



Date Submitted: October 7, 2010

Dates of Revisions:

# NICEVILLE HIGH SCHOOL

## School Performance Plan

### 2010- 2011

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.

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

**Dr. Linda Smith**  
Principal

**Heather Kilbey**  
SAC Chair

#### Legend

<b>AP:</b> Advanced Placement	<b>PDSP:</b> Professional Development Site Plan
<b>AICE:</b> Advanced International Certification of Education	<b>PMP:</b> Progress Monitoring Plan
<b>AYP:</b> Adequate Yearly Progress	<b>PMS:</b> Progress Monitoring System
<b>DA:</b> Differentiated Accountability	<b>POC:</b> Plan of Care
<b>DEA:</b> Discovery Education Assessment	<b>PPP:</b> Pupil Progression Plan
<b>ED:</b> Economically Disadvantaged	<b>PSAT:</b> Preliminary Scholastic Aptitude Test
<b>ELL:</b> English Language Learners	<b>RTI:</b> Response to Intervention
<b>ELLSP:</b> English Language Learner Student Plan	<b>SAC:</b> School Advisory Council
<b>EPEP:</b> ePersonal Education Planner	<b>SAI:</b> Supplemental Academic Instruction
<b>ESE:</b> Exceptional Student Education	<b>SPP:</b> School Performance Plan
<b>FAIR:</b> Florida Assessment for Instruction of Reading	<b>SWD:</b> Students with Disabilities
<b>FCAT:</b> Florida Comprehensive Assessment Test	<b>TALON:</b> Taking Advantage of Learning Opportunities Now
<b>IB:</b> International Baccalaureate	<b>VE:</b> Varying Exceptionalities
<b>IEP:</b> Individualized Education Plan	
<b>IPDP:</b> Individualized Professional Development Plan	
<b>NGSSS:</b> Next Generation Sunshine State Standards	
<b>NCLB:</b> No Child Left Behind	
<b>NWFSC:</b> North West Florida State College	

## School Profile 2010- 2011

### 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

### School Profile:

Niceville High School is a public school located in the northwestern section of the Florida Panhandle otherwise known as the Emerald Coast. The City of Niceville is located minutes away from the pristine beaches of Destin, Florida, one of America's most alluring vacation spots. Niceville High School opened its doors in 1965 to a graduating class of 1 student. During that year, the school actually served 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students, but there was one lone senior. In 1966, Niceville High School broadened and served the grade levels of 10, 11, and 12. In 1966, Niceville High School took root and began the legacy of what we have now come to know as a tradition of excellence. From a graduating class of one student in 1965, to a graduating class of approximately 510 in 2010, Niceville High School has grown substantially, but has kept an intimate and hometown relationship with its students. Approximately 1,898 students are enrolled in grades nine through twelve today. Much has changed from 1965 until today, but the pride and traditions that have driven the improvements over the years have not diminished. Across the State of Florida, Niceville High School now enjoys a reputation for aggressively pursuing academic excellence and is recognized as a formidable competitor in the areas of academics, athletics, visual and performing arts, as well as other extracurricular activities.

Niceville High School is a community school which adheres to the precept that students are the reason for the school's existence and that each student is unique and should be accepted into a flexible learning environment. Our mission statement is "Educate all Students," which reflects the federal mandates of the "No Child Left Behind Act." Our extensive and challenging curriculum offers the Information Technology Institute, (a state and national model), which provides students an opportunity to obtain industry certification in their chosen area of study; Early Childhood Education Program; DCT Program, Career Internship Program; Exceptional Student Education Program, Advanced Placement Program, AICE, Gifted Program, comprehensive Honors/College preparation program, Intensive Reading, English, Science and Math Program; NHS 180 (dropout prevention) and TALON (Taking Advantage of Learning Opportunities Now). Niceville High School is also proud to be the originator of the NaGISA project at the high school level and the first high school in the world to participate in this international program of shore line data collection and analysis. Our students made presentations to world-renowned environmental scientists at the 1<sup>st</sup> NaGISA World Conference in Kobe, Japan; they have traveled to Tanzania to establish a NaGISA High School Initiative program with a high school on the island of Zanzibar and traveled to Crete, Greece, as well as Egypt this past school year to continue the same program. Plans are already made for students to extend the NaGISA initiative to Turkey this school year. Two students will travel to London this year to attend the Census of Marine Final Report with world-renowned scientists. The NaGISA project is a student-run component (with faculty consultation) of the Niceville High School Gifted Program. We have been invited to return to Japan for the 2<sup>nd</sup> NaGISA World Conference. NaGISA is a project offering our students real world science experience at the collegiate graduate level while in partnership with some of the most prestigious universities in the world. This is one example that our programs are structured

to offer all students opportunities to meet the challenges of today's changing and diverse society, while at the same time helping students to go further based on their individual needs and goals. In addition, all students are afforded access to current technological resources and are provided a safe, pleasant, and stimulating learning environment where they are able to think, dream, and achieve.

Niceville High School's students reside predominantly in the City of Niceville, but due to the school's success and reputation, over 200 students attend this fine institution of learning on a zoning waiver. The students who attend Niceville High School come from varied backgrounds and communities and live in Niceville, Valparaiso, Bluewater Bay, Destin, Crestview, Fort Walton Beach and Walton County to name a few. Teachers and administrators express pride in having one of the largest student bodies in the Okaloosa District School system. Our current class size is 25 or fewer per core subject. The staff is also excited to provide extracurricular activities, athletic competition, and academic endeavors where all students have the opportunity to participate. Our staff works hard to establish an open communication with the students of Niceville High School and works diligently to keep the interests and needs of the students at the forefront.

We value the support of the community and parents and recognize that our accomplishments are due to the strong partnership we have established with all stakeholders, for example our CHOICE Aviation Institute works with Embry-Riddle World Wide. Niceville High School's tradition of excellence and leadership has been created by a web of high expectations that is strengthened by each person who is touched by the students, staff, and programs we offer. The three feeder middle schools that include Ruckel, Lewis and Destin all achieved an A rating from the state based upon their 2009-2010 FCAT scores. Students at Niceville High School expect to be the best in academics, athletics, and the arts and the community, staff and parents all work with them to ensure that they achieve that standard. At Niceville High School, we work to attain high ethical standards and in doing so we work diligently to correct behavior issues. It is our hope that through programs such as New Eagles Soaring Together (NEST) and NHS Leadership team, students will emulate appropriate behavior and feel an ownership in Niceville High School.

