group PD of like ELA grade levels, Interactions with whole group focusing on student talk

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

Teachers will use data from Achieve 3000, FSA, and School wide writing prompts etc. to drive instruction:

A. Various Modes of Instructional Delivery

- Whole group instruction that includes explicit teaching and teacher lead modeling and discussion.
- Differentiated Instruction that includes cooperative learning groups, stations, and teacher led small group instruction utilizing assessment data (FSA, teacher created) to plan student groupings and the activities for the stations. We will use data from Achieve 3000 to drive and differentiate instruction for all levels of students by creating questions and tasks that will move students through the varying levels of complexity
- EIRs that include the following components: multiple sources, test dependent questions, text marking and annotation, purposeful student talk, writing through reading, focusing on the culminating task.

B. Multiple Sources

- Various resources in chunks will ensure appropriate text and complexity when choosing sources
- (*My Perspectives*, Common Lit, No Red Ink etc.).
- Instruction will focus on students making connections, synthesizing multiple sources, and evaluating the relationship among the selections.
- By the end of the first semester, they will be able to connect three sources to answer TDQs.

C. TDQs

- Teachers will write or edit TDQs using the question Stem from the OCS D resource book for scaffolding.
- The ALDs will be utilized to write TDQs at correct DOK levels as indicated by the Item Specifications.
- TDQs will be the breadcrumbs to culminating task and will allow students to use text evidence in their responses.
- TDQs will drive purposeful student talk.

- Students will use various strategies to identify key words and skills relevant to answering the TDQs.
- D. Text marking & Annotations
- Teachers will model annotation and think aloud as breadcrumbs to debates and written responses.
 - Students will use purposeful text marking and annotate based on the task defined by the TDQ that leads to detail analysis.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Achieve 3000 progress	Data reports	Weekly	Teacher, Student, and Administration
Components reading instruction which include EIRs, text-marking, writing through critical reading that led to a culminating assessment	Formal and Informal Evaluations, Lesson Plans, and Student samples	Monthly	Administration
Anecdotal notes	Written notes	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	Niceville	US History	467	5	9	21	28	37	86	239	90	228	81	15	93	31	81	29	83	3	100	36	86	353	86	31	52	1	100	101	75	67	65	68	
2019	Niceville	US History	446	7	11	23	21	37	81	240	81	206	82	15	80	33	64	25	84	2	50	42	76	329	84	47	51	7	57	80	73	66	64	67	
2021	Niceville	US History	322	7	12	23	25	32	80	179	82	143	78	15	73	13	62	22	68	1	100	26	62	245	84	29	48		40	55	66	61	68		
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

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 claims, evidence, and reasoning
 - Incorporate SHEG lessons (World History and United States History)
- Incorporate literacy strategies in 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:

To create rigorous TDQs from multiple sources on history topics that engage students to think critically

Targeted School-based Professional Development:

Collaboration, research, and create the above TDQs the second half of central message PDs focusing on strand 2, turn of the century to WWII

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

Classroom Implementation Action Steps (Teachers and Students):

Teachers will use course Standards, Item Specifications, Question Stems, and SHEG lessons from OCSD

World History teachers will use the pacing guide. This guide will help them align instruction to start with The Industrial Revolution in January. U.S. and World teachers will have common planning on two occasions during central message professional development. This curriculum alignment will provide students with more in-depth knowledge of overlapping standards prior to entering U.S. History. Materials for planning will be provided along with Test Item Specs for both courses.

In lesson planning:

- Incorporate Text marking with annotations on history with multiple sources
- Develop TDQs at various levels of complexity
- Develop culminating activities and use backward design in creating plans to include: student talk, various level questions through reading utilizing multiple sources to include charts, images, cartoons, YouTube and history channel clips. That will result in a rigorous standard based culminating task (small group discussions, writing, and debates)

Modes of Instructional Delivery for Engagement:

- Interact with text through guided reading.

- Analyze multiple sources to answer teacher created TDQs of varying complexity including DOK levels 1-3 constructed from standards
- Work collaboratively in cooperative groups to analyze primary and secondary sources to respond to teacher created questions that are text based and higher level DOKs to make intertextual connections
- Respond in writing to short and extended response to show analysis of text evidenced by purposeful student talk, textual evidence, and citation

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher created TDQs at various DOKs Purposeful Student talk Regularly utilizing note taking/ text marking with multiple sources	Formal and Informal Evaluations, Lesson Plans, and Student sample	Weekly	Administration
Extended Response	Formal and Informal Evaluations, Lesson Plans, and Student sample	Once per thematic unit	Administration
Guided Reading	Student samples	Per topic	Teacher

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

School Action Plan *Math*

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70 %.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 65%	

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:

Design scaffold lessons which build support for all students allowing them access to grade level content which focus on the learning gaps identified by teachers.

Algebra 1 with a specific focus on our lowest strand, Functions and Modeling.

