



Date Submitted: 9/14/12

Dates of Revisions: 9/27/12

School Name: Choice High School and Technical Center
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 \$ [], will primarily be used for : [] .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Al Gardner Principal</p> <p>Connie Blanchard 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: (Narrative)

Choice High School and Technology Center (CHSTC) has a dual focus as both a Career/Technical School for high school students and as a specialized Dropout Prevention program for struggling students in grades 9 - 11. From the career/technical education (CTE) courses students satisfy the requirements of elective credits needed for graduation, and with the specialized support students receive in the ninth/tenth grade program, students receive the support they need to stay in school and graduate. In addition, the elective classes provide training to students that would allow them to earn industry certifications in a job related field, enlist in the military or enroll in college (with credits earned through their course of study) or enter the workforce upon graduation from high school. Students may attend CHSTC for both elective and academic credits, or alternatively, they may earn elective credits only at CHSTC and academic credits from their zoned high school. The primary goal for all of our students is to earn a high school diploma, graduate with marketable job skills, enter the job market or continue their education in college or a technical school.

CHSTC 9th -11th grade program offers students who have been identified by certain dropout prevention criteria: ex. Poor attendance, overage for grade, or academically unsuccessful. Students with previous discipline issues are screened with a point value assigned to discipline infractions and based on the accumulated points may not be eligible to attend this program. These student's academic needs are addressed primarily in direct instruction classes by certified teachers committed to working with academically struggling students. Typically these students have four academic classes and a three period block in a CTE program of their choosing.

CHSTC has a dropout prevention program called Best Chance which is for students in grades 5 – 8. This program is designed for students that have been retained twice in previous academic years. The goal of this program is to provide instruction in the core academics being taught in the typical middle school setting: language arts, math, science and social studies. Students in this program have the opportunity for a mid-year promotion with the hope that these students may be able to academically catch up with their peer group. The instruction has a strong focus on reading and math, is in a small group setting and differentiated to meet the individual needs of its students.

CHSTC also has a Performance-Based Diploma Program (PBDP) which provides an alternative educational (dropout prevention) setting for high school students that have been unsuccessful in a traditional high school program. This program was started in 1990 and serves only high school students. The PBDP is a voluntary program which students have to meet dropout prevention criteria and go through an interview process along with their parent or guardian before enrolling. At this time academic and career/technical counseling is provided to the prospective student, an academic plan is developed, all program rules are discussed, and appropriate paperwork is filled out and signed.

The PBDP's primary mode of academic instruction is computer-based using Education 20/20, a district-approved program which is correlated with the Sunshine State Standards. Students requiring remediation for FCAT purposes receive direct instruction through certified teachers in reading, math and writing. ESE students receive direct support services through an ESE certified instructor and an ESE staffing specialist. Each ESE student's accommodations are documented in an IEP and are closely monitored by all instructors.

The career/technical instructors and the PBDP instructors work closely together to counsel students and parents to place students in programs of interest. The career technical programs currently offered to high school students are as follows: Automotive, Culinary Arts, Cosmetology, Construction, Digital Arts, Landscaping, Medical Administrative Technology, Welding, Digital Film Production, Video Game Development, Certified Nursing Assistant and Veterinary Assisting.

CHSTC also offers career/technical programs for adult students seeking training and/or job skills for career changes or advancement. Programs for adults are primarily taught in the evenings. Financial aid is provided through the Federal Pell Grant, Veterans Administration, School Board Scholarship, Florida Work Experience, Bright Futures, Florida Pre-paid Tuition, Military Tuition Assistance and some third party agencies. Additional programs for adults are as follows: Cosmetology, Medical Administrative Technology, Licensed Practical Nursing, Certified Nursing Assistant, Welding, Construction, Heating and Air Conditioning, Electricity, Automotive, Landscape Operations and Marine Service Technology.

Our career /technical programs are taught by industry professionals who are certified to teach in their respective fields and are committed to continual improvement and student success. The students at CHSTC are bolstered by the expertise of 26 CTE teachers, 13 academic teachers, 3 class room assistants, 9 support personnel, 1 part time literacy coach, 1 part time ESE staffing specialists, 1 financial aid officer, 1 guidance counselor and two administrators.

