

School Name: Choctawhatchee High School

School Performance Plan

20 12 - 20 13

Date Submitted:

Dates of Revisions:

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 \$ 4,482, will primarily be used for SPEAR conferencing.

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

Ms. Cindy Gates
Principal

David Hoppenjan
SAC Chair

AICE: Advance International Certificate of Education
 AP: Advanced Placement
 AYP: Adequate Yearly Progress
 CCS: Common Core Standards
 DA: Differentiated Accountability
 DEA: Discovery Education Assessment
 ED: Economically Disadvantaged
 ELL: English Language Learners
 ESE: Exceptional Student Education
 FAIR: Florida Assessment for Instruction of Reading
 FCAT: Florida Comprehensive Assessment Test
 IB: International Baccalaureate
 IEP: Individualized Education Plan
 IPDP: Individualized Professional Development Plan
 NGSSS: Next Generation Sunshine State Standards

Legend

NCLB: No Child Left Behind
 PDSP: Professional Development Site Plan
 PERT: Postsecondary Education Readiness Test
 PLAN: (ACT's 10th Grade Assessment Test)
 PMP: Progress Monitoring Plan
 PMS: Progress Monitoring System
 POC: Plan of Care
 PPP: Pupil Progression Plan
 RtI: Response to Intervention
 SAC: School Advisory Council
 SAI: Supplemental Academic Instruction
 SAT 10: Stanford Achievement Test
 SESAT: Stanford Early School Achievement Test
 SINI: Schools in Need of Improvement
 SPP/SIP: School Performance Plan; School Improvement Plan
 SWD: Students with Disabilities
 VE: Varying Exceptionalities

School Profile

2012- 2013

School Profile: (Narrative)

Choctawhatchee High School is one of two comprehensive public high schools nestled in the Greater Fort Walton Beach, FL area. Located on the Gulf of Mexico in the Northwest Florida Panhandle, Fort Walton Beach is the largest municipality in Okaloosa County which, according to CityRating.com in 2012, boasts a metro population of over 170,498 people. “Choctaw” has a student population of approximately 1672 with a mobility rate of 6.2%, attracting an ethnically, racially, geographically, and socio-economically diverse student body, thirty percent of whom come from Hurlburt Field and Eglin Air Force Bases. The students attend from over 26 countries speaking 14 different languages. The socioeconomic diversity mirrors the community and the local military bases. The racial composition of the school is 12.4% Black, 69.3% White, 3.5% Asian, 6.8% Hispanic, .2% American Indian and 7.8% Multiracial. Choctaw’s goal is to empower students with the academic, technological, and decision-making skills to become self-reliant, productive citizens in a global society. The vision of Choctaw is that we will be a place that is clean, safe, and conducive to student learning; a place where students succeed; a place where leaders are created and trained; a place where students, faculty, parents and the community are a unified team; an academic institution that sets standards by raising the bar and promoting rigor; a place where respect is the rule and relationships are built. This statement, along with the principal’s philosophical leadership style, naturally promotes learning that is rooted in the beliefs and visions of the school’s stakeholders. An annual Customer Satisfaction Survey of parents indicates that an overwhelming preponderance of the stakeholders agree or strongly agree that the school is effective in meeting the needs of students and parents. This survey is available upon request in the school’s front office. The community embraces and supports the deep traditional roots of Choctaw along with the budding new partnerships and programs that provide solid new curriculum choices. Choctawhatchee High School has a unique blend of staff members who possess very specialized skills. The faculty, staff, and sponsors (Team Choctaw), work closely with students and parents to develop and grow young adults. The culture that stems from traditional values and ideals supports rigorous programs that focus on best practices for achievement. The School Improvement Team has personally taken ownership and facilitated professional development for Team Choctaw.

Choctawhatchee, led by Principal Cindy Gates, prides itself on academic excellence. In the 2011-2012 school year, over 83% of those registering opinions in the school’s climate survey indicated that this principal is the right educational leader for our students. In addition, Greatschools.org has consistently ranked Choctaw highly with a rating of 8 out of 10 based on standardized test scores. Further, Choctaw’s International Baccalaureate Program boasted a population of 312 students. Choctaw is fortunate to have an excellent foundation. Academic excellence is evident at both of those Middle Schools classified as Choctaw’s “feeders.” Both Meigs Middle School and Pryor Middle School have attained the highest award designated by the state for several consecutive years.

Discipline measures, as well as the implementation of new attendance procedures, have contributed to improved attendance and suspension rates. While discipline and attendance continue to be an area of focus, data reveals that less than 10% of students received disciplinary suspensions for any reason in the 2011-2012 school year and the average daily attendance rate remained over 93%. Transitional effects are evident in the fact that the number of suspensions generally decreases as students mature with the 9th and 10th grades showing the greatest percentage of suspensions.

Choctawhatchee High School is more to the community than brick and mortar along Racetrack Road. The school generates financial support from local businesses and emotional substance from generations of graduates and staff. “Big Green” stands tall throughout the Panhandle of Northwest Florida for its academic, extracurricular, and athletic accomplishments. Partnerships abound among the community stakeholders as Choctaw makes attempts to trade high-performing students that can impact the community and other community incentives for budget-saving mechanisms and academic assistance. Most notably, we have partnered with the Academic Excellence Society and Striving for Perfection Ministries and the Okaloosa Sheriff’s Department to provide additional assistance, mentoring and tutoring for our low-performing students. The pride of Choctaw continues to grow strong as renovations and upgrades progress each year. Since the major move in 1966, the school has been renovated thirteen times for additional classrooms, enlargement of the cafeteria and media services, expansion of science laboratories and athletic and administrative facility upgrades. The most modern renovation is the Aviation/Aerospace Wing which houses our partnership with Embry Riddle Aeronautical University faculty and staff. This unique program, as with each CHOICE program at Choctaw (Engineering, Culinary, Aviation and Informational Technology, or IT), affords students opportunities to earn university credit and industry certifications while attending high school in a technologically rich environment. Choctaw, a CHOICE school, provides a stellar curriculum taught by ERAU faculty, in aviation, flight, and maintenance technology.

