



**Date Submitted: 9/14/2012**

**Dates of Revisions: 9/28/2012**

# Fort Walton Beach High School School Performance Plan 2012 - 2013

<p>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 (Pending) will primarily be used for: Pending: Substitutes for teachers working on Professional Development.  </p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Charlene Couvillon Principal</p> <p>Tavia Marez SAC Chair</p>	<p><b>Legend</b></p> <p>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</p>	<p>NCLB: No Child Left Behind          PDSP: Professional Development Site Plan          PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)          PLAN: Progress Monitoring Plan          PMP: Progress Monitoring System          PMS: Plan of Care          PPP: Pupil Progression Plan          Rtl: 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</p>
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# School Profile

## 2012- 2013

### School Profile: (Narrative)

Fort Walton Beach High School (FWBHS), proud home of the Vikings, is a public high school located along the emerald waters of the panhandle of Florida. Opened in 1969, FWBHS serves the diverse communities of southern Okaloosa County including Destin, Okaloosa Island, Fort Walton Beach, Mary Esther, and Hurlburt Field. Currently there are 1,760 students enrolled in grades nine through twelve. Although the geographic area covered by FWBHS is large, the school maintains the intimacy of a small town school, where every child is known and valued. The school has the strong support of the community. Athletics and activities are a big part of life here, but our focus is on academics.

FWBHS has a strong commitment to excellence by providing the foundation for our students to be successful in the world beyond high school. We are committed to educating the whole student in academics, fine arts, athletics, and service learning. Evidence of the successful achievement of our mission is the outstanding curricular and extracurricular activities and the recognition, honors, and awards that students at FWBHS receive. These outstanding achievements are in the areas of academics, leadership athletics, fine arts, and special interest organizations.

FWBHS students have received various scholarships and honors including National Merit Presidential and National Merit Academic Scholarships, Veteran's of Foreign Wars Voice of Democracy Scholarship, Gates Millennium Scholar, Sam Walton Scholarship, Proton Onsite Scholarship, Footlocker Scholarship, Coca Cola Scholarship, SAME scholarship, Raytheon Math Moves You Scholarship, AXA Achievement Scholarship, Best Buy @ 15 Scholarship, Got Milk? Scholarship, Kohl's Kids Who Care Scholarship, Florida Engineers Scholarship, Society of Women Engineers Scholarship, Taylor Haugen Scholarship, Alex Kessler Student Athlete Scholarship, and the Take Stock in Children Scholarship. Athletic scholarships were received by our students to attend Auburn University, Birmingham Southern, Troy University, Georgia Military College, University of South Carolina, Northern Illinois, MacMurry College, Florida Atlantic University, Asbury College, Faulkner University, and Georgia Tech. College and University presidential and academic scholarships were awarded to FWBHS students from the US Military Academy, US Air Force Academy, US Naval Academy, Massachusetts Institute of Technology, South Wesleyan University, University of South Florida, Florida State University, University of Florida, University of Central Florida, NWF State College, University of West Florida, Clemson University, King's College, Tulane University, College of Charleston, University of Texas, Clarkson University, Washington University, and the University of Alabama. FWBHS students have received several ROTC appointments and scholarships to art colleges and institutes and to engineering colleges. FWBHS is committed to our students and their education. We take pride in our students and their accomplishments, encouraging them to pursue their goals, taking with them the knowledge they gained at FWBHS.

FWBHS offers 21 Advanced Placement courses. Students are given the opportunity to earn college credit by completing an AP course and passing the CollegeBoard AP exam for that course. FWBHS is building an AICE program, currently offering three courses (AICE Thinking Skills, AICE General Paper, and AICE Biology). Students have an opportunity to earn college credit by completing the AICE course and passing the AICE exam for the course.

FWBHS has three CHOICE Institutes. Students have the opportunity to earn industry certifications in Information Technology (Microsoft Office Specialists, Adobe Certified Associate, and Final Cut ProX) and Construction Technology (AutoCAD Associate and AutoCAD Professional). Demand for IT and CAD skills and specializations are quite high in our geographical area. Many career opportunities exist in the immediate area and our students are ready to fill that employment demand or to continue their studies at the next level. Our Biomedical Program is in its third year. Students participating in this “Project Lead the Way” program have the opportunity to earn 12 college hours in biology at the University of West Florida by completing all four years and passing the national exam here at FWBHS.

The FWBHS Fine Arts program has gained local and state recognition. The Fine Arts Department offers regular art classes and Advanced Placement Art classes. Our students were involved in and had winning entries in the Mattie Kelly Festival of the Arts, the Northwest Florida Fair/ADSO Art Show, Martin Luther King, Jr. Art Contest, Cox Communication Black History Art Contest, the Van Porter Artist of the Year Ceremony, the Congressional Art show, the Okaloosa County K-12 Art show and the Pottery Youth Art competition at the Pottery Expo.

Fort Walton Beach High School has the only theater Arts Department in Okaloosa County with a full-time drama teacher. Our drama department offers classes in improvisation, stagecraft and comprehensive theatre in levels from beginner to honors. They perform productions ranging from comedy clubs to Broadway-style musicals. Over 300 of our students are involved in drama during the school year. Our Thespian Troupe consistently earns excellent and superior ratings for group and individual work at competitions. Advanced theater students produce a yearly children’s theatre show which tours local elementary schools and provides standards-based theater lessons for elementary teachers.

FWBHS students are the only high school students in Okaloosa County to receive professional dance instruction during school hours. Students can choose to take Dance Techniques that include Jazz, Ballet, hip-hop, precisions, modern Folk/Ethnic and Choreography. Instruction of these classes is held in a dance studio equipped with a Marley dance floor, ballet bars, and full-length mirrors. By offering these classes, all FWBHS students have the opportunity to participate and experience dance as one of the Fine Arts.

