



Date Submitted: 9/04/2015

Dates of Revision: 9/29/2015

School Performance Plan

20₁₅ - 20₁₆

School Name: Niceville High School

Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AMO	Annual Measurable Objectives	NGSSS	Next Generation Sunshine State Standards
AP	Advanced Placement	NCLB	No Child Left Behind
DA	Differentiated Accountability	PERT	Postsecondary Education Readiness Test
DEA	Discovery Education Assessment	PMP	Progress Monitoring Plan
ED	Economically Disadvantaged	PMS	Progress Monitoring System
ELA	English Language Arts	POC	Plan of Care
ELL	English Language Learners	PPP	Pupil Progression Plan
EOC	End of Course Exam	PSAT	Preliminary Scholastic Aptitude Test
ESE	Exceptional Student Education	SAC	School Advisory Council
FAIR	Florida Assessment for Instruction in Reading	SAI	Supplemental Academic Instruction
FCAT	Florida Comprehensive Assessment Test	SAT 10	Stanford Achievement Test
F/R	Free & Reduced	SESAT	Stanford Early School Achievement Test
FS	Florida Standards	SINI	Schools in Need of Improvement
FSA	Florida Standards Assessment	SPP/SIP	School Performance Plan/School Improvement Plan
IB	International Baccalaureate	SWD	Students with Disabilities
IEP	Individualized Education Program	VE	Varying Exceptionalities
IPDP	Individualized Professional Development Plan		

All school advisory agenda, minutes, membership, and guidelines of operations are housed 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.

Jeff Palmer

Principal's Signature

Joe Fagundes

SAC Chairperson's Signature



Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Jeff Palmer	Principal
Ryan Gore, Jason McClelland, Craig Miller	Assistant Principals
K Armstrong	Dean of Students
Elaine Crump, Jennifer Sjostrom, Krissinda Chambers, Kristi Pappas	English Dept. Chair and Teachers
Donna Barton, Amy Meyer, Joy Ambrester, William Miller,	Math Dept. Chair and Teachers
Sharon Duron, Marcia Thompson	Intensive Reading and ELA Teachers
Amanda Brady, Michael Denton, Gordon Rahmes, Jan Mullins	Social Studies Department Chair and Teachers
Regina Gaskin, Gina Emery, J. Mayville, Kathy LaRoe, J LaFollette	Science Department Chair and Teachers
Joseph Fagundes	SAC Chairman
	SAC SPP committee members

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

At the end of the 14/15 school year, each department met to review SPP goals, assess progress and identify areas of needed focus for the coming year. An SPP leadership team was developed that included the Principal, AP of Curriculum, Professional Development Coordinator, and representatives from Math, English, Science, Social Studies & Reading departments. This team attended an SPP overview meeting and worked collaboratively to begin crafting this SPP. During June, each department met with the leadership team and outlined specific goals and initiatives as well as responsible stakeholders. In July the rough draft including 14/15 data and 15/16 initiatives was reviewed with the SAC SPP subcommittee for revision and refining. The final draft was presented to the faculty during pre-planning and any additional edits were made. In September the SPP was reviewed by the SAC as a whole and submitted for approval at the district level.

School Profile

Niceville High School is a public high school with an enrollment of approximately 1,950 students. Established in 1963, NHS enjoys a reputation for aggressively pursuing academic excellence and is recognized as a leader in academics, athletics, and extracurricular activities. Accredited by the Southern Association of Colleges and Schools, Niceville High School is consistently recognized at the national, state and local levels.

Niceville High School's diversified curriculum includes the University of Cambridge International Examinations, the College Board Advanced Placement Program, Information Technology, ROTC, and Intensive Studies programs. We offer extensive courses across the central curriculum with additional courses in Art, Family and Consumer Science, 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 students who enter the halls of Niceville High School 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 stakeholders. Niceville High School's tradition of excellence and leadership has been created by a web of high expectations that is strengthened by each person who is involved in our school. We also acknowledge the contribution of our feeder schools, Ruckel, Lewis and Destin Middle Schools. These schools consistently receive high ratings by Florida's Education Commissioner and work in partnership with our teachers and guidance department to prepare incoming Eagles for success.

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

Community and Parent Awareness

Niceville High 0211	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
	1. <i>My child's school emphasizes academic performance as the number one priority.</i>	61%	63%	25%	27%	6%	4%	3%	2%	5%	5%	197
2. <i>Our principal is an effective leader who meets the needs of our students.</i>	42%	51%	28%	23%	4%	6%	3%	4%	23%	17%	197	287
3. <i>As a parent, I am made aware of the curriculum program for my child's grade level or course.</i>	48%	52%	26%	25%	12%	13%	7%	4%	7%	6%	196	288
4. <i>The school uses a variety of methods for parent communication.</i>	55%	52%	22%	31%	8%	9%	10%	3%	7%	5%	198	289
5. <i>Parent input is valued at my child's school.</i>	34%	41%	31%	28%	12%	14%	13%	7%	10%	9%	198	287
6. <i>Clear expectations of conduct and behavior are communicated to my child.</i>	65%	66%	20%	23%	6%	6%	3%	1%	6%	5%	197	287
7. <i>My child's school maintains a safe environment.</i>	61%	64%	25%	25%	6%	2%	3%	2%	6%	6%	197	288
8. <i>Homework is used to reinforce what is taught in the classroom.</i>	48%	51%	26%	29%	10%	9%	10%	5%	7%	7%	197	287
9. <i>My child's school treats everyone fairly, regardless of race, economic status, or other relationships.</i>	53%	57%	21%	20%	7%	6%	9%	5%	10%	11%	197	289
10. <i>School funds are used to support the school in a financially responsible manner.</i>	45%	45%	21%	22%	8%	9%	6%	6%	20%	18%	197	288
11. <i>As a parent, I feel welcome at my child's school.</i>	57%	59%	26%	24%	4%	8%	5%	2%	8%	6%	197	288
12. <i>The guidance department at my child's school provides for the educational success of my student.</i>	45%	57%	26%	22%	13%	9%	7%	5%	9%	7%	197	288
13. <i>I am satisfied that my child's teachers do a good job educating my child.</i>	44%	46%	29%	34%	15%	12%	7%	3%	6%	6%	196	288
14. <i>My child's school is well maintained.</i>	59%	58%	22%	26%	8%	6%	4%	3%	8%	6%	195	289
15. <i>The amount of time required for my child's homework assignments is appropriate.</i>	39%	41%	27%	28%	15%	14%	13%	10%	6%	7%	196	286
16. <i>The health services provided at my child's school support his/her wellness.</i>	46%	49%	24%	23%	4%	4%	2%	2%	24%	22%	197	287
Total Survey Results	50%	53%	25%	26%	8%	8%	7%	4%	10%	9%		

Community and Parent Awareness

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

The school climate survey approval data shows our stakeholders appreciate the high standards and expectations the faculty and staff set for students. They feel the office staff is welcoming and that all students receive the same treatment. We are also pleased to find that the efforts and presence of the administration and School Resource Officer have been successful in developing a feeling of safety and security.

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

A key consideration for improvement stemming from the climate survey is the number of responses received. Only 197 stakeholders responded which represents only 10% of our enrollment and a drop of 100 responses from last year. This is an indicator that we need to strive to involve parents to a higher extent in all areas and diligently solicit feedback. The approval ratings confirmed this and showed only 34% of parents strongly agreed that their input was valued. The School Advisory Council & Booster Club may be called upon to generate ideas to improve participation.

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

Niceville High School communicates with parents through a variety of formats. We maintain an active website, marquee, mass email and phone call systems as well as targeted communication to grade levels to inform families about upcoming events and deadlines. Most teachers have a webpage or an Edmodo account specific to his or her content which is updated regularly and includes assignments, lectures, links to video tutorials, handouts and an events calendar. We also communicate with individual families by way of parent-teacher conferences, guidance appointments, letters, Parent Portal and phone calls. NHS works with local media outlets and the county web master to provide additional information about events and achievements involving our students.

