



Date Submitted:

Dates of Revisions:

School Name: Niceville High School
School Performance Plan
20 12 - 20 13

All school advisory agendas, 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 SAC committee members.

Marcus Chambers
Principal

Leslie Sheekley
SAC Chair

Legend

AICE: Advance International Certificate of Education	NCLB: No Child Left Behind
AP: Advanced Placement	PDSP: Professional Development Site Plan
AYP: Adequate Yearly Progress	PERT: Postsecondary Education Readiness Test
CCS: Common Core Standards	PLAN: (ACT's 10 th Grade Assessment Test)
DA: Differentiated Accountability	PMP: Progress Monitoring Plan
DEA: Discovery Education Assessment	PMS: Progress Monitoring System
ED: Economically Disadvantaged	POC: Plan of Care
ELL: English Language Learners	PPP: Pupil Progression Plan
ESE: Exceptional Student Education	Rtl: Response to Intervention
FAIR: Florida Assessment for Instruction of Reading	SAC: School Advisory Council
FCAT: Florida Comprehensive Assessment Test	SAI: Supplemental Academic Instruction
IB: International Baccalaureate	SAT 10: Stanford Achievement Test
IEP: Individualized Education Plan	SESAT: Stanford Early School Achievement Test
IPDP: Individualized Professional Development Plan	SINI: Schools in Need of Improvement
NGSSS: Next Generation Sunshine State Standards	SPP/SIP: School Performance Plan; School Improvement Plan
	SWD: Students with Disabilities
	VE: Varying Exceptionalities

School Profile

2012- 2013

School Profile:

(Narrative)

Niceville High School is a public high school with an enrollment of approximately 1,870 students. Established in 1961, NHS enjoys a reputation for aggressively pursuing academic excellence and is recognized as a formidable competitor in the areas of academics, athletics, and extracurricular activities. Accredited by the Southern Association of Colleges and Schools, NHS has been recognized by the U. S. Department of Education as a New American High School, acclaimed nationally as a Blue Ribbon School of Excellence, and given an A+ rating by Florida's Commissioner of Education.

Designed to address the needs of all our students, 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 in Art, English, Family and Consumer Science, Foreign Language, Gifted Studies, Leadership, Math, Music Physical Education, Science and Social Studies. Our aim is to prepare students for a successful transition into college, vocational school or the work force. Our staff is always happy to assist with information and registration to help plan the student's ultimate high school experience. Make sure to visit our website at www.nicevillehighschool.org for complete information.

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 importance of the hard work provided by our feeder schools, Ruckel, Lewis and Destin Middle Schools, which consistently receive high ratings by Florida's Education Commissioner.

We strive to attain high ethical standards through positive reinforcement and role models. It is our goal that all students who enter the halls and classrooms of Niceville High School leave better prepared to be successful citizens of our planet.

The list of accomplishments by our staff and students is long and impressive. We strive to offer our students a variety of experiences in which they can find the person within who rises to the top or at least endeavors to take a chance. Our teachers are the best of the best and they constantly work to improve their skills and pass on to their students what they have learned. We are very pleased with the many recognitions and awards that our staff and students earn. Just a few of these accomplishments are listed below, but they serve to bring notice to the hard work and dedication of our school.

Accomplishments of Niceville High School 2011-2012

- Niceville High School ranked by the Washington Post as 163 in the Nation among outstanding schools
- Class of 2011 earned over \$10.2 million in academic, athletic, and fine arts scholarships
- Five Star School Award recognizing parent and community involvement for ten straight years
- Gold and Silver Awards for volunteerism for nine consecutive years
- 868 students took 1247 exams earning an impressive pass rate of 70% on Advanced Placement (college level) Exams in 2012
- College Board designated 183 students as prestigious Advanced Placement Scholars; seven students were chosen for the highly selective National Scholar Award
- National Merit Scholarship Corporation results for 2012 seniors:
 - Seven Commended Scholars
 - Five Semi-finalists
 - Four National Merit Scholars
- Two International Science Fair participants to include a fourth place in Energy and Transportation; monetary award for Ricoh Americas Corporation's Sustainability Development Award; State Science Fair - five participants winning a total of five awards. Regional Science Fair - six awards won including four 1st place finishes.
- NHS selected as the first high school to participate in the Natural Geography In Shore Areas (NaGISA) project linking students with internationally renowned scientists and students on four continents; students traveled to Egypt to establish a NaGISA initiative on the Red Sea; they travelled in 2011 to Turkey to create a site on the Black Sea and will establish a site in Costa Rica in 2013.
- Anne T. Mitchell Academic Award Winners (Weighted GPA 4.0 or higher) 107 Freshmen, 86 Sophomores, 68 Juniors
- 2011 Honor Graduates: 25 Cum Laude (4.0-4.19); 32 Magna Cum Laude (4.2-4.49); 25 Summa Cum Laude (4.5 and above)
- Two Niceville students received the National Council of Teachers of English, Excellence in Writing Award
- NHS Forensics team recognized as one of the top 100 forensics teams in the nation by the National Forensic League honorary society; coach recognized at Florida State Coach of the Year and FFL Region One -Panhandle - as Regional Coach of the year 2007-2011
- NHS Leadership classes sponsored a multitude of school and community events that emphasized "service before self"; NHS also serves as the Florida Association of Student Council's District One President
- Two military academy appointments (1 West Point Naval Academy and 1 Coast Guard Academy)
- Two students chosen for State Academic Competitive Team
- Destin Festival of the Arts winner, District Superlative 2D
- Eaglette Dance Team attended Universal Dance Association Camp - received overall superior rating; received all superior ribbons; 5 dancers selected as UDA All-American dancers; Team routine award; received a bid to compete at the National Dance Team Championship in Orlando, FL
- NHS students earned 8 gold medals and 15 silver medals on the National Latin Exam
- Eagle Pride Marching Band Superior ratings (all 4 bands) in District Music Assessments; straight superiors for Marching Band; straight superiors for Jazz Band; 52 band members chosen for All-County Honor Band, 10 for All-State Band; Superior rating at the FBA State Concert Music Performance Assessment

- NHS Choral Program was represented by 35 singers in All-County and 19 singers in the 2012 All-State Chorus including 7 selected ; All six choruses received superior ratings in District Music Assessment for the 21st consecutive year
- Information Technology (CHOICE) students earned 730 industry certifications
- Key Club member named the Lieutenant Governor Zone A, Florida District of Key Club International

Select Athletic Accomplishments

- Recognized as the State of Florida Class 5-A Most Outstanding Public School Athletic Program
- Northwest Florida Daily News Freedom Award
- Men's Baseball-one college scholarship
- Men's Basketball - District Champions; Daily News Coach of the Year; Daily News Player of the Year; One Basketball Scholarship
- Men's Cross Country - Daily News Athlete of the Year; All State team member, 14th place overall; two college scholarships
- Women's Cross Country -14th place at State, one college scholarship
- Football District Champions - four college scholarships
- Men's Golf - District Champion-one college scholarship
- Women's Golf - 13th Consecutive District Championship; Regional Champions; State Champions; Daily News Coach of the Year; Daily News Athlete of the Year, 1 full scholarship
- Men's Soccer - District Champions for sixth consecutive year; Elite Eight
- Women's Soccer - District Champions, Regional Finalist
- Softball - District Champions; Regional Champions; 5A State Runner-Up; Daily News Athlete of the Year, Coach of the Year; four college scholarships
- Volleyball – District Runner Up; Regional Runner Up; Daily News Athlete of the Year, Daily News Coach of the Year; three college scholarships

School Profile 2012- 2013

School Vision: Maximize educational systems that empower students to successfully transition into a globally competitive society.