The FWBHS STARS dance team competes in numerous competitions at the local, state and national levels. This year our team was presented the Leadership Award, the Most Admired Team Award, the Sweepstakes Award and earned 110% Spirit Award from the Universal Dance Association.

The FWBHS band and choral music programs continue to earn Superior ratings at competitions and they continue to perform and provide services at various community events. The Marching Band and Symphonic Band were rated Superior at the Florida Bandmasters Music Performance Assessments for the 42<sup>nd</sup> year. The Jazz Band continues to receive Superior Ratings, in fact never having been rated less than Superior. The Symphonic Band was rated Superior at the State Assessment for the 40<sup>th</sup> year. Twenty students were chosen for the Okaloosa County Honor Band. Two students auditioned and were chosen to perform with the Florida All State Band and Orchestra. Numerous students participated in the District Solo and Ensemble Assessment and many of those received ratings of Superior. The Winter Color Guard competed successfully in the Gulf Coast Winter Guard Circuit. The band continues to support to the local community with Jazz Performances at functions around the community. The Marching Band participates in two local Christmas Parades and a Veterans Day parade. Three classes have been added to the department. They are: Music Appreciation, AP Music Theory, and Elementary Beginning band. Music Appreciation was added to reach out the general school population that might not otherwise be exposed to music during the school day. AP Music Theory successfully helps the college bound music student. Beginning Elementary Band was offered to students at Edwins Elementary. The class had a successful first year and will grow from eight students in the first year to twenty students in the coming year. The Fort Walton Beach High School Band also serves as host to the District Concert Band Assessment and Marching Band Assessment.

The FWBHS forensics team is competitive at the local, state, and national level. The team competes in three leagues: the National Forensic league, the Catholic Forensic League, and the Florida Forensic League. The team also competes at Invitational tournaments such as Harvard, Chicago, Wake Forest,

Emory, and Blue Key at the University of Florida. At FWBHS courses are offered at each level of public speaking and debate, from the basic “novice” classes to the advanced classes.

Our VTV program contributes to our school in a variety of ways. VTV students are responsible for providing our school with visual announcements and short features on a daily basis as well as providing the administration a vehicle for important announcements. We also provide videos for academic and athletic teams and service organizations.

FWBHS service and honor clubs continually support community efforts to improve the quality of life for citizens as well as fostering the growth of our future leaders. Projects that various clubs participated in throughout the year include buying gifts for families listed on Christmas Gift Trees, buying bicycles for kids at Christmas, beach clean-ups, visiting and decorating senior citizen facilities, participation in Red Ribbon Week, Blood Drives, School Supply Drives. Our service clubs help at local elementary schools as readers, tutors and teacher helpers. They also assist various local service clubs such as Kiwanis, Salvation Army, and the Red Cross with community service projects. We believe that student participation in service clubs provides the basis for leadership growth and skills in high school and it prepares our students for leadership during their adult years.

Students in FWBHS Leadership classes take great pride in community service. Our students placed 1st, 2nd, and 3rd, in the Annual Student Public Relations & Media Competition. They clock many hours planning and organizing and carrying out various projects and services throughout the year. They provided Christmas for our Troops and for 83 families with 204 children in our community. We supplied 150 boxes of supplies to a remote platoon and our families received food and monetary assistance for a 10 day period at Christmas as well as gifts for the entire family for Christmas Day. Our FWBHS Leadership team served food at the Water Front Mission feeding the homeless every 3rd Saturday of the month throughout the year. They worked to sponsor a Prom Night at Silver Sands School. Leadership students also performed and participated in Relay for Life, Children in Crisis, Art Smart, Teen Trendsetters, and Anti-Drug Awareness programs.

In anticipation of many new military families moving to our area, FWBHS is a partner with the United States Air Force and its Student 2 Student initiative (S2S). This program trains our students in how to support students who are entering our school. Four students were selected to attend MCEC Annual – for the sake of the child – Convention this past summer in Grapevine, Texas. Only four high schools in the country were chosen to participate in this convention. Our S2S is committed to making the transition to a new school and community easier for our incoming students. Because at FWBHS, every student is known and valued, we are excited about this opportunity to help our newest students quickly become a part of the Viking family.

Our academic competition teams complement the school’s rigorous academic standards of excellence. The academic team participates locally, at the state level, and nationally. Each year we have students compete on the Okaloosa All-County Academic Team, and our Knowledge Masters Team places at the top of the state each year. As in previous years, we had students place at the regional and state science fair. In addition, students have placed at the International Science World Energy, Engineering and Environment Project Olympiad in Houston, Texas, for the last three years. In 2010, we had a student place 4th at the most prestigious international science fair, INTEL ISEF. Our FIRST Robotics team competes in a high-energy program that teams high school students with professional scientists and engineers to solve a complex engineering design problem in an intense and competitive way. The FWBHS team OUTER LIMIT competed the last four years at regional competitions in Duluth, Georgia.

Link Crew is a leadership program consisting of upperclassmen who train to become mentors for students entering FWBHS during their freshman year. Link Crew sponsors an Orientation Day. They reward 9th grade students who earn at least a 2.0 GPA and no “F’s” with The Principal’s Ice Cream Social after each grade report during 1st semester. Before one football game they provided a Tailgate Party for the freshmen. Link Crew hosted a Freshmen Leadership Conference before the start of the school year. They taught our newest Vikings about Viking traditions, pep rallies, and extracurricular activities. They sponsored a scavenger hunt to help our young Vikings learn their way around the school and grounds.