Historical School Grade Data

High School	School Year	Grade	Assessment Points										High School Points																
			Reading Proficiency	Algebra Proficiency	Writing Proficiency	Biology Proficiency	Reading Learning Gains	Algebra Learning Gains	Reading Learning Gains for Low 25%	Algebra Learning Gains for Low 25%	High School Retake Bonus Points	Rescaled Assessment Points	HS Acceleration Participation*	Acceleration Participation Total Points (Weighted 1.5 in 2013)	HS Acceleration Performance*	Acceleration Performance Total Points (Weighted 1.5 in 2013)	Four-Year Graduation Rate*	Total Points Received for Overall Graduation Rate	Four-Year At-Risk Graduation Rate*	Total Points Received for At-Risk Graduation Rate	Postsecondary Readiness Reading*	Postsecondary Readiness Reading Total Points	Postsecondary Readiness Math*	Postsecondary Readiness Math Total Points	Total Applied Points (Assessment Points + HS Points)	Total Points Possible	Adequate Progress for At-Risk? (Yes/No)*	Free or Reduced Lunch Rate*	Minority Rate*
Niceville	2013	A	80	85	66	83	72	74	72	66	10	92	92	138	100	150	94	186	88	94	87	92	80	85	1353	1600	YES	14	19
District	2013		75	79	66	78	72	73	70	63	6		84	129	86	136	91	184	79	85	86	93	80	87	1307	1600		24	27
State	2013		55	65	63	68	64	69	66	64	2		66	102	77	119	83	171	67	71	75	79	60	64	1113	1589		54	54
Niceville	2014	A	80	87	75	88	74	73	73	58	10		93	93	100	100	96	192	81	85	87	87	81	81	1348	1600	Yes	14	19
District	2014	A	74	79	74	78	74	75	73	63	8																	25	29
State	2014		56	67	65	69	65	68	65	65	2																55	57	

High School	School Year	Achievement				Learning Gains				Acceleration Success	Graduation Rate	Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts (includes Writing)	% Mathematics	% Science (Biology EOC)	% Social Studies (US History EOC)	% English/Language Arts (includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%	% Students Eligible to Earn College Credit (AP, IB, AICE, Dual Enrollment) or Earn Industry Certification	% 4-Year Overall				
Niceville	2015														
District	2015														
State	2015														

***Percentages not Counted in Calculation**

Note: State and District Averages are Calculated per School Type (Elementary, Middle, High, Combination)

School Action Plan

ELA: Reading & Writing

District AMO:	The percent of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.	
District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.	
Reading Instructors/Recruitment (Secondary):	6 Teachers with reading certification/endorsement	0 Teachers working towards reading certification/endorsement

Objectives:
AMO: The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 82 %.
AMO: The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least 75 %
AMO: The percentage of ELL students who will be proficient in reading on the Florida Standards Assessment Test will be at least 65 %
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 75 %.
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 75 %.
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 75%

ELA Data

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 9	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	71	18%	49%		25%	7%	32%	36%	29%	25%	40%	17%		100%	31%
2014 Post Test (C)	65	15%	40%	37%	8%	45%	49%	40%	0%	67%	50%		0%	45%	31%	0%	26%
2015 Post Test (C)	78	6%	29%	64%	0%	64%	71%	55%	0%	29%	50%		43%	72%	57%		59%
District 2015	474	15%	41%	41%	3%	44%	44%	43%	57%	24%	25%	0%	41%	54%	34%	6%	36%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 10	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	69	19%	42%		26%	13%	39%	36%	43%	0%	22%	50%		50%	42%
2014 Post Test (C)	71	17%	32%	31%	20%	51%	49%	53%	60%	56%	0%	0%	75%	56%	13%	0%	41%
2015 Post Test (C)	82	9%	56%	34%	1%	35%	35%	35%	25%	50%	67%	100%	0%	32%	12%	0%	44%
District 2015	461	12%	61%	26%	2%	28%	28%	27%	36%	25%	33%	20%	20%	28%	19%	12%	27%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 11	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	53	6%	32%		51%	11%	62%	57%	68%	100%	100%	0%	100%	33%	62%
2014 Post Test (C)	65	6%	32%	38%	23%	62%	57%	68%	50%	55%	0%		40%	71%	43%	0%	64%
2015 Post Test (C)	48	10%	35%	38%	17%	54%	52%	56%	0%	33%	29%	0%	50%	69%	38%	0%	62%
District 2015	261	13%	38%	31%	18%	49%	45%	53%	13%	48%	27%	0%	57%	55%	32%	14%	45%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 12	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	13	8%	77%		15%	0%	15%	40%	0%	0%	33%	0%	0%		20%
2014 Post Test (C)	15	13%	47%	33%	7%	40%	40%		50%	0%	100%	0%	40%	38%			0%
2015 Post Test (C)	22	5%	68%	18%	9%	27%	42%	10%	25%	20%	0%		100%	33%	21%	0%	14%
District 2015	148	8%	53%	30%	9%	39%	45%	30%	14%	26%	38%		44%	46%	32%	23%	36%

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 9	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103													
	2014	65	72	71	72	25	63	83		67	72	58	25	63
	2015	78	65	66	64	33	48	42		55	69	63		63
	District	474	58	57	58	63	51	48	50	60	61	56	42	56
Language	2103													
	2014	65	70	71	68	50	67	71		67	70	70	50	70
	2015	78	57	57	56	50	50	70		56	57	52		61
	District	474	54	53	56	56	52	47	10	58	56	51	40	53
Information	2103													
	2014	65	67	68	66	60	68	73		60	67	59	60	58
	2015	78	63	68	57	20	53	70		51	67	60		62
	District	474	55	57	52	56	49	45	40	55	59	52	34	51
Writing	2103													
	2014	65	48	52	42	33	61	45		33	48	38	33	40
	2015	78	56	57	54	33	50	67		31	59	51		50
	District	474	48	46	51	48	40	40	50	46	53	45	36	46

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 10	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103													
	2014	71	62	65	59	68	72	52	17	71	61	52	58	54
	2015	82	63	64	62	53	62	78	80	83	62	59	33	66
	District	461	59	59	59	58	55	56	53	63	61	52	45	56
Language	2103													
	2014	71	64	65	64	68	75	59	0	60	64	57	60	52
	2015	82	53	54	52	50	60	63	67	35	52	46	40	56
	District	461	54	54	53	58	52	51	55	52	54	50	43	54
Information	2103													
	2014	71	62	61	63	58	68	45	29	57	65	40	36	54
	2015	82	50	49	51	49	58	47	65	50	49	47	50	52
	District	461	48	48	48	52	48	42	41	45	49	46	36	47
Writing	2103													
	2014	71	28	27	29	33	11	43	50	25	28	40	0	36
	2015	82	55	55	55	25	60	67	0	58	56	47	33	57
	District	461	51	51	50	51	47	47	37	52	52	47	41	48

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 11	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103													
	2014	65	67	64	72	63	64	45		70	70	59	17	65
	2015	48	62	68	57	58	73	54	60	80	62	62	53	75
	District	261	62	63	60	52	64	49	50	61	63	54	43	64
Language	2103													
	2014	65	67	65	69	60	73	33		44	71	63	40	69
	2015	48	68	67	70	45	55	74	83	67	70	68	51	72
	District	261	62	59	64	51	60	55	83	70	63	57	41	58
Information	2103													
	2014	65	66	63	70	74	59	43		56	70	51	71	64
	2015	48	62	63	62	30	61	56	41	65	67	54	37	62
	District	261	61	58	64	41	64	51	38	68	63	53	36	58
Writing	2103													
	2014	65	28	22	36	38	14	17		30	31	21	100	21
	2015	48	32	38	26	39	17	57	0	50	27	31	29	23
	District	261	26	29	23	21	22	29	0	29	27	30	22	23

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 12	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103													
	2014	15	52	52	53		75	33	50	50	50	53		40
	2015	22	62	75	46	55	64	53		80	64	59	50	46
	District	148	58	64	50	46	53	59		58	61	54	51	56
Language	2103													
	2014	15	67	76	48		70	80	60	100	62	68		54
	2015	22	62	62	62	67	53	61		83	63	60	50	62
	District	148	57	57	57	57	50	62		65	58	54	50	59
Information	2103													
	2014	15	62	57	72		62	59	76	59	61	60		56
	2015	22	55	55	55	56	50	33		94	60	54	56	45
	District	148	58	58	59	54	53	51		61	62	55	50	58
Writing	2103													
	2014	15	7	10	0		0	50	0	0	5	8		14
	2015	22	30	29	30	38	30	33		100	17	26	50	43
	District	148	25	24	26	29	24	31		28	23	27	31	26

School	# Students 2015	Test Score				Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
		*2013	*2014	2015		2015	2015	2015	2015	2015
FSA: ELA Grade 10		Pass %				Key Ideas & Details (%)	Craft & Structure (%)	Integration of Knowledge & Ideas (%)	Language & Editing (%)	Text-based Writing (%)
Niceville	490	77	78	78	0					
DISTRICT	2,034	66	66	64	-2					
STATE		54	55	54	-1					

* Pearson FCAT

School Action Plan

ELA (Reading): Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?