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.
- Students and staff are held to high, measurable standards of performance and conduct.
- Students are provided a positive and safe learning environment.
- Students' needs drive resource decisions.
- Education is the shared responsibility of the entire community of stakeholders.
- Curriculum and instruction are research-based.
- Differentiated instruction is based on analysis and application of student achievement data.
- Comprehensive professional development is imperative for quality instruction and improved student performance.
- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

School: Niceville High School I	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.

Highly Qualified Status Administrators: (Title I)	
Reading Instructors/Recruitment: (Secondary)	7 Teachers with reading certification/endorsement 1 Teachers working towards reading certification/ endorsement.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 86 %. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 86 %. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 60 %. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>												
All Curriculum Groups FCAT Reading Mean Scale Score: <table border="1"> <tr> <td>Grade</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>9</td> <td>350</td> <td>353</td> <td>256</td> </tr> <tr> <td>10</td> <td>345</td> <td>345</td> <td>257</td> </tr> </table>	Grade	2010	2011	2012	9	350	353	256	10	345	345	257	<p>All teachers will continue to incorporate the Gradual Release of Responsibility Model to differentiate instruction and increase student motivation in the classroom.</p> <p>All teachers will examine student achievement data such as but not limited to FCAT, DEA, ACT, SAT and CPT data to make appropriate instructional decisions based on data specific to individual goals.</p> <p>All teachers will provide interactive learning activities based on measurable goals and formative assessment.</p>	Connect Ed Phone System: Discretionary \$ 3500 Postage Discretionary \$7000 Positive Postcards Discretionary \$500	<p>PDSP Focus: 100% of teachers will participate in professional learning communities focusing on self-selected topics of study based on student data and school goals resulting in 86% of each student subgroup making AYP.</p> <p>Objective/other: <u>High Yield Strategies:</u> All teachers will continue to incorporate strategies previously acquired from THE ART AND SCIENCE OF TEACHING by Robert</p>	<ul style="list-style-type: none"> -SPP Parent/Community Review -Technology Presentations to Community Organizations -Parent Internet Viewer -Parent Letters -Teacher/Parent Conferences -School Marquee announcements -Principal Meetings -Incoming 9th grade Parent Registration Night -NHS Website -Connect Ed phone system -Back to School Night
Grade	2010	2011	2012													
9	350	353	256													
10	345	345	257													

<p>Students Scoring at Levels 4 & 5 on the 2012 Administration of FCAT Reading</p>	<p>All teachers will incorporate current research-based instructional strategies in all phases of the reading process (pre-reading, during-reading and post-reading. Examples of strategies will include CAR-PD and other high-yield strategies from VISIBLE LEARNING and THE STRATEGIC TEACHER.</p>	<p>Positive Referral Reward Program: Internal \$3000</p>	<p>Marzano which includes; teaching strategies such as the Gradual Release of Responsibility model, research-based strategies, evaluation techniques for the 21st Century learner, and Differentiated Instruction</p>	<p>-SPP On-line -Newspaper Advertisements -NHS Web-mail -Positive Referral Phone Calls -Positive Postcards</p>												
<p>FCAT Reading % of students demonstrating proficiency, levels 3-5:</p>	<p>Teachers will utilize High Yield strategies such as: Summarizing and note taking; compare and contrast; feedback; reciprocal teaching; nonlinguistic representation; questions; reflection; cooperative learning; jigsaw; silent discussion, Socratic discussions, interactive lecturer, and others as identified in The Strategic Teacher, Visible Learning, and the Art and Science of Teaching.</p>	<p>Professional Resource: Strategic Teacher, PLC Guides and other books requested by Learning Clubs \$1000</p>	<p>Select Learning Clubs will focus on High Yield strategies from VISIBLE LEARNING AND THE STRATEGIC TEACHER such as but not limited to; compare and contrast, feedback, and interactive lecturer</p>													
<table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>81</td> <td>77</td> <td>80</td> </tr> <tr> <td>10</td> <td>63</td> <td>64</td> <td>76</td> </tr> </tbody> </table>	Grade	2010	2011	2012	9	81	77	80	10	63	64	76	<p>Teachers will integrate bellwork within all disciplines as a means to access prior knowledge, review, and spiral standards</p>	<p>Internal Funds and Project 0120-\$2000</p>	<p>Teachers of like subjects will participate in Common Planning to plan lessons, share expertise and build commonalities. Focus of planning will include, but not be limited to:</p>	
Grade	2010	2011	2012													
9	81	77	80													
10	63	64	76													
<p>FCAT Reading % of students who achieved proficiency in Reading (score of 3 and Above):</p>	<p>All teachers will provide Critical-Input experiences to help students interact with new knowledge.</p>	<p>Plasco Tracking System: Discretionary \$1000</p>	<p>* High Yield Strategies *Learning Targets *Critical Input Experiences *Student Engagement *Technology Integration *Common Assessments *Planning, Implementation, and Evaluation of Learning Club Focus.</p>													
<table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>9,10</td> <td>72</td> <td>71</td> <td>78</td> </tr> </tbody> </table>	Grade	2010	2011	2012	9,10	72	71	78	<p>All teachers will provide Guided Practice to help students deepen their understanding of new knowledge as they work toward independent practice</p>							
Grade	2010	2011	2012													
9,10	72	71	78													
	<p>All teachers will incorporate the use of</p>															