Geometry with specific focus on our lowest strand, Modeling with Geometry using manipulatives

Targeted School-based Professional Development:

- Planning with same subject teachers bi-monthly after school and staff development, during teacher work days and duty release to design bell ringers and assessment
- Classroom Organization & Management
- Facilitating & Modeling of Purposeful Math Talk
- Utilization of Resources for Differentiation and Increased Rigor from common planning
- Reading and using data to plan instruction and groups
- Integrating Math Nation
- BEST standards
- Canvas

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

Classroom Implementation Action Steps (Teachers and Students):

Teachers will use Various Modes of Instructional Delivery

1. Use “I do, we do, you do” gradual release to explicitly model skill/strategy/fluency leading to eventual independent practice.
2. Differentiated instruction to help minimize deficits or learning loss or for acceleration
3. Enrichment activities which use appropriate manipulatives and technology to represent, explore and deepen student understanding.

Backwards Design for Lesson Planning

1. Determine standard and analyze item specifications, ALDs related to functions and modeling
 - Identify what students need to progress through each ALD
 - Determine necessary spiraling
2. Create assessment that mirrors FSA Item Specifications
 - Include varying item types
 - Ensure appropriate rigor (10-20% ALD 2, 60-80% ALD3, 10-20% ALD 4/5)
 - Utilize resources such as C-Palms, math nation, teachers’ pay teachers
3. Design engaging and purposeful lessons.
 - Determine skills and prior knowledge students have based on the instructional needs of the students.
 - Use ALDs to assist in creating differentiated activities
 - Use the assessment results to enhance, remediate, and spiral content which has not been mastered (deficits/gaps which were identified through teacher assessments).

Students will:

- Adhere to math talk norms
- Ask questions to clarify any misconceptions
- Listen to others mathematical input and decide if it makes sense and ask questions to clarify the process
- Self-assess understanding of the concept
- Answer complex questions
- Make predictions and use counterexamples to build on reasoning of a problem
- Decide which model is best to use in solving the problem
- Use technological tools to explore and deepen understanding
- Evaluate the reasonableness of results
- Make connections in their learning
- Gauge their own progress

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of Various Modes of Instruction	Monthly Lesson Plans, Formal/Informal Observation	Monthly	Administration
Use of ALDs & Other Resources to ensure rigor	Monthly Lesson Plans, Formal/Informal Observation	Monthly	Administration, Teacher
District quarterly assessments		Quarterly	Teacher
Formative/informative assessments	Assessment data	weekly	Teacher

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

School Focus

<p>Targeted School-based Focus: Intensive Math</p> <ul style="list-style-type: none"> • Teacher led small group instruction • Data to drive differentiation to minimize deficits/learning gaps/learning loss
<p>Targeted School-based Professional Development: Math Nation, iXL Training, Canvas</p>

Action Steps for Remediation

<p>Intervention Action Steps (Teachers and Students): Teachers will identify students in need of remediation by collaboration with pervious math teachers, iXL results and current teacher’s assessments. These students will be offered IM and/or POC Tutoring.</p> <p>POC Tutoring:</p> <ul style="list-style-type: none"> • Math teachers will offer students after school tutoring in Algebra 1 and Geometry two times per week. • Math teachers will analyze data to identify deficits based on current instruction. <p>Intensive Math:</p> <ul style="list-style-type: none"> • Whole group instruction includes explicit teaching, teacher modeling, student talk, and teacher led discussion. • Differentiated instruction that includes teacher led small group instruction, differentiated stations (iXL, math nation, Canvas). • Provide small group instruction to students to meet specific student needs (enrichment or remediation) • Collaborate with Algebra teachers to determine skills needed to support individual students <p>-Schedule where possible that the student has the same IM teacher as Algebra I</p> <p>Students will engage in practice and enrichment lessons to support the algebra 1 standards:</p> <ul style="list-style-type: none"> • Algebra ‘boot camps’ to review standards for students who need to take the Algebra I EOC <ul style="list-style-type: none"> • Additional practice questions prior to classroom assessments
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Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iXL reports	Reports	Weekly	Teacher, Administration,

Small Group Instruction	Monthly Lesson Plans, Formal/Informal	Monthly	Administration
iReady	Reports	Three times a year	Teacher

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	% 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	Niceville	Bio	577	4	16	29	15	36	80	290	78	287	82	22	86	43	60	29	69	1	0	59	73	423	84	58	55	7	43	133	62	65	65	63									
2019	Niceville	Bio	574	4	12	28	16	40	84	289	82	285	86	21	86	27	70	29	76	7	100	36	75	454	85	50	60	2	50	114	68	66	65	66									
2021	Niceville	Bio	507	4	15	32	16	33	81	247	82	260	80	15	80	31	61	27	81	5	60	34	82	395	83	46	46	2	50	74	61	64	65	64									
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 85 %.

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
- District Biology Pacing guide

School Focus

Targeted School-based Focus:

Read and analyze complex standards-based text through the development of engaging lessons, focusing on multiple sources to include manipulatives, technology, and data with the 5E model. Instruction will include rigorous TDQs, student lead discussions, and culminating tasks.