78% of 10th grade students passed the ELA portion of the FSA which is 14% above the district average & 24% above the state.
9th grade ESE students jumped from 31 - 57% proficient on the DEA.
9th grade DEA scores have increased in proficiency each year for the past three years going from 32-45-64% proficient.

What does the analysis tell you about your school's opportunities to improve?

Only 35% of 10th graders were proficient on the DEA. 55% scored at a level 2.
10th grade cohort dropped from 45% as 9th graders to only 35% as 10th graders on DEA. The ESE 10th grade cohort dropped from 31 to 12%.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 1

Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

Goal: By the end of the year, we expect our students to be able to... summarize text, determine central ideas and cite strong and thorough textual evidence to support analysis of meaning conveyed explicitly and inferentially by the author. Students will analyze use of structure, as well as words and phrases in the text that impact meaning and tone.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will review and delve into the individual components of Close Reading with an emphasis on text marking/note-taking, and purposeful student talk aligned with Text Dependent Questions by focusing on the following:

- First Read: What Does the Text Say?
 - The first phase concerns the literal meaning of the text, especially as it applies to explicitly stated information, as well as the central ideas or themes.
- Second Read: How Does the Text Work?
 - The second phase involves the mechanics of the piece, especially as it applies to vocabulary, the structure of text, and the author's craft.
- Third Read: What Does the Text Mean?
 - The third phase involves the author's purpose and the inferences they can make based on their understanding of the text. Students also come to understand what a text means when they analyze multiple texts on the same theme or topic.
- Culmination: What Does the Text Inspire You to Do?
 - Text dependent questions will move students to transform their learning of the text into a product
 - Writing through Reading- during the Close Read as well as the culminating activity (essays, RAFT, posters, etc.)
 - Student talk can occur during the Close Read as well as the culminating activity

How the components of Close Reading are applied to Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

School-based:

ELA teachers will conduct 2 classroom visits (in person or via video) by March 15, 2016 looking for/observing components of close reading protocols. These will be followed up with a reflection of best practices and implementation possibilities.

All ELA teachers will use a close-reading checklist to ensure components of close reading are used throughout instruction. During a duty release in December, teachers will provide a completed close reading lesson to review with peers using close reading checklist.

AP teachers will participate in the AP Symposium on 9/1 & 9/2.

Action Steps for Implementation:**School Implementation Action Steps:**

Administration will review assessments throughout the year to determine alignment to standards. (October, February, & March)

Facilitate classroom visits (subs, release time, video recordings and online reflection form)

Provide close reading checklist. Brief new faculty on this during pre-planning.

Plan duty release session to do individual/peer reviews of close reading lessons. (December)

Provide feedback to each teacher on submitted lesson.

Provide release time for AP teachers to attend Symposium (September)

Administration will meet with departments and chairs quarterly to assess progress and determine next steps. (October, January, March)

New teachers will be paired with experienced teachers during release days to maximize development and proficiency.

Quality close lessons will be highlighted during trainings and meetings as well as on weekly school messages.

PD Rep will ensure evidence of monthly implementation is compiled (in MyLearningPlan or held by PD Rep).

Admin will review lesson plans monthly and assessments in October, February and March to check for standards alignment.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

Select multiple sources of complex text.

Set a purpose and provide guiding question(s).

Avoid front loading of information available in text.

Teach close reading protocol and make that routine a part of all close reading activities -use annotation marks flexibly as needed appropriate to task.

-Develop text dependent questions that lead to guiding question(s).

-Plan for student talk via small group, partner, and group discussions (fish bowl, socratic, debate).

-Plan for writing in response to text (short answer, long answer, essay).

Use all four components of a close read when drafting complex close reading lessons (rereading multiple times with culmination activity).

Use some components of close reading during "every day reading" instruction such as text marking, text dependent questions and writing/student talk.

Students will:

Read and reread for a purpose (literal meaning, structure, figurative or inferential meaning).

Annotate text and use information to complete graphic organizers and create notes.

Analyze text to respond to questions in writing and in dialogue or discussion.

Reference text in writing and verbal responses.

Attend to and critique the arguments of others based on information from the text.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Classroom Visits	twice by March 15, 2015	Online reflection	Dean of Students
Assessment review	3 times in October, February, & March	Assessment	Administrators
Duty Release on close reading lesson review	By December 2015	Checked against close reading list	Admin Team
Quarterly review meetings	October, January, & March	Via interview/discussion	Principal
Using all 4 components of a close read	Monthly	Lesson Plans	Admin Team

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 2

Focus: Writing: Argumentative & Informational

Goal: By the end of the year, we expect our students to be able to... write informational and argumentative pieces to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from multiple complex sources including text, pictures, graphs or video. Writing will include claims and opposing claims in argumentative pieces with support, explanation and a conclusion while maintaining a formal style and mature vocabulary.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on individual components of effective writing, including the following:

- Unpacking the Prompt
 - How the task determines the purpose and audience
- Marking the Text
 - The purposeful text marking aligns with the task and purpose
- Planning for the Essay
 - Planning provides guidance and aids student's thesis/claim
- Writing the Essay
 - How are we scaffolding instruction as we build from one source to multiple sources?
 - How are we addressing introductions?
 - How are we addressing conclusions?
 - How are we addressing citing evidence?
 - How are we addressing elaboration?
 - How are we addressing transitions?
 - How are we addressing content specific (from the sources) vocabulary?

School-based:

ELA teachers will conduct 2 classroom visits (in person or via video) by March 15, 2016 looking for/observing components of close reading protocols. These will be followed up with a reflection of best practices and implementation possibilities.

Targeted practice breaking down prompt in classroom.

AP teachers will attend AP Symposium on 9/1 & 9/2.

During the four half days, ELA teachers will meet in teams to develop and analyze conventions pre-test, develop writing assessment for semester exam, analyze

data from semester writing samples & develop convention workshops to strengthen skills for final assessments.

Teachers will incorporate writing practice at least once per month. Student products will be evidence of this implementation.

Plan for duty release training on Turn-It-In 1/21/16.

Action Steps for Implementation:**School Implementation Action Steps:**

Provide subs or release time for classroom visits as well as online reflection form.

SWIVL cameras will be made available for all interested teachers as well as training for this technology

ELA department chair will create conventions assessment for department before school starts.

Dean will facilitate PD on the use of conventions (led by master teachers for less experienced)

Work with ELA department to schedule subs or other release time to allow for shared grading or calibrating of mid-year writing assessment.

Principal will schedule times to meet with each teacher to review mid-year assessment data and identify next steps.

Provide release time for AP teachers attending Syposium in September

Purchase a ChromeBook cart for ELA (scheduling will occur within the department

Teachers will sustain an overall focus on conventions including:

-pre-assesment of usage, conventions and grammar

- use of assessment data to drive instruction

ELA teachers in grades 9-11 will conduct a semester formative assessment (allowed release time to calibrate and grade together if needed)

Mid year teacher reviews of writing assessment (strengths, weaknesses, & plans for instruction)

New Chromebook cart will be provided for department to allow for additional practice composing on a computer. Training will be provided on 1/6/16.

Turn it In will continue to be used with implementation training for new users)

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

Assess students in usage, conventions and grammer.

Spiral instruction on targeted usage, conventions and grammatical skills as needed by class.

Plan multiple writing opportunities each week in response to text as part of a close reading protocol.

Develop authentic writing tasks based on complex pieces read multiple times

Systematically increase student stamina in reading - working toward 4 passages with up to 2000 words

Provide scaffolded instruction that includes the use of sentence stems or frames as needed to include introductions, conclusions, citing evidence, elaboration, source vocabulary, & transitions.