FWBHS offers twenty-one sports in which our student athletes participate. Both our girls' and boys' athletic programs were strong, earning district championships while competing in state competition. Our tennis team had three students place on the first team all-area tennis team. Our sailing team has won the county championship for two years running, and members of the team competed and won the Junior Olympic 420 Sailing Class. Our girls' weightlifting team placed 1st in the state and 1st in the state individual championship. We had three individual state champions. Our Women's swim team was county champs and district runner-up. We placed 5th in the state in the 100 Breast and 16th in the 100 Freestyle. One student received a swimming scholarship to the University of South Carolina. Our Men's Swim Team was county, district, regional champs and placed 3rd in the state. We won Gold in the 200m freestyle relay, Bronze in the 400m freestyle relay and 9th in the 200 Medley Relay. One student signed to swim at Florida Atlantic University. Boys and Girls cross-country teams both received the 3 A Division FHSAA academic team award. We are extremely proud of all of our athletes and coaches at FWBHS and the progress our programs have made on the field and in academics.

The faculty and staff at Fort Walton Beach High School believe in personalizing education. We see students as individuals as well as part of our Viking Family. Our teachers are committed to continual improvement. We have weekly staff development that focuses on the areas of need of our students. During our monthly late arrival professional development we will be focusing on learning about the common core state standards and the PARRC. We continue to read current grounded literature in small learning communities and faculty book studies. Our Advanced Placement teachers attend weeklong institutes to receive updates and to hone their teaching skills. Many other teachers attend workshops on cooperative learning, reading strategies, classroom management, technology and teaching in their content areas. Our Exceptional Education Department provides direct support services to all students with special needs based on their current Individualized Education Plans. Our faculty, staff and administration are proud of the programs and academic progress of our students.

### **Climate Survey Results**

A review of our climate survey reveals:

Strengths:

- My child's school emphasizes academic performance as a priority
- Clear expectations of conduct & behavior are communicated to my child
- My child's school maintains a safe environment
- My child's school treats everyone fairly, regardless of race, economic status, or other relationships
- As a parent I feel welcome at my child's school

Weaknesses:

- The amount of time for homework is appropriate (Note: we do not know whether the parents felt there was too much or too little assigned)

We are disappointed in the number of responses (286). For next year, we are creatively considering ways of getting a better response.

## 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.

<b>School: Fort Walton Beach High School</b>	<b>School Focus: Reading</b>
<b>District Goal: 86%</b>	<b>Students shall demonstrate reading proficiency at or above expected grade level.</b>

<b>Highly Qualified Status Administrators: (Title I)</b>	<b>Charlene Couvillon-B.S. Social Studies and Masters Degree Curriculum and Instruction with emphasis in English, certified in Educational Leadership (All Levels), English (6-12), Social Science (6-12).</b> <b>Ernest Green, Jr. – Masters in Educational leadership, 33 years experience, 20 years experience in administration, certified in Mathematics (5-9), Physical Education (6-12), School Principal (All Levels), Middle Grades Endorsement, Business Education (6-12).</b> <b>Joseph Peterson- B.S. Mathematics Education, Masters Education Leadership, 19 years experience, 9 years experience in administration, certified in Educational Leadership (All Levels), Mathematics (6-12).</b>	
<b>Reading Instructors/Recruitment: (Secondary)</b>	<b>8 Teachers with reading certification/endorsement</b>	<b>2 Teachers working towards reading certification/ endorsement.</b>

<b>Objective R-1</b>	<b>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 74 %. District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
<b>Objective R-2</b>	<b>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 74 %. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
<b>Objective R-3</b>	<b>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 74 %. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																																
<b>Grade 9 Proficiency by Percentage</b> <table border="1"> <thead> <tr> <th>Levels</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>8%</td> <td>8%</td> <td>5%</td> </tr> <tr> <td>Level 2</td> <td>25%</td> <td>25%</td> <td>28%</td> </tr> <tr> <td>Level 3</td> <td>36%</td> <td>38%</td> <td>28%</td> </tr> <tr> <td>Level 4</td> <td>18%</td> <td>19%</td> <td>28%</td> </tr> <tr> <td>Level 5</td> <td>13%</td> <td>9%</td> <td>11%</td> </tr> <tr> <td>Proficient</td> <td>67%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td># Tested</td> <td>467</td> <td>451</td> <td>412</td> </tr> </tbody> </table>	Levels	2010	2011	2012	Level 1	8%	8%	5%	Level 2	25%	25%	28%	Level 3	36%	38%	28%	Level 4	18%	19%	28%	Level 5	13%	9%	11%	Proficient	67%	67%	67%	# Tested	467	451	412	<ul style="list-style-type: none"> <li>All 9<sup>th</sup> and 10<sup>th</sup> English teachers will assign an “ARTICLE OF THE WEEK” for reading and discussion. Students will respond to the article, and teachers will provide feedback. Student responses will provide practice in: Summarizing skills, Level II Multiple Choice Questions, Questions of High-Level of Complexity, Critical Thinking/Analysis and Short Response Questions.</li> <li>In all English classes, students will be given a CHOICE of outside READING books for the 9 weeks to share and discuss. Literature circles and classroom libraries are just two</li> </ul>		<b>PDSP Focus:</b> <ul style="list-style-type: none"> <li>Assessment: Summative &amp; Formative</li> <li>Technology</li> <li>Writing Instructional Objectives</li> <li>Lesson Study</li> <li>Peer Observations</li> <li>FCAT Strategies</li> <li>Student Engagement</li> <li>Small Learning Communities: Book studies, AP/AICE, Math, ESE</li> <li>Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>SPP Online</li> <li>FWBHS Website</li> <li>E-Newsletter</li> <li>Distribution of test results</li> <li>Open House</li> <li>Tutoring/Office Hours</li> <li>IEP Meetings</li> <li>504 Meetings</li> <li>Grades Online w/ email link</li> <li>Parent Conferences</li> <li>Parent Training</li> </ul>
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**Grade 9  
Learning Gains by  
Percentage**

Levels	2010	2011	2012
Level 1	61%	81%	89%
Level 2	58%	63%	60%
Level 3	74%	76%	74%
Level 4	72%	77%	63%
Level 5	50%	50%	50%
L.Gains	68%	71%	65%

**Grade 10  
Proficiency by Percentage**

Levels	2010	2011	2012
Level 1	20%	18%	11%
Level 2	36%	28%	23%
Level 3	19%	22%	32%
Level 4	13%	13%	23%
Level 5	13%	19%	12%
Proficient	45%	54%	66%
# Tested	456	436	406

**Grade 10  
Learning Gains by  
Percentage**

Levels	2010	2011	2012
Level 1	30%	59%	57%
Level 2	30%	32%	45%
Level 3	53%	56%	70%
Level 4	53%	66%	64%
Level 5	64%	74%	51%
L.Gains	46%	55%	58%

of the many ways books may be shared and discussed (Our focus in building our classroom libraries will be on including more non-fiction and informational texts).