<p>Students scoring at levels 1 & 2 and fragile 3's.</p>	<p>effective vocabulary strategies to increase student performance in reading both in narrative and expository text.</p>		<p>100% of teachers will make a collegial classroom visit with another teacher in their learning club and reflect on the experience during the monthly Learning Club meetings.</p>																																	
<p>% of students regressing on the FCAT Reading within Levels 3, 4 & 5:</p>	<p>Examples of these instructional strategies include but are not limited to concept definition mapping, Frayer model, visual representation, and context clues.</p>																																			
<table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>25</td> <td>24</td> <td>9</td> </tr> <tr> <td>10</td> <td>27</td> <td>40</td> <td>20</td> </tr> </tbody> </table>	Grade	2010	2011	2012	9	25	24	9	10	27	40	20	<p>All teachers will incorporate higher level questioning in all classes; such as: HEQ, Webb's Depth of knowledge and Bloom's Taxonomy</p>	<p>Lesson Study Release: Discretionary \$2500</p>	<p>Select teachers will participate in a lesson study which includes the development, observation, reflection, and revision of a lesson.</p>																					
Grade	2010	2011	2012																																	
9	25	24	9																																	
10	27	40	20																																	
<p>% of students who scored Level 1 & Level 2:</p>	<p>All teachers will retrieve and examine their student's diagnostic formative and summative data from PAWS to differentiate the level of instructional support needed for optimal learning for all students.</p>	<p>Supplemental Materials for IR classes: Project 0120 and internal funds \$23,000</p>	<p>All Intensive Studies teachers will meet regularly to discuss student needs. Teachers will establish plans to help students set goals and take ownership for those goals as they self-monitor their data.</p>																																	
<table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>20</td> <td>23</td> <td>21</td> </tr> <tr> <td>10</td> <td>38</td> <td>37</td> <td>24</td> </tr> </tbody> </table>	Grade	2010	2011	2012	9	20	23	21	10	38	37	24	<p>All teachers will be aware of and target attention to "fragile 3" students who need tiered instruction.</p>	<p>POC Funds</p>																						
Grade	2010	2011	2012																																	
9	20	23	21																																	
10	38	37	24																																	
<p>*NCLB Subgroup % of students who achieved AYP (3 and Above) in Reading (% proficient):</p>	<p>All Intensive Reading Teachers will continue to analyze data and make appropriate decisions based on the results of data such as DEA.</p>																																			
<table border="1"> <thead> <tr> <th></th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>73</td> <td>74</td> <td>79</td> </tr> <tr> <td>Black</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Hisp</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Asian</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Econ. D.</td> <td>51</td> <td>56</td> <td></td> </tr> <tr> <td>LEP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SWD</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>		10	11	12	White	73	74	79	Black	N/A	N/A	N/A	Hisp	N/A	N/A	N/A	Asian	N/A	N/A	N/A	Econ. D.	51	56		LEP	N/A	N/A	N/A	SWD	N/A	N/A	N/A	<p>All teachers will establish and maintain classroom rules and procedures to include bell-to-bell teaching, bringing materials to class, respecting property, dealing with tardies, absences, and transitions.</p>			
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<p>2011-2012 Data obtained from FLDOE School Grade Website. N/A is noted when subgroup populations are too small to impact school grade.</p>	<p>Collaboration and common planning</p>																																			

	<p>among social studies teachers shall include the use of substantially identical grading procedures and assessments in identical courses to facilitate the movement of students between classes.</p> <p>The master schedule will ensure that students scoring at levels 1 or 2 will be enrolled in an intensive reading class. The model of remediation will be differentiated according to student needs. Models may include:</p> <ul style="list-style-type: none"> -Stand alone IR classes -Double period block integrating reading and English -Content area teachers with reading endorsement providing instruction solely or as an additional resource. <p>Students will be assessed for a lexile level using Scholastic Reading Inventory. Lexile levels will be entered in the AS400 and will be accessed by teachers in PAWS. Individualized materials/instruction will be used as appropriate.</p> <p>Progress Monitoring Plans will be developed by teachers, parents and students for all students scoring at level 1 and level 2 on FCAT or DEA.</p> <p>Progress will be monitored regularly through DEA and other assessments provided by the district. Student needs will be identified and monitored for learning gains. Efforts will be made to</p>			
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	<p>test new students during the summer months.</p> <p>A tutoring program will be established for FCAT re-take students and for Level 1 & 2 students in the 9th and 10th grade a month prior to the October 2012 testing. Letters will go out to each student inviting them to these sessions.</p> <p>A study skills class, "learning strategies", will be continued through the ESE curriculum to assist students with developing good study habits. Learning strategy support may also be available in the block classes.</p> <p>The ESE department will take students to NWFSC to learn about the post-secondary certification offered there.</p> <p>A plan for students identified as at-risk will be developed by guidance counselors, teachers, and parents and will be reviewed periodically by the counselor to determine if the student is on track.</p> <p>A class sets of iPads will be utilized in two block reading classes for reading, research, DEA testing and completion of DEA probes as well as other engaging instructional and reflective activities</p>		<p><u>Technology:</u></p> <p>Teachers utilizing iPads will receive training on incorporating engaging learning activities, providing individualized instruction and collaborative problem-solving opportunities to students.</p>	
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	<p>Class sets of laptops will be utilized in select social studies classes as a pilot program to address textbook software</p> <p>Teachers will provide high energy engagement activities utilizing technology such as: Study Island, Achieve 3000, Mimio, Discovery Education, Clickers, Edmodo, Mobile Devices, and Webquests as well as various Web 2.0 tools such as Remind 101, polleverywhere, and others.</p>	<p>Technology Internal Funds: 2,000</p> <p>District Pilot Project: Class set of Laptops</p>	<p>Teachers may chose to participate in technology training sessions such as but not limited to: Mobile Device Use, Edmodo, Mimio, netTreker, Blackboard, Discover Education, Clicker System, and Flip Camera.</p> <p>Department chairs and Digital Educators will ensure all newly hired teachers are trained in the utilization of technology that enhances teaching and increases student performance.</p> <p>Administrators ensure all new teachers have foundational technology in place (computer and projector) with a plan in place to identify technology resources requested by department.</p> <p>Teachers will be trained in electronically accessing information on ESE students and be made aware of and accommodate specialized needs of SWD and goals of students as per IEP. Consults will occur to monitor student progress on</p>	
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	<p>All teachers will transition to Common Core Standards, emphasis will be placed upon citing explicit textual support and using support to make logical inferences.</p> <p>Teachers will create and assess higher order thinking skills; such as problem solving tasks that require students to generate and test hypothesis.</p> <p>Teachers of advanced placement courses in social studies will focus on vertical integration and coordination of teaching essay writing skills that are common to certain advanced placement courses to ensure a smooth transition from Honors to AP.</p> <p>Select teachers will plan and implement Comprehensive Instructional Sequence.</p> <p>All Intensive Reading Teachers will implement Highly Effective Questioning Strategies and scaffolding to increase the level of questioning for and by students. Students will be provided complex text and connections will be made to the Common Core Standards.</p> <p>Higher order thinking and questioning</p>		<p>stated goals.</p> <p><u>Common Core:</u></p> <p>All teachers will be trained on the implementation of the Common Core Standards.</p> <p>Select social studies teachers will be introduced to the Core Comprehensive Instruction Sequence to help transition to the CCSS.</p> <p>Teachers will incorporate NGSSS, CCSS, concepts, skills, and high-yield strategies into their classrooms. Application of competencies, concepts, skills, and strategies gained will be reflected upon during Duty Release Sessions. Evidence of classroom application will be documented in teacher lesson plans</p> <p>All teachers will receive training in the revised Teacher Evaluation Process. Upon completion, teachers implement the four domains into their framework for teaching as evidenced in lesson plans,</p>	
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	<p>will be included in all unit plans. Strategies include: -Open-Response Questions -Silent Discussion Groups -Bloom's Taxonomy -Webb's Depth of Knowledge -HEQ -Open-ended and student-generated questions</p>		<p>Classroom Walk Throughs and observations.</p>	
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Niceville High School	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 90 . (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 90%. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 60 %. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least 80 %. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least 80%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																								
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9	93	N/A	N/A																									
10	92	91	N/A																									