Increase student fluency in the FSA rubric

Use FSA rubric as part of classroom instruction and activities

Create opportunities for student to assess their own writing and the writing of peers

Provide feedback to students using formal and informal methods (scored rubric & individual conferencing)

Incorporate at least one writing practice each month.

Scaffolding:

Using novels, stories, and non-fiction selections from Collections and other sources, however, teachers will provide opportunities for students to practice citing evidence from single sources for extended responses on formative assessments. Summative assessments at the end of units of study require students to cite evidence from multiple sources. Teachers scaffold within units rather than throughout the year.

Introductions/conclusions/evidence/elaboration/transitions:

Teachers allow for practice with specific elements of the essay—introductions, conclusions, body paragraphs with correctly cited evidence and elaboration—throughout the semester. Teachers address and allow for practice with the following:

- Including a controlling idea in the introduction
- Taking a clear position in the introduction of argument essays
- Choosing the most effective evidence
- Using effective elaborative techniques
- Including transitional strategies that allow for logical progression of ideas
- Writing with sentence control and variety

Teachers also use the following strategies:

- Presenting tutorials from Nortons, HRW, Purdue's OWL and other resources
- Providing formulae and models students can use to write the sections of the essay
- Conducting fishbowls, panel discussions, jigsaw presentations, and other student-talk activities that require students to select strong evidence
- Using DGP or other language program at the beginning of each class to hone sentence craft and convention skills
- Requiring students to score essays using the FSA rubrics
- Structuring peer review activities
- Reflecting on writing strengths and weaknesses

Content Vocabulary:

Sources from which students must cite evidence frequently include Tier II vocabulary that teachers address in two ways. First, they require students to apply context clues, consult dictionaries, use online resources, or ask others for definitions to words they do not know. Additionally, they use the Sadlier-Oxford Vocabulary Workshop series as a part of vocabulary instruction to address LAFS.910.L.3.4-6.

Students will:

Read multiple complex pieces while considering the guiding question or task

Breakdown prompt in a systematic way to guide reading and note taking as well as pre-writing activities

Mark text and/or complete graphic organizers or draft notes as prewriting activities

Analyze text to develop a claim with support

Write a claim or explanation based on information provided and organized in notes and notations

Use sentence stems or frames to help craft portions of writing

Assess own writing and the writing of peers using the FSA rubric

Revise writing using peer or teacher comments or based on own self assessment

IR students will be asked to Answer, Explain & Elaborate in response to text dependent prompts

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Classroom visits	Twice by March 15, 2016	Visit reflection form on line	Dean of Students
ELA Conventions assessment	Once within first month	ELA teachers	Department Chair
PD on Conventions and Turn-It-in	Once each during a duty release 10/7 & 10/21	Exit Pass	Dean of Students
Mid-year assessment/shared scoring time	Once at the semester	Debrief sessions	Principal
Monthly writing	Monthly	student products	Teachers in MLP or PD Rep
Chrome book cart for ELA	Once	Sign out log	Department Chair

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 3 (Optional)
Focus:
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

Focus: Intensive Reading (IR)

Goal: By the end of the year, we expect our students to be able to... read, comprehend and respond to text with answers that are specific, justified and complete.

Professional Development and Activities:

School-based:

Reading teachers will conduct 2 classroom visits (in person or via video) by March 15, 2016 with a focus on close reading protocols and classroom management. These will be followed up via reflection of best practices and implementation possibilities.

IR Teachers will work within a PLC to improve authentic student talk during all levels of close reading protocol. This will happen during the final hour of the half-day release time.

Teachers will participate in book study on Notice & Note and its newest edition when released

IR teachers will research and develop appropriate scaffolded expectations for each grade level for writing and discussion. This will happen during the final hour of the half-day release time.

Reading aide will receive training in close reading strategies and work on a regular schedule with select IR teachers

IR teachers will attend 1/2 day sessions with Social Studies teachers and use available planning time to work together on upcoming units.

Action Steps for Implementation:**School Implementation Action Steps:**

Provide subs or release time for classroom visits as well as online reflection form.

SWIVL cameras will be made available for all interested teachers as well as training for this technology 1/6/16

Provide support and release time for student talk PLC

Purchase new Notice and Note book for study

Arrange for shared planning and any needed release time to support MTSS meetings which are held twice monthly to discuss struggling readers and develop strategies to help.

Provide support and release time for IR teachers to determine appropriate scaffolded expectations for each grade level in writing and discussion

Provide training and support of Reading Aid as well as collaborate with all teachers to create a schedule to best serve students

Administration will meet with IR teachers quarterly to evaluate progress and determine next steps.

Administration will provide a 9th grade block of IR/English

Hand scheduling will be conducted to ensure proper placement of students in Reading, CAR-PD and regular ELA classes

CAR-PD teachers will attend refresher training provided by school or district personnel. (during duty release sessions)

IR teachers will work with Social Studies teachers to create well developed close reading lessons and to support Social Studies content in IR classrooms. This will happen during 1/2 day PD sessions.

Pursue funding for additional books for IR and regular classroom libraries.

Classroom Implementation Action Steps (Teachers and Students):

IR teachers will:

Use data from classroom and digital assessments to group students and work on deficit areas. This will be accomplished in small group, one-on-one settings using classroom aid or online program for support.

Teachers will rotate instructional activities between direct instruction, small group instruction, computer aided instruction and individual teaching.

Monitor student progress in Achieve 3000, Study Island and in classroom assessments.

Adjust assignments as appropriate based on Lexile growth.

Plan, teach, and review so that all students reach mastery in scaffolded writing and discussion skills (per grade level)

Select multiple sources of complex text.

Set a purpose and provide guiding question(s)

Avoid front loading of information available in text

Teach close reading protocol and make that routine a part of all close reading activities

Create and display posters with annotation marks that are standard across the department

Develop text dependent questions that lead to guiding question(s)

Plan for student talk via small group, partner, and group discussions

Plan for writing in response to text (short answer, long answer, essay)

Use reading passages provided by SS teachers and activities that support Social Studies content.

Students will:

Read and reread for a purpose

Annotate text and use information to complete graphic organizers and create notes

Unpack prompt (close read it) to determine what is being asked and determine the best way to approach the response

Analyze text to respond to questions in writing and in dialogue or discussion

Reference text in writing and verbal responses

Attend to and critique the arguments of others based on information from the text

Graph their own progress and monitor which types of questions or tasks are most problematic

Write to at least one informational text prompt weekly.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Classroom visits	Twice by March 15, 2016	Online Reflection	Dean of Students
IR PLC on student talk & book study	During 1/2 day release days	lesson plans and reflection	Teacher on MLP or PD Rep
IR planning day for scaffolded expectations	One day before October 31	Scaffolded pacing guide	Department Chair
Cooperative planning with SS	At least monthly + during release days	Lesson plans and walk throughs	Administration
MTSS meetings	Twice monthly	Minutes & student outcomes	Assistant Principal

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: CAR-PD 10th graders	Focus: Students not making gains
Goal: By the end of the year, we expect our students to be able to... make adequate yearly progress in reading through an increased ability to comprehend and analyze text, determine meaning of words and phrases as well as using information to form judgments with logical support.	

Professional Development and Activities:
School-based: Teachers of regular students will participate in professional development related to NGCAR-PD strategies and the consistent application of those strategies. This will occur during two duty release sessions. (1st quarter & 3rd quarter) Teachers will participate in book study of Notice & Note (1 or 2) and implement strategies in their instruction

Action Steps for Implementation:

School Implementation Action Steps:

Identified teachers will participate in a MTSS team that monitors the progress of our lowest 25% in 10th grade. This will include analysis of teaching methods, direct instruction of reading strategies, and use of writing through reading to deepen understanding and provide formative data.

Teachers will be provided a close reading protocol checklist to determine own implementation success.

A focus group will be developed of students and teachers to identify problems leading to 10th grade drops in performance.

Administration will analyze teacher data to determine who will be best served by additional support. Admin will identify teachers with a history of success to serve as resource teachers.

Administration will provide ongoing training and support (CAR-PD strategies, close reading protocols, text marking, feedback.)