- Students will take the DEA assessment. Teachers will assign GRADE APPROPRIATE material based on both DEA testing and previous FCAT testing results.
- 11<sup>th</sup> and 12<sup>th</sup> grade English teachers will assign critical texts for close reading based on Common Core State Standards text complexity. Using graphic organizers, students will analyze, evaluate, and respond to the text.
- Teachers will continue to build “Word Walls” for improved vocabulary instruction. Because of End –of-Course Exams, SAT, ACT, and other standardized testing, vocabulary teaching will be more focused on vocabulary in context.
- Teachers will increase the use of technology in the classroom to include such resources as Turnitin.com, Membean, Quia, Remind 101, and the new cell phone pilot program.
- Social Studies teachers will begin implementing elements of the Common Core Standards specifically addressing Literacy in Writing and employ such strategies such as Soapstone, APPARTS, and CIS Lessons.
- Students in Social Studies courses will cite textual and non-textual

Turnitin.com - \$3,000

Membean - \$1,500

Quia - \$1,000

- Vocabulary and Questioning Techniques
- Common Core
- CIS Lessons

**Objective/other:**

- All staff will gain an awareness of various technological equipment and programs to apply in their classroom instruction to increase student achievement following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs assessment.
- All staff will become proficient in differentiating between summative and formative assessment and in applying formative assessments in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs assessment.
- All staff will apply appropriate techniques that are presented during staff development to increase student engagement in their



**Reading Overall**

School Year	% Meeting High Standards in Reading	% of Lowest 25% Making Learning Gains in Reading	Bonus points for 11th-12th grade Retakes
2012	68	57	0
2011	64	51	10
2010	61	43	0

evidence to support analysis of primary and secondary sources assigned as the “Article of the Week”, focusing on features such as tone and purpose of document.

- Students in Social Studies courses will determine the central ideas or information of primary or secondary sources assigned in the “Article of the Week” and provide an accurate summary of how key events or ideas develop over the course of the text.
- All 9<sup>th</sup> and 10<sup>th</sup> grade Social Studies teachers will utilize primary source documents to ensure a deeper understanding to content. Students will use either the APPARTS or Soapstone strategy to analyze the documents. This process will scaffold with Common Core Anchor Standards in Literacy and Writing.
- 9<sup>th</sup> and 10<sup>th</sup> grade English & Social Studies teachers will complete CAR-PD.
- Students who have not passed the FCAT will take the state assessment exam (DEA) to determine reading strengths and weaknesses. Teachers will use data to drive classroom instruction.
- FCAT Level 1 students will be enrolled in a mandatory Reading Class for an elective credit.
- FCAT Level 2 students will be assigned to an English teacher who is also Reading Certified/Endorsed.
- Foreign Language students will read

Substitute Teachers - \$1,600

classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.

- All staff will participate in small learning communities such as SMART Board/Math, AP/AICE, ESE, New Teacher, or Book Studies, following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.

	<p>articles related to the cultural aspects of respective foreign language.</p> <ul style="list-style-type: none"> <li>• Foreign Language students will compare/contrast American culture with the target foreign culture.</li> <li>• Foreign Language students will compare/contrast English words from the "Vocabulary Vertical Alignment" list with the target foreign language to acquire new vocabulary.</li> <li>• Students in Social Studies and Science courses will write extended responses to demonstrate the ability to organize ideas, concepts, and information to establish connections between primary and secondary sources in relation to their textbooks by incorporating CIS Lessons.</li> </ul>			
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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: Fort Walton Beach 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 92 %. (District Objective: X +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 92 %. (District Objective: X +2 percentile points or <input 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 (N/A) %. (District Objective: <input 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 77 %. (District Objective: X +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 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><b>Note: EOC Data will replace FCAT data.</b></p> <table border="1"> <thead> <tr> <th colspan="3">% Proficiency</th> <th>EOC</th> </tr> <tr> <th>FCAT</th> <th colspan="2">Grade 10</th> <th>Algebra</th> </tr> <tr> <th>Lvls</th> <th>'10</th> <th>'11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>5%</td> <td>5%</td> <td>4%</td> </tr> <tr> <td>Level 2</td> <td>12%</td> <td>10%</td> <td>21%</td> </tr> <tr> <td>Level 3</td> <td>26%</td> <td>25%</td> <td>55%</td> </tr> <tr> <td>Level 4</td> <td>43%</td> <td>46%</td> <td>14%</td> </tr> <tr> <td>Level 5</td> <td>12%</td> <td>14%</td> <td>6%</td> </tr> <tr> <td>No. Stds</td> <td>457</td> <td>434</td> <td>268</td> </tr> <tr> <td>Proficient</td> <td>82%</td> <td>85%</td> <td>75%</td> </tr> </tbody> </table>	% Proficiency			EOC	FCAT	Grade 10		Algebra	Lvls	'10	'11	12	Level 1	5%	5%	4%	Level 2	12%	10%	21%	Level 3	26%	25%	55%	Level 4	43%	46%	14%	Level 5	12%	14%	6%	No. Stds	457	434	268	Proficient	82%	85%	75%	<ul style="list-style-type: none"> <li>Math teachers will use SMART TECHNOLOGY – Smart Boards, Document Cameras, Sympodiums, etc. to improve student engagement.</li> <li>Math teachers will use BLACKBOARD and Edmodo to improve communication between parent and families by posting information, assignments, etc. electronically.</li> <li>Math teachers will meet bimonthly during COMMON PLANNING PERIOD to align curriculum for each course.</li> <li>All math courses will administer a NINE WEEK COMPREHENSIVE EXAM. Teachers of like courses are using the same 9 week exam and</li> </ul>	New Technology - \$3,500	<p><b>PDSP Focus:</b></p> <ul style="list-style-type: none"> <li>Assessment: Summative &amp; Formative</li> <li>Technology</li> <li>Writing Instructional Objectives</li> <li>Lesson Study</li> <li>Peer Observations</li> <li>FCAT Strategies</li> <li>Student Engagement</li> <li>Small Learning Communities: Book studies, AP/AICE, Math, ESE</li> <li>Data Teams</li> </ul> <p><b>Objective/other:</b></p> <ul style="list-style-type: none"> <li>All staff will gain an awareness of various</li> </ul>	<ul style="list-style-type: none"> <li>SPP Online</li> <li>FWBHS Website</li> <li>E-Newsletter</li> <li>Distribution of test results</li> <li>Open House</li> <li>Tutoring/Office Hours</li> <li>IEP Meetings</li> <li>504 Meetings</li> <li>Grades Online w/email link</li> <li>Parent Conferences</li> <li>Parent Training</li> <li>Blackboard</li> <li>Edmodo</li> </ul>
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Mean Scores	
EOC	Geometry
Thirds	'12
1st	17%
2nd	38%
3rd	45%
No. Stds	432
Mean	53%