Choctawhatchee students’ needs are the same as those of students all over the world. They need a safe and nurturing environment in which they can grow intellectually. Students need to be motivated and need to feel that they are part of the learning process. Students learn in different ways and need to be provided with a variety of instructional approaches to support their learning. Students need to be challenged and need to know how to demonstrate their understanding of essential knowledge and skills. Students need to become lifelong learners not only academically; but also, socially. Students need extracurricular activities that help their transition into the adult world. The School Advisory Council reviews the latest findings of educational research and future trends related to defining expectations for student learning.

Every student at Choctawhatchee High School is given the opportunity to perform to the best of his or her ability in the least restrictive environment. Generally, students are heterogeneously grouped for instruction in accordance with the principal’s philosophy as well as Florida’s class-size amendment. Choctawhatchee continues to make good faith efforts to be in compliance with Florida’s class-size amendment within the confines of a highly restrictive master schedule. Students with special learning needs can choose special programs based on an Individualized Educational Plan, which is developed by a committee of educators, parents, and students. Students who meet the criteria may be served in the following programs: Specific Learning Disabilities (SLD,) Emotional/Behavioral Disabilities (EBD), Varying Exceptionalities (VE), Speech/Language Impaired, Hearing Impaired (HI), International Baccalaureate (IB), Gifted Studies, and the Advanced Placement program (AP). Student placement is determined by past performance, standardized test scores, teacher recommendation and student interest. Students are encouraged to challenge themselves with rigorous coursework. Students not performing at the class-specific level may be moved to a lower level class with teacher recommendation and parent approval. Student success levels and teacher approval determine movement to higher-level coursework, which in some cases may be done at the semester. Since 2001, student Reading and Math scores have improved as a result of the efforts of teachers, parents, and students. Since that time, FCAT proficiency levels have increased but work remains to be done. In 2001, 44% of the student population met high standards in FCAT Reading; by 2012, that number has increased to 72%. In addition, 87% met high standards for FCAT Writing, despite the change in proficiency standard assigned by the state. On the state Algebra I End of Course Exam, which replaced the FCAT math exam for the ninth and tenth graders, Choctaw’s National Percentile Rank was 66%, beating both the state average of 59% and the national average of 50%. While the growth is evident, Team Choctaw is unsatisfied and committed to further growth, especially in the Math category, and especially within our NCLB subgroups. Choctaw is committed to letting data drive the decision-making process and as such, the remainder of this document as well as the Professional Development Site Plan (PDSP) will detail improvements to be made with regard to student performance.

Choctawhatchee High School has earned the State of Florida's highest rating 6 of the last 8 years and fully expects, based on simulations and FCAT results, to receive the prestigious A+ rating once again when scores come out in the fall of this year. This comprehensive school, guided by the stakeholders' beliefs and visions, strives to provide rigorous programs which produce students who are literate and valued citizens.

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

Highly Qualified Status Administrators: (Title I)	N/A	
Reading Instructors/Recruitment: (Secondary)	6 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 63%. (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 67%. (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 67%. (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>																																
<table border="1"> <tr> <th colspan="4">FCAT SSS Reading Score (Mean)</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012*</th> </tr> <tr> <th>Grade</th> <th>Scale</th> <th>Scale</th> <th>Scale</th> </tr> <tr> <td>9</td> <td>335</td> <td>336</td> <td>250</td> </tr> <tr> <td>10</td> <td>327</td> <td>328</td> <td>259</td> </tr> <tr> <th colspan="4">Retakes – Spring Admin</th> </tr> <tr> <td>11</td> <td>287</td> <td>279</td> <td>237</td> </tr> <tr> <td>12</td> <td>294</td> <td>273</td> <td>260</td> </tr> </table> <p>* As of 2012, the passing rate for FCAT was changed. Prior to 2012, all passing scores were at 300. In 2012, the scores were as follows: 9th-240, 10th-245, Fall Retakes 10th-12th-300, Spring Retakes 11th-241, Spring Retakes 12th-300.</p>	FCAT SSS Reading Score (Mean)					2010	2011	2012*	Grade	Scale	Scale	Scale	9	335	336	250	10	327	328	259	Retakes – Spring Admin				11	287	279	237	12	294	273	260	<p>*Principal will strategically assign teaching responsibilities based on data.</p> <p>*Using PAWS, teachers and staff will identify students with a GPA below 2.0.</p> <p>*Teachers will analyze and use data (FL Schools Report/FCAT PAWS/AP Potential/PAWS) to make cross curriculum decisions and student placement recommendations.</p> <p>*All students and parents grades 8-11 will be scheduled an annual conference for appropriate course selection.</p> <p>*All students will participate in instructional activities and complete assessments that are constructed using higher order questions and increased text complexity.</p>	<p>District Salary Menu – Literacy Coach SAI/Reading</p> <p>District Resources</p> <p>School Advisory Council and a private donor will provide funding.</p>	<p>PDSP Focus:</p> <p>*All staff will become proficient in implementing the Common Core Standards.</p> <p>*Develop and follow Action Plan for the implementation of the Common Core Standards</p> <p>*All staff will become proficient in implementing text-dependent questioning.</p> <p>*New staff will become proficient in applying active reading strategies that are Response-to-Intervention techniques following correct data analysis to indicate student need as evidenced by teacher</p>	<p>GRADES/OCSD Parent Portal</p> <p>Talk of the Tribe E-Newsletter</p> <p>Registration and Conference Sessions</p> <p>ChoctawIndians.net</p> <p>Handbooks/Student Planners</p> <p>Big Green Fan Night/Open House</p> <p>High School & Beyond Night</p> <p>Parent Conferences</p> <p>FCAT Informational Night</p>
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	<p>*English and Social Studies teachers will have Common Planning scheduled together based on the grade level of the students. The teachers will work together on creating common written assignments and projects.</p> <p>*Common planning has also been implemented for Intensive Reading, Algebra I and Geometry teachers in order to collaborate to produce common assessments as well as to gather data for Data Teams.</p> <p>*Critical content area teachers will be strategically positioned geographically within the school to provide additional support opportunities as well as collegial best practice discussion.</p> <p>*Parent Involvement Program (My Team) will be continued. This program matches up to 40 9th grade students with teacher mentors.</p> <p>*Principal will share, or facilitate the sharing, of an instructional strategy article for faculty enrichment each Monday (Monday Morning Live).</p> <p>*1st semester teacher conferences (Data Chats) are held with Leadership to identify strengths and weaknesses as well as struggling students.</p> <p>*School Improvement Team will meet monthly to discuss best practices and troubleshoot.</p> <p>*Teachers will post objective/learning outcome in classroom daily.</p> <p>*Leadership team will practice and then implement new teacher evaluation system through formal and informal observation and classroom walkthroughs.</p> <p>*Lesson Study groups will be implemented for the purpose of improving instruction in the content area through observation of student</p>	<p>Community Grant/ Striving for Perfection and Okaloosa County Sheriff's Department</p>	<p>*Content area teachers will participate in small learning communities associated with best practices and reading strategies.</p> <p>*Each Lesson Study group will conduct a minimum of one lesson study cycle per semester.</p> <p>*Each Data Team will conduct at least two meetings per month.</p> <p>* The objective of Lesson Study groups, Data Teams as well as Common Planning groups is to improve instruction, through teacher collaboration, ultimately improving student performance in formative and summative assessments.</p>	
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engagement.