<p><u>Students scoring at Levels 1 & 2 on 2012 FCAT Administration</u></p> <p><i>Note: FCAT Math has been replaced with EOCs in Algebra and Geometry therefore only retake data is available for 2012. The sample size is too small to provide any statistically valid analyses.</i></p> <p>FCAT Math Retakes</p> <table border="1"> <thead> <tr> <th></th> <th># of Stud.</th> <th>Mean Scale Score</th> <th>% ≥ 3</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>47</td> <td>282</td> <td>26</td> </tr> </tbody> </table>		# of Stud.	Mean Scale Score	% ≥ 3	2012	47	282	26	<p>Teachers will integrate bellwork within all science disciplines as a means to access prior knowledge, review, and spiral standards</p> <p>Teachers will implement unified grading policies per subject area.</p> <p>Algebra One and Geometry teachers will focus on the benchmarks necessary to pass the state E.O.C. exams</p> <p>All teachers will establish and maintain classroom rules and procedures to include bell-to-bell teaching, bringing materials to class, respecting property, dealing with tardies and absences, transitions.</p>	<p>POC Funds:</p>	<p>All teachers will continue to incorporate strategies previously acquired from THE ART AND SCIENCE OF TEACHING by Robert Marzano which includes; teaching strategies such as the Gradual Release of Responsibility model, research-based strategies, evaluation techniques for the 21st Century learner, and Differentiated Instruction</p> <p>Select Learning Clubs will focus on High Yield strategies from VISIBLE LEARNING AND THE STRATEGIC TEACHER such as but not limited to; compare and contrast, feedback, and interactive lecturer</p> <p>Increase opportunities for teacher learning communities to discuss and share best practices when developing these formative assessments. Discussions will include: what worked and what didn't, the grading rubric (if graded), was the assessment beneficial to this topic, and did the student performance</p>	<p>-Newspaper Advertisement -Positive Referral Phone Calls -Positive Postcards</p>				
	# of Stud.	Mean Scale Score	% ≥ 3													
2012	47	282	26													
<p>FCAT Math % of students who scored Level 1 & Level 2:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>7</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>10</td> <td>9</td> <td>9</td> <td>N/A</td> </tr> </tbody> </table>	Grade	2010	2011	2012	9	7	N/A	N/A	10	9	9	N/A	<p>An Intensive Math course will continue to be offered as a companion course to Algebra 1 (NHS entry level course). This course is designed to assist lower level students with the algebra skills necessary to pass the state Algebra EOC exam. Students will be identified during the summer of 2012 for placement in this course. Criteria for placement will include middle school teacher recommendation along with a level 1/low level 2 Math FCAT score from the 2012 testing session.</p> <p>Tutoring will be made available for all students in algebra and geometry every Monday and Tuesday.</p>			
Grade	2010	2011	2012													
9	7	N/A	N/A													
10	9	9	N/A													

*NCLB Subgroup % of students who achieved AYP in Math:

	2010	2011	2012
White	92	94	N/A
Black	N/A	N/A	N/A
Hisp	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Econ. D.	84	N/A	N/A
LEP	N/A	N/A	N/A
SWD	N/A	N/A	N/A

2011-2012 Data obtained from FLDOE School Grade Website. N/A is noted when subgroup populations are too small to impact AYP designation.

Algebra EOC

	# of Stud.	Mean Scale Score	% ≥ 3
2012	378	415	81

Geometry EOC

	# of Stud.	Mean Scale Score
2012	488	57

The Spring 2012 Geometry EOC Assessment scores are reported on the T-score scale of 20-80, with a statewide mean of approximately 50.

A tutoring program will be established for FCAT re-take students a month prior to the October 2012 testing. Letters will go out to each student inviting them to these sessions.

Teachers will provide high energy engagement activities utilizing technology such as: Mimio, Discovery Education, Symposium, Clickers, Edmodo, Mobile Devices, and Webquests as well as various Web 2.0 tools such as Remind 101, polleverywhere, and others.

Teachers will endeavor to use more technology in the classroom to increase student involvement and promote effective teacher communication with

improve (based on the teacher's knowledge of prior year's performance).

Teachers of like subjects will participate in Common Planning to plan lessons, share expertise and build commonalities. Focus of planning will include, but not be limited to:
 *High-Yield Strategies
 *Learning Targets
 *Critical Input Experiences
 *Student Engagement
 *Technology Integration
 *Common Assessments
 *Planning, Implementation, and Evaluation of Learning Club Focus.

Technology

Teachers may chose to participate in technology training sessions such as but not limited to; Mobile Device Use, Edmodo, Mimio, netTreker, Blackboard, Discover Education, Clicker System, and Flip Camera.

Teachers will evaluate and implement software; such as CatchUp Math and Florida Achieves for both