**Math Overall**

School Year	% Meeting High Standards in Math	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Math
2012	82	74	68
2011	88	80	69
2010	88	81	66

grading policy.

- All math teachers will integrate “worked examples” and “vocabulary” strategies into their lesson plans and instruction.
- Math Teachers will meet bi-monthly as Data Teams in Algebra and Geometry.
- The Math Department will offer first period math tutoring throughout the school year.
- Algebra I teachers will administer the state assessment test (DEA) and analyze the results. Teachers will plan remediation/teaching based on student needs.
- All math teachers will use data from FCAT, DEA, and 9 week assessments to make instructional decisions.
- Teachers will review the curriculum alignment and create an Instructional Focus Calendar for teaching the skills.
- ESE students will receive support through strategies classes.
- Graphic organizers and/or vocabulary word walls will be used in all math classes.
- After school Math tutoring will be offered to all students.
- Letters will be mailed home to inform parents of Student Support Services – after school and Saturday tutoring, teacher office hours, etc.

Substitute Teachers - \$1,000

technological equipment and programs to apply in their classroom instruction to increase student achievement following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs assessment.

- All staff will become proficient in differentiating between summative and formative assessment and in applying formative assessments in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs assessment.
- All staff will apply appropriate techniques that are presented during staff development to increase student engagement in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.
- All staff will participate

	<ul style="list-style-type: none"> <li>Algebra 1A/1B Blocked class created for Lowest Performing Math Students.</li> <li>Professional Development for Math Teachers focusing on setting 4-point Targets for CCS Benchmarks. Identifying Student Performance Goals for each one. (Conducted during Late Arrival)</li> <li>Professional Development for Math Teachers focusing on PARCC Questioning. Teachers will understand how to write PARCC style questions. (Conducted during Late Arrival)</li> <li>Professional Development for Math Teachers focusing on “The 8 Math Practices”. (Conducted during Late Arrival)</li> </ul>	<p>1 Teacher Allocation - \$64,100</p>	<p>in a small learning community such as SMART Board/Math, AP/AICE, ESE, New Teacher, or Book Studies, following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.</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: Fort Walton Beach High School	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 10 <sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 62 %. (District Objective: X +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><b>FCAT Writes</b></p> <table border="1"> <thead> <tr> <th>Lvls</th> <th>'10</th> <th>'11</th> <th>'12</th> </tr> </thead> <tbody> <tr> <td>1.0</td> <td>0%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>1.5</td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td>2.0</td> <td>2%</td> <td>4%</td> <td>3%</td> </tr> <tr> <td>2.5</td> <td></td> <td></td> <td>7%</td> </tr> <tr> <td>3.0</td> <td>20%</td> <td>18%</td> <td>26%</td> </tr> <tr> <td>3.5</td> <td></td> <td></td> <td>23%</td> </tr> <tr> <td>4.0</td> <td>44%</td> <td>43%</td> <td>27%</td> </tr> <tr> <td>4.5</td> <td></td> <td></td> <td>8%</td> </tr> <tr> <td>5.0</td> <td>27%</td> <td>25%</td> <td>4%</td> </tr> <tr> <td>5.5</td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td>6.0</td> <td>7%</td> <td>9%</td> <td>0%</td> </tr> <tr> <td><b># Stds</b></td> <td><b>445</b></td> <td><b>429</b></td> <td><b>420</b></td> </tr> <tr> <td><b>% 4 or +</b></td> <td><b>78%</b></td> <td><b>77%</b></td> <td><b>40%</b></td> </tr> </tbody> </table>	Lvls	'10	'11	'12	1.0	0%	1%	1%	1.5			0%	2.0	2%	4%	3%	2.5			7%	3.0	20%	18%	26%	3.5			23%	4.0	44%	43%	27%	4.5			8%	5.0	27%	25%	4%	5.5			0%	6.0	7%	9%	0%	<b># Stds</b>	<b>445</b>	<b>429</b>	<b>420</b>	<b>% 4 or +</b>	<b>78%</b>	<b>77%</b>	<b>40%</b>	<ul style="list-style-type: none"> <li>All 9<sup>th</sup> and 10<sup>th</sup> grade students' writing will be scored with a <b>renewed emphasis</b> on conventions and enhanced textual support.</li> <li>A 10<sup>th</sup> grade English teacher <b>data team</b> will work with a writing rubric to determine specific writing weaknesses upon which to focus to target problem areas when students submit essays.</li> <li>Students and teachers will be trained to use the FL Writes Rubric with an added emphasis on support and conventions. They will also be made aware of the change in time allowed for writing the essay from 45 minutes to 60 minutes.</li> <li>9<sup>th</sup> and 10<sup>th</sup> students will receive more practice activities for writing, such as Nancy Dean's <i>Voice Lessons</i> and Gerald Graff and Cathy Birkenstein's, "<i>They Say, I Say</i>".</li> <li>Teachers at all grade levels will use CIS Lessons with nonfiction passages for emphasis on text depth and for repeated practice with expository writing responses.</li> </ul>	<p>Substitute Teachers - \$800</p>	<p><b>PDSP Focus:</b></p> <ul style="list-style-type: none"> <li>Assessment: Summative &amp; Formative</li> <li>Technology</li> <li>Writing Instructional Objectives</li> <li>Lesson Study</li> <li>Peer Observations</li> <li>FCAT Strategies</li> <li>Student Engagement</li> <li>Small Learning Communities: Book studies, AP/AICE, Math, ESE</li> <li>Biology 1 teachers will attend the county workshop on preparing students for the Biology 1 EOC exam</li> <li>CIS Lessons</li> <li>Data Teams</li> </ul> <p><b>Objective/other:</b></p> <ul style="list-style-type: none"> <li>All staff will gain an awareness of various technological equipment and programs to apply in their classroom instruction to increase student achievement following correct data analysis to indicate student need as</li> </ul>	<ul style="list-style-type: none"> <li>SPP Online</li> <li>FWBHS Website</li> <li>E-Newsletter</li> <li>Distribution of test results</li> <li>Open House</li> <li>Tutoring/Office Hours</li> <li>IEP Meetings</li> <li>504 Meetings</li> <li>Grades Online w/ email link</li> <li>Parent Conferences</li> <li>Parent Training</li> <li>Blackboard</li> </ul>
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**Writing Overall**