* Teachers will create a literacy-rich environment through the use of Word Walls and other vocabulary strategies.

*Link Crew (student mentoring) 9th grade transition and intervention program will be continued to assist in all academic and behavioral facets.

*Community mentors will be paired with students who are struggling emotionally, academically and/or behaviorally.

*Intensive Reading classes will continue to be implemented and required for students scoring a Level 1 or Level 2 on FCAT reading (students who have scored a Level 3 for the three previous years, are the only students who may request a waiver).

*Teachers of this group will align instruction with student Lexile scores to provide differentiated reading materials and to monitor student progress.

*Intensive Reading Classes will be required to use a balanced literacy approach to include read alouds, shared reading, written reflection, and opportunities for speaking and listening..

*All students will take the SRI or other district approved assessments to determine Lexile scores for the purpose of differentiation.

* IR teachers will differentiate instruction based on individual student needs using a variety of reading strategies including:
 -providing opportunity for high-interest, individualized reading of choice on grade level
 -cooperative homogenous activity grouping
 -other research based strategies based on Lexile scores as well as FCAT area strength or weakness.

Level 1 and 2 - Reading			
	2010	2011	2012
9	37%	32%	26%
10	51%	49%	33%
Retakes – Spring Admin			
11	81%	84%	73%
12	82%	90%	100%

Project 0120
Reading

*100% of Reading teachers will communicate Best Practices regarding leveled libraries and instructional alignment within the Reading Department through common planning a minimum of once per week.

*100% of Reading teachers participate in ongoing reading strategy training.

*ACT/SAT Prep courses which prepare students for ACT and SAT tests; earning an equivalent score on these tests may replace the FCAT Reading score.

- District Mentoring Program
- Take Stock in Children
- GRADES/OCSD Parent Portal
- Talk of the Tribe E-Newsletter
- Registration and Conferencing Sessions
- ChoctawIndians.net
- Handbook/Student Planners
- Big Green Fan Night/Open House
- PMP Parent Note Home
- Tutoring
- Faculty/Parent Meetings
- Parent Information Forum
- SPEAR
- Parent Involvement Program
- Connect-Ed Phone System
- Saturday Success Tutoring
- Level 1 Ninth Grade Parent meeting
- Remind 101-A Parent and Student Contact System
- After School Reading Tutoring
- Beginning of School Spaghetti Dinner for Level 1 and 2 readers and their families.

	<p>*Students will be placed in groups based on Lexile scores, as well as targeted skills in order to differentiate instruction.</p> <p>*Apart from those students specifically identified and placed in the above emphases, all students will be arranged homogeneously by grade level and FCAT level.</p> <p>*Teachers of like students will be given common planning when possible to ensure coverage and support of struggling students.</p> <p>*Parent Involvement Program (My Team) will be continued. This program matches 40 9th grade students with teacher mentors.</p> <p>*1st semester conferences are held with Leadership (Data Chats) to identify strengths and weaknesses as well as struggling students</p> <p>*Saturday Success Tutoring will be offered.</p> <p>*DEA results will be used to establish baselines and monitor progress.</p> <p>* Designated teachers will design differentiated probes using DEA for the purpose of creating individualized instruction.</p> <p>*Teachers will incorporate the use of technology for the purpose of instructional design and content-supported research.</p> <p>*Single-gender 9th grade Reading classes will be implemented.</p> <p>*Reading teachers will incorporate the use of Study Island for differentiated instruction.</p> <p>*Collaboration model supported by meetings (teacher to teacher) intensive reading curriculum.</p> <p>*IEP sessions for students and parents where the ESE staff and the IEP team regularly monitor accommodations.</p>	<p>SAI</p> <p>Striving for Perfection Ministries/Okaloosa Sheriff's Department</p>	<p>*Technology Training will be provided for all teachers to facilitate the incorporation of technology into instruction design</p> <p>*PD will be provided on effective usage of DEA probes and assessments for student achievement.</p> <p>*100% of the ESE teachers will be offered opportunities to attend ESE workshops.</p> <p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>* All ESE teachers will fully participate in school-wide Professional Development plan.</p>	<p>GRADES/OCSD Parent Portal</p> <p>Talk of the Tribe E-Newsletter</p> <p>Registration & Conferencing Sessions</p> <p>IEP Meetings/Conferences</p>
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Level 1 and 2 ESE Students-Reading			
	2010	2011	2012
9	47%	60%	56%
10	68%	74%	54%

Level 1 and 2 ELL Students-Reading			
	2010	2011	2012
9	79%	40%	77%
10	86%	26%	100%

NCLB Proficiency Rates			
	2010	2011	2012
His	29%	45%	54%
AFA	35%	33%	49%
Asian	44%	52%	71%
Mix	50%	51%	56%
Wht	65%	64%	76%
ED	41%	41%	TBD
ELL	18%	35%	19%
SWD	47%	31%	45%

FCAT SSS Reading Score (Mean) – Spring Retakes			
	2010	2011	2012
11	287	279	237
12	294	273	260

*IR teachers will begin the implementation of Common Core Anchor Standards-Reading Writing, Speaking and Listening.