	<p>students and parents.</p> <p>Examples of some technology utilized to increase communication include, but are not limited to Edmodo and Wikispace for posting assignments, and Symposium use and posting.</p> <p>All Algebra 1 and Geometry teachers will utilize the computer lab as an instructional tool, allowing the students to become familiar and more comfortable with the use of the computer prior to the state test.</p> <p>Algebra 1 teachers will analyze last year's EOC data.</p> <p>Math for College Readiness Courses will focus on skills necessary to pass the PERT and prepare students for College Algebra.</p> <p>DEA testing assessments will be administered throughout the year to assist the teachers by providing data that will highlight areas of need that will impact instruction.</p>		<p>diagnostic information and test practice specifically related to the Algebra EOC exam.</p> <p>Teachers will be trained to analyze data and make appropriate decisions based on the results of data. Training will include the use of DEA, how to disaggregate DEA data and create probes based on student need as demonstrated through IPDI's and lesson plans.</p> <p>Workshops on various forms of technology on the following topics will be conducted during departmental meetings such as but not limited to; software included with textbooks, Edmodo and Wikispace for posting assignments, worksheets, Clicker system use, Symposium use and posting, Mimeo implementation, Internet driven lessons and use in classroom</p>	
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	<p>Teachers will become familiar with the content knowledge and skills addressed in the NGSSS and CCSS for each course they teach. They will analyze and study the details of each benchmark and build a basic academic vocabulary for each mathematics subject area.</p> <p>All teachers will incorporate the 8 math practices identified in the CCSS.</p> <p>All teachers will provide PARCC sample questions to prepare students for multi-step, complex math assessment.</p>		<p><u>Common Core</u> All teachers will be trained on the implementation of the Common Core Standards.</p> <p>Teachers will incorporate NGSSS, CCSS, concepts, skills, and high-yield strategies into their classrooms. Application of competencies, concepts, skills, and strategies gained will be reflected upon during Duty Release Sessions. Evidence of classroom application will be documented in teacher lesson plans</p> <p>Select teachers will participate in a lesson study which includes the development, observation, reflection, and revision of a lesson.</p> <p>All teachers will receive training in the revised Teacher Evaluation Process. Upon completion, teachers implement the four domains into their framework for teaching as evidenced in lesson plans, Classroom Walk Throughs and observations.</p>	
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Niceville High School	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 10 th grade students scoring 4.0 and above on FCAT Writing will be at least 82 %. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																								
<p>*FCAT Writes % of students who have scored a 4.0 or higher:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>89</td> <td>80</td> <td>56</td> </tr> </tbody> </table> <p>*Subgroup % of students who scored 3.5 or above:</p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>98</td> <td>80</td> <td>60</td> </tr> <tr> <td>Black</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Hisp</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Asian</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Econ. D.</td> <td>93</td> <td>72</td> <td></td> </tr> <tr> <td>LEP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SWD</td> <td>95</td> <td>52</td> <td>20</td> </tr> </tbody> </table> <p>*Change to one scorer in 2010 results in whole scores only. The number in</p>	Grade	2010	2011	2012	10	89	80	56		2010	2011	2012	White	98	80	60	Black	N/A	N/A	N/A	Hisp	N/A	N/A	N/A	Asian	N/A	N/A	N/A	Econ. D.	93	72		LEP	N/A	N/A	N/A	SWD	95	52	20	<p>All teachers will provide interactive learning activities based on measurable goals and formative assessment.</p> <p>Teachers will integrate bellwork within all science disciplines as a means to access prior knowledge, review, and spiral standards</p> <p>All teachers will use rubrics to assess formal writing. Teachers will continue to focus on writing conventions, specifically those outlined in the DOE's guide to the new FCAT Writes scoring standards.</p> <p>All teachers will provide guided practice to help students deepen their understanding of new knowledge as well as provide meaningful feedback in editing and revision.</p> <p>Teachers will review eighth grade FCAT Writes scores to determine student needs. Ninth grade students will practice responding to prompts that are similar to</p>		<p>PDSP Focus: All teachers will participate in professional learning communities focusing on self-selected topics of study based on student data and school goals.</p> <p>Objective/other: All teachers will continue to use the Gradual Release of Responsibility Model to differentiate instruction and increase student performance in the classroom resulting in 82% of students scoring a 4.0 or above.</p> <p>All teachers will continue to incorporate strategies previously acquired from THE ART AND SCIENCE OF TEACHING by Robert Marzano which includes; teaching strategies such as</p>	<ul style="list-style-type: none"> -SPP Parent/Community Review -Technology Presentations to Community Organizations -Parent Internet Viewer -Parent Letters -Teacher/Parent Conferences -School Marquee announcements -Principal Meetings -Incoming 9th grade Parent Registration Night -NHS Website -Connect Ed phone system -Back to School Night -SPP On-line -Newspaper Advertisements -NHS Web-mail -Positive Referral Phone Calls -Positive Postcards
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<p>the 2010 column is an average of the % of students who scored above 3.0 and 4.0. The number in the 2011 column is the % of students who scored a 4.0 or higher.</p>	<p>those that will be used on FCAT Writes in 2013 and beyond.</p> <p>100% of 9th and 10th grade teachers will analyze anchor papers to determine characteristics of a 3 paper and a 4 paper.</p> <p>When appropriate, teachers will organize students into cooperative groups to promote learning. Teachers will use exemplar essays to distinguish between a 3.0 and 4.0 paper to ensure students know the requirements necessary to pass.</p> <p>Students will be engaged in the writing process in a variety of modes including but not limited to expository and persuasive.</p> <p>All teachers will provide critical-input experiences to help students interact with new knowledge.</p> <p>English teachers will maintain folders of assessed student writing. The folders will contain timed essays and out-of-class writing products. Specific minimum word counts are identified in the English department guide.</p> <p>English teachers will maintain in-class writing centers to support writing projects in all subject areas.</p> <p>English teachers will: --Receive a list of concerns from the spring Okaloosa Writes reading session.</p>	<p>Discretionary Funds: FCAT Writes Review \$2500</p> <p>Discretionary Funds: Beyond the 5 Paragraph Paper, Monthly Release \$700</p>	<p>the Gradual Release of Responsibility model, research-based strategies, evaluation techniques for the 21st Century learner, and Differentiated Instruction</p> <p>Select Learning Clubs will focus on High Yield strategies from VISIBLE LEARNING AND THE STRATEGIC TEACHER such as but not limited to; compare and contrast and feedback</p> <p>100% of teachers will make a collegial classroom visit with another teacher in their learning club and reflect on the experience during the monthly Learning Club meetings.</p>	
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	<p>--Be provided with training in the teaching of writing (if requested by the teacher). --Continue to support writing in other content areas.</p> <p>Teachers of Advanced Placement courses in social studies will focus on vertical integration and coordination of teaching essay writing skills that are common to certain Advanced Placement courses.</p> <p>Teachers will integrate technology and Web 2.0 tools through the use of resources such as but not limited to; Blackboard, Edmodo, Prezi, and turnitin.com</p> <p>Select teachers will integrate a class set of laptops into their instruction to provide learning opportunities such as but not limited to: projects as alternative assessments and increased opportunity for online practice to enhance student understanding.</p> <p>Teachers will provide high energy engagement activities; such as: technology (Clickers, Edmodo, Mobile Devices, Discovery Education, Webquests), jigsaw, silent discussion, Socratic discussions, and other strategies.</p> <p>Teachers will use the writing assessments required by Differentiated Accountability rules to monitor student</p>	<p>Seat Managed Project: Class set of Laptops</p> <p>Discretionary Funds: \$2000</p> <p>Internal Funds: Video Cameras \$400</p>	<p><u>Technology</u></p> <p>Select teachers utilizing a class set of laptops will obtain training from digital educators on presentation software such as Prezi, MovieMaker, and various Web 2.0 tools.</p> <p>Select teachers will participate in a lesson study which includes the development, observation, reflection, and revision of a lesson..</p> <p>Teachers may chose to participate in technology training sessions such as but not limited to; Mobile Device Use, Edmodo, Mimio, netTreker, Blackboard, Discover Education, Clicker System, and Flip Camera.</p>	
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	<p>writing progress.</p> <p>All teachers will establish and maintain classroom rules and procedures to include bell-to-bell teaching, bringing materials to class, respecting property, dealing with tardies and absences, transitions.</p> <p>As teachers transition to Common Core Standards, emphasis will be placed upon citing explicit textual support and using support to make logical inferences.</p>		<p>Teachers of like subjects will participate in Common Planning to plan lessons, share expertise and build commonalities. Focus of planning will include, but not be limited to:</p> <ul style="list-style-type: none"> *Learning Targets *Critical Input Experiences *Student Engagement *Technology Integration *Common Assessments *Planning, Implementation, and Evaluation of Learning Club Focus. <p><u>Common Core</u></p> <p>All teachers will be trained on the implementation of the Common Core Standards.</p> <p>Teachers will incorporate NGSSS, CCSS, concepts, skills, and high-yield strategies into their classrooms. Application of competencies, concepts, skills, and strategies gained will be reflected upon during Duty Release Sessions. Evidence of classroom application will be documented in teacher lesson plans</p>	
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			<p>100% of Teachers will receive training in the revised Teacher Evaluation Process. Upon completion, teachers implement the four domains into their framework for teaching as evidenced in lesson plans, Classroom Walk Throughs and observations.</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Niceville High School	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 11 th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 68 %. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	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 89%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																								
<p>All curriculum groups</p> <p>FCAT Mean Scale Score:</p> <table border="1"> <tr> <td>Grade</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>11</td> <td>331</td> <td>341</td> <td>N/A</td> </tr> </table> <p>Subgroup % of students who achieved level 3 or above:</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>White</td> <td>58</td> <td>66</td> <td>N/A</td> </tr> <tr> <td>Black</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Hisp</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Asian</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Econ. D.</td> <td>37</td> <td>47</td> <td>N/A</td> </tr> <tr> <td>LEP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SWD</td> <td>40</td> <td>33</td> <td>N/A</td> </tr> </table> <p>**N/A means data not available</p>	Grade	2010	2011	2012	11	331	341	N/A		2010	2011	2012	White	58	66	N/A	Black	N/A	N/A	N/A	Hisp	N/A	N/A	N/A	Asian	N/A	N/A	N/A	Econ. D.	37	47	N/A	LEP	N/A	N/A	N/A	SWD	40	33	N/A	<p>All teachers will incorporate the Gradual Release of Responsibility Model to differentiate instruction and increase student motivation in the classroom.</p> <p>All teachers will provide interactive learning activities based on measurable goals and formative assessment.</p> <p>All teachers will provide Critical-Input experiences to help students interact with new knowledge.</p> <p>Teachers will implement unified grading policies per subject area.</p> <p>All teachers will provide Guided Practice to help students deepen their understanding of new knowledge as they work toward independent practice.</p>	<p>Textbook Purchase: Project 3105</p>	<p>PDSP Focus: All teachers will participate in professional learning communities focusing on self-selected topics of study based on student data and school goals.</p> <p>Objective/other: All teachers will continue to use the Gradual Release of Responsibility Model to differentiate instruction and increase student performance in the classroom.</p> <p>All teachers will continue to incorporate strategies previously acquired from THE ART AND SCIENCE OF TEACHING by Robert Marzano which includes;</p>	<p>-SPP Parent/Community Review</p> <p>-Technology Presentations to Community Organizations</p> <p>-Parent Internet Viewer</p> <p>-Parent Letters</p> <p>-Teacher/Parent Conferences</p> <p>-School Marquee announcing academic meetings</p> <p>-Principal Meetings</p> <p>-Incoming 9th grade Parent Registration Night</p> <p>-NHS Website</p> <p>-Connect Ed phone system</p> <p>-Back to School Night</p> <p>-SPP On-line</p> <p>-Newspaper Advertisements</p> <p>-NHS Web-Mail</p> <p>-Positive Referral Phone</p>
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<p>FCAT Science % of students who scored Level 1 on the FCAT Science Test:</p>	<p>Teachers will utilize High Yield strategies such as: Summarizing and note taking; compare and contrast; feedback; reciprocal teaching; nonlinguistic representation; questions; reflection; cooperative learning; jigsaw; silent discussion, Socratic discussions, interactive lecturer, and others as identified in The Strategic Teacher, Visible Learning, and the Art and Science of Teaching.</p>		<p>teaching strategies such as the Gradual Release of Responsibility model, research-based strategies, evaluation techniques for the 21st Century learner, and Differentiated Instruction</p> <p>Select Learning Clubs will focus on High Yield strategies from VISIBLE LEARNING AND THE STRATEGIC TEACHER such as but not limited to; compare and contrast, feedback, and interactive lecturer</p> <p>100% of teachers will make a collegial classroom visit with another teacher in their learning club and reflect on the experience during the monthly Learning Club meetings.</p> <p>Teachers will have an opportunity to participate in lesson study which includes the development, observation, reflection, and revision of a lesson.</p>	<p>Calls -Positive Postcards</p>								
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Grade	2010	2011	2012									
11	11	7	N/A									
<p>FCAT Science % of students who scored Level 3 or higher on the FCAT Science Test:</p>	<p>All teachers will establish and maintain classroom rules and procedures to include bell-to-bell teaching, bringing materials to class, respecting property, dealing with tardy and absences, transitions.</p>											
<table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>57</td> <td>66</td> <td>N/A</td> </tr> </tbody> </table>	Grade	2010	2011	2012	11	57	66	N/A	<p>Teachers will seek to develop student's nonlinguistic representations by asking students to (1) generate mental images representing content (2) construct graphic organizers (3) illustrate content through diagrams (4) make physical models of content (5) make revisions in all of the above</p>			
Grade	2010	2011	2012									
11	57	66	N/A									
<p>9th Grade Biology EOC</p> <table border="1"> <thead> <tr> <th></th> <th># of Students</th> <th>Mean Scale Score</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>518</td> <td>57</td> </tr> </tbody> </table>		# of Students	Mean Scale Score	2012	518	57	<p>Teachers will integrate bellwork within all science disciplines as a means to access prior knowledge, review, and spiral standards</p>					
	# of Students	Mean Scale Score										
2012	518	57										
<p>The Spring 2012 Biology 1 EOC Assessment scores are reported on the T-score scale of 20-80, with a statewide mean of approximately 50.</p>	<p>Tutoring sessions will be established once a week using AP students as tutors to work with students who request assistance with Science skills. The AP</p>											