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

## **Accomplishments of Niceville High School 2009-2010**

- Niceville High School ranked by Newsweek as 131 in the Nation among outstanding schools
- Class of 2010 earned over \$8.5 million in academic, athletic, and fine arts scholarships
- Five Star School Award recognizing parent and community involvement for eight straight years
- Gold and Silver Awards for volunteerism for seven consecutive years
- Almost 715 students took 1385 exams earning an impressive pass rate of 65% on Advanced Placement (college level) Exams in 2009
- College Board designated 155 students as prestigious Advanced Placement Scholars; Six students for the highly selective National Scholar Award
- National Merit Scholarship Corporation results for 2010 seniors:
  - Eleven Commended Scholars
  - Five Semi-finalists
  - Four National Merit Scholars
- Niceville student National Hispanic Recognition Program
- Niceville student National Achievement Scholar
- Almost 379 students took 399 AICE exams (Cambridge University sponsor) earning a pass rate of 70% in 2010 on these college level exams.
- International Science Fair two participants, a second place award in team projects; State Science Fair two winners; Fourteen students received awards in the Regional Science Fair, including four first-place finishes
- Niceville High School employee named as one of the five state finalists for Support Employee of the Year
- Niceville student selected as legislative page to United States House of Representatives
- NHS selected as the first high school to participate in the Natural Geography In Shore Areas (NaGISA) project linking students with internationally renowned scientists and students on three continents; Students traveled to Crete, Greece to establish a NaGISA initiative on that island; They traveled to Egypt in 2010; NaGISA will present at the final report of the University of Florida to study DNA Bar coding and other laboratory analysis; They travel in 2011 to Turkey to create a site on the Black Sea; NaGISA will present at the Census of Marine Life in London, England
- Anne T. Mitchell Academic Award Winners (Weighted GPA 4.0 or higher) 62 Freshman, 54 Sophomores, 57 Juniors
- 2010 Honor Graduates: 39 Cum Laude (4.0-4.19); 46 Magna Cum Laude (4.2-4.49); 28 Summa Cum Laude (4.5 and above)
- Ten students qualified to attend Catholic Forensics League Grand Nationals; 4 students qualified for National Forensics League National Championship; 20 students qualified to attend Florida Forensic League State Championships; Individual awards first-place Extemporaneous Duo; Second-place Public Forum Debate; Team sponsor selected Coach of the Year for FFL Panhandle Region for 4<sup>th</sup> consecutive year
- Niceville student selected as the winner of the Peggy Gorday Bruner most outstanding student in Okaloosa County
- Niceville student selected as the winner of the Maryann Foreman Overcoming Adversity Award for Okaloosa County
- Van Porter Artist of the year; Best of Show in the 14<sup>th</sup> Annual Destin Festival
- NHS student designed award-winning program cover for Anne T. Mitchell Awards Program

- Future Business Leaders named 28 winners at District, five at State, and 3 Nationals qualifiers
- Eaglette Dance Team received superior rating and was invited to the National Dance Team championships in Orlando; received the overall Drill Down Award at camp
- NHS students earned three gold medals and four silver medals on the National Latin Exam
- Eagle Pride Marching Band Superior ratings in festival; Grand Champions in 2009 West Florida Classic Marching Contest; Wind Ensemble straight superiors in FBA district assessment; 51 band students chosen for All-County Honor Band and seven for All-State Band; 10 students were chosen for U.F. Gordon Goodwin Jazz Camp; Wind Ensemble performed at Carnegie Hall; 6 students chosen for FSU Tri State Instrumental Festival Honors Chamber Winds camp; Several college scholarships
- NHS Choral Program was represented by 41 singers in All-County and 24 singers at All-State; All six choruses received superior ratings in District Music Assessment; Niceville Singers and Chamber Singers received straight superiors at the State Performance Assessment; Several college scholarships
- Information Technology (CHOICE) students earned 534 industry certifications
- IDEAS Engineering Competition second and third place in civil engineering
- Key Club Distinguished Club President; Lieutenant Governor Division IB Florida District of Key Club International; District Secretary of Florida District of Key Club International; Outstanding Lt. Governor and Distinguished Lt. Governor Award

## **Athletic Accomplishments**

- Recognized as the State of Florida Class 5-A Most Outstanding Public School Athletic Program
- Northwest Florida Daily News Athlete of the Year
- Baseball Daily News Athlete of the Year, Nine college scholarships
- Men’s Basketball Daily News Athlete of the Year; District Champion, Regional Champion; State Semi-Finals; Coach of the Year; Five college scholarships
- Women’s Basketball two college scholarships
- Cheerleading placed first at the Universal Cheer Association Camp in Home Pom Routine and Extreme Stunt Routine
- Men’s Cross Country 4<sup>th</sup> place at State, Daily News Athlete of the Year; Two college scholarships
- Women’s Cross Country 12<sup>th</sup> place at State
- Football District Champions; Regional Champions; class 4A State Runner-up; Florida Class 4A Coach of the Year; Daily News Athlete of the Year; Two college scholarships; FHSAA Junior Orange Bowl Scholar Athlete; Parade All-American
- Women’s Golf 13<sup>th</sup> Consecutive District Championship; 9<sup>th</sup> place in State Finals; Daily News Athlete of the Year; One college scholarship
- Men’s Soccer District Champions for sixth consecutive year; Elite Eight; Daily News Athlete of the Year, Coach of the Year; Four college scholarships
- Women’s Soccer; Daily News Athlete of the Year; One college scholarship
- Softball District Champions; Regional Champions; State Runner-Up; Daily News Athlete of the Year, Coach of the Year; Three college scholarships
- Men’s Swimming 3<sup>rd</sup> place and State Champion
- Men’s Track 8<sup>th</sup> place at State; 2<sup>nd</sup> and 5<sup>th</sup> individual placers; State Champion; Three college scholarships; Daily News Athlete of the Year
- Women’s Track 20<sup>th</sup> at State; 2<sup>nd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> place finishers at state; Daily News Athlete of the year; One college scholarship
- Volleyball District; Daily News Athlete of the Year, Daily News Coach of the Year; Four college scholarships
- Men’s Weightlifting Eight Sectional qualifiers; Five State Qualifiers
- Women’s Weightlifting Five Sectional Qualifiers; Two State Qualifiers
- Wrestling District Champions; Regional Champions; State Wrestling Champion; Five State Qualifiers with four placers; Daily News Athlete of the Year, Coach of the Year

## **School Profile 2010- 2011**

**School Vision:** Niceville High School provides a school atmosphere in which students pursue a challenging course of study that enriches their high school experience while preparing them for the future.

**School Mission:** Niceville High School educates all students.

### **Belief Statements:**

1. The coordination and articulation of the curriculum lead to a shared vision by teachers and administrators for student learning.
2. Students learning needs drive the decision-making process.
3. Students learn in a variety of ways and need a variety of instructional approaches to enhance their learning.
4. Students learn best when they are actively engaged in the learning process.
5. Effective curriculum and instructional practices incorporate a variety of learning activities to accommodate differences in learning styles.
6. The school values the individuality of each student.
7. A safe and physically comfortable environment promotes student learning.
8. Teachers, students, administrators, parents, and community share the responsibility for advancing the school's mission.
9. A commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
10. The instructional and organizational systems of the school support expectations for student learning.

<b>School:</b>	<b>School Focus: Reading</b>
<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above expected grade level.</b>
<b>NCLB Goal:</b>	<b>79% of each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of reading based on the school vision.</b>