Teachers will be supported through peer mentors, peer observations, individual coaching and collaborative planning.

Administration will provide shared planning times for IR teachers and provide release time as needed for CAR-PD teachers to collaborate

Administration will purchase books for Book Study of Notice and Note

Administration will request additional PD support from District office or coaching cadre as needed.

Administration will conduct close review of lesson plans, walk throughs and instruction to monitor successful implementation of strategies and practices.

Individual teacher conferences will be conducted as necessary to provide feedback and gauge need of additional support.

Teachers will use Reading Aid for co-teaching, small group, or 1-on-1 assistance as needed in IR and CAR-PD classes.

Other content teachers of regular 10th graders will apply reading strategies to their content reading and writing.

Release time will be provided so CAR-PD teachers can participate in MTSS team meetings when appropriate.

Classroom Implementation Action Steps (Teachers and Students):

ELA CAR-PD teachers will:

Monitor student progress in classroom assessments.

Select multiple sources of complex text.

Set a purpose and provide guiding question(s)

Avoid front loading of information available in text

Teach close reading protocol and make that routine a part of all close reading activities

Develop text dependent questions that lead to guiding question(s)

Plan for student talk via small group, partner, and group discussions

Plan for writing in response to text (short answer, long answer, essay)

Work through the Balanced Literacy Model using think alouds, fluency practice and comprehension strategies.

Provide many books in a wide range of levels and interests for independent reading.

Students will:

Regular 10th grade students will participate in close reading of fiction and non-fiction texts (including multiple readings, text marking, and writing in response to text)

Read and reread for a purpose

Annotate text and use information to complete graphic organizers and create notes

Unpack prompt (close read it) to determine what is being asked and determine the best way to approach the response

Analyze text to respond to questions in writing and in dialogue or discussion

Reference text in writing and verbal responses

Attend to and critique the arguments of others based on information from the text

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
CAR-PD Refresher	District is providing	Attendance	Dean of Students
Book Study/IR Collaboration	At least monthly	Lesson Plans, Quarterly Review	Principal
MTSS meetings attended by CAR-PD	Twice monthly	Minutes and Student Outcomes	Assistant Principal
Use of Reading Aid to support	To be scheduled by August 31	Quarterly review, teacher comments	Department Chair, Principal
10th grade focus group	Once by 10/31/15	Outcomes/Strategies	Principal

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA SWD Focus
Focus: Understanding the question
Goal: By the end of the year, we expect our students to be able to... close read the prompt or question in order to work through the text effectively while recording necessary information in preparation to write or respond verbally to a complex task.

Professional Development and Activities:
School-based: Teachers will collaborate to create a set of activities and lesson that develop student proficiency in unpacking the prompt. Reading Aid will receive training to support IR & CAR-PD teachers.

Action Steps for Implementation:

School Implementation Action Steps:
 Provide training for Reading Aid.
 Provide release time for creation of targeted vocabulary lists as well as instructional plans to help students gain mastery.
 Maintain three Learning Strategies classes to support students with disabilities.
 Provide access to Learning Strategies teachers by other teachers serving those populations (release time or substitute)
 Learning Strats teachers will work with SWD to complete complex reading and writing tasks.

Classroom Implementation Action Steps (Teachers and Students):
 IR & regular classroom teachers will:
 Plan, teach and review strategies to unpack complex questions and build fluency in required academic vocabulary.
 Work with Learning Strategies teachers to provide a broader base of support and ensure progress is being made.
 Work to improve student independence and self efficacy.
 Students with Disabilities (within the frame work of classroom instruction) will:
 Read and reread prompts carefully
 Determine reading task before reading
 Plan for note taking or text marking that meets the needs of the task
 Read and reread the source material keeping the prompt in mind
 Respond to the prompt completely considering all components of a complex question.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Reading Aid training	Twice anually - district	Attendance & quarterly review	Principal
Target vocab list and attack plan	Once by October 2015 review in 2nd semester	By planning meeting outcomes (list and lesson plans)	Department Chair & Dean of Students
Creation of unpacking lessons	Once by October 2015	lesson Plans & student work	Department Chair, Principal

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

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:

U.S. History The percentage of all curriculum students who will be proficient in U.S. History as defined by the State of Florida on the Florida U.S. History End-of-Course Exams will be at least 88 %.

U.S. History Proficiency (By School)

Social Studies: Data

US History EOC 2013-2015 Proficiency (By School)																							
Year	School	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status			Course			
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	US Hist	US Hist Hon	AP US Hist	No US Hist Class
2014	Niceville	436	3%	10%	29%	25%	33%	87%	90%	84%	85%	76%	88%	100%	78%	88%	63%	50%	78%	72%	96%		
2015	Niceville	411	6%	9%	29%	22%	34%	84%	87%	82%	67%	75%	55%	33%	81%	88%	53%	0%	82%	68%	96%	86%	
2015	DISTRICT	1,674	7%	14%	31%	23%	25%	79%	82%	76%	82%	57%	67%	60%	80%	83%	56%	18%	71%	69%	92%	92%	64%
2015	STATE		15%	19%	27%	19%	19%	66%															

US History 2013-2015 STRANDS (By School)																					
Year	Name	All Students		Gender		Ethnicity						Status			Course						
		# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	US Hist	US Hist Hon	AP US Hist	No US Hist Class			
19 CENT	2013	Niceville	435	61%	63%	60%	48%	52%	51%	76%	61%	63%	50%	12%	56%	49%	69%				
	2014	Niceville	436	64%	67%	61%	51%	51%	60%	73%	56%	66%	53%	24%	57%	50%	71%				
	2015	Niceville	411	65%	66%	63%	55%	56%	52%	51%	58%	67%	49%	29%	60%	53%	73%	61%			
	2015	DISTRICT	1,674	61%	62%	60%	63%	52%	58%	52%	59%	63%	50%	36%	56%	54%	70%	70%	54%		
GLBL MILT	2013	Niceville	435	62%	65%	59%	56%	51%	54%	50%	61%	63%	53%	17%	58%	50%	70%				
	2014	Niceville	436	63%	67%	59%	60%	54%	57%	66%	56%	65%	53%	47%	57%	54%	68%				
	2015	Niceville	411	63%	65%	61%	53%	52%	47%	43%	51%	66%	49%	21%	57%	50%	72%	68%			
	2015	DISTRICT	1,674	60%	62%	58%	60%	48%	55%	49%	57%	62%	48%	28%	54%	52%	68%	70%	53%		
PEACE	2013	Niceville	435	64%	66%	62%	58%	55%	53%	47%	64%	66%	54%	35%	58%	52%	72%				
	2014	Niceville	436	68%	71%	64%	63%	56%	64%	73%	61%	69%	56%	44%	64%	57%	74%				
	2015	Niceville	411	66%	69%	63%	51%	62%	54%	47%	57%	68%	51%	22%	64%	54%	74%	70%			
	2015	DISTRICT	1,674	62%	65%	59%	58%	52%	59%	54%	60%	64%	51%	38%	57%	55%	70%	70%	53%		

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Social Studies Focus 1

Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

Goal: By the end of the year, we expect our students to be able to... use interactive close reading strategies such as text marking, note taking and graphic organizers to analyze and interpret complex text, primary source documents, charts, graphs, and other visual stimuli to understand the cause, effect, and implications of historic sequences and events specific to course standards.

Professional Development and Activities:

School-based:

Teachers will participate in Backwards Design training. This will be provided by District Specialist during 1/2 day release time.

Teachers will conduct two classroom visits to observe peers with a focus on every day reading strategies and classroom management. This will culminate in an online reflection tool.

Participate in AP and AICE training opportunities

Offer PD Release time to pace content & align to standards including lesson & assessment creation. This will happen during the final hour of the 1/2 day release time.

Action Steps for Implementation:

School Implementation Action Steps:

Social Studies teachers will provide IR teachers with 1-2 source items each month that will be used in IR instruction to support content.

Provide shared planning or release time to work in subject teams to match standards to instruction and assessment.

Provide subs or release time for classroom visits as well as online reflection form.

Teachers will work in teams to create and implement a close reading activity during 1/2 day release time. These will be implemented in the classroom at least once for every theme (broad unit) in the curriculum. These lessons and student products will be brought to the subsequent 1/2 day for discussion.