Currently, CHSTC has 406 students in grades 5 through 12 that are considered CHSTC students (diploma/career certification seeking). In addition we have 156 shared students that attend their home high school and CHSTC concurrently. The CHSTC-only high school population of 330 students is comprised of 68% White, 18% African-American, 2% Asian, 8% Hispanic, and 4% Multi-racial.

Adult student enrollment is 315 with those students attending ½ time (12.5 hours per week), ¾ time (18.75 hours per week) or full time (25 hours per week). These students' ethnicity is made up of 74% White, 23% African-American, 2% Asian and 1% Hispanic.

While the PBDP is an Alternative Education Program, students attend by choice, discipline and attendance are strictly enforced. Close contact is maintained between the school and parents/guardians. Parents of our students are notified by telephone, in writing and through conferences concerning progress throughout the year. Progress reports are sent home to the parents every four weeks.

Parents, teachers, community and staff have a direct impact on the operation, curriculum alignment and remediation programs through the School Advisory Council which meets once every quarter. Although students meet graduation requirements throughout the year, they gather together at the end of the year to participate in a graduation/certification ceremony. Graduates from the PBDP receive an Okaloosa County High School Diploma.]

School Profile 2012- 2013

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

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

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

School: Choice 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)	5 Teachers with reading certification/endorsement	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 65%. (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 65%. (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 65 %. (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>1. Levels 1 & 2 students</p> <p>2. Students performing below grade level</p> <table border="1"> <thead> <tr> <th colspan="3">Level 1 and 2 reading 2011</th> </tr> <tr> <th>Grade</th> <th># tested</th> <th>Level 1 & 2</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>69</td> <td>49 (71%)</td> </tr> <tr> <td>10</td> <td>79</td> <td>63 (79%)</td> </tr> <tr> <th colspan="3">Retakes spring- admin</th> </tr> <tr> <td>11</td> <td>11</td> <td>11 (100%)</td> </tr> <tr> <td>12</td> <td>21</td> <td>21 (100%)</td> </tr> </tbody> </table>	Level 1 and 2 reading 2011			Grade	# tested	Level 1 & 2	9	69	49 (71%)	10	79	63 (79%)	Retakes spring- admin			11	11	11 (100%)	12	21	21 (100%)	<p>A. Students will benefit from the use of expressive and receptive balanced literacy techniques including:</p> <p>1. Providing differentiated instruction through readiness, content, and outcome.</p> <p>a) Utilizing student lexile scores and enhanced reading libraries to provide differentiation in materials.</p> <p>b) Analyzing DEA data to target student areas of need for progress monitoring and modifying instruction to meet student needs and address student weaknesses.</p> <p>c) Developing students understanding of learning styles and strategic reading for differentiated learning</p>	<p>SAI</p> <p>Discretionary budget of the school</p>	<p>PDSP Focus:</p> <p>PD will focus on;</p> <ul style="list-style-type: none"> Transition to CCSS Increase knowledge of text complexity and close reading Aligning instruction to CCSS through the use of multimedia How to assess CCSS formally and informally Writing in reflection to informational passages and citing evidence from the text. <p>Teachers will be offered weekly</p>	<p>Parent notification of students' reading level and progression based on GRADE</p> <p>Parent/Student conferences</p> <p>Access to FCAT data via the internet</p> <p>Access student grades through Gradebook</p> <p>Progress reports</p> <p>District Website</p> <p>School Website</p> <p>School Marquee</p> <p>Parent Star online</p> <p>AIP/IEP/PMP/PMS</p> <p>Edmodo</p> <p>Parent access to Achieve 3000</p>
Level 1 and 2 reading 2011																									
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NCLB levels 1 & 2 Total # tested 180	
	Level 1 & 2
His	11 %
AFA	23 %
Asian	2 %
American Indian	2 %
Wht	62%

ESE student tested lowest 35 %	
Grade	
9	10 students
10	12 students
11	2 students
12	5 students

Levels 1 and 2 reading 2012 223 students tested	
Grade	Level 1 & 2
5	7 students 3%
6	1 student
7	9 students 4%
8	18 students 8%
9	36 students 36%
10	41 students 41%
11	44 students 44%
12	12 students 12%

NCLB levels 1 & 2 2012 Total # tested 223	
His	8%
AFA	16%
Asian	1%
Wht	30%

Enhancing communication between students/parents and teachers through annual conferences for course enrollment and credit analysis.