School Year	% Meeting High Standards in Writing
2012	91
2011	80
2010	90

- Students in Social Studies courses will write to demonstrate the ability to accurately cite textual and non-textual evidence from primary and secondary sources as assigned in the “Article of the Week.”
- Students in Social Studies and Science courses will write extended responses to demonstrate the ability to organize ideas, concepts, and information to establish connections between primary and secondary sources in relation to their textbooks by incorporating CIS Lessons.
- All core courses will administer a 9 week comprehensive exam. Teachers of like courses are using the same 9 week exam.
- All students will practice grammar to enhance editing techniques in writing.
- The number of low and high stakes writing activities will increase to encourage weekly and/or daily writing practice focusing on the following:
  - Writing in response to what has been read.
  - Increased focus on argumentative writing with justification and support.
  - Additional focus on feedback for the purpose of editing and revising.
- Teachers in different content areas

- evidenced by teacher portfolios and lesson plans and staff development needs assessment.
- All staff will become proficient in differentiating between summative and formative assessment and in applying formative assessments in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs assessment.
  - All staff will apply appropriate techniques that are presented during staff development to increase student engagement in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.
  - All staff will participate in a small learning community such as SMART Board/Math, AP/AICE, ESE, New Teacher, or Book Studies, following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.

	<p>will collaborate on using writing activities and teaching skills for use with expository writing.</p> <ul style="list-style-type: none"> <li>• Okaloosa Writes! will be administered to 9<sup>th</sup> grade students and scored for student feedback.</li> <li>• 9<sup>th</sup> grade students will write two FL Writes! practice activities each semester.</li> <li>• Teachers will administer DEA Writing tests to students in 9<sup>th</sup> and 10<sup>th</sup> grade in the beginning and middle of the school year.</li> <li>• 9<sup>th</sup> and 10<sup>th</sup> grade students and teachers will receive training in scoring anchor (sets) papers using the rubric.</li> <li>• 9<sup>th</sup> and 10<sup>th</sup> grade students will receive instruction in the process of writing.</li> <li>• 9<sup>th</sup> and 10<sup>th</sup> grade students will maintain folders of their writing.</li> <li>• All core courses will administer a 9 week comprehensive exam. Teachers of like courses are using the same 9 week exam.</li> <li>• English IV – FL College Prep will be implemented and aligned with ENG 1101 for college readiness.</li> </ul>			
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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.**



<b>School: Fort Walton Beach High School</b>	<b>School Focus: Science</b>
<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above expected grade level.</b>