Provide release time or shared planning for SS teachers to meet with IR & Learning Strats teachers to coordinate efforts

Review lesson plans monthly and assessments three times during the year and provide feedback to teachers. (October, February and March)

SWIVL cameras will be made available for all interested teachers as well as training for this technology (Jan 16)

Provide two Chromebook carts for the department (1 for shared use & 1 for Civics online module)

Administration will pursue DBQ training for regular and honors teachers.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will

Create lessons and assessments that align to course standards.

Incorporate close reading strategies into everyday reading instruction

- Select multiple sources of complex text with an emphasis on primary documents.
- Teach close reading protocols and make text marking a routine in everyday reading activities.
- Develop text dependent questions that lead to essential questions
- Plan for student talk via small group, partner, and group discussions
- Plan for writing in response to text (short answer, long answer, and essay)
- Provide direct instruction on text features, organizational patterns and context clues.

Include FSA style questions with reading tasks on assessments.

Students will:

Read and reread primary source documents for a purpose.

Annotate text and use information to complete graphic organizers and create notes.

Analyze text to respond to questions in writing and in dialogue or discussion.

Reference text in writing and verbal responses.

Attend to and critique the arguments of others based on information from the text.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Shared planning and standards alignment	At each 1/2 day release session	Lesson Plans and assessment review	Department chair and AP
Backwards Design training	At each 1/2 day release session	Attendance, lesson plans and assessments	Administration
Classroom visits	Twice by March 31, 2016	Online Reflection	Dean of Students
Chromebook carts (2)	Once before school starts	Sign out sheet	Department Chair
Close read activity	with each theme	Lesson plans & Walk Throughs	Principal/AP
Coordination with IR teachers	Once monthly and at 1/2 day sessions	Lesson Plans and products	Department chairs

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math

District AMO:	The percent of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.

Objectives:	
AMO:	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 91 %.
AMO:	The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least 85 %
AMO:	The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least 83 %
	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 %.
	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 %.
	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 %

DEA Math Proficiency (By Grade)

Math: Data

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Algebra 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	69	17%	49%	33%	0%	33%	37%	29%	0%	17%	0%		0%	41%	38%		39%
District 2015	763	11%	36%	44%	9%	53%	52%	54%	77%	40%	30%	40%	52%	57%	30%	0%	39%

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Algebra 1	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Quantity	2015	69	48	48	48	25	39	39		50	50	50		55
	District	763	54	52	55	58	47	48	67	53	55	46	35	49
Algebra	2015	69	46	44	49	50	49	31		48	47	44		50
	District	763	56	55	57	73	51	50	57	55	57	47	36	51
Functions	2015	69	53	55	51	25	43	22		48	57	48		48
	District	763	58	58	58	69	51	53	68	58	60	47	31	50
Statistics	2015	69	50	53	47	42	45	45		50	51	51		48
	District	763	60	59	61	69	55	53	63	64	61	50	46	55

School	# Students 2015	Test Score				Strand 1	Strand 2	Strand 3
		*2013	*2014	2015		2015	2015	2015
FSA: Algebra 1 EOC		Pass %				Algebra & Modeling (%)	Functions & Modeling (%)	Statistics & The Number System (%)
Niceville	392	88	86	89	+3			
DISTRICT	2,210	77	74	81	+7			
STATE		64	66	67	+1			

* Pearson Algebra 1

School Action Plan

Math: Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?

89% of our students passed the Algebra I exam. This is 8% above the district average and an increase over the past two years.

Our ESE students did well with a passing rate of 82% which is nearly 20% higher than the district average.

Students receiving Free & Reduced Lunch also performed well with an 81% passing rate.

What does the analysis tell you about your school's opportunities to improve?

Our more experienced teachers scored 13-15% higher than their less experienced peers. We will continue to use mentor relationships and collaborative planning to develop new teachers.

10th grade test takers performed significantly lower than their 9th grade peers. This group is rather small and constitutes only 19 students or 5% of test takers, but may be an area to address.

Looking at DEA- our Intensive Math students scored poorly with only 38% showing proficiency. 49% scored at a level 2 which may be approaching proficiency and a good target area to address.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 1

Focus: Strategies to Support Standards-based Instruction and Assessments

Goal: By the end of the year, we expect our students to be able to... demonstrate mastery for each of the course standards using a variety of methods including writing, explaining, showing and performing computations.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific FSA item specifications, with a detailed focus on:

- The standards with an emphasis on the Item Specs will drive our instructional focus
 - How does the mastery of the standard begin the instructional process?
 - How do we create multiple activities and strategies to drive instruction of a standard?
 - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
 - How can we embed appropriate math practices, student talk, and spiraling to strengthen student ability to master a standard?

School-based:

Teachers will meet in subject teams to unpack new text books and match to course standards. This will take place during the 1/2 days and using additional release days if needed.

PLC teams will research to find quality review material to cover priority standards including complex question types (MFAS, VA sample questions)

Teachers will work in teams to plan and implement multiple modality learning experiences (stations, math libs, math teams, group problem solving).

Teachers will visit another classroom at least twice before March 2016 with a focus on multiple modality instruction. (in person or via video)

Teachers will work to create and use intentional spiraling activities.

Subject teams will work together during final hour of release days to achieve the following:

- Algebra I and II - will research, create and implement spiraling activities and organize MFAS problems for use within the units of study they match. Teachers will also determine best times to use Algebra Nation videos.
- Geometry - will introduce and apply vocabulary pertinent to required Geometry Standards. This will be implemented by integrating into lesson plans and

class activity choices. Teachers will assess levels of mastery through various forms of evaluation.

- Geometry Honors - will work to create vocabulary lessons with explanations and diagrams related to individual terms and how they interrelate. Vocabulary will be part of daily instruction and incorporate notes and student talk.

Action Steps for Implementation:**School Implementation Action Steps:**

Provide release time to unpack books and standards. (Sept 2 and at 1/2 day sessions)

Provide PD and release time to plan for multiple modality activities.

Provide any outside resources/materials to support quality review (MFAS, Broward County, Virginia project, CPALMS)

Provide training, resources and computer time when practice problems come available.

A chrome book cart will be provided to the math department to allow for computer based practice of test items as well as standards based practice programs.

Teachers will conduct classroom visits of their peers to observe multiple modality instruction.

Provide subs or release time for classroom visits as well as online reflection form.

SWIVL cameras will be made available for all interested teachers as well as training for this technology.

IM teachers will work with Algebra I and II teachers to ensure needed standards are addressed again in class using different modalities

Some teachers will use Excel spreadsheets to track student mastery of standards.

Administration will review assessments three times during the year to determine alignment to standards. (October, February, March)

Quarterly meetings will be held with the department to follow up on SPP goals and progress.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

Plan multiple modality experiences for priority standards.

Plan for units based on standards using text book and other resources as appropriate.

Work with team members to ensure fidelity to the standards and to improve/broaden instructional strategies.

Assess student mastery formally and informally using standards-based assessments.

Use spiralling intentionally with each priority standard.

Students will:

Attack skills and mathematical practices from a variety of modalities.

Work independently, in pairs, and in small groups to accomplish simple and complex mathematical tasks.

Use prior knowledge fluently in the acquisition of new understanding.

Show mastery of standards on formal and informal assessments.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Unpacking text	Sept 2 and on 1/2 days	Product of work day	Department chair
Unit planning	During 1/2 days	Lesson Plans	Department chair
Gathering review/test prep material	ongoing	Lesson Plans	Department chair & AP
Chrome Book cart	Once before August 15, 2015	Sign out sheet	Department chair & Principal
Quarterly meetings	3 times - October, January, March	Discussion outcomes	Principal
Classroom Visit	Twice before March 15, 2016	Online reflections	Dean of Students

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 2

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to... apply previous knowledge, ideas and procedures to new concepts and work fluently across new and reviewed material.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) focus on analyzing data for purposeful spiraling. Using item specifications, with a specific focus on:

- What does spiraling look like?
- What are the different ways teachers are spiraling (Bell ringers, exit passes, etc.)
- How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)
- How is it occurring within assessments?
- How is it monitored by teachers?