<b>Highly Qualified Status Administrators: (Title I)</b>	
<b>Reading Instructors/Recruitment: (Secondary)</b>	<b>8 Teachers with reading certification/endorsement. 1 Teacher 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 79%. (District Objective: (81%) <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 achieve FCAT adequate yearly progress in reading as defined by the State of Florida on the FCAT will be at least 79%. (District Objective: (81%) <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>																														
<p><b>FCAT Reading Mean Scale Score:</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>338</td> <td>345</td> <td>343</td> <td>350</td> </tr> <tr> <td>10</td> <td>336</td> <td>338</td> <td>331</td> <td>345</td> </tr> </tbody> </table> <p><b>FCAT Reading % of students demonstrating proficiency, levels 3-5</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>69</td> <td>75</td> <td>71</td> <td>81</td> </tr> <tr> <td>10</td> <td>58</td> <td>61</td> <td>52</td> <td>63</td> </tr> </tbody> </table>	Grade	2007	2008	2009	2010	9	338	345	343	350	10	336	338	331	345	Grade	2007	2008	2009	2010	9	69	75	71	81	10	58	61	52	63	<p>Teachers will target a variety of effective vocabulary instructional strategies in all classes to include but not be limited to concept mapping, visual representation, and context clues.</p> <p>Using CRISS strategies teachers will continue to incorporate reading strategies in all content area classes to include but not be limited to KWL+, Graphic Organizers, Inferencing, Logic Analysis, and using multiple texts to determine understanding of a topic.</p>	<p><b>Budget allowances may change pending the District's directives on Plan of Care.</b></p> <p>Teaching Reading in the Content Areas:</p> <ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Electives</li> </ul>	<p>PDSP Focus: 100% of Teachers will receive training on state-of-the-art teaching skills, research-based strategies, and evaluation techniques for the 21st Century. Differentiated Instruction and strategy based decision-making, particularly for students identified as Economically Disadvantaged, will be examined and implemented. Upon completion, teachers will be able to demonstrate knowledge; enhance skills; implement, assess, refine skills, strategies, and lessons, to include Lesson Studies, which promote optimal student performance as evidenced by teacher lesson plans, departmental collegial conversation sheets, and/or reflection logs.</p> <p><b>Strategies for Teaching 2408004</b></p>	<ol style="list-style-type: none"> <li>1. Parent Internet Viewer training for parents</li> <li>2. Parent Letters</li> <li>3. Quarterly Progress Reports</li> <li>4. Teacher/Parent Conferences</li> <li>5. School Marquee announcements</li> <li>6. Principal Meetings</li> <li>7. Incoming 9<sup>th</sup> grade Parent Registration Night</li> <li>8. NHS Website</li> <li>9. Connect Ed phone system</li> <li>10. Back to School Night</li> <li>11. SPP On-line</li> <li>12. Newspaper Advertisements</li> <li>13. NHS Web-mail</li> </ol>
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**FCAT Reading % of students who achieved proficiency in Reading (score of 3 and Above):**

Grade	2007	2008	2009	2010
9,10	64	61	65	72

**% of Students who regressed on the FCAT Reading within Levels 3, 4 & 5:**

Grade	2008	2009	2010
9	21.5	25.5	25.4
10	22.7	32.2	27.6

**FCAT Reading % of students who scored Level 1 & Level 2:**

Grade	2007	2008	2009	2010
9	32	25	29	20
10	42	39	48	38

**Teachers will incorporate Literacy strategies to include writing as a means to express comprehension and retention of information found in text.**

Teachers will continue to incorporate Level 2 questioning in all classes and confirm mastery based on the results of the variety of assessments both formal and informal

Teachers will incorporate Pre-reading, During-reading, and Post-reading strategies during content instruction.

Ensure that the master schedule will appropriately place students most challenged by reading into classes (to include FCAT English, Science and Social Studies) where reading strategies are used and focused upon in order to enhance the content being taught in the class.

Provide intensive reading instruction for IR level 1 and level 2 classes in grades 9-12.

Teachers will examine FCAT, ACT, SAT and CPT data to make appropriate instructional decisions based on the data specific to individual student needs.

3 Daily Newspapers, \$4,500 SRI- Project 6120 and POC

All teachers will receive training in the Response to Intervention (RTI) problem solving process (define the problem, analyze the data, establish a performance goal and intervention plan to include procedures for progress monitoring, and evaluate effectiveness) in order to match appropriate tier of support to instructional resources for students as evidenced by Lesson Plans, IPDP documentation, Classroom Walk Throughs, and teacher portfolios.

Department chairs and Literacy Coach will ensure all newly hired teachers are trained in the utilization of technology that enhances teaching and increases student performance.

**Technology Integration for Performance & Success  
3003004**

Department Chairpersons and the Literacy Coach will assist new teachers in CRISS Strategies.

100% of teachers will receive training in the use of Differentiated Instruction in the classroom. Training will be offered as indicated by need. Implementation will be evidenced by lesson plans, Classroom Walk Throughs, IPDP, and teacher portfolios.  
**Application of Differentiated Instruction  
1013011**

	<p>IR students will be tested frequently using assessments provided by the District. Efforts will be made to test new students during the summer months.</p> <p>All Teachers will retrieve and examine their student's diagnostic formative and summative data from PAWS to determine the level of instructional support needed for optimal learning for all students.</p> <p>All curriculum classes will actively apply reading skills throughout their curriculum.</p> <p>Students comprising these subgroups will be identified, provided Differentiated Instruction and Progress Monitored for learning gains.</p> <p>Teachers will be aware of and target attention to those students who need tiered reading interventions because they are considered fragile 3's.</p> <p>Encourage the Minority Council to continue to stress academics, choices, and career information to members in an effort to close the gap of the lowest performing subgroups.</p> <p>Minority parents will be solicited for focus groups.</p>		<p>All Intensive Reading Teachers will continue to be trained to implement effective reading instruction in the classroom to include Components of the Secondary Reading Formula. Implementation will be evidenced by Classroom Walk Throughs, IPDP, and teacher portfolios.</p> <p><b>Reading Strategies</b> <b>2408002</b></p> <p>All teachers will meet with their department chair during department meetings to discuss training techniques and strategies unique to their specific subject. Department lesson plans and activities will be coordinated for optimum student results and will be evidence of the collegial planning.</p> <p><b>Strategies for Teaching</b> <b>2408008</b></p> <p>At least once a month or more, 100% of teachers will make a collegial classroom visit with another teacher during in-service Wednesdays and will document the observations in their teacher portfolio.</p> <p><b>Strategies for Teaching</b> <b>2408008</b></p> <p>All Teachers whose terms of employment state participation in ESOL/ELL training will be offered opportunities by the district to meet the requirement.</p> <p><b>ESOL Curriculum &amp; Materials Development</b> <b>1001007</b></p>	
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**\*NCLB Subgroup % of students who achieved AYP (3 and Above) in Reading (% proficient):**

	2008	2009	2010
White	63	63	73
Black	27	45	N/A
Hispanic	44	67	N/A
Asian	68	61	N/A
Econ. D.	39	45	51
LEP	N/A	N/A	N/A
SWD	29	38	N/A

2009-2010 Data obtained from FLDOE School Grade Website. N/A is noted when subgroup populations are too small to impact school grade.

**\*NCLB Subgroup % of students who did not achieve AYP in Reading.**

	2010
White	N/A
Black	N/A
Hispanic	N/A
Asian	N/A
Econ. D.	*51
LEP	N/A
SWD	N/A

Percentages are derived from number of students within each subgroup making gains and the number of students comprising each subgroup. \*2010 AYP was achieved through Safe Harbor part b2 definition as noted on page 2 of 2009-2010 AYP report from FLDOE School Grade Website.

Teachers will encourage the use of the Parent Portal to access student grades, during conferences with parents and students.

Intensive Studies teachers will meet regularly to discuss students in need of assistance and attempt to provide the support and structure necessary to succeed academically.

Attendance meetings will be held for students with a history of excessive absences.

Automated phone calls will be made to students with absences with grades of D or F.

Teachers, parents, and students will develop Progress Monitoring Plans and Progress Monitoring Systems for students in need of remediation.

The ESE department will take Students With Disabilities on a field trip to NWFSC to learn about the post-secondary certification program offered there.