* After-school tutoring will be made available to all reading students by Reading teachers (M-Th).

*Unique Strategies course will reinforce literacy strategies.

*Principal will strategically assign teaching responsibilities based on data.

*Saturday Success Tutoring Program

*Implementation of a ELL strategy class for all ELL students to assist students in their core subjects using research-based ELL strategies

*All new English teachers will fulfill ELL certification compliance requirements.

*ELL student schedules will be reviewed and adjusted to support progress toward AYP.

*ELL students will be scheduled in a reading class with an endorsed teacher unless FCAT Reading scores indicate proficiency.

* When available new ELL students entering Choctaw will be provided with the “Code of Conduct” in their native language and an interpreter to explain what is expected of them for a smoother transition.

*Students will use Rosetta Stone and Study Island or other software or program for English/Reading enhancement.

*OCSD will provide and offer ELL training at various times and locations using different modes of instruction.

*ELL Aide will be provided and will attend classes with struggling groups of ELL students.

ESE
IDEA

*All teachers will be given ELL strategies during Professional Development sessions.

*100% of the ELL instructors will be encouraged to attend workshops and in-service sessions to receive certification.

*100% of the ELL English teachers will participate in ELL on-going training for successful implementation of strategies into curriculum as evidenced by lesson plans .

*Designated instructors will be trained in the implementation of peer partner observation.

* All ELL teachers will receive ongoing training in differentiated instruction for successful implementation into curriculum as evidenced by lesson plans.

FCAT Informational Night

FCAT Super Saturdays

SPEAR

Connect-Ed Phone System

Parent Information Forum

Progress Reports/Report Cards

Open House

District ELL Bulletin Boards

Translated Handbooks

Individual Academic Counseling with Interpreter

School materials available in Spanish

District provided ELL Aide

High interest/low reading level materials for ELL students to use in free reading situations.

FCAT Regression Levels 3, 4, 5			
	2010	2011	2012
9	30%	25%	20%
10	40%	39%	36%

Level 3 – Reading “Fragile 3’s” (lowest 1/3 of Level 3) only designated beginning 2010. Prior to 2010, data reflects ALL Level 3 students.			
	2010	2011	2012
9	11%	34%	8%
10	9%	23%	10%

Level 4 – Reading			
	2010	2011	2012
9	19%	21%	31%
10	11%	9%	26%

Level 5 – Reading			
	2010	2011	2012
9	10%	11%	13%
10	17%	19%	15%

*ELL students will be grouped together in the same classes if possible, so that they will have the assistance of the ELL Aide throughout the day.

*CCS will implemented in all classes across the curriculum. ELL learners will benefit from instruction about how to negotiate situations outside of the school setting so they are able to participate on equal footing with native speakers in all aspects of social, economic and civic endeavors.

*Bi-lingual community mentors will be paired with ELL students.

*Teachers and Counselors will identify students in each subgroup that did not make AYP for placement in Reading Classes.

*Reading classes will be differentiated by grade and by reading level.

*Minority tutors will be utilized to assist specifically identified NCLB students.

*A group of minority leaders will meet to develop minority partnerships from our local organizations.

*Reading teachers will provide reading materials of interest for specific subgroups.

*Reading teachers will incorporate research-based strategies to differentiate instruction for NCLB subgroups.

*Teachers of like students will be given common planning when possible to ensure coverage and support of struggling students.

*Lunch time collaboration between same grade Social Studies and English teachers.

SAI

Reading

General Budget

* FCAT Data Analysis (FCAT PAWS/FL Schools Report) staff development will be offered to teachers in order to identify students in NCLB subgroups below 300 and/or not making AYP.

*Reading instructors will participate in the Peer Partner Observation Program.

- District Community Mentoring Program
- Registration & Conferencing Sessions
- PMP Parent letters
- FCAT Informational Night
- Minority Council Student Survey
- Church & Home Visits
- FCAT Super Saturdays
- Academic Excellence Society
- Connect-Ed Phone System
- Reading teachers call and communicate regarding important events.
- SPEAR
- Parent Information Forum
- Progress Reports/Report Cards
- GRADES/OCSD Parent Portal
- Facebook/Twitter
- Daily Bulletin
- General Budget