School-based:

Teachers will participate in release day or shared planning time to develop systematic spiraling sequences. (bell ringers, exit passes, online modules, post assessment reviews)

Teachers will visit other classrooms twice during the year to watch spiraling activities. (in person or via video) Teachers will complete on-line reflection.

Action Steps for Implementation:**School Implementation Action Steps:**

Decisions regarding what material to review will be based on spiral review data.

Material and time will be made available for teachers to research and purchase quality review materials.

Teachers will use online programs to review priority standards (Study Island, Algebra Nation, Think Through Math)

Teachers will include review questions on every test or as post assessment spiral review.

Teachers will be provided release time to do item analysis of semester exam data to determine spiral review needs.

Teachers will submit an assessment for review of standards alignment. These will occur in October, February and March.

Provide release time and technological access for teachers to visit other classrooms (in person or via video) and complete reflection.

Provide a Chromebook cart for each IM teacher (2) and an additional one for the department to share.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

Analyze data from major assessments to determine areas that need to be reviewed in spiral.

Design warm up activities and exit passes focused on spiraling.

Provide students with a spiral review as appropriate with assessments

Use spiral review data to identify students in need a remediation.

Reteach material as needed in whole group or small group settings.

Use online and other resources to provide additional review as needed.

Visit two other classrooms during the year and complete online reflection.

Students:

Practice previously learned concepts.

Solve multi-step problems that incorporate previously learned concepts.

Use online resources as appropriate to review and practice.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Release time for researching and planning spiral reviews	During 1/2 day release sessions.	Spiral reviews created and lesson plans	Dean of Students and Assistant Principal
Data analysis of exams	Quarterly	Debriefing	Department chair and administration
Chrome Book carts	Before school starts	sign out sheets	Department chair and administration
Classroom visits	Twice before March 2016	Online reflections	Dean of Students
Online review programs	Weekly	program reports	Department chair and administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 1

Focus: Math Fluency

Goal: By the end of the year, we expect our students to be able to... have the prerequisite skills needed to be successful in mainstream math classes such as Algebra and Geometry. This fluency includes efficient calculations and application of required formulas and algorithms.

Professional Development and Activities:

School-based:

Release time will be provided to align course standards with IM instruction.

Teachers will be trained in online programs used to promote mastery. (Mathhops.com , Algebra Nation, Think Through Math) IM teachers will have dedicated Chrome book carts to use in class.

Math teachers will receive training on using the progress tracker in PAWS to graph student growth. (August, 2015)

Teachers will attend Intensive Math training provided by the district.

Action Steps for Implementation:**School Implementation Action Steps:**

IM teachers will use Chrome Book carts to provide individualized practice in digital formats.

Admin will provide release time to plan, pace and review instruction to meet standards and student needs.

IM teachers will use peer mentors (student aids) and Reading aid strategically to increase one-on-one help in class.

Master schedule will include IM1, IM2 and a Liberal Arts math to support students as needed in Algebra I, Algebra II and Geometry prep.

IM teachers will attend MTSS meetings every two weeks.

Plan of Care tutoring will be offered within the first 6 weeks of school.

Reading aid schedule will be completed and active by Sept 1.

IM and LAM teachers will provide opportunities for teams and small groups to work through complex word problems with real world applications.

IM and Regular Math teachers in Algebra and Geometry will work collaboratively to monitor students progress and reteach/review as needed.

Classroom Implementation Action Steps (Teachers and Students):

Teachers:

Provide students many opportunities to work in groups and teams to master concepts and solve complex problems.

Plan for and implement a Balanced Math Model to include:

- Some students are working independently on Think Through Math on the chromebooks.
- Other students are working one on one with student aides.
- Teacher is helping some with specific questions or homework problems.
- Groupings change as needed for objective and need.
- Some days the class is grouped in 4's according to ability level and there are stations to rotate through with various tasks (they like this a lot).
- Some days students are partnered up to work on basic math skills with flash cards or card games.
- Whole group activities include working through power points using white boards and discussions. Watching and working through algebra nation videos with

discussion and individual work. Whole group games/competitions with math review.

Consistently reteach & reassess material that is needed for content mastery.

Pair struggling students with more successful peers (Hand selected student aides).

Pair students intentionally based on skill deficits and strengths to maximize learning.

Provide practice on skills that are in tandem with the core math class (Alg I & II) in which the students are enrolled.

Collaborate with Algebra I and Algebra II teachers to monitor progress and provide targeted assistance as needed.

Track student mastery using PAWS or Excel spreadsheet.

Use Chrome books and online resources to reinforce priority standards as part of weekly instruction.

Students:

Practice necessary skills until mastery is achieved.

Work in pairs or small groups to clarify understanding and achieve mastery.

Rotate through stations or activities working alone or in small groups.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Collaboration between IM, LAM and regular Math teachers	Monthly at least	Lesson Plans and student mastery	Department Chair
Release time for standards alignment	Sept 2 and on 1/2 day release sessions	Scope and sequence, IM lesson plans	Department Chair
Training for online programs	As needed before September 30	Attendance/program use	Department Chair
Duty Release on PAWS tracking	August 26, 2015	Attendance	ESE Liason
Chrome book cart	Once before school starts	Sign out log	Department Chair
Hand picked student aids	At each semester	schedules, teacher conferences	API

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus	
Subgroup: ESE Geometry	Focus: Vocabulary
Goal: By the end of the year, we expect our students to be able to... decode word problems and determine accurately what they are being asked to do.	

Professional Development and Activities:

School-based:

Teachers will participate in training on use of Word Walls and other vocabulary strategies for the Math Class

Instructional aid will receive training on literacy development and vocabulary acquisition. (Reading Certified teachers will provide)

Geometry teachers will work in PLC's to develop vocabulary activities that correspond to each unit. This will be accomplished during the 1/2 day PD sessions.

Action Steps for Implementation:**School Implementation Action Steps:**

Administrators will look for Word Walls and other evidence of vocabulary focus during walk throughs and observations.

Administration will meet with teachers at the mid-year mark to determine progress toward goals and identify next steps as needed.

Plan of Care tutoring will be offered for struggling students within the first 6 weeks of school.

Geometry teachers will use multiple methods to teach, reinforce and practice vocabulary as part of instructional sequences.

Aid will work in Geometry classrooms to help with vocabulary.

Classroom Implementation Action Steps (Teachers and Students):**Geometry Teachers:**

Teach geometric vocabulary using a variety of strategies including Word Wall, Frayer Model, Interactive Notebook, Quizlet

Provide students multiple opportunities to interact with geometric vocabulary words.

Monitor progress and offer targeted assistance as needed and encourage after school tutoring.

Work with classroom aid to provide a variety of learning experiences to help students master vocabulary.

Students:

Represent geometric vocabulary in multiple ways including pictures, concept maps and relationships.

Explain vocabulary words in multiple contexts and settings until fluency is achieved.

Work in small groups, teams and with classroom assistances as available.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Vocabulary strategies in use	Weekly	Lesson plans, walk throughs and observations	Teachers and administration
Instruction aid in math	Weekly	grades, schedule and teacher observation	Teacher, aide, department chair
Mid-year review	once at mid year	data and discussion	principal

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math SWD Focus

Focus: Self efficacy and math

Goal: By the end of the year, we expect our students to be able to... use all resources available to gain mastery of math standards including Intensive Math and Learning Strategies.

Professional Development and Activities:

School-based:

Train teachers to use PAWS data tracker when entering grades. (8/26/15)

Provide PD to teachers on classroom management and encouraging student self-efficacy. (10/21/15)

Action Steps for Implementation:

School Implementation Action Steps:

Provide 3 Learning Strategy classes to support SWD.

Train regular classroom teachers on methods to hold students accountable to completing work in a supportive way and encouraging self-efficacy.

Conduct MTSS meetings twice monthly to identify and support SWD.

Use PAWs achievement tracking to get a complete picture of student strengths and weaknesses.

Encourage communication between math teachers and Learning Strategies Teachers to ensure assignment completion.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

Implement policies and procedures that aid students in being responsible for their own work.

Communicate with Learning Strates and IM teachers about student needs and assignments.