Individual Education Plans (IEP) for Students with Disabilities will be developed by the IEP team and may include a Learning Strategies class. The use of research-based strategies will be made

Teachers will use On-line grade book, and be encouraged to use Wiki Spaces or another comparable site to keep parents and students informed on student progress and classroom assignments. Training will be included during the initial teacher workdays.

**Technology Integration for Performance & Success  
3003004**

Research-based strategies will continue to be used by ESE teachers. Any ESE teacher who needs training will have the opportunity to access lessons, IEP's, lesson plans, Classroom Walk Throughs, and IPDP will evidence the teacher's use of the strategies.

**Professional Strategy Development for ESE  
1100004**

Teachers will participate in an ASCD small learning community book study by reading a book chosen from the ASCD Book Shelf. When applicable, participants will experiment and/or incorporate concepts, skills, or strategies into their classrooms. Application of competencies, concepts, skills, and strategies gained will be reflected through participation in process and preparation for group sessions. When appropriate, evidence of classroom application will be documented in teacher lesson plans, reflection logs, or peer observation sheets.

**Balanced Literacy  
1008005**

	<p>available for students as their needs indicate.</p> <p>Reading lexile levels will be obtained for each student through Scholastic Reading Inventory (SRI) to enable teachers to adequately assist students with reading levels.</p> <p>A study skills class, “Learning Strategies,” will be continued through the ESE curriculum to assist students with developing good study habits.</p> <p>DEA testing assessments will be administered throughout the year to better assist the teachers with data that will highlight areas of need or assistance.</p> <p>Teachers may chose to participate in technology training sessions (Mimio, netTreker, Blackboard, Discover Education, Interactive Power Point, Clicker System, Teacher Resources, Flip Camera) after school.</p>		<p>50% of Teachers will utilize appropriate learning media, computer applications, and other technology to address student learning objectives. Teachers will facilitate technology-enhanced experiences that foster creativity, address Florida Sunshine State Standards and include higher order thinking skills. Upon successful completion, teachers will be able to demonstrate knowledge and skills required to apply the use technology in their classrooms as evidenced by lesson plans, classroom walk-throughs, and/or teacher product.</p> <p><b>Technology</b> <b>3007001</b></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.

<b>School:</b>	<b>School Focus: Math</b>
<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above expected grade level.</b>
<b>NCLB Goal:</b>	<b>80% of each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of math.</b>

<b>Objective M-1</b>	<b>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 86%. (District Objective: (88%) <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
<b>Objective M-2</b>	<b>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 86%. (District Objective: (88%) <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>																														
<p><b>FCAT Math Mean Scale Score:</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>337</td> <td>339</td> <td>341</td> <td>344</td> </tr> <tr> <td>10</td> <td>347</td> <td>349</td> <td>347</td> <td>351</td> </tr> </tbody> </table> <p><b>FCAT Math % of students demonstrating proficiency, levels 3-5</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>90</td> <td>89</td> <td>89</td> <td>93</td> </tr> <tr> <td>10</td> <td>88</td> <td>91</td> <td>88</td> <td>92</td> </tr> </tbody> </table>	Grade	2007	2008	2009	2010	9	337	339	341	344	10	347	349	347	351	Grade	2007	2008	2009	2010	9	90	89	89	93	10	88	91	88	92	<p>Teachers will incorporate the use of problem-solving and critical thinking skills to include:</p> <ul style="list-style-type: none"> <li>• Level 2 questions</li> <li>• Real-world applications</li> <li>• Manipulatives</li> <li>• Technology</li> </ul> <p>Math teachers will use cooperative learning to organize students into cooperative groups when appropriate.</p> <p>DEA testing assessments will be administered throughout the year to better assist the teachers with data that will highlight areas of need or assistance.</p>	<p>Teaching Reading in the Content Areas:</p> <ul style="list-style-type: none"> <li>• Math</li> <li>• (See the Reading Section)</li> </ul> <p>Strategic Reading in the Content Areas Series: (See the Reading Section)</p> <p>Supplemental Academic Instruction Project 3161 for math specific needs.</p>	<p>PDSP Focus: During department meetings,</p> <p>100% of math teachers will re-evaluate horizontal and vertical alignment of math classes to ensure that:</p> <ul style="list-style-type: none"> <li>○ SSS item specifications for math will be given review by teachers of math.</li> <li>• Critical thinking and multi-step problem- solving skills will be developed to include reading, math, and writing.</li> <li>• New math course descriptions are understood and followed by math teachers to better align courses to changes in FCAT/SSS expectations.</li> </ul>	<ol style="list-style-type: none"> <li>1. Parent Internet Viewer training for Parents</li> <li>2. Parent Letters</li> <li>3. Teacher/Parent Conferences</li> <li>4. School Marquee announcements</li> <li>5. Principal Meetings</li> <li>6. Incoming 9<sup>th</sup> grade Parent Registration Night</li> <li>7. NHS Website</li> <li>8. Connect Ed phone system</li> <li>9. Back to School Night</li> <li>10. SPP On-line</li> <li>11. Newspaper Advertisement</li> </ol>
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**FCAT % of students who achieved AYP in Math:**

Grade	2007	2008	2009	2010
9,10	89	89	89	<b>93</b>

**% of Students who regressed on the FCAT Math within Levels 3, 4, & 5**

Grade	2008	2009	2010
9	18.9	10.6	<b>16.7</b>
10	9.6	22.9	<b>11.5</b>

**FCAT Math % of students who scored Level 1 & Level 2:**

Grade	2007	2008	2009	2010
9	10	11	11	<b>7</b>
10	14	9	12	<b>9</b>

Prior to presenting new content, math teachers will ask questions that help students recall what they might already know about the content.

Family and Consumer Science students will apply math skills with measurement in both foods and design classes. Personal Finance classes will use math when applying computation skills to real-world applications.

Math for College Readiness Courses will focus on skills necessary to pass the College Placement Test and prepare students for College Algebra.

Teachers will utilize instructional technology for their use as well as for student use.

Math teachers will identify students who regressed on the FCAT, and will identify weak areas that need to be readdressed to strengthen student's skills all during the school year. Teachers will use critical thinking skills strategies and level two questioning to enhance learning.

Students will be scheduled in a sequenced progression of math courses per grade level for remediation purposes as needs arise:

Salaries:  
POC Funds for small group tutoring

**Critical Thinking 2408009**

All mathematics teachers will be trained to analyze data and make appropriate instructional decisions based on the results of the data as demonstrated through IPDP's and lesson plans.

**Assessing Student Academic Progress 4401003**

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

All teachers will receive training on the technology available for student use.

**Instructional Technology In Math 1009004**

Math teachers will use collegial sharing/observations to demonstrate teaching strategies and techniques to increase the use of technology. Documentation will be kept in the teacher portfolio.

**Strategies for Teaching 2408008**

Math teachers will continue

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

	2008	2009	2010
White	86	89	92
Black	62	74	N/A
Hispanic	73	83	N/A
Asian	86	94	N/A
Econ. D.	72	76	84
LEP	N/A	N/A	N/A
SWD	50	83	N/A

2009-2010 Data obtained from FLDOE School Grade Website. N/A is noted when subgroup populations are too small to impact school grade.

- Intensive Math for ninth and tenth grade
- Exploration in Math I for eleventh grade
- Explorations in Math II for twelfth grade

These classes will incorporate:

- Formative assessment in August and January
- Individualized instruction determined through frequent monitoring of student progress

Teachers will be aware of the FCAT levels of all their students and implement interventions and progress monitoring when needed.