	<p>students will receive community service hours for their time. The students will be divided as follows: AP Physics –Physics Honors AICE Biology – Biology and Chemistry AP Chemistry – Chemistry and Physical Science AP Environmental – Earth and Space Teachers will engage students in generating and testing hypothesis through: -Problem-solving tasks -Decision-making tasks -Investigation tasks -Experimental inquiry tasks -Systems analysis tasks - Invention tasks</p> <p>Teachers will incorporate cooperative learning groups to discuss and analyze scientific concepts.</p> <p>Teachers will provide high energy engagement activities; such as: technology (Clickers, Edmodo, Mobile Devices, Discovery Education, Webquests), jigsaw, silent discussion, Socratic discussions, and other strategies.</p> <p>DEA teacher probes to be instituted during class instruction to prepare science students for upcoming DEA assessments (Biology I).</p>		<p><u>Technology</u></p> <p>Teachers may chose to participate in technology training sessions such as but not limited to; Mobile Device Use, Edmodo, Mimio, netTreker, Blackboard, Discover Education, Clicker System, and Flip Camera.</p> <p>Teachers of like subjects will participate in Common Planning to plan lessons, share expertise and build commonalities. Focus of planning will include, but not be limited to: * High Yield Strategies *Learning Targets *Critical Input Experiences *Student Engagement *Technology Integration *Common Assessments *Planning, Implementation, and Evaluation of Learning Club Focus.</p>	
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	<p>All teachers will transition to Common Core Standards; emphasis will be placed upon citing explicit textual support and using support to make logical inferences.</p> <p>Teachers will continue to incorporate critical thinking and problem- solving skills by:</p> <ul style="list-style-type: none"> -Extracting information from a problem -Developing and manipulating formulas -Manipulating variables in an experiment and recording outcomes <p>Teachers will create and assess higher order thinking skills such as problem solving tasks that require students to generate and test hypothesis.</p> <p>Teachers will seek input from the Okaloosa District Science specialist when seeking grants or when assistance</p>		<p><u>Common Core</u></p> <p>All teachers will be trained on the implementation of the Common Core Standards.</p> <p>Select teachers will trained on the implementation of Comprehensive Instruction Sequence and Close Reading to help transition to the Common Core Standards.</p> <p>Teachers will incorporate NGSSS, CCSS, concepts, skills, and high-yield strategies into their classrooms. Application of competencies, concepts, skills, and strategies gained will be reflected upon during Duty Release Sessions. Evidence of classroom application will be documented in teacher lesson plans</p> <p>100% of Teachers will receive training in the Revised Teacher Evaluation Process. Upon completion, teachers implement the four domains into their framework for teaching as</p>	
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	<p>is needed with professional development and teaching strategies.</p> <p>Teachers will use Scientific Inquiry to include open-ended questioning and conduct a minimum of 4 laboratory investigations per grading period.</p>		<p>evidenced in lesson plans, Classroom Walk Throughs and observations.</p>	
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Niceville High School	School Focus: College Readiness/Academic Acceleration
School Objective:	The percentage of students earning passing scores on AP/AICE exams in 2012 will be 67%.