3. Technology: Procon.org, quizlet.com, United Streaming, Scholastic resources (Expert 21 interactive assignments), DEA probes, online papers, as well as Reading for the Blind and Dyslexic, streaming and audio-books will be utilized throughout the year and across the curriculum.

4. Use of self-paced program for acceleration/remediation of selected students

5. Administer DEA in reading (test pre, mid and post) for all students.

6. Provide tutoring and volunteer book study

7. Distribute Newspapers in Education

8. Implement shared and independent reading and writing experiences.

9. Scientific and career content area reading strategies will be utilized with an emphasis on informational reading as a focus.

10. Provide for Response to Intervention: Using data to drive instruction for reading, writing, listening, speaking, and viewing

a) Using PAWS, teachers will identify students with a GPA below 2.0 and will regularly monitor classroom data to identify students in need of intervention.

b) Teachers will analyze and use data (Fl. School reports, FCAT STAR/AP, Dashboard, DEA) to make cross curricular decisions and to determine student placement

11. Expository texts such as Scholastic's "READ!" magazine, Ever Wonder Why?

strategies specific to each Teacher Evaluation Domain

Teachers will be offered PD on Discovery Education and writing probes specific to content area

Achieve3000 provides on-demand webinars covering best practices for improving reading, writing and literacy skills and ongoing professional development.

Ongoing training and support for Edmodo is provided by the school's Digital Educator. Teacher will use Edmodo's training resources to improve student and parent communication

[1] Literacy Coach will continue training staff in the tasks of balanced literacy.

a. Participants will increase their knowledge and application of research-based expressive balanced literacy practices including: speaking and writing, fluency, vocabulary, oral language, and comprehension for high and low achieving students to increase student achievement in the 2012-2013 school year. Student product. (K,M,P,R,F).

b. Participants will increase their knowledge of utilizing balanced literacy practices for content area learning through the application of three lesson development structures within the lesson study framework.

ESE students tested lowest 35%	
Grade	2012
6	2 students
7	2 students
8	4 students
9	12 students
10	6 students
11	8 students
12	2 students

Controversial Essays, and ethical dilemmas will be presented, analyzed, and discussed in class and in small groups. A response question will follow the debate for students to present and support their arguments.

Teachers will use Edmodo as a secure, social learning platform for teachers, students, schools and districts. Teachers will use Edmodo to connect and collaborate, share content and access homework, grades and school notices. Educators will customize the classroom for each and every learner. |

English and Reading teachers will use Achieve3000 to deliver differentiated assignments at different reading levels, along with formative assessments linked to Florida and Common Core standards. Students will perform at 75% proficiency on accuracy. Performance lexile levels will be assessed and adjusted monthly.

All Intensive Reading students will participate in close reading of Common Core recommended texts.

-Teachers will meet monthly to discuss and collaborate on strategies that improve student performance.

-Teachers will use data provided by formative and summative assessment to drive instruction.

-Teachers will collaborate to plan for NGSSS

- All teachers will review DEA data and DEA content on the website to enhance curriculum.

2) 'E' lesson development: engage, explore, extend, explain, and evaluate. Lesson plan (K, M, P, R, F),
 3) the CRISS framework (before, during and after reading activities or techniques), and
 4) the Guided Practice Model of the gradual release of responsibility (whole group model, small group guided practice, and individual practice).

Continued for Year 2: Using Technology, Identify, Intervene, and Monitor Student Progress towards FCAT success (Response to Intervention).
 1. Strategy and Tier 1-3 training for key staff.
 2. Developing a school wide plan and team for both academic and behavioral issues.
 3. Ongoing progress monitoring training as needed
 4. Training in differentiated techniques and multi-modal instructional planning.

Grade Book training

Lesson Study: Reading in Vocational content area

Lesson Study: Cross Curricular References and Research

Year long Book Study: "Enhancing Professional Practice" Charlotte Danielson

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			Objective/other: 	
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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: Choice 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 65%. (District Objective: xx +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 65%. (District Objective: 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 65%. (District Objective: x+ 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 65%. (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 65%. (District Objective: x +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>																										
1. Level 1 & 2 Students 2. Students performing below grade level. 3. Students performing below passing levels on EOC. 2011 <table border="1"> <tr><th colspan="2">Math Levels 1& 2 (95 tested)</th></tr> <tr><th>Grade</th><th></th></tr> <tr><td>9</td><td>19 % (18 students)</td></tr> <tr><td>10</td><td>20 % (19 students)</td></tr> <tr><td>11</td><td>9 % (9 students)</td></tr> <tr><td>12</td><td>9 % (9 students)</td></tr> </table> <table border="1"> <tr><th colspan="2">NCLB levels 1 & 2 math</th></tr> <tr><td>His</td><td>3 students</td></tr> <tr><td>AFA</td><td>8 students</td></tr> <tr><td>Asian</td><td></td></tr> <tr><td>American Indian</td><td></td></tr> <tr><td>Wht</td><td>46 students</td></tr> <tr><td colspan="2">ESE student tested lowest 35 %</td></tr> </table>	Math Levels 1& 2 (95 tested)		Grade		9	19 % (18 students)	10	20 % (19 students)	11	9 % (9 students)	12	9 % (9 students)	NCLB levels 1 & 2 math		His	3 students	AFA	8 students	Asian		American Indian		Wht	46 students	ESE student tested lowest 35 %		<ol style="list-style-type: none"> Students will be placed in the appropriate math class based on critical data (FCAT, PAWS/FL Schools report, DEA) Teachers will utilize data from PMP STAR, IEP and EP programs, Dashboard, DEA results to drive instruction for the increase of student achievement. Teachers will utilize formal and informal assessments for the purpose of differentiation of instruction to increase student achievement. Teachers will practice and assign homework utilizing FCAT/EOC type math questioning which will be 	SAI School discretionary budget	PDSP Focus: Utilizing the district math specialists, teachers will be offered training in math strategies for vocational/technical content area and or PACE training. District will provide support for alignment and training for the common core math standards. Teachers will be able to attend Algebra 1: Effective Instructional strategies being offered through a District training. FCAT Data Analysis (FCAT	Parent/student conferences Parent notification of FCAT math level Progress reports/report cards District Website School Website School Marquee AIP's IEP's
Math Levels 1& 2 (95 tested)																														
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Grade	
9	7 students
10	7 students
11	4 students
12	5 students

Math levels 1 & 2 (98 tested)	
Grade	2012
5	6 students 6%
6	3 students 3%
7	8 students 8%
8	20 students 20%
9	31 students 31%
11	1 student 1%
12	2 students 2%

NCLB Levels 1 & 2 Math 2012	
His	14 students
AFA	20 students
American Indian	2 students
Wht	36 students

ESE students tested lowest 35%	
Grade	2012
5	3 students
6	1 student
7	1 student
8	3 students
9	10 students
10	0
11	0
12	3 students

connected to specific benchmarks and aligned with the Common Core math standards.

5. The math curriculum will be in alignment with the Common core math standards and follow the district developed pacing guides for each course.
6. Lesson plans will be developed and utilized to verify the differentiation of instruction.
7. Lesson plans will also incorporate PARCC sample questions and Common Core standards integration.
8. Math strategies will be implemented for vocational/technical content area.
9. Students will have access to FCAT explorer.
10. ESE students will receive accommodations and strategies through an ESE and General Education teacher
11. Math teacher will incorporate 4 kinesthetic type labs into instruction to increase rigor and help cognition of higher order math problems.
12. The integration of graphing calculators and clicker technology using NSPIRE will be used in math classes.
13. Math students will have the Opportunity to participate in after school tutoring as funding becomes available.

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

PD will focus on eight essential math practices.

Objective/other

Dashboard data training

Data-driven instruction

Differentiated instruction

Objective/other:

Professional development, Lesson Study and Learning Communities will be organized for the purpose of researching instructional strategies aligned to CCS.

-All teachers will receive an updated copy of their course descriptions and curricular guides.]

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School: Choice 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 65%. (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>1. 9th and 10th grade students.</p> <p>2. Level 1 & 2 Reading students</p>	<p>Students will demonstrate appropriate use of grammar, conventions and mechanics when writing reflective pieces related to both content area and vocational disciplines' text and literature.</p> <p>Students will engage in reflective writing for a minimum of 1 hour each month following an assigned reading (article, editorial, passage, short story, i.e.) in their vocational classes and academic courses. Reflective pieces may be given scenarios, bell-ringers, exit slips, or formative assessments regarding comprehension of a concept or task covered in class when not used following a reading assignment.</p> <p>Students will demonstrate coherent, relevant, and organized writing when structuring a response or journal entry. Evidence of sequential order, transitional vocabulary, and fluid thought/segues will be integrated throughout student writing. Examples from the given reading or text will be cited in reflection pieces and associations will be demonstrated between personal experiences and a variety of fiction, nonfiction, and media materials.</p> <p>Students will provide appropriate and</p>	<p>SAI</p> <p>School's discretionary budget</p>	<p>PDSP Focus:</p> <p>Teachers will have the opportunity to be trained to effectively interpret and apply the FCAT Writes Rubric to student essays.</p> <p>All teachers will successfully complete professional development on prompts for writing techniques and prewriting strategies.</p> <p>Teachers will train in writing across the curriculum</p> <p>Teachers will complete PD on prompts for writing and the six traits of writing.</p> <p>Teachers will complete PD for prewriting strategies and writing across the curriculum</p> <p>Teachers will complete PD on strategies for editing and revising students writing.</p>	<p>Parent/student conferences</p> <p>AIP conferences</p> <p>IEP conferences</p> <p>Progress reports</p> <p>District website</p> <p>School website</p> <p>School marquee</p>

	<p>relevant data, evidence, and references when constructing an informative or persuasive writing. Students will provide references and cite their sources and examples from a given reading, for a given topic, and throughout their research. Validity and reliability of primary and secondary sources will be evaluated and analyzed by students when researching, gathering evidence, and applying their results into their writing. Postulations will be verified with evidence and resources from text related to the topic (reading or discussion).</p> <p>Students will practice using citation tools via MS Office/Word regularly in their Language Arts classes, and will properly cite quotations, evidence, data and documentation gathered from outside sources.</p> <p>Students will engage in the research process a minimum of once each month. Students may address a current event, a new strategy or technology used in their vocational field, or an assigned topic relative to their academic units.</p> <p>Students will increase their writing confidence and endurance through sustained and consistent writing practice in all classes. Students will engage in individual, paired, and teacher-student writing workshops, focusing on the revision and editing process.</p> <p>Both academic and vocational teachers will allot time in their curriculum and scheduling for writing tasks and practice (a minimum of bi-weekly engagements).</p> <p>Students will utilize their peers for the revision process regarding formal writing assignments and essays, following a given rubric established by their instructor or the Florida WRITES rubric.</p> <p>Students will engage in editing and proofreading practice at least once each week in their Language Arts classes. Practice may be</p>		<p>Objective/other:</p>	
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	<p>given informally via bell-ringers, exit slips, and/or through writing workshops on assigned papers/essays as mentioned above.</p> <p>Students will provide feedback to their peers regarding writing errors and suggestions for improvement (varied sentence structure, clarification, elaboration, redundancy, vocabulary, tense agreement, i.e.) as dictated by a given rubric and expectations.</p> <p>Students will self-score timed writing exercises using the Florida Writes rubric.</p> <p>Intensive reading students will participate in a weekly writing assignment that is linked to the weekly current topic and focuses on Common Core standards.</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: Choice 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 9 th & 10 th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 60%. (District Objective: x +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 60%. (District Objective: x +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>
1. Students scoring level 1 or 2 in FCAT science 2. Students receiving an F in their science course	1. Teachers will emphasize science-content reading and critical thinking. 2. Students will receive instruction on NGSSS science benchmarks in preparation for FCAT science. 3. Teachers will work to build classroom libraries containing books and magazines that address NGSSS 4. Administer DEA in science (test pre, mid and post) for all students. 5 Teachers will analyze DEA reports for developing and implementing strategies to address student’s individual weakness. 6. Students will practice FCAT type science questions connected to specific benchmarks 7. Utilize Technology in the classroom : United streaming , Thinkfinity, etc. 8. Teachers will utilize district science pacing	SAI School's discretionary budget	PDSP Focus: Teachers will attend new textbook training Teacher training will review NGSSS correlations with science courses. Teachers will have the opportunity to attend strategies training provided by the district science specialist. Cross curriculum lesson study for reading content in math and science. Teachers will have the opportunity to attend training in the utilization of United Streaming. Professional development, Lesson Study and Learning Communities will be organized	Parent/student conferences AIP conferences IEP conferences Progress reports District website School website School marquee

	<p>guides to direct instruction.</p> <p>9. Teachers will incorporate the utilization of Mimios to create a variety of highly engaging interactive lessons. </p> <p>10. Scientific and career content area reading strategies will be utilized with an emphasis on informational reading as a focus.</p> <p>11. Teachers will incorporate and include CCS literacy standards in their science content.</p>		<p>for the purpose of researching instructional strategies aligned to CCS. </p> <p>Teachers will be afforded the opportunity to attend Mimio training.</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: Choice High School	School Focus: College Readiness/Academic Acceleration
School Objective:	The percentage of students completing at least one occupational completion point or industry certification in a career/technical program will be at least 90%.

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>
9 th – 12 th grade students High School and Adult Technical students	<ol style="list-style-type: none"> 1. 10th grade students will participate in the PSAT. 2. All students will be encouraged to earn at least one industry certification in a CTE program. 3. Students will be given applications and encouraged to take the SAT and ACT. 4. Students will have access to financial aid/scholarship information to include the Pell Grant, Bright Futures, VA, Voc. Rehab, Military Tuition and other sources of financial aide. 5. Students will participate in career planning conferences. 6. Students will have access to the Florida Ready to work program. 7. Students will participate in financial aid conferencing with representatives from post-secondary institutions. 8. Students taking a course requiring the passing of an EOC for graduation will be offered tutoring for those classes when necessary. 	SAI School discretionary budget.	<p>PDSP Focus:</p> <p>Objective/other: Professional library for teacher use</p> <p>Teacher training on Choices: One Stop for Education and career Planning</p> <p>Title IV Administration Training</p> <p>Teachers will have the opportunity for Workplace readiness training.</p> <p>Teachers will have the opportunity to utilize strategies presented by the NCLB specialists.</p> <p>Teachers will have the opportunity to attend industry specific training related to their specific CTE program.</p> <p>-Professional development, Lesson Study and Learning</p>	<p>Parent/student conferencing</p> <p>Exit Interviews</p> <p>School Website</p>

			Communities will be organized for the purpose of researching instructional strategies aligned to CCS.	
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

Title I Schools

School:

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

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

SUPPLEMENTAL PAGE 2012- 2013

Accreditation Standards

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| <ol style="list-style-type: none">1. Vision and Purpose2. Governance and Leadership3. Teaching and Learning4. Documenting and Using Results5. Resources and Support Systems6. Stakeholder Communication and Relationships7. Commitment to Continuous Improvement |
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GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- Choice High School has been established to meet the needs of struggling 9th through 12th graders. The school has expanded from a core class of 9th graders to include a class of 10th and 11th graders.
- Students are in core academic classes (direct instruction) to meet the demands for high school graduation. Additionally students are enrolled in a CTE program of their choosing. In the CTE programs students have the opportunity to earn industry certifications and master real world job skills that would allow them to be successful in the work place or post secondary educational settings.

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

- All academic classes will focus on instructional strategies aligned to the CCS appropriate to content areas.

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

- CHSTC teachers utilize strategies developed to meet the needs of its struggling students.

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.

- CHSTC will continue to grow its mentor program.
- CHSTC has established program advisory councils that meet biannually for each of the technical programs.
- CHSTC has a working relationship with Workforce Development.