	<p>*Reading teachers will participate in a Data Team to track students' progress.</p> <p>*Parent Involvement Program (My Team) will be continued. This program matches 40 9th grade students with teacher mentors.</p> <p>*Reading FCAT Parent Night</p> <p>*Saturday Success Tutoring</p> <p>*Extended Day Tutoring</p> <p>* A TSA (Teacher on Special Assignment) will be given two administrative duty periods per day to work directly with our low SES students, Title X students, and our at-risk students.</p> <p>*Teachers will analyze data using PAWS (FCAT, PSAT, and GPA) to identify college bound students that regressed.</p> <p>*Teachers will participate in Staff Development to develop strategies for this target group.</p> <p>*IB Tutor Tuesdays/Thursdays</p> <p>*All teachers incorporate the CCS into classroom instruction in order to ensure the students are college and career ready.</p> <p>*AP/Honors course enrollment will be strongly recommended to promote successful college readiness/admissions.</p> <p>*PSAT/PERT/PLAN will be administered to target/track college readiness skills.</p> <p>*Students will be exposed to high order questions across the curriculum to support AYP</p> <p>*Students participating in the Link Crew will serve as mentors/tutors to the new incoming freshmen.</p>	<p>SAI</p> <p>Reading</p> <p>General Budget</p> <p>POC</p> <p>AP/IB/Gen. Budget</p> <p>2154</p>	<p>*100% of teachers assigned to retakers will successfully complete staff development focusing on the implementation of quality instructional literacy practices and assessments.</p> <p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>*Reading teachers will have Data Team training.</p> <p>*All teachers will participate in PD training on meaningful feedback.</p> <p>*100% of designated instructors will participate in Staff Development that addresses literacy in their content area.</p> <p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>*AP/IB Cohort – Small Learning Community of all instructors in this area.</p> <p>*AP instructors will collaborate with other AP instructors around the District.</p> <p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>*All teachers will participate in school-wide Professional Development plan.</p>	<p>Middle School Visits</p> <p>High School and Beyond Night</p> <p>Feeder School High School and Beyond Night</p> <p>Coffee with the Coordinator</p> <p>FCAT Super Saturdays</p> <p>SPEAR</p> <p>Connect-Ed Phone System</p> <p>Facebook/Twitter</p>
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	<p>*All teachers will be required to document awareness of various groups within their class rolls (i.e. Fragile 3's, Lowest Quartile, Test Retakers, etc).</p> <p>*AP/IB students in this group will attend weekly study groups.</p> <p>*All students in this category will be enrolled in rigorous programs such as Pre-IB, Pre-AP, IB, AP, and the Honors curriculum.</p> <p>*Teachers will analyze PSAT/SAT/ACT/PLAN/PERT strategies to support AYP.</p> <p>*ACT/SAT online classes offered by Florida Virtual School for the college bound students will be offered.</p> <p>*Choctaw will offer an ACT/SAT after school student workshop.</p> <p>*Afternoon/weekend teacher-facilitated study groups for students.</p> <p>*Afternoon AP and IB peer tutoring.</p> <p>*100% of AP/IB students will participate in "Summer of Reading"</p> <p>*IB Tutor Tuesdays/Thursdays</p> <p>*Teachers will increase the text complexity in all AP/IB classrooms.</p> <p>*Teachers will re-teach concepts that were missed on tests and then re-test on those concepts.</p>	<p>7055</p> <p>AP/IB/Gen Budget</p> <p>2154</p> <p>IDEA</p> <p>AP Set Aside</p> <p>7054</p>	<p>*Designated IB teachers will successfully complete IB Training.</p> <p>*Designated AP teachers will successfully complete AP Training.</p> <p>*Teachers will successfully complete in-service focusing on the development of high order questions & formative and summative assessments and provide samples.</p> <p>*Pre-AP/AP and Pre-IB/ IB teachers will vertically align content areas and continue alignment with the feeder middle schools.</p> <p>* New AP teachers will be offered mentoring services.</p>	<p>Interviews</p> <p>GRADES/OCSD Parent Portal</p> <p>Talk of the Tribe E-Newsletter</p> <p>Registration & Conferencing Sessions</p> <p>Guest Lecturers</p> <p>Connect-Ed Phone System</p> <p>Link Crew</p> <p>Parent Information Forum</p> <p>Progress Reports/Report Cards</p> <p>Daily Bulletin</p> <p>IB News Letter</p> <p>Middle Grade Site Visits</p> <p>IB ART Show</p> <p>Open House(s)</p> <p>Coffee with the Coordinator</p> <p>College Notebooks</p> <p>Choctawindians.net</p> <p>Classroom Communication</p> <p>SPEAR</p> <p>Parent Information Forum</p> <p>Syllabi</p> <p>Sneak Peak</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: Choctawhatchee 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 83%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input 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 65%. (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 68%. (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 70%. (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 Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)																																
<table border="1"> <thead> <tr> <th colspan="4">FCAT SSS Math Score (Mean)</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Grade</td> <td>Scale</td> <td>Scale</td> <td>NA</td> </tr> <tr> <td>9</td> <td>329</td> <td>N/A</td> <td>NA</td> </tr> <tr> <td>10</td> <td>340</td> <td>339</td> <td>NA</td> </tr> <tr> <th colspan="4">Retakes – Spring Admin</th> </tr> <tr> <td>11</td> <td>302</td> <td>294</td> <td>304</td> </tr> <tr> <td>12</td> <td>307</td> <td>278</td> <td>277</td> </tr> </tbody> </table> <p>*FCAT Math is being phased out and being replaced with the Algebra I and Geometry EOC.</p>	FCAT SSS Math Score (Mean)					2010	2011	2012	Grade	Scale	Scale	NA	9	329	N/A	NA	10	340	339	NA	Retakes – Spring Admin				11	302	294	304	12	307	278	277	<p>*Placement in the appropriate math class based on critical data (FCAT, PAWS/FL Schools Report), DEA, Common Assessments, EOCs and/or teacher recommendation.</p> <p>*Teachers will instruct and explain the math strands, required for EOC exam to all students.</p> <p>* Students will practice multiple choice and free response questioning of varying complexity that are connected to specific benchmarks and aligned with the CCS.</p> <p>*Math teachers will turn in documentation focusing on the level appropriate math practices for all students and specifically for the lowest quartile.</p> <p>*Math tutoring will be offered after school 4 days a week by Math teachers.</p>	<p>SAI</p> <p>3161</p>	<p>PDSP Focus:</p> <p>All staff will participate in a small learning community such as (but not limited to) Math, AP/IB Cohort Group, Lesson Study Groups or Book Studies.</p> <p>*All staff will gain an awareness of various technological equipment and programs to apply in their classrooms instruction to increase student achievement following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.</p>	<p>Talk of the Tribe E-Newsletter</p> <p>Registration & Parent Conference Sessions</p> <p>ChoctawIndians.net</p> <p>Open House(s)</p> <p>Handbooks</p> <p>After School Tutoring in All Math Subjects</p> <p>Daily News</p> <p>SAT/ACT Prep Classes</p> <p>Tutoring Super Saturdays</p>
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NCLB Proficiency Rates			
	2010	2011	2012
His	64%	65%	77%
AFA	70%	70%	75%
Asian	72%	50%	67%
Mix	79%	77%	81%
Wht	87%	87%	90%
ED	72%	69%	TBD
ELL	58%	42%	38%
SWD	67%	64%	70%

Level I & II students in NCLB sub groups will be targeted based upon 2011 FCAT data. These students scored below a 3 in Reading. White-39, African-American-18, Hispanic-9, Asian-6, Multiracial - 7, Economically Disadvantaged-87, SWD-13, ELL - 14 (based on 9th/10th Grade admin Beg 2011, there are no 9th grade or 10th grade FCAT administration)

Algebra I EOC % Passing			
	2011	2012	2013
9 th Grade	83%	75%	
10 th Grade	36%	28%	

*All teachers will be required to document awareness of various groups within their class rolls (i.e. Lowest Quartile, Test Re-takers, etc).

*Lesson plan template will be utilized to verify differentiation according to student need.

*Extended day math tutoring will be made available to all students including those specifically needing remediation.