<b>Objective S-1 (Grades 5, 8)</b>	The percentage of _____ 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 _____%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
<b>Objective S-2 (High school only)</b>	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 75%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																					
<p><b>Note: EOC Data will replace FCAT data.</b></p> <p><b>FCAT Science Strands</b></p> <table border="1"> <thead> <tr> <th>Science</th> <th colspan="2">Grade 11</th> </tr> <tr> <td></td> <th>'10</th> <th>'11</th> </tr> </thead> <tbody> <tr> <td>Physical</td> <td>61%</td> <td>67%</td> </tr> <tr> <td>E/S</td> <td>69%</td> <td>67%</td> </tr> <tr> <td>Life</td> <td>65%</td> <td>60%</td> </tr> <tr> <td>Think</td> <td>69%</td> <td>67%</td> </tr> <tr> <td>Overall Average</td> <td>66%</td> <td>65%</td> </tr> </tbody> </table>	Science	Grade 11			'10	'11	Physical	61%	67%	E/S	69%	67%	Life	65%	60%	Think	69%	67%	Overall Average	66%	65%	<p>Science fair projects will be required for the first weighted science course.</p> <p>Science teachers will use the mobile computer lab and interactive internet sites for virtual labs, research, and other activities to increase student engagement.</p> <p>Teachers will incorporate more student designed inquiry lab experiences that require formal lab reports which will include writing objectives, procedures and conclusions.</p> <p>Increased use of technology and student engagement by using clickers, cell phones and vernier probes.</p> <p>Teachers of like subjects will use common planning to develop weekly lesson plans, focus calendars and 9 week exams.</p> <p>Biology teachers will form data teams to analyze student data and formulate ways to improve student learning.</p>	<p>Clicker Response System - \$2,400</p> <p>Substitute Teachers – \$1,000</p>	<p><b>PDSP Focus:</b></p> <ul style="list-style-type: none"> <li>Assessment: Summative &amp; Formative</li> <li>Technology</li> <li>Writing Instructional Objectives</li> <li>Lesson Study</li> <li>Peer Observations</li> <li>FCAT Strategies</li> <li>Student Engagement</li> <li>Small Learning Communities: Book studies, AP/AICE, Math, ESE</li> <li>Biology 1 teachers will attend the county workshop on preparing students for the Biology 1 EOC exam</li> <li>Cell Phone &amp; Edmodo</li> <li>Vocabulary</li> <li>Common Core</li> </ul> <p><b>Objective/other:</b></p> <ul style="list-style-type: none"> <li>All staff will gain an awareness of various technological equipment and programs to apply in their classroom instruction to increase student</li> </ul>	<ul style="list-style-type: none"> <li>SPP Online</li> <li>FWBHS Website</li> <li>E-Newsletter</li> <li>Distribution of test results</li> <li>Open House</li> <li>Tutoring/Office Hours</li> <li>IEP Meetings</li> <li>504 Meetings</li> <li>Grades Online w/ email link</li> <li>Parent Conferences</li> <li>Parent Training</li> <li>Blackboard</li> </ul>
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Physical	61%	67%																							
E/S	69%	67%																							
Life	65%	60%																							
Think	69%	67%																							
Overall Average	66%	65%																							

**FCAT Science Ach. Levels**

Grade 11	'10	'11
Level 1	11%	15%
Level 2	36%	32%
Level 3	42%	45%
Level 4	10%	7%
Level 5	1%	1%
# Stdn	448	415
% Proficient	53%	54%

**Biology EOC**

Mean Scores	
EOC	Biology
Thirds	'12
1st	18%
2nd	33%
3rd	48%
No. Stds	427
Mean	54%

**Science Overall**

School Year	% Meeting High Standards in Science
2012	NA
2011	57
2010	56

All teachers will use data analyses to determine student weaknesses and re-teach material not yet mastered by students.

Science teachers chose two strategies for instructional focus: vocabulary and worked examples. These strategies will be written into lesson plans and evident in walk-throughs.

Emphasis will be placed on the common core standards and next generation sunshine state standards. All standards will be taught.

Teachers focus on text complexity and higher order questioning techniques and providing constructive feedback.

Teachers will use websites such as Blackboard and Edmodo to post digitized notes from lessons and for interaction with both students and teachers.

achievement following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs assessment.

- All staff will become proficient in differentiating between summative and formative assessment and in applying formative assessments in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs assessment.
- All staff will apply appropriate techniques that are presented during staff development to increase student engagement in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.
- All staff will participate in a small learning community such as SMART Board/Math, AP/AICE, ESE, New Teacher, or Book Studies, following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.

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

<b>School: Fort Walton Beach High School</b>	<b>School Focus: College Readiness/Academic Acceleration</b>
<b>School Objective:</b>	To increase the number of students enrolled in math and science AP courses by 5%. To increase the composite score on ACT by 2 points and on the total SAT by 50 points. To increase the number of students completing industry certifications.

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																																																																																				
<b>ACT Composite</b> <table border="1"> <thead> <tr> <th colspan="4">2010</th> </tr> <tr> <th>Group</th> <th>No. Std</th> <th>%</th> <th>Ave</th> </tr> </thead> <tbody> <tr> <td>Afr/Amr</td> <td>23</td> <td>9%</td> <td>19.4</td> </tr> <tr> <td>White</td> <td>168</td> <td>65%</td> <td>23.3</td> </tr> <tr> <td>Hisp.</td> <td>17</td> <td>7%</td> <td>22.2</td> </tr> <tr> <td>Other</td> <td>50</td> <td>19%</td> <td>23.6</td> </tr> <tr> <td>ALL</td> <td>258</td> <td>100%</td> <td>22.9</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">2011</th> </tr> <tr> <th>Group</th> <th>No. Std</th> <th>%</th> <th>Ave</th> </tr> </thead> <tbody> <tr> <td>Afr/Amr</td> <td>37</td> <td>12%</td> <td>17.7</td> </tr> <tr> <td>White</td> <td>202</td> <td>68%</td> <td>23.6</td> </tr> <tr> <td>Hisp.</td> <td>20</td> <td>7%</td> <td>21.9</td> </tr> <tr> <td>Other</td> <td>39</td> <td>13%</td> <td>22.7</td> </tr> <tr> <td>ALL</td> <td>298</td> <td>100%</td> <td>22.6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">2012</th> </tr> <tr> <th>Group</th> <th>No. Std</th> <th>%</th> <th>Ave</th> </tr> </thead> <tbody> <tr> <td>Afr/Amr</td> <td>27</td> <td>10%</td> <td>18.6</td> </tr> <tr> <td>White</td> <td>179</td> <td>66%</td> <td>22.7</td> </tr> <tr> <td>Hisp.</td> <td>23</td> <td>9%</td> <td>21.7</td> </tr> <tr> <td>Other</td> <td>41</td> <td>15%</td> <td>22.6</td> </tr> <tr> <td>ALL</td> <td>270</td> <td>100%</td> <td>22.2</td> </tr> </tbody> </table>	2010				Group	No. Std	%	Ave	Afr/Amr	23	9%	19.4	White	168	65%	23.3	Hisp.	17	7%	22.2	Other	50	19%	23.6	ALL	258	100%	22.9	2011				Group	No. Std	%	Ave	Afr/Amr	37	12%	17.7	White	202	68%	23.6	Hisp.	20	7%	21.9	Other	39	13%	22.7	ALL	298	100%	22.6	2012				Group	No. Std	%	Ave	Afr/Amr	27	10%	18.6	White	179	66%	22.7	Hisp.	23	9%	21.7	Other	41	15%	22.6	ALL	270	100%	22.2	<ul style="list-style-type: none"> <li>CIS Lessons will be used for nonfiction text depth.</li> <li>Text complexity will be implemented as per Common Core Standards.</li> <li>Pert will be given in 11<sup>th</sup> grade for English IV placement and in 12<sup>th</sup> grade for College Readiness evaluation and placement.</li> <li>Industry Certifications are available in IT, Digital Design 1, Web 2, Drafting, and Digital Cinema.</li> <li>Grammar will be practiced in all grades to enhance editing techniques in writing.</li> <li>College information parent nights will be held first semester for seniors and juniors and second semester for sophomores and freshmen.</li> <li>Students will be counseled on appropriate time to take test.</li> <li>Parent/student workshop on ACT, SAT, PERT content.</li> <li>PSAT results will be used for</li> </ul>	Postage for Letters - \$500	<b>PDSP Focus:</b> <ul style="list-style-type: none"> <li>Assessment: Summative &amp; Formative</li> <li>Technology</li> <li>Writing Instructional Objectives</li> <li>Lesson Study</li> <li>Peer Observations</li> <li>FCAT Strategies</li> <li>Student Engagement</li> <li>Small Learning Communities: Book studies, AP/AICE, Math, ESE</li> <li>CIS Lessons</li> <li>Common Core</li> </ul> <b>Objective/other:</b> <ul style="list-style-type: none"> <li>All staff will gain an awareness of various technological equipment and programs to apply in their classroom instruction to increase student achievement following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs</li> </ul>	<ul style="list-style-type: none"> <li>Parents of AP students meeting at FWBHS for general information and with question and answer time.</li> <li>AP Scholars Program</li> <li>Newsletter to parents on-line.</li> </ul>
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**SAT Data**