Tutoring is available every Monday and Tuesday for students who may need additional assistance.

Tutoring program will be established for FCAT math assistance during the weeks prior to the spring FCAT test.

Teachers may chose to participate in technology training sessions (Mimio, netTreker, Blackboard, Discover Education, Interactive Power Point, Clicker System, Teacher Resources, Flip Camera) after school.

to research and prepare for the next generation standards and benchmarks and address EOC for Algebra I students.

50% of Teachers will utilize appropriate learning media, computer applications, and other technology to address student learning objectives. Teachers will facilitate technology-enhanced experiences that foster creativity, address Florida Sunshine State Standards and include higher order thinking skills. Upon successful completion, teachers will be able to demonstrate knowledge and skills required to apply the use technology in their classrooms as evidenced by lesson plans, classroom walk-throughs, and/or teacher product.

**Technology  
3007001**

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

<b>School:</b>	<b>School Focus: Writing</b>
<b>District Goal:</b>	<b>Students shall demonstrate writing proficiency at or above expected grade level.</b>
<b>NCLB Goal:</b>	<b>Each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of writing by achieving at least 1% increase over the previous year or by maintaining proficiency of 90% or above.</b>

<b>Objective</b>	<b>The percentage of Tenth grade students scoring 3.0 and above on FCAT Writing will be at least 90%. The percentage of Tenth grade students scoring 4.0 and above on FCAT Writing will be at least 82%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or *<input type="checkbox"/> maintain 90-100%)</b>
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<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>*FCAT Writes % of students who have scored a 3.5 or higher:</b></p> <table border="1"> <tr> <th>Grade</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> <tr> <td>10</td> <td>92</td> <td>87</td> <td>89</td> </tr> </table> <p><b>*Subgroup % of students who scored 3.5 or above:</b></p> <table border="1"> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> <tr> <td>White</td> <td>90.7</td> <td>87</td> <td>98</td> </tr> <tr> <td>Black</td> <td>96.8</td> <td>90.5</td> <td>N/A</td> </tr> <tr> <td>Hispanic</td> <td>90.5</td> <td>78.6</td> <td>N/A</td> </tr> <tr> <td>Asian</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Econ. D.</td> <td>86.8</td> <td>74.6</td> <td>93</td> </tr> <tr> <td>LEP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SWD</td> <td>70.5</td> <td>87.2</td> <td>95</td> </tr> </table> <p><small>*Change to one scorer in 2010 results in whole scores only. The number in the 2010 column is an average of the % of students who scored above 3.0 and 4.0</small></p>	Grade	2008	2009	2010	10	92	87	89		2008	2009	2010	White	90.7	87	98	Black	96.8	90.5	N/A	Hispanic	90.5	78.6	N/A	Asian	N/A	N/A	N/A	Econ. D.	86.8	74.6	93	LEP	N/A	N/A	N/A	SWD	70.5	87.2	95	<p>Students will be engaged in the writing process in a variety of modes bi-weekly including but not limited to expository and persuasion.</p> <p>All teachers who assess formal and informal writing assignments will use a writing rubric.</p> <p>English teachers will maintain folders of assessed student writing. The folders will contain timed essays. Specific minimum word counts are identified in the English department curriculum guide.</p> <p>English teachers will maintain in-class writing centers to support writing projects in all subject areas.</p>	<p>Supplemental Academic Instruction Project 3161 for specific writing needs.</p> <p>Opportunity for collective and shared scoring of essays among ninth grade teachers will be provided through substitute funds. (Budget item pending.)</p>	<p>PDSP Focus: 100% of English teachers will be trained to utilize the 6 Traits of Writing. <b>Teaching Writing Skills K-12 1017001</b></p> <p>All English teachers will be trained to effectively interpret and apply the FCAT Writes Rubric to Okaloosa Writes essays. <b>Issues in Writing Assessment K-12 1017003</b></p> <p>The English department will concentrate department professional development on focus, organization, support, and conventions, the four elements addressed by the writing rubric, during the months of September, October, November, and December, respectively. <b>Teaching Writing Skills K-12 1017001</b></p>	<ol style="list-style-type: none"> <li>1. Parent Internet Viewer training for Parents</li> <li>2. Parent Letters</li> <li>3. Teacher/Parent Conferences</li> <li>4. School Marquee announcements</li> <li>5. Principal Meetings</li> <li>6. Incoming 9<sup>th</sup> grade Parent Registration Night</li> <li>7. NHS Website</li> <li>8. Connect Ed phone system</li> <li>9. Back to School Night</li> <li>10. SPP On-line</li> <li>11. Newspaper Advertisements</li> <li>12. NHS Web-mail</li> </ol>
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	<p>English teachers will:</p> <ul style="list-style-type: none"> <li>○ Abandon specific multiple choice practice in favor of process writing.</li> <li>○ Receive a list of concerns from the spring Okaloosa Writes reading session.</li> <li>○ Be provided with training in the teaching of writing (if requested by the teacher).</li> <li>○ Continue to support writing in other content areas.</li> </ul> <p>Teachers will review eighth grade writing scores to determine needs.</p> <p>Students in the 9<sup>th</sup> grade will participate in Okaloosa Writes yearly. The writing assessment will be scored by English teachers.</p> <p>Students in the 11<sup>th</sup> grade on PMPs will demonstrate writing proficiency at the end of the first semester by achieving a minimum of three passing scores (using appropriate standard rubrics) on essays in their English classes.</p> <p>Teachers will use questions, cues, and advance organizers when presenting new content and will ask questions that help students recall what they might already know about the content.</p>		<p>At least once a month, teachers will have a collegial classroom observation visit with another teacher during in-service Wednesdays. Documentation will be kept in the teacher portfolio.</p> <p><b>Strategies for Teaching 2408008</b></p>	
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	<p>Teachers will use note-taking and summarizing to promote student learning.</p> <p>When appropriate, teachers will organize students into cooperative groups to promote learning.</p> <p>DEA testing assessments will be administered throughout the year to better assist the teachers with data that will highlight areas of need or assistance.</p> <p>Teachers may chose to participate in technology training sessions (Mimio, netTreker, Blackboard, Discover Education, Interactive Power Point, Clicker System, Teacher Resources, Flip Camera) after school.</p>		<p>50% of Teachers will utilize appropriate learning media, computer applications, and other technology to address student learning objectives. Teachers will facilitate technology-enhanced experiences that foster creativity, address Florida Sunshine State Standards and include higher order thinking skills. Upon successful completion, teachers will be able to demonstrate knowledge and skills required to apply the use technology in their classrooms as evidenced by lesson plans, classroom walk-throughs, and/or teacher product.</p> <p><b>Technology</b> <b>3007001</b></p>	
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<b>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 (Grades 5, 8, and 10)</b>	<b>The percentage of Eleventh 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: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
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<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>																																										
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**FCAT Science % of students who scored Level 1 on the FCAT Science Test:**

Grade	2008	2009	2010
11	7	12	11

**FCAT Science: 57% of students scored Level 3,4 or 5 in Science**

Teachers will seek to develop student's nonlinguistic representations by asking students to:

- generate mental images representing content
- construct graphic organizers
- illustrate content through diagrams
- make physical models of content
- make revisions in all of the above

Teachers will integrate FCAT skills within all science disciplines using:

- FCAT Science Dailies
- FCAT Science Workbooks

Tutoring sessions will be established once a week using AP students as tutors to work with students who request assistance with Science skills. The AP students will receive community service hours for their time. The students will be divided as follows:

- AP Physics –Physics Honors
- AP Biology – Biology and Chemistry
- AP Chemistry – Chemistry and Physical Science
- AP Environmental – Earth and Space

Supplemental academic Instruction Project 3161 will be utilized for tutoring of students who scored Level 1 on the FCAT.