Targeted School-based Professional Development:

Biology teachers will work to:

Develop and modify purposeful cooperative small group lessons using data to group students, create differentiated activities, and identify standards needed to be spiraled

Use district pacing guides

Utilize the science standards-based questions in Canvas in assessments and study island

Implement the updated quarterly assessments to track student progress.

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

Classroom Implementation Action Steps (Teachers and Students):

Teachers

In lesson planning:

- Develop culminating activities to create lesson plans.
- Use available lab space for more hands on, students driven activities that focus on the three strands of the biology EOC. Emphasis will be placed on our lowest proficiency strand: Organism/Populations/Ecosystems.
- Use Study Island, Canvas, and quarterly assessments data to determine strategic grouping for text selection and study.
- Incorporate components of learning activities example: EOC practice questions, analysis of scientific charts, graphs, and experimental data

Modes of Instructional Delivery for Engagement:

- Differentiated instruction that includes standards-based cooperative learning groups, labs, partners, and teacher led small group instruction utilizing assessment data (FSA, Study Island, quarter assessments, and teacher created)

Students will

- Engage in cooperative and small groups activities that culminate in meaningful student talk
- Work in small cooperative lab groups to develop and support claims with scientific based evidence and reasoning.
- Students will interact using text dependent questions, develop and analyze charts, graphs, and data from multiple sources and experimental data.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use of Item Speciation’s as an instructional tool along with pacing guide	Evaluations, Lesson Plans, and quarterly data chats	Weekly	Teachers/Department Chair/ Administration
Teacher/ Canvas created TDQs Cooperative learning groups that foster purposeful student talk that led to a rigorous culminating task	Evaluations, Lesson Plans, and quarterly data chats	Weekly	Teachers/Department Chair/ Administration
Utilizing multiple resources to include the textbook, Canvas, articles, videos, charts, graphs, and experimental data.	Evaluations, Lesson Plans	Weekly	Teachers/Department Chair/ Administration
Study Island	Walk Throughs, Lesson plans	Three times per year with a pretest in September	Teachers/Department Chair/ Administration
Quarterly assessment	Lesson Plans and Data Charts	Every quarter	Teachers/Administration

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

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)

Our CTE programs:

Culinary Arts

Learn the culinary fundamentals - essential building blocks for any chef - as well as the how's and why's of cooking. Including the fundamental principles of food preparation, cooking techniques, safe food handling, nutrition, and professionalism are all part of the curriculum. Additionally, students will learn about the food service industry, careers in the industry, safety in the workplace, employability skills, leadership/teamwork skills, and care and use of commercial culinary equipment. Students work toward attaining their Certified Food Protection Manager (ServSafe) certification, ProStart National Certification, and College credit to Culinary Schools including The Culinary Institute of America, and Johnson and Wales University.

Information Technology

Everyday innovations in technology change our world. Computers and the Internet are revolutionizing every aspect of our lives. From autonomous robot cars to cloud application servers, we are using technology to improve the way we live. At the IT institute, students learn how to implement the newest technologies while using industry standard equipment and applications. The IT Academies — Digital Media, iLearn, Digital Information Technology, Applied Cybersecurity, Web Software Development, and Applied Robotics — are all aimed at the various career opportunities in today's high - skill, high-wage market. Students taking IT courses will be prepared for national certification tests that will allow them to enter directly into the job market or continue their postsecondary training with a Florida Bright Futures Gold Seal Scholarship earned from their IT elective credits.

STEMM

We offer a variety of math and science courses that vary from entry level to AP/ AICE. In addition, we have electives in the STEMM vein, AP Stats, AP Chemistry for example and have numerous clubs and teams, Math, Psychology, Robotics, SCRUBS, Web and App development, NaGISA to name a few.



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.

Niceville High School consistently produces evidence of highly effective learning and professional practice through its continuous achievement of an "A" school grade, maintaining high graduation rates (98%), striving to increase graduation rates (to 100%), and building on college (AP and AICE) and career (CTE) readiness for all students. Our staff reviews and is committed to the school improvement plan objectives and timelines. We are dedicated to build a learning culture that supports increasing the school's graduation rate, CTE certifications, and increasing the Advance Placement test passing rates.



Accreditation Page

Accreditation Standards

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

Domain 2: Learning Capacity

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

Standard 2.7

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

Continuous school improvement is tied to monitoring our learners for growth. Niceville has procedures in place to collect and mine a wide-range of data from school, district, and state assessments.. The measurable goals are based on appropriate data and analysis that address the needs of our individual learners and various subgroups. Activities and resources are used to meet goals. This analysis of the results allows correct placement, in course review, extra practice, tutoring, and grouping. Niceville has identified resources available to reach student goals in iXL, study island, Algebra Nation etc. We encouraged and provide time to collaborate best practices to ensure all teachers are analyzing data and using it to address individual student learning goals to help individual students.