<b>Critical Thinking 2012</b>			
<b>Group</b>	<b>No. Std</b>	<b>%</b>	<b>Mean</b>
Afr/Amr	14	8%	489
White	122	71%	527
Hisp.	5	3%	
Other	30	18%	541
ALL	171	100%	519

<b>Mathematics 2012</b>			
<b>Group</b>	<b>No. Std</b>	<b>%</b>	<b>Mean</b>
Afr/Amr	14	8%	487
White	122	71%	542
Hisp.	5	3%	
Other	30	18%	506
ALL	171	100%	530

<b>Writing 2012</b>			
<b>Group</b>	<b>No. Std</b>	<b>%</b>	<b>Mean</b>
Afr/Amr	14	8%	470
White	122	71%	491
Hisp.	5	3%	
Other	30	18%	499
ALL	171	100%	487

placement in AP and AICE classes.

- Work with feeder schools to recruit students into honors and AP classes.
- Continue with our after school math tutoring, our lunch time math tutoring, and individual teachers who assign OTI (opportunity to improve) or Make Up Mondays. We will add tutoring the EOC in Algebra 1, Geometry, and Biology 1.
- Teachers will identify the at risk students they teach and many of these students will be “adopted” by a teacher who will monitor their grades, their attendance, their conduct and will touch base with the parents and the students every two weeks. Community mentors will be paired with these students when possible.

assessment.

- All staff will become proficient in differentiating between summative and formative assessment and in applying formative assessments in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans and staff development needs assessment.
- All staff will apply appropriate techniques that are presented during staff development to increase student engagement in their classrooms following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.
- All staff will participate in a small learning community such as SMART Board/Math, AP/AICE, ESE, New Teacher, or Book Studies, following correct data analysis to indicate student need as evidenced by teacher portfolios, lesson plans and staff development needs assessment.

<b>AP Course Pass Rate</b>			
<b>Subject</b>	<b>2010 % (3+)</b>	<b>2011 % (3+)</b>	<b>2012 % (3+)</b>
Art Hist	50%	100%	
Music Thry	58%	69%	29%
Art 2D	50%	25%	
Art 3D	100%	50%	67%
Art Drawing		50%	80%
English Lang	76%	56%	78%
English Lit	48%	53%	42%
European His	26%	74%	73%
Human Geo	37%	37%	42%
Macroecon	41%	57%	66%
Microecon	100%		
Psychology	81%	66%	58%
US Govt	30%	53%	22%
US Hist	48%	39%	62%
World Hist	54%	68%	67%
Calculus AB	92%	94%	97%
Calculus BC	100%	100%	100%
Statistics	63%	60%	26%
Biology	37%	52%	
Chemistry	55%	55%	65%
Environ. Sci	64%	81%	39%
Physics B	79%	97%	94%
Physics C:Ele	57%	75%	33%
Physics C:Me	71%	75%	100%
French Lang	0%	0%	
Spanish Lang	55%		
Overall	55%	58%	

- **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**

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. 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.

- FWBHS has implemented the third year of Project Lead the Way—Medical Interventions.
- FWBHS offers industry certification in several IT areas and in drafting.

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

- FWBHS' Advanced Placement program continues to grow, with a focus on encouraging minority students to enroll in these classes and then offering the first time student support.
- FWBHS continues to work on closing the achievement gap in reading.

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

- Recent renovations corrected the air quality problem in 17 classrooms and the renovation on an additional 6 classrooms is under way.
- Teachers teach bell to bell and the interruptions to the classroom are kept at a minimum.

**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.

- Parent Nights for senior parent, junior parents, sophomore parents and freshmen parents will be held in October and November.
- Teachers make 5 positive phone or email contacts a week.
- Our weekly newsletter, The Viking Voice, is emailed to over 800 addresses.