All science teachers will meet with the science department chair during department meetings to discuss the application of training techniques and strategies, which were established for use with students.

Department lesson plans and activities will be coordinated for optimum student results.

**Strategies for Teaching 2408008**

At least once a month, teachers will have a collegial classroom observation visit with another teacher. Documentation will be kept in the teacher portfolio.

**Strategies for Teaching 2408008**

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

	<p>Teachers will use Scientific Inquiry to include open-ended questioning and lab investigation at least once per semester.</p> <p>Teachers will engage students in generating and testing hypothesis through:</p> <ul style="list-style-type: none"> <li>• Problem-solving tasks</li> <li>• Decision-making tasks</li> <li>• investigation tasks</li> <li>• experimental inquiry tasks</li> <li>• systems analysis tasks</li> <li>• invention tasks</li> </ul> <p>Teachers will incorporate cooperative learning groups to discuss and analyze scientific concepts.</p> <p>Teachers may chose to participate in technology training sessions (Mimio, netTreker, Blackboard, Discover Education, Interactive Power Point, Clicker System, Teacher Resources, Flip Camera) after school.</p>		<p>50% of Teachers will utilize appropriate learning media, computer applications, and other technology to address student learning objectives. Teachers will facilitate technology-enhanced experiences that foster creativity, address Florida Sunshine State Standards and include higher order thinking skills. Upon successful completion, teachers will be able to demonstrate knowledge and skills required to apply the use technology in their classrooms as evidenced by lesson plans, classroom walk-throughs, and/or teacher product.</p> <p><b>Technology 3007001</b></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.



**ASVAB:**

**Number of students taking test:**

2007	2008	2009	2010
256	192	132	113

**Scholarships Awarded in dollars:**

	Millions
2008	10.05
2009	9.7
2010	8.5

**College Admission:**

**College Admission tests mean scores:**

	ACT Composite	SAT Verbal	SAT Math
2008	22.2	538	531
2009	23.1	539	546
2010	23.2	539	551

ACT 2010	English	Math	Reading	Science
District				
NHS	22.9	23.1	23.8	22.6

SAT 2010	Reading	Math	Writing
District			
NHS	539	551	521

b. assist students in proper academic courses and to allow students to look at a 4-year plan of study

b. If the budget allows, tenth and eleventh grade spring SOAR conferencing will allow students to review academic histories, monitor their academic track, and select courses for the upcoming year

c. SOAR "credit check" conferencing for seniors will be held in the fall to review graduation status by counselors

d. Weekly SOAR homeroom meetings

e. Senior Newsletter

f. Senior email system

g. Junior Essentials meeting with parents

h. Students will meet with their Guidance Counselor as needed to discuss their academic plan

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

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

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

In an effort to apply real world skills to learning, the

FACTS.org

SOAR Advising

The NHS Guidance Department will offer Parent Portal Viewer training for parents during individual conferences and during large group meetings.

All teachers will be trained in new regulations and appropriate conferencing prior to SOAR conferences.

**Effective Conferencing Skills 8406001**

All Guidance Counselors will receive updated training on FACTS.org and will share that information with parents and with teachers for SOAR advisement.

**Student Services-Future Issues 8409001**

Representative Guidance Counselor(s) will attend SAT/ACT workshops and share information during collegial meetings.

**Student Services-Future Issues 8409001**

Parents will be invited to participate in registration activities with their student(s).

- Letter to parent
- Phone call to parent

Information on the use of FACTS.org will be shared with parents by Guidance and by the SOAR Advisor.

- NHS Website
- Brochures
- Parent meetings
- Parent conferences
- SOAR conferences

1. PMP Notification
2. Parent Letters
3. Teacher/Parent Conferences
4. School Marquee announcements
5. Principal Meetings
6. Incoming 9<sup>th</sup> grade Parent Registration Night
7. NHS Website
8. Connect Ed phone system
9. Back to School Night
10. SPP On-line
11. Newspaper Advertisements
12. NHS Web-Mail
13. Junior Essentials Parent Meeting.

**Accelerated Learning: Advanced Placement**

	Tests	Students	3 or Higher	% 3 or Higher
2006	984	553	561	57
2007	950	490	616	65
2008	1235	646	740	60
2009	1372	709	820	60
2010	1281	694	834	65

**\*\*Although the number of students tested and the number of tests given decreased, the percentage of those students who scored 3 or higher increased significantly.**

**Accelerated Learning: AICE Scores**

	Tests	Students	# E or Higher	% E or Higher
2008	105	105	78	77
2009	399	379	315	79
2010	588	495	410	70

**Students at-Risk:  
Number and % Retained:**

	2008	9	10	11	12	Total
Number	50	50	19	16		135
Percent	9.9	9.1	3.8	0.3		6.5
	2009	9	10	11	12	Total
Number	26	52	36	2		116
Percent	5.4	1.0	7.0	0.4		5.8
	2010	9	10	11	12	Total
Number	14	47	19	3		83
Percent	2.9	9.5	3.7	0.6		4.2

Family and Consumer Science department encourages students to take the ASVAB tests. Career education skills are addressed in all classes and specific career paths are developed by students.

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

The Senior Newsletter will include scholarship and admissions information.

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

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

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

Guidance will offer a College Prep workshop for students and Parents at the beginning of the school year.

SAT On-line course for tenth through twelfth grade students to aid in test preparation.

ACT/SAT after-school

Discretionary funds will be solicited for various communication.

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

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

**Student Services-Future Issues  
8409001**

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

**Student Services-Future Issues  
8409001**

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

**Strategies for Teaching  
2408008**

**Students with GPA below 2.0 by Grade:**

<b>2008</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Number	111	86	44	20	261
Percent	22	16	8.8	3.8	12.6
<b>2009</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Number	99	84	57	11	251
Percent	20.7	16.7	11	2.2	12.6
<b>2010</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Number	61	68	44	10	183
Percent	12.8	13.8	8.7	2.0	9.3

**Graduation Rate:**

	<b>Niceville</b>	<b>District</b>
<b>2006</b>	90.50%	84.50%
<b>2007</b>	97.0%	90.5%
<b>2008</b>	97.0%	90.5%

**Current year's information is not yet available**

**Dropout Rate:**

<b>2005</b>	1.20%
<b>2006</b>	1.50%
<b>2007</b>	1.50%
<b>2008</b>	1.70%

**Current year's information is not yet available**

workshops for students

Students will inform Guidance of acceptance into college, universities, and technical schools.

Guidance Counselors will assist students with college applications, resumes, financial aid, scholarships and letters of recommendation.

Niceville High School will provide accelerated academics for all students:

- a. PSAT test administration for all tenth grade students for identification of potential AP students
- b. The PSAT will be offered to all ninth grade students with a fee.
- c. Utilization of AP Potential (PSAT) to identify student's potential in AP coursework.

Informational Brochure for better parent and student awareness of the benefits of an advanced curriculum. Exam analysis by AP Coordinator to increase identification of AP program strengths and weaknesses

Increase Advanced Placement courses in response to student needs/interests to include

Additional teachers will be trained in the Advanced Placement program as needed.  
**Strategies for Teaching 2408008**

**Attendance:**

Note: 2010 data is based on third period attendance.