*Principal will strategically assign teaching responsibilities based on data.

*Math department will continue alignment process with middle schools in our feeder pattern.
*100% of instructors will submit a syllabus.

*DEA results will be used to establish baselines and monitor progress in prep for the ALG 1 EOC as well as assist in the determination of teacher effectiveness.

*The College Board Spring Board curriculum will be implemented in all Algebra 1 and Algebra 1B classes.

*Springboard cohort groups will be implemented for the purpose of improving instruction in the Algebra 1 and Algebra 1B content area .

*Algebra 1 and Algebra 1B teachers will participate in Spring Board visitations.

*All Algebra I teachers will have Common Planning.

*All Geometry teachers will have Common Planning.

*All Algebra I and Geometry teachers will participate on a Data Team.

*Teachers will use CBT throughout the year to familiarize students with computer-based high stakes testing.

Objective/other:

* Staff development will be offered to teachers in order to identify students who are not making AYP.

*100% of math instructors will participate in school professional development plan.

*Designated instructors will participate in the Peer Partner Observation Program.

*All math teachers, including those teaching Alg1 and Alg 1B (Alg 1 cohort), will participate in a math cohort small learning community.

*Alg 1 cohort will analyze DEA results for the purpose of student assessment a minimum of two times per year in preparation for Alg 1 EOC.

*Designated teachers attend District sponsored EOC training (Alg 1, Geometry)

*All teachers will attend Common Core trainings.

*Instruction on Data Teams through Professional Development.

* Data Analysis (EOC, DEA PAWS/FL Schools Report) staff development will be offered to teachers in order to identify students not making AYP.

*100% of math instructors will participate in school professional development plan.

SPEAR

Parent Information Forum

Progress Reports/Report Cards

GRADES/OCSD Parent Portal

Mentoring

Algebra 1 Summer Boot Camp

Algebra I EOC MEAN SCORE				<p>* Teachers will integrate writing skills to explain mathematical processes within the math curriculum (ie: 8 Essential Math Practices).</p> <p>*Teachers will analyze and use data (DEA, PERT, PSAT, GPA) to identify career bound students for suitable placement.</p> <p>*Students will be placed in a math class to assist in achieving AYP.</p> <p>*Failing students in designated courses will take Summer Credit Retrieval Courses if offered by OCSD.</p> <p>*Math teachers will turn in documentation focusing on the level appropriate math practices for all students and specifically for the lowest quartile.</p> <p>*Parent Involvement (My Team) Mentoring</p> <p>*All teachers will provide timely and meaningful feedback.</p> <p>*All Algebra I and Geometry teachers will have common assessments.</p> <p>* All college-bound juniors will take the PERT to identify math strand weaknesses. Student schedules will be adjusted for remediation and improved college placement.</p> <p>*Students will be provided with after school peer tutoring.</p>	SAI 3161 AP/IB 2154 7055	<p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>*All math teachers will participate in a math cohort planning group.</p> <p>*100% of math instructors will participate in school professional development plan.</p> <p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>*All math teachers will participate in a math cohort small learning community.</p> <p>*All teachers will participate in PD focused on meaningful feedback.</p> <p>*100% of math instructors will participate in school professional development plan.</p> <p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>*All math teachers will participate in a math cohort small learning community.</p>	<p><u>Algebra 1 Super Saturdays</u></p> <p>Registration & Conferencing</p> <p>PMP Meetings</p> <p>SPEAR</p> <p>Connect-Ed Phone System</p> <p>Mentoring</p> <p><u>Geometry Summer Boot Camp</u></p> <p><u>Geometry Super Saturdays</u></p> <p>Middle School Visits</p> <p>High School and Beyond Night</p> <p>Coffee with the Coordinator</p> <p>Interviews</p> <p>Pinnacle</p> <p>Talk of the Tribe Newsletter</p> <p>ChoctawIndians.net</p> <p>Classroom Counseling Visits</p> <p>Link Crew</p> <p>Progress Reports/Report Cards</p>
	2011	2012	2013				
9 th Grade	50	406					
10 th Grade	45	385					
Geometry EOC % passing							
	2012	2013	2014				
9 th grade	82%						
10 th grade	20%						
Geometry EOC MEAN SCORE							
	2012	2013	2014				
9 th grade	61						
10 th grade	48						
SAT MEAN DATA MATH							
	2010	2011	2012				
	523	530	524				

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

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

Objective	The percentage of 10th grade students scoring 4.0 and above on FCAT Writing will be at least 75%. (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>All 9th and 10th grade students.</p> <table border="1"> <thead> <tr> <th colspan="3">Writing Proficiency</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>82%</td> <td>73%</td> <td>88%</td> </tr> </tbody> </table> <p>In 2010, the proficiency was calculated as an average of the percentage of 3's and the percentage of 4's. In 2011, 4's only were counted as proficient. In 2012, 3's were considered proficient.]</p>	Writing Proficiency			2010	2011	2012	82%	73%	88%	<ul style="list-style-type: none"> * Students will be given FCAT Writing Rubric and will complete self-scoring exercises for the purpose of understanding the differences among levels (targets raised from 3 to 4). *9th grade students will take Okaloosa Writes. *A Writing Team will be formed for focus and discussion of Best Practices and data analysis. *Instructors will provide practice in using the rubric to assess writings not only related to specific prompts but also related to other works and discussions. *Teachers will focus on student writing that makes a claim or states an opinion with justification and support. *Writing activities, specifically focusing on conventions, will be documented in Weekly Lesson Plans. *Designated instructors will attend Writing Workshops (FCAT, SAT, ACT, AP). *Teachers will provide students with Rubrics and Prompts for, Expository, & Persuasive and evidence based writing. 	SAI	<p>PDSP Focus:</p> <ul style="list-style-type: none"> *Writing across the curriculum with an emphasis on text complexity (FCAT Writing Improvement) *All staff will gain an awareness of various technological equipment and programs to apply in their classrooms instruction to increase student achievement following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment. <p>Objective/other:</p> <ul style="list-style-type: none"> * All will use the FCAT writing rubric when assessing writing. *100% of 9th Grade English teachers will provide feedback on Okaloosa Writes scores. *All teachers will successfully complete professional development on prompts for writing. 	<ul style="list-style-type: none"> PMP Parent Conferences FCAT/Alg 1 EOC Informational Night Talk of the Tribe Newsletter E-Newsletter Link Crew Parent Involvement Program SPEAR Community Mentors My Team parent involvement program
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2010	2011	2012											
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<p>Students who performed below proficiency</p> <table border="1" data-bbox="188 193 490 309"> <thead> <tr> <th colspan="3">Writing Below Proficiency</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>18%</td> <td>27%</td> <td>12%</td> </tr> </tbody> </table> <table border="1" data-bbox="188 405 539 831"> <thead> <tr> <th colspan="4">NCLB Proficiency Rates</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>His</td> <td>64%</td> <td>56%</td> <td>42%</td> </tr> <tr> <td>AFA</td> <td>51%</td> <td>36%</td> <td>33%</td> </tr> <tr> <td>Asian</td> <td>67%</td> <td>52%</td> <td>86%</td> </tr> <tr> <td>Mix</td> <td>64%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Wht</td> <td>70%</td> <td>65%</td> <td>41%</td> </tr> <tr> <td>ED</td> <td>59%</td> <td>43%</td> <td>TBD</td> </tr> <tr> <td>ELL</td> <td>70%</td> <td>35%</td> <td>0%</td> </tr> <tr> <td>SWD</td> <td>45%</td> <td>35%</td> <td>21%</td> </tr> </tbody> </table> <p>Students who performed at or above Level 4</p> <table border="1" data-bbox="188 967 490 1083"> <thead> <tr> <th colspan="3">Student Writing = Level 4+</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>73%</td> <td>35%</td> </tr> </tbody> </table>	Writing Below Proficiency			2010	2011	2012	18%	27%	12%	NCLB Proficiency Rates					2010	2011	2012	His	64%	56%	42%	AFA	51%	36%	33%	Asian	67%	52%	86%	Mix	64%	48%	28%	Wht	70%	65%	41%	ED	59%	43%	TBD	ELL	70%	35%	0%	SWD	45%	35%	21%	Student Writing = Level 4+			2010	2011	2012	N/A	73%	35%	<p>*PMP's/IEP's will be completed and reviewed for any student not meeting the state minimum writing requirements.</p> <p>*All classes will work on improving their writing across the content areas.</p> <p>*Teachers will focus on scoring as reflected on student anchor papers and sharing scoring essentials with students.</p> <p>*Teachers will display and discuss exemplary samples of student writing.</p> <p>*Teachers will place a significant focus on editing and revising, supported by pertinent feedback.</p> <p>*Students will write to college level prompts.</p> <p>*Link Crew members will tutor and mentor low performing students participating in the program.</p> <p>*All classes will work on improving their writing across the content areas.</p> <p>*IB/AP Cohort will meet to discuss best practices.</p> <p>*Writing across the curriculum, including PE classes</p>	<p>SAI</p> <p>AP/IB</p> <p>2154</p> <p>7055</p>	<p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>*Designated AP/IB teachers will participate in extended essay writing workshop at Choctaw.</p>	<p>Open House(s)</p> <p>Parent Conferences</p> <p>Good News Parent Postcards</p> <p>Open House(s)</p> <p>New Student Fall Orientation</p> <p>Coffee with the Coordinator</p> <p>SPEAR</p> <p>Choctawindians.net</p>
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School: Choctawhatchee High School	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

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 60%. (District Objective: X <input 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>																																
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10 th Grade	54																																			

	<p>Science courses conduct independent research and are mentored by a science faculty member.</p> <p>*Lesson plan template is used to document differentiation of lesson plans according to student need.</p> <p>*All students will participate in instructional activities and complete assessments that are constructed using higher order questions.</p> <p>*Science teachers will select resources based on text complexity.</p> <p>* Selected Science teachers will participate on a data team.</p> <p>*Biology I teachers will give common assessments.</p> <p>*All science teachers will give timely and meaningful feedback.</p> <p>*Evidence of higher order questions will be highlighted on Lesson Plans.</p> <p>*Science department will continue alignment process with middle schools in our feeder pattern as we transition to Common Core Standards.</p> <p>*DEA results will be used to establish baselines and monitor progress as well as to determine teacher effectiveness.</p> <p>*Science teachers will conduct Biology 1 EOC review sessions.</p> <p>*All staff will gain an awareness of various technological equipment and programs to apply in their classrooms instruction to increase student achievement following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.</p>		<p>*Designated instructors will participate in the Peer Partner Observation Program.</p> <p>*100% of science teachers will submit weekly lesson plans as evidence of science strands in their courses.</p> <p>*100% of science teachers will be trained in the area of Data Teams.</p> <p>*100% of science teachers will attend Professional Development on close reading/CIS lessons.</p> <p>* All science teachers will receive training in the Science Item Specifications provided by DOE.</p> <p>* District will provide ongoing in service opportunities.</p> <p>*100% of students in weighted 9th grade Biology courses will submit a Science Fair project.</p>	
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<p>Students proficient in Science:</p>	<p>*Administrators and teachers will recognize students for outstanding EOC achievement.</p> <p>*Students will earn community service hours by tutoring and assisting low performing science students</p> <p>*Students will be encouraged to continue taking higher-level science courses in their senior year.</p> <p>* All 9th grade honors level students will participate in school level Science Fair (and District or Regional as applicable) for the purpose of discovery, experimentation, and support of the scientific method.</p> <p>* All International Baccalaureate Seniors in Physics and Biology will engage in collaborative discovery and experimentation through participation in the IB Science Symposium.</p> <p>*Teachers will complete at least one close reading/CIS lesson to be observed by Literacy Coach and/or Administrator.</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: Choctawhatchee High School	School Focus: College Readiness/Academic Acceleration
School Objective:	<p>1) Of the total number of students who are enrolled in or have completed an Advanced Placement course as of May 2013, 60% will earn a score of 3 or higher on the Advanced Placement exam.</p> <p>2) 85 % of the juniors who enter the IB program will earn the IB diploma.</p> <p>3) The mean composite score of students taking the ACT during 2012-13 will increase 2 tenths of a point as compared to the five year trend.</p> <p>4) The mean composite score of students taking the SAT during 2012-13 will increase 10 points as compared to the five year trend.</p>