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																														
<p>FCAT Reading % of students who scored Level 1 & Level 2:</p> <table border="1" data-bbox="188 534 566 647"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>20</td> <td>23</td> <td>21</td> </tr> <tr> <td>10</td> <td>38</td> <td>37</td> <td>24</td> </tr> </tbody> </table> <p>FCAT Math % of students who scored Level 1 & Level 2:</p> <table border="1" data-bbox="188 791 566 904"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>7</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>10</td> <td>9</td> <td>9</td> <td>N/A</td> </tr> </tbody> </table> <p>CHOICE Institute of Technology (IT) enrollment:</p> <table border="1" data-bbox="188 1121 479 1235"> <tbody> <tr> <td>2010</td> <td>890</td> </tr> <tr> <td>2011</td> <td>759</td> </tr> <tr> <td>2012</td> <td>895</td> </tr> </tbody> </table>	Grade	2010	2011	2012	9	20	23	21	10	38	37	24	Grade	2010	2011	2012	9	7	N/A	N/A	10	9	9	N/A	2010	890	2011	759	2012	895	<p>Continue Summer Intensive Studies at OATC to address credit recovery needs of students.</p> <p>See also: Reading and Math sections for strategies.</p> <p>IT CHOICE institute instructors will partner with feeder middle schools to encourage student instruction in technology.</p> <p>IT CHOICE instructors will seek and offer students opportunities to showcase their skills within the school and community.</p> <p>IT CHOICE instructors will seek to increase the number of students who achieve industry certification.</p>	<p>Testing Program for AP and ACE: Discretionary, Project 3105, Project 2154, and Project 8004 \$150,000</p>	<p>PDSP Focus: All teachers will participate in professional learning communities focusing on self-selected topics of study based on student data and school goals.</p> <p>Objective/other: All IT instructors will increase their knowledge in their specific area of expertise through workshops and online training to lead students to industry certification.</p>	<ul style="list-style-type: none"> -SPP Parent/Community Review -Technology Presentations to Community Organizations -Notification to parents -Summer School letters -NHS Website -NHS Web-email -Parent/Teacher Conferences -Newspaper Advertisements -Parent Internet Viewer -Connect Ed Phone System -Individual conferencing with students and Guidance Counselors --CHOICE Handbook information -CHOICE/IT brochures NHS Website -Okaloosa District Website -SOAR Advisement and Conferences
Grade	2010	2011	2012																															
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CHOICE Institute of Technology
number of Industry Certifications:

Students 2010	534
Students 2011	569
Students 2012	730
Teacher 2009	7
Teachers 2010	7
Teachers 2012	7

ASVAB:

Number of students taking test:

2010	2011	2012
113	66	86

Scholarships Awarded in dollars:

Year	Millions
2010	8.5
2011	8.8
2012	10.2

Niceville High School will provide accelerated academics for all students:

a. PLAN test administration for all tenth grade students for identification of potential AP students
 b. The PSAT will be offered to students 9-11th grade students for a fee. Students with qualifying PSAT scores enter the National Merit Scholarship program.

c. AP Potential will be utilized to (1) identify students likely to succeed on AP exams, (2) improve access to AP courses, (3) analyze AP data, and (4) ensure no student with the ability to succeed in AP is overlooked

Informational brochure explaining the benefits of an advanced curriculum.
 Exam analysis by AP Coordinator to increase identification of AP/AICE program strengths and weaknesses

Provide support and training for AP teachers to improve student performance and

All Advanced Placement teachers will be trained to effectively instruct Advanced Placement courses.

All teachers will receive training in the Response to Intervention (RTI) problem-solving process.

- Information on the use of FACTS.org will be shared with parents by Guidance and by the SOAR Advisor.
- NHS Website
- Brochures
- Parent meetings
- Parent conferences
- PMP Notification
- Parent Letters
- Teacher/Parent Conferences
- School Marquee announcements
- Principal Meetings
- Incoming 9th grade Parent
- Registration Night
- NHS Website
- Connect Ed phone system
- Back to School Night
- SPP On-line
- Newspaper Advertisements
- NHS Web-Mail
- Junior Essentials Parent Meeting.

