



Date Submitted:

Dates of Revisions:

School Name: Crestview 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 \$ N/A, will primarily be used for : N/A .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Bob Jones Principal</p> <p>Lynn Griffith SAC Chair</p>	<p>Legend</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 10th 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:

Crestview High School serves grades 9-12 in the Okaloosa County Public Schools district. Crestview High School is the fastest growing school in Okaloosa County but still maintains its small town feel. Crestview High is the only senior high school serving the Crestview area. CHS boasts a wide array of nationally recognized programs and opportunities for postsecondary success. Crestview High School has been consistently listed as one of the Newsweek Top 1300 Schools and is rated a 9 out of 10 by Great Schools. Crestview High School offers innovative curriculum that offers something to everyone. A total of 467 students took one or more AP courses in 2011-2012 school year. Many of our students take advantage of dual enrollment opportunities at nearby Northwest Florida State College and vocational certification at CHOICE, the vocational-technical center located on the CHS campus.

Crestview High School's climate survey shows favorability in providing a safe environment, making visitors feel welcome, and that teachers are doing well in educating students. Because of a lower percentile ranking for how the guidance department provides services to the students, a third counselor was hired to address this concern.

The CHOICE program at Crestview High School is designed to provide appropriate training opportunities for students wishing to pursue a career in a vocational technical field. Career training programs offered are automotive, aerospace, welding, electrical wiring, engineering, culinary arts, information technology and crime scene investigation. Students can earn elective credits, as well as industry certifications to meet individual career goals. All instructors are certified in their field and bring a vast wealth of applicable knowledge to their career-training program. CHOICE is the exemplary model for the State of Florida in the vocational technical career training program field. The CHOICES program at Crestview High School received national recognition in 2008.

Crestview High School also enjoys unique program relationships with two state universities. The SSTRIDE pre-medical program is a joint venture between Okaloosa County and the Florida State University College of Medicine and provides unique and hands-on experiences for students who are interested in the fields of medicine. SSTRIDE students receive practical science instruction with a focus on college readiness. The SSTRIDE program at Crestview High School is considered to be the most successful of the SSTRIDE programs state-wide.

The Embry-Riddle Aeronautical University Worldwide program provides an opportunity for students interested in aerospace sciences to receive high school and college credit.

Another program, the Crestview High Culinary Arts program, is tailored for students pursuing employment in the food service industry or entry into a collegiate/vocational program in the culinary field. Culinary Arts is a four-year plan of study that provides a "hands-on" approach to learning basic and specialized skills in the food industry. In the past several years, some of our culinary students have received The National Restaurant Association's National Certification of Achievement for their culinary expertise. Eleventh and twelfth grade students may compete in culinary competitions and work towards

ProStart certification and college credit at certain college/vocational culinary programs. Selected ProStart students display their culinary skill in a state-wide “Iron Chef” event. The instructor for Culinary Arts is the only certified instructor in Northwest Florida. Our Ready to Work program was recognized as the number one site based programs in the state with over 400 students completing the program. Diversified Career Technology (DCT) provides students with selected occupational skills through employment-related instruction and leadership development. The concurrent on-the-job training supervised by the employer and DCT coordinator enables students to develop both academically and professionally. The CHS DCT program is highly respected within the community in its success at preparing skilled employees and fostering relationships with local businesses.

The CHS Junior Reserve Officer Training Corps (JROTC) is a citizenship program that develops personal, academic, and leadership skills. Focusing on self-reliance, self-discipline, goal setting, and communication skills, students often participate in field trips to military facilities and museums, drill and color guard activities, adventure and rifle teams, community service events, and the annual military ball. Students have the opportunity through JROTC to earn scholarships.

CHS students balance their rigorous academic schedules with extracurricular activities that serve to provide physical and social outlets promoting discipline, attitude, team spirit, and a strong work ethic. CHS Bulldogs enjoy choosing from such activities as the Student Government Association, National Honor Society, Fellowship of Christian Athletes, Ethnic History Club, Drama Club, Junioresettes, and Key Club.

Music lovers can audition to sing with Chanticleer or Destiny show choirs, who have performed at Carnegie Hall, or join the award-winning 287 member Big Red Machine Marching Band, that was chosen to participate in the Tournament of Roses Rose Bowl Parade in Pasadena, California.

Interested student-athletes can show their enthusiasm in such sports as football, baseball, basketball, softball, track, soccer, tennis, golf and sailing. During year, Crestview High School students are encouraged to participate in extracurricular clubs, organizations, or sports, to share their talents, and to build school spirit.

For the past several years, CHS has earned awards as a Five Star School and Golden School, which is a credit to our community involvement and staff. Crestview High School has been named an “A+” school by the Florida Department of Education for the past two years. CHS’s reading leadership team has been recognized as the top performing team in the school district for the past several years.

Academically, CHS students strive to reach learning goals to prepare them for post-secondary plans and ambitions. Academics and extra-curricular activities work together to make our students well-rounded, contributing members of the community. Alumni remain active and communicate with former teachers and staff to keep them informed with the happenings of their alma mater. Community members serve on the School Advisory Council, participate in homecoming activities, attend concerts and sports events, offer special experiences to students to see small city government at work, volunteer hours as mentors or speakers, and donate time and money in other services to the school. Crestview High School endeavors to meet the needs of all its students by providing a quality education within a safe and enriching learning environment.

School Profile 2012- 2013

School Vision: Maximize educational systems that empower students to successfully transition into a globally competitive society. The vision of Crestview High School is to provide each student a diverse education in a safe supportive environment that promotes self-discipline, motivation, and excellence in learning. Crestview High School joins parents and community to assist all students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

School Mission: The mission of Crestview High School is to create and maintain an orderly, trusting and caring environment where teachers can teach and students can learn.

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

Highly Qualified Status Administrators: (Title I)		
Reading Instructors/Recruitment: (Secondary)	6 Teachers with reading certification/endorsement	0 Teachers working towards reading certification/ endorsement.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 86%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 86%. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 86 %. (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>																
FCAT SSS Reading Mean Score <table border="1"> <thead> <tr> <th>GR</th> <th colspan="3">Year</th> </tr> <tr> <th></th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>335</td> <td>330</td> <td>246</td> </tr> <tr> <td>10</td> <td>323</td> <td>321</td> <td>249</td> </tr> </tbody> </table>	GR	Year				10	11	12	9	335	330	246	10	323	321	249	<p>Students will monitor their own progress of assigned reading benchmarks in all core classes using a teacher-generated tracking instrument. Teachers will introduce the Common Core Standards and Literacy Standards to students.</p> <p>All students in reading, language arts, science and social studies classes will practice questioning (Level 2) connected with NGSSS and CCS and aligned with the item specification and transition timeline provided by DOE.</p> <p>Lesson study for English courses will continue the next stages of development with English teachers.</p> <p>All teachers will participate in Late Start professional development with emphasis in Comprehension Instructional Sequence and high quality text discussions.</p> <p>All teachers will attend professional development sessions focused on the explicit instruction</p>	Budgeted – Reading Teachers Budgeted – Classroom Assistant Budgeted – Temporary Classroom Budgeted – Guidance Budgeted – Administrators. Budgeted – Supplies.	<p>PDSP Focus: Science, social studies, and elective teachers will participate in workshop(s) to determine specific reading and writing strategies using and unpacking the Common Core Literacy Standards to apply to content area throughout school year as evidenced by administrator observation, student samples, lesson plans and teacher-generated tracking mechanism. All teachers will be trained in ongoing embedded professional development in the implementation of CIS and text complexity. (K) (M)(P) (F)</p> <p>*New staff will become proficient in applying appropriate active reading strategies</p>	AP Sneak Peek College Information Lecture Series Crestviewbulldogs.org Parent Internet Viewer Progress Reports, Report Cards School Advisory Council Meetings Open House, Orientation School Marquees Connect Ed Facebook Twitter Daily News/Crestview Bulletin Parent Teacher Conferences Evening grade level meetings Counselors present at SAC and Booster Club meetings Newsletters Administrator attendance at various community meetings/events Teacher web pages SPP on-line
GR	Year																			
	10	11	12																	
9	335	330	246																	
10	323	321	249																	

LEVEL 1 AND 2 - READING			
	2010	2011	2012
9 TH	30	41	34
10 TH	54	53	43

NCLB PROFICIENCY RATES			
	2010	2011	2012
HIS	41	42	
AFA	45	47	
ASIAN	71	72	
Muti	64	76	
WHT	65	60	
ED	53	45	
ELL	N/A	N/A	
SWD	46	23	

***Data for 2012 not available from FLDOE at this time. Table will be updated when data becomes available.**

components to be employed in the classroom. Teachers will document strategies covered, such as appropriate pacing, adequate processing time, response monitoring, feedback, and evidence of effectiveness.

Teachers will implement vocabulary strategies aligned with content and curriculum. Teachers will select reading strategies appropriate for benchmark(s) assigned to subject area. Students will take pre/post tests in core classes to identify strong and weak content clusters and determine focus areas. Students will respond to moderate and high complexity questions for class assignments, assessments, and comprehensive exams in all classes.

All teachers will emphasize vocabulary in the content area as the major skill focus, in addition to the specific areas of focus in classroom instruction indicated by documentation of NGSS/CCSS Anchor Standards.

All teachers will attend and participate in professional development sessions addressing the Common Core State Standards, Text Complexity and Comprehension Instructional Sequence.

Faculty bookstudies will be offered via Blackboard / reflective portfolio for the following titles to enhance knowledge in reading and vocabulary instruction:

- *Readicide* by Kelly Gallagher
- *Bringing Words to Life* by Isabel Beck
- *There are No Shortcuts* by Rafe Esquith
- *Teach Like a Champion* by Doug Lemov

All English, Social Studies, and Science teachers will assign an "ARTICLE OF THE WEEK" for reading and discussion. Students will respond to the article, and teachers will provide feedback to aid in advancing critical thinking skills. Student responses will provide practice in: Summarizing Skills, Level II Multiple Choice Questions, and Short Response Questions to aid in developing a greater emphasis evidence based responses.

Foreign Language students will read articles related to the cultural aspects of respective foreign language.

Professional Learning Communities will submit agendas that will include content specific strategies and instructional best practices that focus on complexity of questions and vocabulary, text

Budgeted – Literacy Coach

following correct data analysis to indicate student need as evidenced by teacher portfolios and lesson plans

1013001, Teaching Reading Skills Science, social studies, and elective teachers will participate in workshop(s) to determine specific vocabulary strategies for content areas focused on the Common Core Literacy Standards and implement strategy or strategies throughout the school year as evidenced by lesson plans, student products, and administrative review. (K) (M) (P) (F)

1013001, Teaching Reading Skills All new teachers will be trained in developing a PMP and using Data STAR and Dashboard to make curricular decisions as well as DEA data reports as evidenced by administrative review of PMPs and lesson plans. (K) (P) (L)

3003005, Computer Applications in Education All new teachers will be trained in using the new electronic Gradebook as evidenced by Gradebook products. (K) (P) (F) (L)

3003005, Computer Applications in Education All teachers will participate in workshops to create teacher web pages as evidenced by the individual teacher web page and the number of "hits" indicated on the site. (K) (M) (P) (F) (R) (L)

3003005, Computer Applications in Education Teachers will participate in a review workshop of differentiated instruction or an initial workshop

Plan of Care
Telephone Conferences
Department meetings
Various other letters home to parents

	<p>complexity, and CIS planning. Core teachers will develop and implement a close reading/CIS unit at least once per semester.</p> <p>Teachers will create or utilize progress monitoring/tracking device to assess reading and writing standards and use the PMP system to monitor RtI strategies. Reading, math, and science teachers will use data, resources and probes from the DEA testing results to aid in prescriptive instruction and progress monitoring.</p> <p>All teachers will schedule one-on-one data chats with assigned administrator to address strengths/weaknesses. Chats will include the teacher's plan of action for subgroups.</p> <p>DEA results will be used to establish baselines and monitor progress as well as assist in determination of teacher effectiveness.</p> <p>Designated teachers will design differentiated probes using DEA for the purpose of creating individualized instruction. All teachers will document differentiated instructional methods/strategies.</p> <p>Teachers will be provided the opportunities to learn instructional methods and strategies through observation of best practices modeled in other classrooms/schools.</p> <p>All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCSD School Board (Balanced Literacy Plan, PPP, etc).</p> <p>School wide focus of the Common Core Standards will include professional development sessions within the Learning Communities to include topics that address creating print-rich instructional environments, maintaining high standards, differentiated instructional, text complexity, CIS lessons and learning strategies.</p>		<p>Objective/other:</p> <p>PD will be provided on effective usage of DEA probes and assessments for student achievement.</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: Crestview 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 87%. (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 87%. (District Objective: <input checked="" type="checkbox"/> +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 % . (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 70%. (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 <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																								
<p>FCAT SSS/Alg 1 EOC Math Mean Score</p> <table border="1"> <thead> <tr> <th>GR</th> <th colspan="3">Year</th> </tr> <tr> <th></th> <th>10</th> <th>11 EOC</th> <th>12 EOC</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>328</td> <td>50</td> <td>399</td> </tr> <tr> <td>10</td> <td>339</td> <td>45</td> <td>392</td> </tr> <tr> <td>11</td> <td>N/A</td> <td>45</td> <td>N/A</td> </tr> <tr> <td>12</td> <td>N/A</td> <td>55</td> <td>N/A</td> </tr> </tbody> </table>	GR	Year				10	11 EOC	12 EOC	9	328	50	399	10	339	45	392	11	N/A	45	N/A	12	N/A	55	N/A	<p>Students will take pre and post tests to determine needs and monitor progress. Students will learn to problem solve using real world application problems.</p> <p>Lesson study for Geometry and Algebra 1 courses will continue to the next stages of development with Math teachers Teachers will introduce the Common Core Standards and Literacy Standards to students.</p> <p>All teachers will attend professional development sessions focused on the explicit instruction components to be employed in the classroom and Common Core workshops. Teachers will document strategies covered, such as appropriate pacing, adequate processing time, response monitoring, feedback, and evidence of effectiveness.</p> <p>DEA probes and practice EOC dailies will be used for progress monitoring and prescriptive lesson instruction for all Algebra I and Geometry students.</p>	<p>Budgeted – Math</p> <p>Budgeted – Supplies</p> <p>Literacy Coach - Already Encumbered</p>	<p>PDSP Focus:</p> <p>Selected math teachers will participate in district math workshops as well as regional math conferences, and present information and new strategies and/or train peers in new teaching strategies as evidenced by lesson plans and administrative review. (K) (M) (P) (R) (F) (L)</p> <p>1009009, Applying Math in the Classroom</p> <p>All 1st and 2nd year math teachers will participate in training in strategies to help students solve word problems: identifying the information, defining problems, setting up the expressions and equations, and calculating the correct answer. (K) (M) (P) (R) (F)(L)</p>	<p>AP Sneak Peek</p> <p>College Information Lecture Series</p> <p>Crestviewbulldogs.org</p> <p>Parent Internet Viewer</p> <p>Progress Reports, Report Cards</p> <p>School Advisory Council Meetings</p> <p>Open House, Orientation</p> <p>School Marquees</p> <p>ConnectEd</p> <p>Facebook</p> <p>Twitter</p> <p>Daily News/Crestview Bulletin</p> <p>Parent Teacher Conferences</p> <p>Evening grade level meetings</p> <p>Counselors present at SAC and Booster Club meetings</p> <p>Newsletters</p> <p>Daily PAWS advisory</p> <p>Administrator attendance at various community meetings/events</p> <p>Teacher web pages</p> <p>SPP on-line</p> <p>Plan of Care</p> <p>Telephone Conferences</p>
GR	Year																											
	10	11 EOC	12 EOC																									
9	328	50	399																									
10	339	45	392																									
11	N/A	45	N/A																									
12	N/A	55	N/A																									

Geometry EOC Mean Score

GR	Year		
	10	11 EOC	12 EOC
9	328	50	50
10	339	45	50

Teachers will create or utilize progress monitoring/tracking device to assess reading standards and use the PMP system to monitor RtI strategies. Reading, math, and science teachers will use data, resources and probes from the DEA testing results to aid in prescriptive instruction and progress monitoring.

Teachers will analyze student data using DEA results, PMP/Data Star and PAWS to make curricular decisions and improve student learning and monitor progress in RtI. Teachers will implement differentiated instruction.

Teachers will be provided the opportunities to learn instructional methods and strategies through observation of best practices modeled in other classrooms/schools.

Students will work toward achieving performance objectives set forth in PMP. Students will use supplemental FCAT practice workbooks in math classes and EOC materials. Use of Math DVD's in cooperative learning groups to strengthen students' understanding of math concepts.

Students will be provided additional assistance through the use of EOC/FCAT before/after school tutoring.

Teachers will emphasize math vocabulary to increase understanding of word problems, text complexity and the Common Core. Teachers will include the 8 essential math practices included in the Comp. Math Model, provide sample PARCC like questions that require multi-step, complex thinking and provide opportunities for students to write to explain a mathematical process.

Students will practice responding to multiple choice questions varying in complexity aligned with Webb's Depths of knowledge.

Students will confer with teachers to determine academic strengths and weaknesses to plan for success in part through student/teacher data chats at least once per semester.

Students will work with extended learning modules that connect research-based strategies with content to

IDEA ESE Teachers (2) – Already Encumbered

ESE Classroom Aide (1)- Already Encumbered

IDEA Staffing Specialist – Already Encumbered

ESE Supplies- Already Encumbered

AP Teachers (16) – Already Encumbered

AP Supplies –

1009009, Applying Math in the Classroom

Math teachers will be trained to effectively unpack the Common Core Standards and implement collaborative learning, reading, writing, and problem-solving strategies to increase student performance in math as evidenced by lesson plans, observation, and student samples. (K) (M) (P) (R) (F) (L)

1009009, Applying Math in the Classroom
ESE Math teachers will have regularly scheduled in service training with the ESE Staffing Specialist.
K) (M) (P) (F) (L)

1009009, Applying Math in the Classroom
Math teachers will be trained to effectively implement collaborative learning, reading, writing, and problem-solving strategies to increase student learning with ELL as evidenced by lesson plans, observation, and student samples with collaboration from the LEP coordinator.
(K) (M) (P) (R) (F) (L)

Objective/other:

Department meetings
Various other letters home to parents

	<p>stimulate and develop deeper understanding of mathematical problem solving.</p> <p>Students will be enrolled in appropriate coursework or computer-assisted instructional program to recover needed credits.</p> <p>Students will meet with guidance counselor once per semester to assess progress. Students will receive additional academic instruction to improve grades.</p> <p>Teachers will utilize graphic organizers to increase comprehension of mathematical vocabulary and concepts.</p> <p>Students will use supplemental EOC practice materials to prepare for /EOC</p> <p>Students will be challenged in AP math skills in preparation for college success.</p> <p>Students will be advised to complete more math than minimum math graduation requirement to expand knowledge and increase opportunities.</p> <p>School wide focus of the Common Core Standards will include professional development sessions within the Learning Communities to include topics that address creating print-rich instructional environments, maintaining high standards, differentiated instructional, text complexity, and learning strategies.</p> <p>Teachers will incorporate technology where applicable into higher math classes through use of graphing and overhead TI84+ silver calculators.</p> <p>ELL students will be placed with a Math teacher who meets ELL requirements.</p> <p>ELL students will work toward performance objectives set forth in LEP with LEP committee.</p> <p>ELL students will participate in during school or after school tutoring services according to need.</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: Crestview High 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 85%. (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>10th Grade Writing+ Mean Score</p> <table border="1"> <thead> <tr> <th>GR</th> <th colspan="3">Year</th> </tr> <tr> <th></th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <th>10</th> <td>3.8</td> <td>4.0</td> <td>3.4</td> </tr> </tbody> </table>	GR	Year				10	11	12	10	3.8	4.0	3.4	<p>Students will evaluate writing samples according to Florida Writes rubric and 6+ Traits with special attention to the Common Core Standards for Writing. Teachers will introduce the Common Core Standards and Literacy Standards to students.</p> <p>All core teachers will assign at least one sustained research project to include refining and collaboration, gathering information, evaluating sources and citing material accurately, and report /analyze findings from research</p> <p>Ninth and 10th grade English students and all PreAP and AP students in English and Social Studies will participate in timed writings at least twice every 9 weeks to increase response writing from what students have read or discussed.</p> <p>Ninth grade students will take Okaloosa Writes. Teachers will create or utilize progress monitoring/tracking device to assess writing improvement.</p> <p>All students will monitor their own writing improvement and progress with a teacher-selected tracking device, writing and writing score logs will be maintained. Teachers will provide students with writing and grading rubrics.</p> <p>All teachers will share scoring rubric for writing with parents. Teachers will schedule individual student conferences at least once per semester. Students will be given a diagnostic 45 minute timed writing prompt evaluation within the first 2 weeks of</p>		<p>PDSP Focus: All new English teachers will be trained in using the FCAT Writes and 6 Traits rubrics; veteran teachers will review rubrics; all English teachers will practice scoring to ensure consistency. Evidence will be attendance roll and scored products. (Eighty per cent [80%] of each teacher's scores will be consistent with scores determined by DOE anchor papers.) (K)(M) (P) (R) (F) (L)</p> <p>1017003, Issues in Writing Assessment All new English teachers will be trained in developing a PMP and using Data STAR and PAWS to make curricular decisions as evidenced by administrative review of PMPs and lesson plans. (K) (P) (L)</p> <p>3003005 Computer Applications in Education</p> <p>All new English teachers will be trained in using electronic Gradebook as evidenced by Gradebook products. (K) (P) (F) (L)</p> <p>3003005 Computer Applications in</p>	<p>AP Sneak Peek College Information Lecture Series Crestviewbulldogsl.org Parent Internet Viewer Progress Reports, Report Cards School Advisory Council Meetings Open House, Orientation School Marquees Connect Ed Facebook Twitter Daily News/Crestview Bulletin Parent Teacher Conferences Evening grade level meetings Counselors present at SAC and Booster Club meetings Newsletters Administrator attendance at various community meetings/events Teacher web pages SPP on-line Plan of Care Telephone Conferences Department meetings and professional learning communities Various other letters home to parents</p>
GR	Year															
	10	11	12													
10	3.8	4.0	3.4													

	<p>school. All 9th and 10th grade English teachers will use part of the common planning time to analyze diagnostic evaluations and previous writing scores for prescriptive instruction in writing. All teachers will provide opportunities for students to write in response to reading, and provide sessions for students to edit and revise writings with supported and guided feedback from teachers addressing research papers and all other assigned writings.</p> <p>Students will have the opportunity to write to explain, define, justify and/or persuade a position, procedure, problem, etc. in all math, science, ROTC, and vocational courses. Social studies students will answer document-based questions (DBQ).</p> <p>Teachers will pursue opportunities to collaborate with other teachers on cross curricular projects as evidenced by student products. Students will work toward improving and achieving performance objectives set for in PMP conferences.</p> <p>Foreign Language students will compose Writing to Learn short essays that will compare/contrast American culture with the target foreign culture.</p> <p>Students will write to college level prompts and/or write to work related issues or work place scenarios. Students will employ MLA and APA styles to prepare for college writing. Students will be introduced to other writing styles and styles of documentation.</p> <p>Students will participate in weekly writing lessons in English classes and will participate in 3-5 Writing to Learn activities per nine weeks in Science, Social Studies and Math courses.</p> <p>Students will focus on improving development of three traits of ideas, organization and word choice in writing.</p> <p>ELL will utilize graphic organizers, visuals, and sample writings to aid in developing and increasing writing skills.</p>		<p>Education Teachers will be trained in using DEA probes to monitor student progress. (K) (M) (P)</p> <p>3003004, Technology Integration for Performance and Success Teachers in social studies, other than AP teachers, and elective area teachers will participate in a workshop to develop writing rubrics modeled after the Florida Writes rubric appropriate for use in content area as evidenced by created rubric. (K) (M)(P) (R) (F) (L)</p> <p>Objective/other: </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: Crestview High School	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of _____ 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%)
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 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 <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>BIOLOGY EOC Mean Score</p> <table border="1"> <thead> <tr> <th>GR</th> <th colspan="3">Year</th> </tr> <tr> <td></td> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>ALL GRADES</td> <td>319 FCAT</td> <td>N/A</td> <td>51</td> </tr> </tbody> </table>	GR	Year				10	11	12	ALL GRADES	319 FCAT	N/A	51	<p>All students will be placed in appropriate science courses.</p> <p>Teachers will introduce the Common Core Standards and Literacy Standards to students.</p> <p>Ninth, 10th, and 11th grade science students will take pre/post tests to determine strengths/weaknesses in science content and will include the DEA testing of all Biology students. Ninth and 10th grade science students will complete science fair projects and may choose to compete at the county level. Eleventh and 12th grade science students may elect to participate.</p> <p>Students will read and respond in writing to current science events, to help them understand real world application</p> <p>All core teachers will assign at least one sustained research project to include refining and collaboration, gathering information, evaluating sources and citing material accurately, and report /analyze findings from research</p> <p>Core teachers will develop and implement a close reading/CIS unit at least once per semester.</p> <p>Beginning of year introductory letter with course expectations, course outline, and other pertinent information regarding science classes Safety Requirements in Lab Safety requirements posted on website.</p>		<p>PDSP Focus: 1015005, Science Connections Science teachers will be utilize writing to learn in science through the patterns of argumentation (evidence, warrants, claims), knowledge construction (how ideas are related to each other), and summarization (condensing but remaining representative of original text's meaning) as evidenced by student products and lesson plans. (K) (M) (P) (R) (F) (L)</p> <p>Objective/other:</p>	<p>AP Sneak Peek College Information Lecture Series Crestviewbulldogs.org Parent Internet Viewer Progress Reports, Report Cards School Advisory Council Meetings Open House, Orientation School Marquees ConnectEd Facebook Twitter Daily News/Crestview Bulletin Parent Teacher Conferences Evening grade level meetings Counselors present at SAC and Booster Club meetings Newsletters Administrator attendance at various community meetings/events Teacher web pages SPP on-line Plan of Care Telephone Conferences Department meetings</p>
GR	Year															
	10	11	12													
ALL GRADES	319 FCAT	N/A	51													

	<p>All Science teachers will form disciplinary groups to plan pacing, coordinate lessons, and mentor one another.</p> <p>All Biology teachers will use county provided Biozone “Skills in Biology” to aid students improve biological investigation skills such as experimental design, analysis, field work and classification. Science teachers will conduct Bio 1 EOC review sessions.</p> <p>The literacy coach and ESE teachers will work closely with the science instructors that have low performing students</p> <p>Ninth and 10th grade students will research topics, collect data, and present findings using technology including web-based resources.</p> <p>Eleventh and 12th grade students will produce formal lab write-ups to practice applying the scientific method.</p> <p>Highly effective (essential) questioning techniques will be used to promote higher order thinking skills.</p> <p>Students will improve scientific vocabulary by the use of word manipulation strategies and Comprehensive Instructional Sequence.</p> <p>Teachers will utilize class demonstration tables to present controlled experiments and procedures</p> <p>Teachers will be provided the opportunities to learn instructional methods and strategies through observation of best practices modeled in other classrooms/schools.</p> <ul style="list-style-type: none"> • All English, Social Studies, and Science 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, and Short Response Questions. 			
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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: Crestview High School	School Focus: College Readiness/Academic Acceleration
School Objective:	<p>The average composite score of students taking the ACT during the 2012-2013 school year will increase by 1 point</p> <p>The average score of students taking the SAT during the 2012-2013 school year will increase by 10 points</p> <p>The average of students earning a score of 3+ on AP exams during the 2012-2013 school year will increase by 10 percent</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>Number of AP tests Administered</p> <table border="1" data-bbox="248 496 479 587"> <thead> <tr><th colspan="3">Year</th></tr> <tr><th>10</th><th>11</th><th>12</th></tr> </thead> <tbody> <tr><td>1056</td><td>885</td><td>784</td></tr> </tbody> </table> <p>Number of students who took 1 or more AP exams</p> <table border="1" data-bbox="248 644 479 735"> <thead> <tr><th colspan="3">Year</th></tr> <tr><th>10</th><th>11</th><th>12</th></tr> </thead> <tbody> <tr><td>550</td><td>559</td><td>467</td></tr> </tbody> </table> <p>Number of AP 3+ Scores</p> <table border="1" data-bbox="188 793 537 884"> <thead> <tr><th colspan="4">Year</th></tr> <tr><th></th><th>10</th><th>11</th><th>12</th></tr> </thead> <tbody> <tr><td>3+</td><td>324</td><td>179</td><td>191</td></tr> </tbody> </table> <p>AP Pass Rate</p> <table border="1" data-bbox="188 941 537 1032"> <thead> <tr><th colspan="4">Year</th></tr> <tr><th></th><th>10</th><th>11</th><th>12</th></tr> </thead> <tbody> <tr><td>Pass %</td><td>38</td><td>33</td><td>41</td></tr> </tbody> </table>	Year			10	11	12	1056	885	784	Year			10	11	12	550	559	467	Year					10	11	12	3+	324	179	191	Year					10	11	12	Pass %	38	33	41	<p>Increase number of AP course sections and classes.</p> <p>AP students will participate in after school study groups. Teachers will develop after school AP Skills seminars to better prepare students for the rigor and expectations of AP course material</p> <p>AP students will take pre/mid/post tests to monitor progress and determine goals. AP students will use web resources to prepare for AP exams.</p> <p>AP and Pre AP teachers will use CollegeBoard “Teacher’s Corner” as a resource to enhance instruction and stay current on AP trends and issues. AP teachers will compare format of multiple choice questions on EOC assessments and multiple choice format questions on AP, as well as synthesis questions to modify instruction and prepare students for both types of tests.</p> <p>AP teachers will increase focus on AP style writing.</p> <ul style="list-style-type: none"> All English, Social Studies, and Science 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, and Short Response Questions. <p>Counselors will work with CHS department chairs or designees to set up articulation meetings between middle schools and CHS. CHS will hold Curriculum Fairs for both feeder schools to help recruit students for the honors and advanced courses offered.</p>		<p>PDSP Focus: AP and PreAP teachers will participate in Vertical Team workshop(s) to align courses to prepare students for success as evidenced by registration and workshop agenda. (K) (M) (P) (R) (F) (L)</p> <p>2408008,Strategies for Teaching New AP teachers will attend training to be able to teach AP classes in accordance with CollegeBoard requirements as evidenced by registration and workshop agenda. (The pass rate for these new teachers will approximate the CollegeBoard average pass rate for those courses.) (K) (M) (P) (R) (F) (L)</p> <p>2408008,Strategies for Teaching AP teachers will be able to incorporate Comprehensive Instructional Sequence to improve writing and assist students in preparing for AP exams. (K) (M) (P) (R) (F) (L)</p> <p>3003004,Technology Integration for</p>	<p>College Information Lecture Series Crestviewbulldogs.org Parent Internet Viewer Progress Reports, Report Cards School Advisory Council Meetings Open House, Orientation School Marquees Connect Ed Facebook Twitter Daily News/Crestview Bulletin Parent Teacher Conferences Evening grade level meetings Counselors present at SAC and Booster Club meetings Newsletters Administrator attendance at various community meetings/events Teacher web pages SPP on-line Plan of Care Telephone Conferences Department meetings Various other letters home to parents</p>
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	Year															
	09	10	11													
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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.

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.

- The average of students earning a score of 3+ on AP exams during the 2012-2013 school year will increase by 10 percent Obj. 1.1(a)
- Teachers will use the PMP data system to identify and monitor prescriptive instructional strategies for students struggling in Reading, Math and Writing. Obj. 1.2

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

- The average composite score of students taking the ACT during the 2012-2013 school year will increase by 1 point Obj. 2.1(b)
- Reading, math, and science teachers will use data, resources and probes from the DEA testing results to aid in prescriptive instruction and progress monitoring.

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

- 100% Highly Qualified Teachers with no out of field teachers. Obj. 3.2
- As evidenced through the master schedule, required courses will meet the class size mandate. Obj. 3.1(b)

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.

- School Advisory Council will meet monthly, follow the agenda, and provide follow-up minutes on each meeting. Obj. 4.1 (a)
- School website to increase communication to parents, students and other stakeholders by addressing alternate means of internet/web based communications. (ie. Facebook, Twitter, and extracurricular websites) Obj. 4.3)