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>Students who are proficient in Reading and Math</p> <p><i>IB Diploma Trends</i></p> <p>2003-22 out of 26-85% 2004-29 out of 34-85% 2005-29 out of 37-78% 2006 – 33 out of 41 – 80% 2007 – 31 out of 35 – 89% 2008 – 42 out of 51 – 82% 2009 – 31 out of 34 – 91% 2010 – 38 out of 46 – 83% 2011 – 36 out of 45 – 80% 2012- 25 out of 38- 66%</p> <p>AP Courses at Choctaw</p> <p>2003-2004-13 2004-2005-14 2005-2006-16 2006-2007 – 15 2007-2008 – 13 2008-2009- 14 2009-2010 – 14 2010-2011 – 14 2011-2012 – 14 2012-2013- 13</p>	<p>*Ensure the achievement of high academic standards for all students measured by national, state and local assessments.</p> <p>*The PERT will be offered to college-bound students.</p> <p>*Scholarship services will be offered to provide students with info regarding financial resources</p> <p>*AP Potential/PLAN scores will be used to place students in appropriate AP courses. Teachers will analyze PSAT/SAT results for college readiness strategies.</p> <p>*Higher Education partnerships with UWF and ERAU will provide student with intense math, science, aviation, and engineering coursework</p> <p>*Addition of a third foreign language, Chinese.</p> <p>*Addition of two new Dual Enrollment classes, through NWFSC and held on Choctaw’s campus</p> <p>*100% of AP History and English students will review specifically annotation, referencing, summarization, and essay components.</p>	<p>AP/ IB</p> <p>2154</p> <p>7055</p>	<p>PDSP Focus:</p> <p>All staff will gain an awareness of various technological equipment and programs to apply in their classrooms instruction to increase student achievement following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.</p> <p>Objective/other:</p> <p>*AP Potential/PLAN scores will be made available to all teachers.</p> <p>*100% of AP History and English teachers will have peer training in annotation, referencing, summarization, and essay components.</p>	<p>OCS and The College Board, ACT</p> <p>SPEAR</p> <p>Guidance Counselors</p> <p>AP\IB Coordinator</p> <p>High School and Beyond Night</p> <p>Pinnacle</p> <p>Talk of the Tribe E-Newsletter</p> <p>ChoctawIndians.net</p> <p>College Resource Services</p> <p>Senior Honors Night/County</p> <p>Honors Night</p> <p>Northwest FL Daily News</p> <p>WEAR Channel 3</p>

Students who plan on attending a post secondary institution

SAT – Mean Data			
	CR	M	W
2007	530	528	511
2008	525	527	510
2009	543	548	509
2010	521	523	492
2011	524	530	505
2012	536	524	504

ACT– Mean Data				
	E	M	R	S
2008	21.7	22.5	23.1	21.6
2009	21.9	22.7	22.7	21.9
2010	22.1	22.1	23.1	21.8
2011	23.2	23.2	23.5	22.7
2012	22.0	22.2	22.9	22.4

Scholarships Awarded

2008- \$3,711,165
 2009 –\$6,186,332
 2010 - \$4,513,859
 2011 – \$5.6 million
 2012-approximately \$5 million (data still being compiled)

*Daily bulletin and scholarship newsletters will be made available to all students.

*High School and Beyond Night (HSBN) will continue to be held so as to provide the most recent trends in college admissions requirements and college preparation (financial aid, scholarship, course design, etc).

*HSBN will be conducted separately for feeder middle schools.

*Sneak Peek will be conducted for those students attempting AP or advanced coursework for the first time.

*College representatives and academy recruiters will speak to potential students.

*Admissions counseling will be offered for all students and explain the available financial resources for post secondary education.

*Data and scores will be used with families to encourage and place students in appropriate college courses.

*100 of gifted students will have opportunity to participate in an externship program.

*All students will be given information related to Bright Futures Scholarship Opportunities.

*100% of AP/IB students will participate in “Summer of Reading”

* Minority students will be trained in the college application process (AES).

*School-wide Emphasis for SPEAR Teachers: Will disseminate college and career information and counsel students regarding relationships, future choices and decision-making.

Ext Day software provided for by District Grant and instructor according to District Salary menu.

*100% of AP English and History teachers will have AP workshops to improve writing skills of students.

*100% of AP English and History students will improve their writing skills.

*Designated instructors will participate in summer training at NWFSC.

*Counselors attend FL Board of Governors Admissions Workshop

*SPEAR advisors and teachers will be trained on admission procedures and nationwide trends regarding post secondary admissions via faculty meeting and staff developments.

*100% of the ERAU faculty will participate in ongoing university professional development.

*100% of designated AP/IB teachers will successfully complete AP/IB Training.

*100% of Pre-Engineering and OCSD Aviation teachers will participate in Choctawhatchee Professional Development Plan.

*AP instructors will continue to attend summer trainings.

Cox Cable

ERAU

SPEAR

Academic Excellence Society

High School and Beyond Night

Syllabi

Twitter

SPEAR Registration conferences

Data Teams PD

	<p>*Students who are behind in credits and in their graduation cohort year will have an opportunity to participate in ED 2020, extended day program to facilitate on-time graduation.</p> <p>*Instructors will analyze PSAT, SAT, PLAN, PERT, and ACT results to make planning decisions.</p> <p>*AP teachers will continue to use evidence-based writing in their classrooms and will assist other teachers in how to implement evidence-based writing into their classrooms.</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 |
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GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- Implementation of Spring Board curriculum in Mathematics
- Implementation of Common Planning between same grade Social Studies and English teachers to develop cross-curriculum instructional goals

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

- Implementation of Common Core Anchor Standards across the curriculum
- Implementation of Close Reading/CIS lessons in all subject areas

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

- Implementation of Data Teams to access learning
- Implementation of Writing across the Curriculum, including elective courses such as Physical Education

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.

- Continue the My Team Parental Involvement Program
- Continue year-round parent informational sessions (i.e.: IB/AP parent meetings, Level 1 Readers Parent meeting, SPEAR conferencing, extra-curricular parent meetings)