College Admission:
College Admission tests mean scores:

	ACT Comp	SAT Verbal	SAT Math
2010	23.2	539	551
2011	23.5	541	546
2012	24.1	536	544

SAT 2012	Reading	Math	Writing
District	TBD	TBD	TBD
NHS	536	544	514

ACT 2012	Eng	Math	Reading	Science
District	22.1	22.6	23.3	22.2
NHS	23.5	24.1	24.7	23.5

Accelerated Learning: Advanced Placement

	Tests	Students	3 or Higher	% 3 Higher
2010	1281	694	834	60
2011	1228	664	803	65
2012	1247	678	868	70

pass rate on AP exams.
(Currently 21 courses)

In an effort to increase minority participation in the AP/AICE program, statistics on gender and race will be provided to instructors. This will be a tool for instructors to use during recruiting.

Pre-AICE weighted foreign language courses will be offered to ninth and tenth graders. During meetings with feeder middle schools, the API will continue to encourage students to consider honors, AICE, and AP courses.

Advanced International Certificate of Education (AICE) Program will continue to be used in our curriculum and will be promoted to students. Offer AICE diploma options to students who may qualify.

Provide support and training for AICE teachers to improve student performance and pass rate on AICE exams. (Currently

Accelerated Learning: AICE Scores

	Tests	Students	# E or Higher	% E Higher
2010	588	495	410	70
2011	631	549	415	66
2012	610	631	448	73

Students at-Risk:
Number and % Retained:

Year	9	10	11	12	Total
2010	9	10	11	12	Total
Number	14	47	19	3	83
2011	9	10	11	12	Total
Number	23	22	24	6	75
2012	9	10	11	12	Total
Number	25	19	7	18	69

Students with GPA below 2.0 by Grade:

Year	9	10	11	12	Total
2010	9	10	11	12	Total
Number	61	68	44	10	183
2011	9	10	11	12	Total
Number	17	37	15	14	83
2012	9	10	11	12	Total
Number	44	38	20	24	126

NCLB Graduation Rate (with special diploma recipients counted as non-graduates):

	Niceville	District
2008	96.6%	89.7%
2009	96.5%	90.0
2010	96.4%	89.9%
2011	96.4%	90.7%
2012		

10 courses)

Provide training and support for AP coordinator in order to improve Advanced Studies Program.

- Effective Academic Planning for all students will include:
- a) SOAR "credit check" conferencing for seniors will be held in the fall to review graduation status by counselors
 - b) Weekly SOAR homeroom meetings
 - c) Senior Newsletter
 - d) Senior email system
 - e) Junior Essentials meeting with parents
 - f) Students will meet with their Guidance Counselor as needed to discuss their academic plan

Administration of the ASVAB test to aid students in identification of potential career fields.

AFJROTC instructors and recruiters will counsel with students concerning the ASVAB results.

Guidance Counselor(s) will attend workshops and/or facilitate articulation with financial counselors from Florida post-secondary schools to coordinate efforts for student's college applications, scholarships, and financial aid.

Guidance Counselor(s) will attend the university admissions workshops held each fall.

Guidance counselors will participate in professional learning communities focusing to assist students in becoming college or career ready.

Current year's information is not yet available

Dropout Rate:

2008	1.70%
2009	1.00%
2010	0.40%
2011	0.10%

Current year's information is not yet available

Attendance:

Note: Data is based on third period

Attendance.

2010	2011	2012
94.45%	95.10%	95.14%

In an effort to apply real world skills to learning, the Family and Consumer Science department encourages students to take the ASVAB tests. Career education skills are addressed in all classes and specific career paths are developed by students.

Guidance Counselors will produce a list of scholarships available to students and searchable resources for financial aid.

The Senior Newsletter will include scholarship and admissions information.

Senior email system will include alerts about senior activities, scholarships, and workshops.

A financial aid workshop will be offered to students and parents in the fall of the school year.

Students will inform Guidance of scholarship awards received from colleges, universities, and community organizations for recognition during

	<p>Senior Awards ceremony.</p> <p>Guidance will offer a College Prep workshop for students and Parents at the beginning of the school year.</p> <p>SAT On-line course for tenth through twelfth grade students to aid in test preparation.</p> <p>ACT/SAT after-school workshops for students</p> <p>Students will inform Guidance of acceptance into college, universities, and technical schools.</p> <p>Guidance Counselors will assist students with college applications, resumes, financial aid, scholarships and letters of recommendation.</p> <p>Refer students to alternate programs such as -Okaloosa Online,Ed2020, Okaloosa Academy, Best Chance, Florida Virtual, ECCI, Ameri-Kids/Emerald Coast, TAPP, etc., as indicated by student</p>			
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	<p>performance.</p> <ul style="list-style-type: none"> -The ESE department will take Students With Disabilities on a field trip to NWFSC to learn about their post-secondary certification program. - The VE department will take students to the grocery store to provide exposure to real life experiences. -Guidance will mail letters to parents concerning student progress toward graduation with GPA, credits, and FCAT scores. -Offer a summer school credit-recovery program for students in grades 9-12 through OATC. -Continue a summer “Eagle’s NEST” program for incoming ninth graders that will provide information on services offered at NHS. <p>Use Connect Ed to inform parents of absences.</p> <p>Hold meetings with parents to address problems with school attendance.</p> <p>Teachers and administrators will make more of an effort</p>			
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	<p>to contact parents promptly when there is a perceived problem with a student in the school setting.</p> <p>Increase Parental Academic Awareness:</p> <ul style="list-style-type: none"> a. Continuously updated NHS website b. Letters to Honors Graduates c. Virtual Guidance links d. Educational Planning Guide College Board link on the NHS website e. Parent Meetings f. Senior Newsletter g. Utilization of TV scroller and announcements h. Group Email application on NHS website i. NHS Booster Club <p>The School Advisory Council and NHS Booster Club will continue to solicit parent membership and ask for parent input on the governance and operation of the school.</p>			
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

Title I Schools

School:

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

SUPPLEMENTAL PAGE 2012- 2013

Accreditation Standards

- | |
|--|
| <ol style="list-style-type: none">1. Vision and Purpose2. Governance and Leadership3. Teaching and Learning4. Documenting and Using Results5. Resources and Support Systems6. Stakeholder Communication and Relationships7. Commitment to Continuous Improvement |
|--|

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- The AICE Diploma will be offered as an option to students who may qualify.
- Individualized educational plans will be implemented for any student not proficient in reading and math.

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- Niceville students will continue to exceed the district and state average on the ACT and SAT.
- 64% of Niceville students in the lowest quartile made learning gains in reading.

GOAL 3: OCSD will ensure conditions are in place which optimize learning for all students.

- 100% of Niceville High school classes were in compliance with class size mandates.
- 100% of Niceville teachers utilize technology to enhance the teaching and learning environment.

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- Niceville established and will maintain newly formed business partnerships with Thrifty Car, Huff Homes, and Chic-fil-A.
- Niceville will continue to increase the number of mentors and volunteers by 5%.