Students will:

Keep track of their own assignments and advocate for help when they need it.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
PAWS training	Once during 8/26/15	Attendance Roster & IEP review	Case Managers
Duty Release Self-Efficacy Training	Once 10/21/15	Exit Passes/ Review with LS teachers	PD Rep.
Communication with LS Teachers	Ongoing at least twice monthly	During MTSS or Conferences	Case Managers & MTSS team

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objective:
The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-Of-Course Exams will be at least 90 %.

Science Proficiency (By School)

Science: Data

BIOLOGY EOC 2013-2015 Proficiency (By School)																												
Year	School	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status			Grade Level					Course			
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	8	9	10	11	12	Bio 1	Bio 1H	Bio Pre-IB	No Bio Course
2013	Niceville	521	3%	14%	37%	15%	30%	83%	83%	82%	69%	70%	74%	100%	95%	84%	66%	50%	75%	85%	57%	63%	50%	58%	97%			
2014	Niceville	542	2%	11%	30%	20%	38%	88%	88%	88%	64%	64%	78%	50%	89%	90%	50%	0%	74%	89%	71%	71%		72%	98%			
2015	Niceville	575	3%	9%	38%	17%	33%	88%	89%	87%	79%	79%	94%	100%	77%	89%	51%	82%		89%	75%	100%	60%	71%	99%	92%		
2015	District	2,166	8%	20%	39%	14%	19%	72%	72%	73%	83%	44%	63%	62%	73%	77%	47%	13%	58%	100%	74%	54%	80%	55%	56%	95%	98%	57%
2015	STATE		12%	23%	37%	12%	16%	64%																				

Biology 2013-2015 STRANDS (By School)																												
Year	Name	# Students Tested	Overall	Gender		Ethnicity						Status			Course													
				Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	Bio 1	Bio 1H	Bio Pre-IB	No Bio Class										
MOL	2013	Niceville	521	61%	62%	61%	52%	53%	52%	57%	67%	63%	50%	43%	52%	43%	72%											
	2014	Niceville	542	68%	68%	68%	58%	54%	58%	63%	74%	69%	50%	25%	59%	54%	77%											
	2015	Niceville	575	62%	61%	62%	63%	57%	55%	69%	59%	62%	40%		55%	46%	73%	49%										
	2015	DISTRICT	2,166	53%	53%	54%	60%	42%	45%	51%	54%	56%	41%	30%	46%	43%	68%	68%	43%									
CLS	2013	Niceville	521	61%	61%	61%	40%	54%	56%	64%	66%	62%	50%	25%	53%	44%	71%											
	2014	Niceville	542	67%	68%	66%	63%	57%	61%	43%	68%	68%	51%	29%	57%	52%	77%											
	2015	Niceville	575	64%	65%	63%	57%	59%	63%	71%	58%	65%	43%		56%	49%	74%	58%										
	2015	DISTRICT	2,166	54%	54%	54%	55%	42%	49%	49%	53%	57%	41%	30%	46%	45%	68%	68%	46%									
ORG	2013	Niceville	521	64%	65%	63%	51%	51%	55%	73%	69%	66%	52%	40%	57%	49%	73%											
	2014	Niceville	542	66%	68%	64%	56%	49%	56%	50%	71%	68%	50%	30%	57%	53%	75%											
	2015	Niceville	575	68%	69%	66%	62%	60%	64%	84%	62%	69%	49%		62%	55%	76%	57%										
	2015	DISTRICT	2,166	59%	59%	59%	62%	47%	52%	62%	59%	62%	46%	32%	52%	50%	72%	72%	51%									

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Strategies to Support Standards-based Instruction and Assessments

Goal: By the end of the year, we expect our students to be able to... show mastery of course standards through a variety of methods including speaking, writing and demonstrating.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific state item specifications, with a detailed focus on:

- Using Item Specification to drive our instructional focus with an emphasis on the 5 E Instructional Model Creating Teachable Moments by Rodger W. Bybee
 - How does the mastery of the standard begin the instructional process?
 - How do we create multiple activities and strategies to drive instruction of a standard?
 - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
 - How can we embed close reading, student talk, and spiraling to strengthen student ability to master a standard?

School-based:

Teachers will visit 2 other classrooms with a focus on the 5E Instructional Model and complete an online reflection. (may be in person or via video)

Physical Science teachers will work in a PLC to develop and implement interactive notebooks.

Biology teachers will work in final hour of 1/2 day release sessions to create spiraling activities that align to the science standards.

Action Steps for Implementation:**School Implementation Action Steps:**

Provide release time for 2 classroom visits by each teacher before March 31.

Provide online reflection tool for visits.

Provide additional Chrome Book Cart for Science Department.

Install retractable dividers in lab/classrooms to allow other teachers to use labs.

Purchase ChromeBook cart for science department.

Review lesson plans monthly and assessment three times during the year (October, February & March). Provide feedback to teachers.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

Plan for instruction based on standards and pacing including multiple approaches on priority standards and assessments that measure mastery of standards.

Create lessons with multiple modality approaches to reach different learner types. (manipulatives, labs, experiments, projects, interactive technology)

Use available lab space for more hands on activities.

Incorporate components of close reading protocols in learning activities such as flexible text marking or directions, lengthy EOC practice questions, scientific diagrams and experimental data.)

Plan for student talk via small group, partner, and group discussions. (elbow partners, group work, reader's theater)

Plan for writing in response to text (short and long answer)

Students:

Read and reread for a purpose

Annotate text and use information to complete graphic organizers and create notes

Analyze text to respond to questions in writing and in dialogue or discussion

Show mastery of standards using a variety of assessments (verbal, written, demonstrating)

Work in pairs and small groups to solve problems and explain reasoning.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Use of Interactive Notebooks	Ongoing - First PD day 9/24/15	notebooks	Teachers/Department Chair
Release time for planning and backward designing	Ongoing, but at least monthly	Requested release time and lesson plan products	Department Chair
Classroom Visits	Twice before March 31	Online Reflections	Dean of Students
Chrome Book Carts	Before school starts	Check out sheet	Department Chair
Shared Lab Space	As needed	Through lesson plans	Department Chair

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to...apply previous knowledge, ideas and procedures to new concepts and work fluently across new and reviewed material.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on analyzing data for purposeful spiraling. Using item specifications, with an emphasis on:

- What does spiraling look like?
- What are different ways teachers are spiraling (Bell ringers, exit passes, etc.)
- How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)
- How is it occurring within assessments?
- How is it monitored by teachers?

School-based:

Provide PD release day to plan for intentional spiraling sequences.

Teachers will attend data analysis training and analyze unit and semester data to determine specific spiral needs.

Action Steps for Implementation:**School Implementation Action Steps:**

Teachers will be provided release time to create review questions in a systematic sequence and to evaluate results from assessment review questions and from semester exam data. This will be used to craft review activities for the 2nd semester.

Biology teachers will create and use 50 item review quizzes six times per year and use this data to drive instruction.

Common planning will be scheduled for most science teachers.

Teachers will meet with administration to review progress toward goals and to determine next steps at each of the quarters.

Administration will review lesson plans monthly and assessments and assignments for spiraling activities.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

Add review questions to each unit assessment.

Use a review style bell-ringer and exit passes to keep prior knowledge fresh.

Incorporate complex tasks that require use of prior knowledge.

Students:

Practice and apply prior learning in order to be successful on current activities.

Complete written and verbal responses to questions related to prior learning.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Release time for planning sequences	At each 1/2 day session	Lesson plans	Department chair
Data analysis training and implementation	At least once before October 31 and then ongoing	Attendance and lesson plans	AP
Lesson Plan/Assessment reviews	Monthly - Assessments in October, February & March	Review and discussion if needed	AP/Department Chair
Use of Spiral Review	Daily	Walk through, lesson plans, discussions	Department Chair/AP

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):



Accreditation Page

Accreditation Standards

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

Focus Area 1: Improving and Advancing Student Achievement

Goals:

- Ensure access for all students to rigorous and challenging curriculum
- Address diverse educational needs through a coordinated support system
- Integrate technology in learning by both educators and students
- Use a variety of methods to communicate student progress with parents and stakeholders

Focus Area 2: Learning and Working in a Safe and Productive Environment

Goals:

- Provide adequate and appropriate facilities
- Provide a culture conducive to learning and working
- Maintain a safe learning and working environment