20 day Begin Date	20 day End Date	Days Membership	Days Present	%
8/24/2009	9/21/2009	39,344	37,328	94.88%
9/22/2009	10/19/2009	39,236	36,792	93.77%
10/20/2009	11/18/2009	39,059	37,442	95.86%
11/19/2009	1/7/2010	39,073	37,001	94.70%
1/8/2010	2/8/2010	38,814	36,874	95.00%
2/9/2010	3/9/2010	38,713	36,182	93.46%
3/10/2010	4/14/2010	38,430	35,936	93.51%
4/15/2010	5/12/2010	38,437	36,359	94.59%
5/13/2010	6/10/2010	38,334	36,121	94.23%

<b>TOTAL</b>	<b>349,440</b>	<b>330,035</b>	<b>94.45%</b>
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the addition of AP Micro Economics and AP Comparative Political Systems. (Currently 23 courses.)

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

PSAT study guides listed on gifted website.

Advanced International Certificate of Education (AICE) Program will continue to be used in our curriculum and will be promoted to students.

Continue to increase AICE courses in response to student needs/interests. (Currently 10 courses)

- Refer students to alternate programs such as NHS 180, Okaloosa Online, TALON, Florida Virtual, ECCI, Ameri-Kids/Emerald Coast, TAPP, etc., as indicated by student performance.
- The ESE department will take Students With Disabilities on a field trip to NWFSC to learn about their post-secondary certification program.
- Guidance will mail letters

	<p>to parents concerning student progress toward graduation with GPA, credits, and FCAT scores.</p> <ul style="list-style-type: none"> <li>• Offer a summer school credit-recovery program for students in grades 9-12.</li> <li>• Provide math and english teachers for summer credit recovery.</li> <li>• Continue a summer “Eagle’s NEST” program for incoming ninth graders that will provide information on services offered at NHS.</li> </ul> <p>Use <b>Connect Ed</b> to inform parents of absences.</p> <p>Hold meetings with parents to address problems with school attendance.</p> <p>Provide credit recovery opportunities during duty periods of intensive studies teachers for students they mentor.</p> <p>Teachers and administrators will make more of an effort to contact parents promptly when there is a perceived problem with a student in the school setting.</p> <p>Increase Parental Academic Awareness:</p> <ol style="list-style-type: none"> <li>a. Continuously updated NHS website</li> <li>b. Online School Newsletter.</li> <li>c. Virtual Guidance links</li> <li>d. Educational Planning</li> </ol>			
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	<p>Guide College Board link on the NHS website</p> <ul style="list-style-type: none"> <li>e. Parent Meetings</li> <li>f. Senior Newsletter</li> <li>g. Utilization of TV scroller and announcements</li> <li>h. Group Email application on NHS website</li> <li>i. NHS Booster Club</li> </ul> <p>The School Advisory Council and NHS Booster Club will continue to solicit parent membership and ask for parent input on the governance and operation of the school.</p> <p>The school budget will be made available for parent/community review and input will be considered.</p> <p>To strive for continuous improvement, NHS staff will evaluate pacing guides of other districts and consider the development or implementation of academic pacing guides</p> <p>Teachers may chose to participate in technology training sessions (Mimio, netTreker, Blackboard, Discover Education, Interactive Power Point, Clicker System, Teacher Resources, Flip Camera) after school.</p>		<p>All teachers will be trained in new regulations and appropriate conferencing prior to SOAR conferences.</p> <p><b>Effective Conferencing Skills 8406001</b></p> <p>Additional Professional Development opportunities: Content area enrichment library will be available to all teachers wishing to expand their knowledge base in various curriculum areas.</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.

## ***Response to Instruction/Intervention (Rtl)***

### **School-based Rtl Team**

*Identify the school-based Rtl Leadership Team.*

The team will consist of:

The **Principal**, Dr. Linda Smith is to provide a common vision for the use of data based decision-making, the Rtl model for problem solving, and ensure that our school is knowledgeable and implementing Rtl. Dr. Smith, or her selected designee, will review whole-school screenings/assessments and information provided from the school district to ensure intervening services for students considered "at-risk" are implemented and monitored.

Our **Student Services Personnel**, Dr. Sharon Richardson, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Dr. Richardson will collaborate with community agencies and other school support services as needed to support student academic, emotional, behavioral, and social success.

Our **School Psychologist**, Dawn Sanders, will review the data collected, team interpretation, and analysis of data. She will facilitate the development of intervention plans and provide additional support for intervention fidelity and documentation. Additionally, she will oversee the progress monitoring for effective program evaluation.

Our **Literacy Coach**, Cameron Venuti, will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She will design and deliver professional development. She will identify systematic patterns of student need while working with district personnel to identify appropriate evidence based intervention strategies and provide support for assessment and implementation monitoring. Additionally, she will provide guidance on K-12 reading plan.

**\*General Education or Exceptional Education Teachers are selected based upon students needing support.**

***Ancillary Team Members:***

Our **Nurse, School Social Worker, Curriculum/Instruction Assistant Principal**

Our **Curriculum/Instruction Assistant Principal**, Christy McInnis, develops, leads, and evaluates school core-content standards and programs. She will tract the professional development of teachers at our school, ensure Rtl assessments are conducted, and that implementations of interventions occur. Additionally, She will oversee the communication with parents regarding Rtl plans and activities

Our **Intensive Studies/Reading Instructional Lead Teacher**, Marcia Thompson, will facilitate and support data collection activities for all literacy based content area courses. She will support the implementation of all Tier (1-3) Reading-based Intervention Plans.

Our **Math Department Chair**, Donna Barton will facilitate and support data collection activities for all math related courses. She will support the implementation of all Tier (1-3) Math Intervention Plans.

Our **Technology Specialist**, April Branscome, will provide technical support to teachers and staff regarding data management and display.

Our **Speech Language Pathologist** will educate the team in the role language plays in curriculum, assessment, and instruction to assist in the design of appropriate plans. She will assist in the selection of screening measures and help identify systematic patterns of student need with respect to language skills.

*Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).*

**Tier 1:** Teacher(s) uses student(s) data to identify students' needs, provide support and/or develop a problem-solving intervention(s) plan, and progress monitor for effectiveness of intervention. Teachers will seek support and guidance from their department heads for assistance with strategy selection and implementation. If necessary based on student data, teachers will recommend advancement to Tier 2 (or higher) to Core-Rtl team members.

**Tier 2:** Core members' meetings will occur at least monthly or more frequently as needed to develop and maintain a problem-solving system that promotes academic success for all our students. Meeting focuses will include reviewing of assessment information provided by classroom teachers, their analysis, identification, and instructional decisions including proposed tier of support for students exceeding, meeting, or not meeting benchmarks. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation to include identifying professional development needs.

*Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.* Included in our SPP will be an evaluation of the alignment of standards for instruction for all students. Each administrator will perform classroom walkthroughs. School-wide data will be collected and evaluated to determine student needs. Teachers may request behavioral and academic observations to aid in an evaluation of the ecological influences surrounding the student. Systems may be established within the school day to offer small group intervention if the classroom strategies are ineffective.

### Rtl Implementation

*Describe the data management system used to summarize tiered data.* Our school will utilize Dashboard (Gradebook & PAWS), FCAT/Data Star, Parent Portal, and Assessment and Information Management System (AS400) to access DEA assessment data, GMADE data, evaluation of FCAT, AICE, AP, SAT, ACT, and CPT data, attendance/tardies, and discipline referrals.

*Describe the plan to train staff on Rtl.* Two professional development sessions will occur and be dedicated to the training of all staff on this model. The first session will readdress the Rtl model and subsequent trainings will focus on its implementation and instructional practices, to include the tiers of support and strategies utilized at NHS. Additional training opportunities will be available via small learning communities in the format of a book study or on-line training modules.

### School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

#### PLAN

##### Data Disaggregation 2009-2010 FCAT Data

*What strengths and weaknesses were identified in the 2010 data by grade level, subject area, and clusters/strands?*

**Strengths:** Across the grade levels, students are performing above district and state averages in Mathematical Skills assessed on FCAT, SAT, and ACT. 89% of students met standards in writing. In Reading, gains were evident in both our ESE subgroup and our lowest quartile making AYP. Of students assessed on the ACT and/or SAT, performance on English skills exceeded both district and state averages.

**Weaknesses:** Our school's focus area will be for the subgroup of Economically Disadvantaged as 52% of this population demonstrated proficiency on the FCAT. Due to Safe Harbor, we met AYP, but feel we need to address the needs of this population in order for our entire students to be successful.

##### Instructional Calendar Development

*What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?*

*When were the IFCs created?*

The IFCs were created in July 2009. The IFCs were updated in October 2009 as determined by disaggregated data resulting from the September Diagnostic/Pre-tests given, and again in February 2010 as determined by the disaggregated data results from End of Semester/End of Course (Semester Only Courses) Exams.

Review of IFCs will occur between September and October 2010 for adjustments based on new assessment data pulled from FCAT, AP/AICE, SAT/ACT, CPT, and/or DEA.

*Data Used:*

The 2010 FCAT, AP/AICE, and ACT/SAT/CPT results were utilized to develop IFCs. Data results from September Diagnostic/Pre-test, and January End of Semester/End of Course Exams will also be utilized.

*Were Teachers Included?*

Teachers will be responsible for determining the instructional focus of whole group lessons and small group/differentiated instruction. Rtl team will be available for assistance to classroom teachers in the selection of appropriate tiers of support when needed.

*How were Benchmarks selected?*

Sunshine State Standards that not adequately integrated into the next generation standards are selected for the IFC to ensure they are covered. Additionally, Standards listed in course description are selected and placed into calendar.

*How was duration of instruction selected for each Benchmark?*

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC and student understanding and performance on informal assessments. Teachers will provide instruction on each Benchmark and allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress.

*How will administration ensure the IFCs are used by all teachers?*

The administration will implement a continuous cycle of making classroom walk-throughs, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Administrators will recommend peer teachers or Literacy Coach support to teachers who are demonstrating signs of struggle with IFC implementation.

*How will assistance be provided to teachers?*

Through professional development sessions, mentor assignments, and participation in the observation of teachers who are successful. Professional learning communities will also be established to provide additional support as needed.

*Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?*

Reading: LA.910.1.3; LA.910.1.7.2; LA.910.1.7.3; LA.910.6.2.2  
Writing: LA.910.3.3.4; LA.910.3.4.1; LA.910.3.4.3; LA.910.3.4.4  
Mathematics: MA.912.A.4; MA.912.A.3.2; MA.912.A.10; MA.912.A.7.6  
Science: SC.912.P.8.1; SC.912.P.8.2; SC.912.P.8.3; SC.912.P.8.4

*What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?*

Once assessment information including FCAT scores was released, the assist principal over curriculum and instruction along with our Intensive Studies/Reading Department Chair adjusted the master schedule to provide low-performing students with instructional time in classes taught by teachers identified as Highly Qualified.

*How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?*

The school offers students elective courses in art, business, technology, and career study (DCT, Early Childhood Ed, etc). Many of these courses focus on job skills and offer students internships. Often teachers and students discuss real-world application of content curriculum to ensure that instruction is relevant.

*How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?*

SOAR teachers meet yearly with students to discuss their academic and career plans and graduation requirements.

**DO**

**Direct the Instructional Focus**

*How are lesson plans and instructional delivery aligned across grade levels and subject areas?*

Departmental meeting and subject area teachers collaborated to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

Departments and subject area teachers will continue to meet thought-out the school year to share best practices and resources when implementing the IFC.

*How are instructional focus lessons developed and delivered?*

Subject area teachers will create focus lessons after reviewing previous assessment data of struggling students. The lessons created are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. Teacher will determine the best time for focus lessons as they are most knowledge of their classroom routines; however, Department Chairs and Administrators will conduct classroom walk-throughs to ensure they are occurring.

*How will instructional focus lessons be revised and monitored?*

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

Proficiency of skills and benchmarks should also be evident in the skills and benchmarks that are taught as part of the whole group instruction.

**CHECK**

**Assessment**

*Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.*

Mini-assessments based on the focus lessons will be administered. The question amount will vary based on teacher decision to use teacher selected or Discovery Education Assessment (DEA)-supplied assessments. Assessments will be administered after at the end of each lesson to determine is student mastery has occurred.

*How are assessments used to identify students reaching mastery and those not reaching mastery?*

Mastery is set at 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

**Maintenance**

*How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?*

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities/labs, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

*Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.*

Teachers who teach the same course will meet at least bi-weekly to discuss and review progress monitoring data and instructional modifications needed.

Departmental meetings will occur weekly at which time dialogue about progress monitoring and instruction modifications may occur. Additionally, departmental meetings will occur monthly to address instructional differentiation, strategy usage, and incorporation of balanced literacy into content areas. The department chair, the Literacy Coach, and/or PSA will facilitate these meeting. Teacher attendance roster and agenda will be submitted to the administrative staff.

**Monitoring**

*Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.*

The Principal and/or PSA will meet with teachers during regularly scheduled meetings to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.

The Department Chairs, proficient teachers, and the Literacy Coach will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. These persons will assist teachers in learning with the process of grading, recording, and charting student scores.

**ACT**

**Supplemental and Intensive Instruction/Interventions**

*Identify the core, supplemental, and intensive instruction and interventions.*

Core= graduation requirements  
Supplemental= After school tutoring by department  
Intensive Instruction/Intervention= Ed Options/Compass, Intensive Studies Department, Enterprise Read 180, Learning Strategies, ESE Math

*How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?*

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. Read 180), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Development and Small Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

*How does the school identify staff's professional development needs to improve their instructional strategies?*

Common areas of concern in the areas of Economically Disadvantaged, Critical Reading, Differentiated Instruction, Classroom Management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

*Which students will be targeted for supplemental and intensive instruction/interventions?*

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Students not making mastery will be offered after-school assistance, as well as assistance during the regular school day from instructional coaches, and possible placement in Intensive Studies courses.
<i>How will the effectiveness of the interventions be measured throughout the year?</i>
All personnel providing services to a student not making mastery will meet departmentally to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Informal and/or Formal assessment measures will also be utilized to determine the effectiveness of supplemental instruction. If interventions prove to be ineffective for student learning gains, the teacher submits the student's assessment data; interventions attempted; and work samples to RtI team members.
<b>Enrichment</b>
<i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>
Students who typically exceed mastery levels participate in the schools gifted, Dual Enrollment, and/or AP/AICE programs.
<i>Describe how students are identified for enrichment strategies.</i>
FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher-level courses and academic programs. Teacher recommendation is also taken into consideration.
The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement