Port Charlotte High School

2017-18 Schoolwide Improvement Plan

Port Charlotte High School

18200 COCHRAN BLVD, Port Charlotte, FL 33948

http://yourcharlotteschools.net/pchs

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	69%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Charlotte County School Board on 11/13/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Port Charlotte High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Port Charlotte High School mission is to promote personal, academic, and career achievement by assisting students in becoming independent and self-sufficient adults who will succeed and contribute with integrity and responsibility in our community. Through its PRIDE Statement, all students are expected to represent Port Charlotte High School through:
Preparation: Come to school with materials and positive attitudes!
Respect: Treat your school and fellow Pirates with consideration and courtesy!
Integrity: Practice personal honesty and independence!
Determination: Set and work towards goals!
Excellence: Strive to be your best!

b. Provide the school's vision statement.

Port Charlotte High School and its stakeholders collaborate with the intent to promote a school organization founded in the ideals of academic rigor and integrity of character. Port Charlotte High School will promote "Student Success" by engaging in continuous improvement through the development and implementation of innovative, research-based instructional strategies that support students as they excel in reading, writing, math, science, social studies, world languages, fine arts, physical education, naval sciences, industry certification and college & career readiness. Port Charlotte High School faculty and staff will network with colleagues, which will support professional growth that can enable all of our students to achieve on standard assessments. Port Charlotte High School will be one of the top performing high schools in the state by focusing on a multitude of initiatives aimed at bridging the achievement gaps. Our staff will continue concentrating on progress monitoring and data-driven instruction that will be provided to all of our students. The realization of this vision will be possible through a school-wide commitment to "One Voice, One Team, One Message" in support of the district's common goal.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Port Charlotte High School learns about students' cultures and fosters positive relationship building between teachers and students in a variety of ways. One way to foster relationship building starts with the student's first interaction with the school - the registration process. At registration, the student and parent will meet with a school counselor, a school administrator, and/or other school officials (such as ESE teams, ELL instructor, etc.). During this time of enrollment, information regarding the student's background (which typically includes the student's culture) is gathered for informational purposes and to assist with flexible and/or appropriate scheduling needs. Similarly, teacher and student relationships are built through after-school activities: participation in school-sponsored clubs, athletic events, and other extra-curricular activities that are specifically tailored to student interest. Diversity among students and staff at Port Charlotte High School is celebrated both in the classroom setting and throughout multiple extra-curricular opportunities. Classroom activities include the celebration of "Heritage Month/Week" and honoring scientists, historians and writers' heritage and cultures. Extra-Curricular Activities include various school-sponsored clubs such as Scholars Club (an academic honor society with a focus on minority student involvement), Spanish Club, and French Club.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Port Charlotte High School continuously strives to create the safest environment possible for all students so that academic focus is a daily priority. Safety measures range from simple, non-invasive methods such as monitoring the hallways during class time and as students change classes to more involved procedures including: developing safety plans for students, performing regularly scheduled emergency drills (fire drills, tornado drills, code red drills), and supporting excellent custodial services at our facility. Use of exterior gates also provides an extra layer of safety and security. In addition, providing students access to support staff during the school day, including but not limited to the guidance department, school nurse, deans, school resource officers, school administrators, school social worker through an "open door" policy allows our student to gain access to faculty and staff resources. These procedures create a safe environment, grant students access to these important resources, and make our school's safe environment an integral piece of our school's culture. Safe and comforting environments are also available for students. For example, the Media Center is open one half-hour prior to the start of the school day, an hour several days after school and during all lunches for students to work, research, study, read, and experience an environment that is safe and accessible. Students who feel uncomfortable or uneasy with the "open concept" of the school's campus will seek out the Media Center as a safe haven.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Port Charlotte High School enforces various policies, plans, and interventions with the intent to minimize distractions and keep students engaged during instructional time. These policies and plans include the attendance policy, tardy policy, and the 2017/2018 Charlotte County Public Schools Code of Student Conduct which is discussed with all students when school administration conducts class presentations through English and Reading classes during the first two weeks of school. Training for school personnel to ensure the system is fairly and consistently enforced is accomplished by both district-driven and school-led meetings and discussions. In addition, Port Charlotte High School is a Positive Behavior Intervention Support (PBIS) school using Restorative Justice techniques and strategies to encourage positive behaviors and decisions.by our students. Faculty and staff use an MTSS system (Multi-Tiered System of Support) with a foundation of school-wide behavior expectations and support for students. School-wide interventions are in place to increase positive student behavior and, therefore, increase time on task for academic momentum. Our school's positive behavior support team began the year with a review of our positive behavior expectations (Preparation, Respect, Integrity, Determination and Excellence) and holds school wide challenges (Captain's Cup) and programs to encourage positive behavior by students and staff. The emphasis on behavior works to maximize instructional time by limiting behavioral disruptions by students. In addition, Port Charlotte High School's staff participates in administrative reviews of discipline and school-wide procedures through our annual "Nuts & Bolts" faculty house meetings. This allows for consistency among the staff (when appropriate) in regards to discipline.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Port Charlotte High School provides student access to staff members who can support their social-emotional needs. This process often begins in the classroom. The teacher is frequently the first contact to whom a student reaches out for assistance and support. Teachers are usually the first to identify and respond to students who are in need. Teachers often make contact with and provide information regarding students to the guidance department. At that time, counselors assess the level of need required by the situation. Interventions begin quickly and can take many forms, such as student/parent meetings with the counselor, social worker, and/or school psychologist. This

counseling may lead to adjusted scheduling or even alternative graduation options. In addition, direct referrals to both internal and external services, including but not limited to the Homeless Education Project, temporary alternative housing for at-risk youth, Lutheran Services, Red Cross, the Charlotte Behavioral Center, and financial assistance resources, are made when necessary and applicable. Additional school-wide resources are in place to meet the social and emotional needs of students at Port Charlotte High School and include Big Brothers & Big Sisters Mentoring, Destination Graduation Mentoring, Take Stock in Children Mentoring, Check and Connect Mentoring, the "Power Hour" After School Tutoring Program, Life Skills Program, Captain's Closet, Young Life, Murdock Baptist Church, Hospital Homebound, transportation to the Boys & Girls club community program, and access to a full-time social worker on campus.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Data sources and indicators which support the school's early warning system include:

--Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
--One or more suspensions, whether in school or out of school
--Course failure in English Language Arts or mathematics
--A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Data for these indicators are pulled using the school's student information system of FOCUS and/or School Portal. The school's MTSS/RTI, SAT, and 9th grade transition team members study this data on a bi-weekly basis. The PRIDE team meets monthly to provide students with incentives to improve performance.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	52	37	48	3	140
One or more suspensions	0	0	0	0	0	0	0	0	0	19	8	12	1	40
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	214	219	27	460
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	46	69	22	0	137

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	55	60	36	1	152

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The following strategies are employed by Port Charlotte High School to improve the academic performance of students identified by the early warning system:

--Captain's Closet
-- Life Skills Class
--Attendance Committee referrals, attendance calls and attendance contracts
--Student data analysis at RTI/MTSS team meetings
-- Liveschool.com, point and level system for our EBD students (ESE)
--Student data analysis at Student Assistance Teams (SAT) meetings
--Check & Connect mentoring program
--Destination Graduation mentoring program
--Edgenuity Credit Retrieval program
--Referral to Attendance Committee
--Referral to the Student Assistance Team
--Teacher and administrator lead PLC's
-- "Power Hour" Peer Tutoring
--Increased communication with all stakeholders (specifically parents) via attendance letters, discipline letters, progress reports, grade level parent meetings, school website, phone system, and home visits.
--Availability of online learning modules via Charlotte Virtual School/Florida Virtual School
--Student academic recognition programs such as "Captain's Cup," Underclassmen and Senior Award nights, and PRIDE tickets.
--Focus on high-yield Marzano instructional elements via classroom observations and teacher evaluations
--Employing Department Action Plans focusing on progress monitoring & data analysis
--Activation of progress monitoring data analysis teams assigned to each state assessment
--Implementation of school-based tardy policy
--Student mentoring tutoring groups delivered by National Honor Society and Mu Alpha Theta
--Referrals to the Academy (alternative education site)
--Plans to increase student participation in extra-curricular clubs and sports
--Captain's Club (Encouraging student involvement)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Port Charlotte High School understands and appreciates the power of parental involvement and its relationship in building a successful academic program. A relationship with families begins with the sharing of the school's vision and mission statements. These statements are communicated through the school's publication of the "Pirate Pipeline" which is used to inform and educate parents on the events and activities at the school site. In addition, the school's annual "Course Catalog" is released

in hard copy form in January and published on the school's website. At all times, parents have access to the parent portal of FOCUS to monitor student attendance, grades, and Student Code of Conduct infractions. There is greater implementation of the use of social media outlets such as, Facebook,Twitter and Remind. Paper progress reports are issued at the midpoint of each grading period. Parent/teacher conferences are encouraged and advocated by all parties, including parent, teacher, counselor, and administrators when a need for intervention occurs. Certified School Counselors will establish ongoing two-way communication with parents by email and phone conferences on a consistent basis and will mail notifications of failures and/or academic concerns at least four times during the school year. Also, Certified School Counselors and the school's Social Worker complete home visits when applicable and necessary; and certified instructional personnel serving as hospital home-bound teachers promote a consistent and stable connection of school and home for students with medical needs that interfere with the students' ability to attend classes on the school's campus. While we see high parental participation in multiple areas of the school's culture, the participation rests within a small group of involved parents. In an effort to increase parental participation and awareness, Port Charlotte High School developed and continues to implement the partnership of Parent Teacher and Community Organization (PTCO) with School Advisory Council (SAC). This partnership offers opportunities for parents to become involved in the school's initiatives and its short-term and long-term goals. The PTCO's meetings are forums in which parents can make suggestions and ask questions related to all areas of the school. Aligned with the PTCO's goal of increasing parental involvement, the school maintains a website that features a current calendar which informs parents and students of opportunities and events in which they may participate.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Aware of the decreased level of participation among parents and community at the high school level, Port Charlotte High School integrated a parent, teacher and community organization (PTCO) component into our SAC committee. The combination of parents, school staff, and community members allows for communication of needs from both the school setting and communication of our community's hope for career-ready and workforce-ready graduates. This group is working to develop a sustainable fundraiser that will generate funds to pay for substitute teachers to be in classrooms, to keep instructional momentum going, when teachers are temporarily removed to proctor state tests to students. This practice reduced the number of disruptive days to the learning environment substantially and identifying funding to continue this into the 2017/18 school year is the main goal of our parent and community resources.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Long, Lou	Principal
Curtis, Paul	Assistant Principal
Portwood, Allison	Assistant Principal
Young, Denise	Assistant Principal
Schneider, Cindy	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Each member of Port Charlotte High School's leadership team holds as his/her greatest priority the role of "instructional leader." The team effectively works within the parameters of shared decision making through venues such as leadership meetings with the school's principal, PPC meetings, SAC meetings, and attendance at departmental meetings in an effort to foster shared decision making opportunities with faculty and staff. Specifically, the roles and responsibilities of each team member is outlined below:

I. Principal: Lou Long -- Oversees the organization and facilitation of the school house. Specific responsibilities include managing the school's budget (including internal and district/state funding), approving staff leave requests, facilitating staff meetings, conducting staff and teacher evaluations, and serving as the primary community and media contact.

II. Assistant Principal: Cindy Schneider -- Oversees the organization and facilitation of the school house as it relates to curriculum and standards-based instruction. Specific responsibilities include conducting staff and teacher evaluations, building the master schedule, managing the guidance department (enrollment, registration) and facilitating the school-based decision making groups of the teacher Partnership and Performance Council (PPC), teacher department chairs, and SAC. This assistant principal also manages all testing on campus, including state assessments, and facilitates the writing of the school's School Improvement Plan. In addition, this assistant principal oversees 11th grade student transition goals, textbook adoptions and the approval/purchasing of all instructional materials.

III. Assistant Principal: Allison Portwood -- Oversees the organization and facilitation of the school house as it relates to facilities and discipline. Specific responsibilities include conducting staff and teacher evaluations, providing coverage and security at school sponsored events, managing capital outlay requests, and creating/implementing emergency action plans, crisis plans, work orders, student attendance, and teacher duty assignments. This assistant principal also oversees the school's dean, office support staff and custodian department, and 9th grade student transition goals.

IV. Assistant Principal: Denise Young-- Oversees the organization and facilitation of the school house as it relates to student activities and discipline. Specific responsibilities include conducting staff and teacher evaluations, administering student discipline, maintaining the master calendar, and facilitating such groups & activities such as open house, parent involvement committees, community involvement, student recognition programs, wellness initiatives,10th grade transitional goals and Suspension/Expulsion Review Team (SERT).

V. Assistant Principal: Dr. Paul Curtis -- Oversees the organization and facilitation of the school house as it relates to Student Support (ESE/504) and discipline. Specific responsibilities include conducting staff and teacher evaluations, facilitates the support staff Partnership and Performance Council (PPC), administering student discipline, facilitating MTSS/RTI action plans, working with 12th grade student goals, and serving as the school's primary contact for professional development, technology, and Athletics.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School leadership will identify and align all available resources through a variety of means in order to meet the needs of all students and maximize desired student outcomes. Allocation of resources are

divided in the following ways:

1. Personnel: The school's Principal and Assistant Principal for Curriculum will study, build, and implement a master schedule that meets all requirements of certification and highly qualified teacher status. The master schedule is built within the limitations of class size amendments while meeting the needs and interests of the student body and the state's graduation requirements. The Assistant Principal charged with facilitating professional development will ensure that the availability of PD is current and accessible. The Assistant Principal for Curriculum will provide opportunity to use personnel resources to its highest capacity through the work of Department Chairs and the implementation of: Action Plans, PLCs, Study Groups, networking via teacher mentors using such techniques as "instructional rounds" and "lesson studies."

2. Instructional: Each member of the school's leadership team is assigned a group of teachers (faculty house) for which to support, mentor, and evaluate. The Assistant Principal for Curriculum will oversee the school's Department Chairs as they maintain inventories of instructional materials and budget. The Assistant Principal for PD and Technology will oversee the allocation of electronic devices and access to educational technologies. When problem-solving is needed, the school's decision making PPC group will work together to determine how to apply the school's resources for the highest impact on student achievement.

3. Curricular: Standards-Based curricular decision making is a priority at Port Charlotte High School. The Principal and Assistant Principal for Curriculum will manage instructional funds including: school improvement funds (when available), Advanced Placement funds, SAC funds, and Departmental funds with the intent to promote and maintain a rigorous curriculum framework that is committed to address the instructional needs of all student learning styles.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Lou Long	Principal
Denise Young	Principal
Allison Portwood	Principal
Dr. Paul Curtis	Principal
Cindy Schneider	Principal
Lori Revelas	Parent
Alyssa Perry	Parent
Alexandra Revelas	Student
Zoe Burkhart	Student
Julia White	Parent
Kevin McCloud	Business/Community
Joseph Baermann	Business/Community
Melissa Evans	Business/Community
Geffrey Durosca	Business/Community
Heather Lukacek	Business/Community
Tifiny Coffey	Teacher
Christine Burkhart	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's school improvement plan was reviewed at various SAC meetings in an effort to promote the "living document" definition of the School Improvement Plan (SIP). SAC members representing various stakeholders of the school presented and discussed their work in meeting the goals set forth by the SIP. School staff were invited to attend and present at various SAC meetings as a means to monitor and evaluate the implementation and effectiveness of the SIP at the classroom level.

b. Development of this school improvement plan

In an effort to meet the requirements of the School Community Professional Development Act, Port Charlotte High School's School Improvement Plan is developed collaboratively. The SIP focuses on impactful and differentiated instructional strategies to engage students, increase opportunities to provide meaningful relationships between teachers and all students, and increase opportunities for professional collaboration among teachers, guidance counselors, instructional leaders, and the workforce community. SAC members were given the opportunity to provide input during the development of the School Improvement Plan (SIP). The SIP process was described at the initial SAC meeting of the school year and the invitation to speak to school issues, concerns, goals, and achievement was provided. Student performance data (achievement and learning gains) was shared with SAC members in an effort to assist with the development of newly formed objectives and SMART goals. FSA Assessments and the revised school accountability grading system was reviewed to inform SAC members of the current high-stakes testing responsibilities our students must face. SAC members were also provided the opportunity to review and request modifications to the SIP prior to final submission.

c. Preparation of the school's annual budget and plan

Charlotte County Public Schools is not a site-based budgeting district. School Improvement dollars have not been allocated for the current year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Charlotte County Public Schools is not a site-based budgeting district. School Improvement dollars were not allocated last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Long, Lou	Principal
Portwood, Allison	Assistant Principal
Curtis, Paul	Assistant Principal
Young, Denise	Assistant Principal
Schneider, Cindy	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Port Charlotte High School's plan to promote trans-literacy involves the implementation of a rigorous and robust curriculum based on the Florida Standards and is the responsibility of all staff members. Program Planners, as the instructional leaders of the school, will continue to draft department action plans that work on the foundation of vocabulary enrichment, text complexity, text annotation, multiple exposures to a variety of text, context clues, and close readings. Science, Social Studies ,and Math teachers (along with the world languages and electives) have unpacked the literacy standards of the Florida Standards and applied them to their own content area standards and benchmarks. Departments have begun participating in one another's Standards Based Instructional PLCs for literacy enrichment. Teachers will continue to identify the reading levels of students on their rosters and work within a deliberate practice plan that encourages reading instruction, support, and enrichment. The school will provide opportunities for all teachers to co-teach and observe English/ Reading lessons during live instruction and taped lessons utilizing PD 360/Edivation. Teachers will instruct students on meta-cognition requiring students to be aware of what they know and what they do not know and to participate in whole-group, small-group, and individualized instruction plans. All level 1 and 2 students will be required to maintain a literacy/reading log of data marks from USA Test Prep testing and be able to discuss and analyze their data with their assigned teachers, guidance counselor, and administrative staff setting both short and long-term literacy goals. Students at or above reading mastery level will continue to receive accelerated and enrichment lessons and be required to instruct and coach students below mastery so as to maintain their own level of proficiency. The school's data analysis teams (English Language Arts, Algebra 1, Biology, Geometry, US History)

will analyze their student's literacy data and may submit a report of findings to the Assistant Principal for Curriculum at the conclusion of each progress monitoring window.

The overall goal of the LLT is to problem-solve instructional strategies based on differentiated instructional methods as well as techniques described in Marzano's "The Art and Science of Teaching." The team will assist all teachers in decision-making processes based on the data analysis of each progress monitoring window/session in the area of literacy. The LLT will provide support to the staff due to the lack of an assigned literacy coach to the school. The LLT will support the literacy goals of the school by participating in various PLCs, lesson study groups and lesson modeling. It will report to the PPC and SAC committees when necessary. The LTT will participate in data analysis team work at the conclusion of each progress monitoring window (BOY, MOY, EOY) and provide analysis reports to all faculty/staff. The LTT will support the writing of each department's action plan with a focus on literacy instruction. The LTT will integrate literacy priority at all opportunities for district-based and school-based discussion group work. The LTT will support the K-12 Reading Plan to ensure proper progress monitoring testing. It will support the overall function of Lesson Studies, Instructional Rounds, and collaborative PLC teams to support literacy instruction across all content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Positive working relationships between teachers are encouraged through a variety of means. These include, but are not limited to, the following:
1. Common planning periods within a department when the master schedule allows it.
2. Participation in school-wide Professional Learning Communities.
3. Encouragement and approval for teachers to attend (as a team) professional development activities that are school, district, and national-based events.
4. Encouragement and approval for teachers to participate in "instructional rounds" and "lesson studies".
5. Requirement of all teachers to participate in the writing of their department's Action Plan. Teachers also submitted individual action plans that fit into school and departmental goals.
6. Providing opportunities for experienced and skilled teachers to mentor and coach new teachers (1-3 year teachers).
7. Promoting positive interactions with colleagues by allowing input into the development of school-based initiatives and policies/procedures.
8. Maintaining a strong collaborative culture of shared decision making through the work of the school's Partnership & Performance Council (PPC).
9. Providing opportunity for teachers to discuss instructional techniques, assessment methods, classroom management methodology, and data analysis support through the implementation of full-day "Data Days" and Curriculum Mapping.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Whenever possible and financially supported by the district, Principal and Assistant Principals will attend college campus job fairs and participate in e-recruiting with participating universities. In addition, the school supports and sponsors the work of teacher interns studying towards their teaching degree/ certification.

Each administrator (Principal & 4 Assistant Principals) is assigned a "faculty house" by the school principal for the purpose of teacher observation and evaluation. Retention strategies of highly qualified,

certified, and in-field effective teachers is accomplished through professional relationship building and mentoring/networking activities.

Participation in Port Charlotte High School's Leadership Academy is open to any staff member interested in pursuing a career in Educational Leadership.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The Assistant Principal for Curriculum facilitates the NET (New Educator Training) program at the school and will assign a Clinical Education trained teacher as a mentor/coach/peer for each new teacher assigned to the school. The NET teacher will complete a portfolio of best practices that he or she submits to the faculty-house assigned administrator, as well as to the Professional Development Center. In addition, Program Planners ("instructional leaders") and Clinical Education trained teachers will meet regularly (bi-weekly) with NET teachers to provide both collegial and technical support, model best practices and lesson plans, and give guidance in effective instructional practices as it applies to Marzano's "The Art & Science of Teaching." The NET teacher will be held accountable to participate in school wide PLCs, action planning, and lesson study group work.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Port Charlotte High School ensures that its core instructional programs and materials are aligned to Florida's Standards using the following methods:

1. Create PLCs for FSA assesed course codes activated in the school's master schedule and encourage teacher participation. As a member of the PLC, a teacher will unpack the standards assigned to the courses he/she teaches, participate in discussions regarding formative assessments, evaluate and reflect upon the instructional materials used to teach the course and their alignment with the Florida Standards.

2. Encourage the participation of teachers and school leadership staff in the continued writing of curriculum maps and delegate core department chairs to train staff in C-Maps. Involve teachers in connecting and aligning instructional resources.

3. Actively participate in the textbook adoption processes set forth by the district office.

4. Advocate for and encourage teachers in leadership roles to participate in the writing of test item specs, test item reviews, and blueprint writing included in school-wide progress monitoring in support of high-stakes state assessments.

5. Continue to review teacher lesson plans embedded in the PACE evaluation system paying attention to established content standards and effective scaffolding of ancillary materials within lessons. Check that lessons are sequenced to scaffold depth of knowledge and skills needed to achieve mastery of the Florida Standards, sufficiently differentiated for all learners.

6. Include school leadership (Principal and Assistant Principals) in district and state level meetings, trainings, forums that delineate the Florida Standards assessments.

7. Require teacher department chairs to submit department and individual Action Plans that addresses the Florida Standards and the process the department chair will use to ensure that all teachers continue to teach to those standards. Offer assistance to struggling teachers in implementing Florida Standards in the classroom by providing the opportunity for teachers to participate in "instructional rounds."

8. Require the school's decision-making team, Partnership & Performance Council (PPC), and the SAC committee to manage and monitor the school's School Improvement Plan and its adherence to instruction based on the Florida Standards.

9. Observe teachers in the classroom through multiple modalities (walk-throughs, informal observations, formal observations) for school leadership to verify and ensure instructional practices of teachers and instructional materials used ensuring that each aligns to the Florida Standards (research-based instructional strategies, such as Marzano, are used correctly and appropriately). School leadership provides consistent feedback to encourage continued dialogue with teachers to support effective alignment and use of Florida State Standards.

10. Provide continued professional development for teachers to create instructional units and common assessments required for student mastery of the Florida Standards. This professional development is inclusive of on-line instructional tools like PD 360.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Included below is a delineation of how Port Charlotte High School uses data to provide and differentiate instruction to meet the diverse needs of students:

1. Initiation of Progress Monitoring Teams in the areas of English Language Arts (grades 9-12), Algebra I, Geometry, Biology, US History, and various Advanced Placement courses. Each team member is to deliver a formative assessment during a beginning of the year (BOY), middle of the year (MOY), and end of year (EOY) test window. Each team member is to submit to the Assistant Principal for Curriculum a data analysis and reflection piece that measures student content knowledge at that snapshot of time within the instructional calendar and include a narrative of the instructional techniques the teacher will employ next to bring students to proficiency or advanced levels on these state/national assessments.

2. Initiation of school "Data Days:" Full day, "in-house" professional development days for teachers to interpret data, collaborate, and plan for differentiated instruction based on that data. Two "Data Days" during the school year will be provided to the content areas of the Progress Monitoring Teams.

3. Various data points (attendance, tardies, quarter and semester grades, discipline infractions) will be analyzed during MTSS/RtI bi-weekly meetings to discuss diverse needs of students. Teacher representatives will be invited to MTSS/RtI meetings to assist the team in providing coaching and mentoring support for both students and teachers in the idea of differentiated instruction and scaffolding.

4. Initiation of the "Check and Connect" program which includes 15 trained teacher mentors assigned to struggling students and covering the impact of the following areas on modified or supplemented instruction: ESE exceptionalities, attendance, disengaged students, crisis response, college & career

readiness, etc.

5. Teacher and school leadership usage of Softwarenology's "School Portal" system for documentation of behavioral and academic data and continued support of students using common MTSS structures, processes, content, and early warning systems.

6. Deliberate practice of teachers utilizing Marzano's research-based instructional strategies of "Lesson Segment: Enacted on the Spot." Elements including noticing when students are not engaged, maintaining a lively pace, demonstrating withitness, using verbal and non-verbal behaviors that indicate care and respect for all students in order to establish and maintain effective relationships with students and communicating high expectations for all students.

7. Modifying and supplementing instruction to assist struggling students by helping students identify critical information, reflect on learning, examine similarities and differences, examine errors in reasoning, practice skills, strategies, and processes, and engage students in cognitively complex tasks involving hypothesis generation and testing.

8. Modifying and supplementing instruction to assist struggling students by employing instructional techniques such as read-alouds, chunking and annotating text, providing multiple exposures to text, developing and enriching vocabulary skills across all content areas, increasing student exposure and use of content-rich vocabulary.

9. To support increased proficiency and Learning Gains on the FSA ELA by our student enrolled in Reading courses, the master schedule reflects a common planning period among our Reading teachers, flexible scheduling for students, data days, and continued progress monitoring data analysis and sharing goal driven methodology.

10. To increase learning gains and overall proficiency on our FSA EOC math assessments and all other subject areas, we will offer after school tutoring "Power Hour" Monday thru Thursday from 2pm to 3pm.

11.Students who have not seen success on state assessments and in core subjects will be scheduled into remedial courses to support student needs through scaffolding, differentiated instruction and varied classroom techniques and strategies for academic improvement.

12. Teachers in various subjects use Chromebooks and Google Classroom to bridge the gap between technological advancement and the classroom. This strategy will provide students with an advanced understanding of cutting edge and relevant technolgy to support 21st Century learning.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Check & Connect Mentoring Program

Strategy Rationale

Providing individualized, intensive support to struggling students exhibiting academic and behavioral concerns.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Curtis, Paul, paul.curtis@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance, grades (progress report, quarter, & semester), formative testing results (progress monitoring), discipline infractions. Formal, monthly meetings to be held as well as informal "mentor check-ins" for information sharing and data analysis reporting.

Strategy: Extended School Day

Minutes added to school year: 0

Virtual instruction via Charlotte Virtual School and Florida Virtual School

Strategy Rationale

Accelerated program of study, credit retrieval opportunity

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student enrollment data in virtual courses, credits earned or retrieved, graduation rates

Strategy: Extended School Day

Minutes added to school year: 0

"Data Days"

Strategy Rationale

Full day, "in-house" professional development days for teachers to interpret data, collaborate, and plan for differentiated instruction based on that data. Two "Data Days" during the school year will be provided to the content areas of the Progress Monitoring Teams.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

PLC Facilitator notes, individual teacher reflection reports, data analysis reports

Strategy: Extended School Year

Minutes added to school year: 0

District and school-based professional development days

Strategy Rationale

Provide teachers and staff at school and district levels the opportunity to collaborate, share, and learn from each other on various hot topic issues of the school year.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Curtis, Paul, paul.curtis@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Inservice credit achieved, attendance documents received, follow-up PD events scheduled

Strategy: After School Program

Minutes added to school year: 0

Edgenuity Credit Retrieval

Strategy Rationale

Allowing struggling students the opportunity to retrieve missing credits and enrich learning.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Grades achieved and credit earned

Strategy: Weekend Program

Minutes added to school year: 0

Advanced Placement progress monitoring testing

Strategy Rationale

Progress monitoring of AP course standards growth and proficiency in preparation for AP College Board testing in May

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fullington, Mike, mike.fullington@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

AP progress monitoring test results, AP student grades, AP test results on the national assessment

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For the past two years, specific attention was given to our incoming 9th grade cohort as the transition from middle school to high school can hinder the success of some students. In the weeks leading up to the start of the 2017-2018 school year, both feeder middle schools provided a list of students who they identified as "at risk" for either academics or behavior as they transitioned into high school. A 9th grade professional learning community (PLC) was formed and was comprised of: our 9th grade teaching team, 9th grade guidance counselor, school ESE liaisons, the school social worker & behavioral specialist, our school dean and Assistant Principals. This team researched students' attendance, behavior and academic history and reviewed their schedules for proper placement in both levels and ability. The transition team met before the start of school to discuss the incoming "at risk" cohort and each student was paired with a team member who would serve as a mentor. The 9th grade transition team meets monthly with an agenda that includes students identified by the middle school and additional students as they are presented by the team. Interventions for the involved students includes but is not limited to schedule changes, enrollment into formal mentoring programs, resource allocations, instructional interventions, parent communication, pairing with extra curricular activities and referrals to our school wide Response to Intervention (RTI/MTSS) team as needed.

Additional strategies the school employs to support the 8th to 9th grade student transition include the following:

1. Credit retrieval opportunities to be offered via the master schedule, night school, Florida Virtual School, and Charlotte Virtual School
2. Guidance Department identifies struggling students and supports students as they make decisions to entertain
alternative education settings such as The Academy, Project PASS program, Career Quest, and SNAP.
3. Various mentoring programs such as Check & Connect, National Honor Society tutoring program, Destination Graduation incentive, and Leadership class volunteers.
4. Summer Work is provided to transitioning students to work with parents to build understanding of lessons and parent assistance with school work. In addition, the Guidance Department along with the Occupational Specialist provides informational meetings for parents and students to attend for school and career planning.
5. Reaching out to the sending schools administration to learn how those schools and their programs run their parental involvement programs has been and will continue to be instrumental in developing new strategies for improving parental involvement.
6. The school will utilize FOCUS and School Portal to track and organize student and teacher data to assist in finding student deficiency areas related to discipline, academic performance (GPA, standardized test performance, etc), SAT/ACT/PERT performance for college readiness, and attendance. Continual monitoring will take place on a bi-weekly basis. Assessments and recommendations are made by the MTSS team based on performance criteria of struggling 9th graders.
7. Grants available through the Professional Development department will be sought to help enrich PD at the school for teacher continued pedagogical development in assisting students as they transition into high school.
8. Through MTSS, the school will address student performance indicators of 9th graders by individual instructor to assess need for program/teacher support.
9. Class of 2021 student and parent "Welcoming Activities" implemented during Freshman Orientation, Open House and the opening weeks of the school year.
10. Realizing that the school environment extends beyond the physical body to the mental state, CCPS has adopted policies into the Code of Student Conduct that specifically defines bullying and the consequences that follow once the bullying episodes are verified. Port Charlotte High School increases awareness of the county policy by administrative visits to classrooms to review the policy, Pirate TV commercials to remind students to treat each other with respect, and the implementation of an anti-bullying program through our School Resource Officer and the Charlotte County Sheriff's

Office. Initiatives to help develop a positive physical and mental environment are a priority for Port Charlotte High School students and staff.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school offers a multiple elective and career-centered courses in the performing and practical fine arts, technology, business, and others for the vocational minded, career-ready, goal-oriented student. The school's strong articulation agreements and relationships with the Charlotte Technical College, Florida SouthWestern State College, and Embry-Riddle University affords students several opportunities to study areas such as automotive, aerospace technologies, culinary arts, drafting and design, electronics, early childhood education, cosmetology, game programming, and the health sciences. Instructional initiatives implemented school-wide ensure course relationship and relevance to future endeavors by concentrating on real-world applications and synthesis of commonalities among curriculum and careers. STEM activities, the Senior Project, and various other research-based projects embedded within the English Language Arts , World Languages, Science, Mathematics, Fine Arts, Vocational, and Social Studies curricula promote practical applications of concepts rather than focusing on abstract or theoretical principles. The school's Department Chairs are charged with the task of writing and implementing Department Action Plans that include elements of integrated curricula and allow for cross-disciplinary instruction and assessments to provide meaningful and practical experiences rather than divided and fragmented bits and pieces of knowledge to be simply memorized. In addition, the school promotes personal, academic, and career planning and achievement by assisting students to become self-sufficient adults who will succeed and contribute with integrity and responsibility in a global community. This responsibility resides with all faculty and staff members of Port Charlotte High School. The foundation rests in the school's PRIDE statement of which each student is expected to know and implement in his/her daily activities on campus (Preparation-Respect-Integrity-Determination-Excellence). Each Certified School Counselor is assigned and responsible for a specific grade level. The counselor will advance with the assigned grade in order to develop a deep understanding and strong relationship with each student. In partnership with the student, the Certified School Counselor will develop a course of study that includes short and long-term academic goals such as course selections during each registration cycle and testing registrations (SAT, ACT, PERT, AP, ASVAB, PSAT, ACT PLAN). With the assistance of the Occupational Specialist, the student will be advised on post-high school goals in terms of college and career planning to include job shadowing, college visits, and enrollment/registration specialists presentations from various college and university systems.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Career and technical education programs available to students on campus and via articulation agreement with the Charlotte Technical College (and applicable industry certifications that may be earned through these programs) include the following:

1. Drafting & Illustrative Design / Pre-Engineering (Autodesk Autocad Certified User and Professional, Autodesk Revit Architecture Certified User and Professional, Autodesk Autocad Civil 3D Certified User and Professional)
2. Digital Design (Adobe Certified Associate)
3. Television Production (Final Cut Pro)
4. Commercial Foods & Culinary Arts (Certified ServSafe Food Handler/Safe Staff Food Manager Certification)
5. Automotive Service Technology (ASE Automobile Technician)
6. Baking and Pastry (Certified ServSafe Food Handler)

7. Building Construction Technologies (NCCER Carpentry -Foundations)
8.Computer Systems & Information Technology (CompTIA Security, Network, A+, Cisco IT Essentials Certificate)
9. Cosmetology (Florida Board of Health Licensed Cosmetologist)
10. Criminal Justice Operations (not currently offering industry certification)
11. Dental Assisting (Dental Assisting National Board Exam)
12. Early Childhood Education (Early Childhood Professional Certificate)
13. Emergency Medical Responder (NREMT - First Responder Certification)
14. Firefighter 1 (BFST Firefighter Certification)
15. Game Simulation & Programming (Adobe Certified Associate Flash)
16. Health Science 1 and 2 (not currently offering industry certification)
17. Medical Administrative Specialist (Certified Medical Administrative Assistant, Microsoft Office Specialist)
18. Nursing Assistant/Patient Care Assistant (FL Board of Nursing - Certified Nursing Assistant)
19. Practical Nursing (FL Board of Nursing - Licensed Practical Nurse)
20. Air Conditioning (HVAC)
21. Cosmetology

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Efforts Port Charlotte High School has taken to integrate career and technical education with academic courses include the following:

1. Course offerings for grades 9-12 in the following areas: Culinary Arts, Digital Design, Television Production, On-the-job training, Executive Internships, Medical Skills, Law Studies & Court Procedures, NJROTC, Aerospace Technologies, Computer Science, Drafting, and Teacher Assisting.

2. Maintaining articulation and relationship with the Charlotte Technical College to provide dual enrolled course opportunities.

3. Providing opportunity for STEM related experiences such as science fairs, field trips, robotics competitions, college math competitions, "STEM interactive bus (ROTC)".

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

The following information was gleaned from Port Charlotte High School's "High School Feedback Report—2014/Trends:"
Port Charlotte High School's "Pre-Graduation Indicators" show that the percent of 2015 graduates who completed a college prep curriculum (59.3%) was higher than the district (55.5%) and lower than the state (66.9%). The school's increase from 2011 (49.7%) to 2012 (48.6%) to 2013 (45.2%) to 2014 (53.2%) to (59.3%) will be analyzed and studied through student demographic changes and master schedule restrictions of course offerings. Similarly, the percent of 2015 graduates who were eligible for the maximum Bright Futures Award of Florida Medallion Scholars (8.53%) increased from 2014 (6.45%). A decrease in Florida Gold Seal Vocational awards from 4.56% (2014) to 2.38% (2015) displays an area of weakness in career readiness and industry certification. Port Charlotte High School intends to increase this percentage by encouraging student and instructor interest in participating in Industry Certification bearing courses. A continued area of strength exists in the percentage of graduates who completed at least one AP, IB, AICE, or Dual Enrollment course increasing, from 2012 (35.0%) to 2013 (27%) to 2014 (42.4%) while dropping slightly to (40.6%) 2015. Port Charlotte High School intends to increase this percentage of students enrolled in AP, IB, AICE, or Dual Enrollment courses by continually adding AP and Dual Credit course offerings as

teacher interest, teacher certification, and student requests are presented. A 2-5 year goal includes the potential activation of an IB curriculum at Port Charlotte High School.

Drilling down further, it is interesting to note that graduates have shown substantial participation in college achievement exams. Port Charlotte students that took the ACT, 67.9% compared to 59.4% (district) and 59.8% (state). Similar data can be observed in the participation in the PERT, 88% (2015) compared to 80.8% (district) and 73.4% (state). Science instruction showed improvement with 52.9%% of 2015 graduates completing at least one level 3 high school science course compared to 2014's 44.8%. However, science fell short in comparison with the state with 52.9% graduates completing at least one level 3 high school course compared to the state's 69.4%.

In addition, of the graduates enrolled in a math course in Florida in the Fall, the percent who successfully completed the course for math credit (not elective credit) rose from 70.3% (2013) to 73.0% (2014) to 76.6% (2015) beating both the district (69.6%) and the state (72.9%). Port Charlotte High School continues to experience success in graduates enrolling in post-secondary institutions in Fall, 41% (2013) to 42.14% (2014) to 47% (2015) compared to only 45.1% (district). This analysis shows that the school continues to meet its annual, short-term, continuous goal of an "academic" school classification among the 3 high schools of the district of Charlotte County. The long-term goal of being classified as "the best high school in the state" is attainable, yet still requires a rigorous and robust action plan in order to achieve. Strategies include the continued implementation of a college readiness plan that includes the work of Professional Learning Communities that dive into data analysis, Action Study Groups, Lesson Studies, Department Action Plans, and high teacher and administrator accountability factors.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Improve the percentage of proficient students while reducing the percentage of non-proficient students as measured by the NGSSS - End of Course Exam for United States History. This goal includes the performance of all students (attention to the special needs of sub-groups is implied).

G2.   Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - End of Course Exam in Biology. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.

G3.   Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - End of Course Exams: Algebra 1, and Geometry. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.

G4.   Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - English Language Arts (including the Writing Component) for grades 9-10. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve the percentage of proficient students while reducing the percentage of non-proficient students as measured by the NGSSS - End of Course Exam for United States History. This goal includes the performance of all students (attention to the special needs of sub-groups is implied). 1a

🔑 G097717

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- Limited time for instructors to learn, implement and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the NGSSS United States History Exam.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data to be collected and reviewed throughout the school year to determine progress toward the goal and/or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) in United States History --Student data generated during "Data Days" --Student grades on activities and/or assessments that include NGSSS-type question samples --Progress Report and Quarter Grades

Plan to Monitor Progress Toward G1. 8

USA Test Prep, Lesson Plans, walik-throughs

Person Responsible

Lou Long

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

USA Test Prep Results

G2. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - End of Course Exam in Biology. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. 1a

🔍 G097718

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	65.0

Targeted Barriers to Achieving the Goal 3

- Students are entering Biology without the skills necessary to perform at a level consistent with current state Biology and Science standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA Portal

- C-Palms

- School site professional development opportunities via established professional learning communities for all Science teachers to support the Biology standards.

- Two, full-day, Data Days allowing teachers the opportunity to pull, analyze, and reflect upon the progress monitoring data of their students and build instructional plans based upon that data

Plan to Monitor Progress Toward G2. 8

Data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) --Student data generated during "Data Days" --Student grades on activities and/or assessments that include FSA -type question samples --Progress Report and Quarter grades

Person Responsible
Lou Long

Schedule
Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) --Student data generated during "Data Days" --Student grades on activities and/or assessments that include FSA -type question samples --Progress Report and Quarter grades

Plan to Monitor Progress Toward G2. 8

The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data

Person Responsible
Lou Long

Schedule
Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Breakdown of USA Test Prep data from BOY, MOY and EOY and previous year's EOC score, teacher analysis of strands for strengths and weaknesses, knowing students: how many points must be earned to gain achievement level and/or learning gain

G3. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - End of Course Exams: Algebra 1, and Geometry. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. `1a`

🔍 G097719

Targets Supported `1b`

Indicator	Annual Target
FSAA Mathematics Achievement	70.0
Math Gains	75.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- The unavailability of time to study prior student data on FSA Assessments measuring the Florida Standards results to plan and produce instructional strategies driven and differentiated based upon FSA Mathematics results.

- Unavailability of a correlation of performance thresholds between progress monitoring data (USA Test Prep) and state testing data. (Algebra 1 and Geometry standards setting)

Resources Available to Help Reduce or Eliminate the Barriers `2`

- FSA PORTAL

- C-PALMS

- School site professional development opportunities via established professional learning communities

- Two, full-day, Data Days allowing teachers the opportunity to pull, analyze, and reflect upon the progress monitoring data of their students and build instructional plans based upon that data

- Opportunity for teacher lesson study groups and "instructional rounds"

- Department Chair attendance at state-level item spec review sessions

- STEM camp Professional Development through the SEE Student Success Grant

Plan to Monitor Progress Toward G3. `8`

Data to be collected and reviewed throughout the school year to determine progress toward the goal and/or targets include the following:
--USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) in Algebra 1, Geometry
--Student data generated during "Data Days"
--Student grades on activities and/or assessments that include FSA-type question samples
--Progress Report and Quarter Grades

Person Responsible

Lou Long

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) --Student data generated during "Data Days" --Student grades on activities and/or assessments that include FSA -type question samples --Progress Report and Quarter grades

Plan to Monitor Progress Toward G3. `8`

The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data

Person Responsible

Lou Long

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Breakdown of USA Test Prep data from BOY, MOY and EOY and previous year's EOC score, teacher analysis of strands for strengths and weaknesses, knowing students: how many points must be earned to gain achievement level and/or learning gain

G4. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - English Language Arts (including the Writing Component) for grades 9-10. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. 1a

🔑 G097720

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Unavailability of a correlation of performance thresholds between progress monitoring data (USA Test Prep) and state testing data. (FSA ELA 9 and 10)

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA Portal

- ELA textbook aligned to the Florida Standards

- C-Palms

- School Site professional development opportunities via established professional learning communities

- Two, full-day, Data Days allowing teachers the opportunity to pull, analyze, and reflect upon the progress monitoring data of their students and build instructional plans based upon that data.

- Opportunity for teacher lesson study groups and "instructional rounds"

Plan to Monitor Progress Toward G4. `8`

Data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets include the following:
--USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY)
--Student data generated during "Data Days"
--Student grades on activities and/or assessments that include FSA -type question samples
--Progress Report and Quarter grades

> **Person Responsible**
> Lou Long
>
> **Schedule**
> Monthly, from 8/10/2017 to 5/31/2018
>
> ***Evidence of Completion***
> Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year report) --Individual teacher data analysis reports and reflections at the conSclusion of each progress monitoring window of USA Test Prep --Sample teacher assessments utilizing FSA-type questions --Softwarenology reports --Teacher DPP plans and mid-year reflections --Edivation/PD 360 teacher observation reports --Lesson Plan reviews --"Teach Like a Pirate" meeting notes and artifacts collected for NET teachers --Assistant Principal goal-settings & reflections under CLAS --Informal classroom walk-throughs

Plan to Monitor Progress Toward G4. `8`

The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data

> **Person Responsible**
> Lou Long
>
> **Schedule**
> Monthly, from 8/10/2017 to 5/31/2018
>
> ***Evidence of Completion***
> Breakdown of USA Test Prep data from BOY, MOY and EOY and previous year's EOC score, teacher analysis of strands for strengths and weaknesses, knowing students: how many points must be earned to gain achievement level and/or learning gain

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Improve the percentage of proficient students while reducing the percentage of non-proficient students as measured by the NGSSS - End of Course Exam for United States History. This goal includes the performance of all students (attention to the special needs of sub-groups is implied). [1]

🔑 G097717

G1.B1 Limited time for instructors to learn, implement and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the NGSSS United States History Exam. [2]

🔑 B262646

G1.B1.S1 Data to be collected and reviewed throughout the school year to determine progress toward the goal: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) inUnited States History --Student data generated during "Data Days" --Progress Report and Quarter Grades [4]

🔑 S278137

Strategy Rationale

Continued review of data will allow for clear direction for instruction

Action Step 1 [5]

Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year reports) --Individual teacher data analysis and reflection reports at the conclusion of each progress monitoring window of USA Test Prep

Person Responsible

Lou Long

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

-Sample teacher assessments utilizingFSA-type questions --Softwarenology reports --Teacher DPP plans and mid-year reflections --
Edivation/PD 360 teacher observation notes/reports --Lesson Plan reviews --Assistant Principal goal-settings and reflections under CLAS --Informal classroom walk-throughs

Person Responsible

Cindy Schneider

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Usaa Test Prep Results, observations notes, and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

walk-throughs, monthly goal setting meetings with Principal and Assistant Principal

Person Responsible

Lou Long

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring Data, Lesson Plans

G2. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - End of Course Exam in Biology. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. 1

🔍 G097718

G2.B1 Students are entering Biology without the skills necessary to perform at a level consistent with current state Biology and Science standards. 2

🔍 B262647

G2.B1.S1 Student failure of Earth Science in 9th grade should place that student into Environmental Science as 10th graders. 4

🔍 S278138

Strategy Rationale

To support students with Biology concepts as Environmental Science standards weigh heavily in the Biology curriculum and standards.

Action Step 1 5

Student grades in Earth Science will be reviewed to ensure appropriate scheduling into Biology or Environmental Science.

Person Responsible

Cindy Schneider

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

"Power Hour" in Media Center

Person Responsible

Lou Long

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Peer tutoring log, After school detention log, Pirate Peers log, Captains Club log, SOS log

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

To support students with Biology concepts as Environmental Science standards weigh heavily in the Biology curriculum and standards.

Person Responsible

Cindy Schneider

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Department Chair Meeting agendas, PPC meeting agendas, C&I meeting PLC's, SAC/ PTCO meeting agendas, anecdotal notes of attendance at department meetings, emails, APC created documents to distribute to faculty and staff, Standards Based Instructional System, PLC Facilitator binders, Department Action Plans, PLC Learning Plans and Meeting Logs and classroom observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Data to be collected and reviewed throughout the year to determine progress toward the goal and/ or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) --Student data generated during "Data Days" --Student grades on activities and/or assessments that include FSA -type question samples --Progress Report and Quarter grades

Person Responsible

Lou Long

Schedule

On 5/31/2018

Evidence of Completion

EOC Biology Results

G3. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - End of Course Exams: Algebra 1, and Geometry. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. 1

🔑 G097719

G3.B1 The unavailability of time to study prior student data on FSA Assessments measuring the Florida Standards results to plan and produce instructional strategies driven and differentiated based upon FSA Mathematics results. 2

🔑 B262654

G3.B1.S1 Based on FSA data students who have not seen success on state exams will be placed in remediation courses to assist student achievement. 4

🔑 S278140

Strategy Rationale

By providing extra time and enrichment students will be able to achieve success on state assessments

Action Step 1 5

Appropriate scheduling of students into remedial courses prior to failing EOC.

Person Responsible

Cindy Schneider

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

"Power Hour" in Media Center

Person Responsible

Lou Long

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Peer tutoring log, After school detention log, Pirate Peers log, Captains Club log, SOS log

G3.B4 Unavailability of a correlation of performance thresholds between progress monitoring data (USA Test Prep) and state testing data. (Algebra 1 and Geometry standards setting) `2`

🔍 B262657

G3.B4.S1 To gather data from Progress Monitoring through USA Test Prep and state testing data to determine if a performance threshold exists. `4`

🔍 S278142

Strategy Rationale

To determine obtainable goals for students taking the FSA Mathematic EOC exams..

Action Step 1 `5`

The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability meeting with the
District's Division of Learning and will roll-out information regarding the FSA EOC exams in
Algebra 1 and Geometry to the following school-based groups: Administrative Team,
Partnership & Performance Council, SAC/PTCO, Department Chairs, core & elective departments
with concentration in mathematics and science.

Person Responsible

Cindy Schneider

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Department Chair Meeting agendas, PPC meeting agendas, SAC/PTCO meeting agendas, anecdotal notes of attendance at department meetings, emails, APC created documents to distribute to faculty and staff, Standards Based Instructional System PLC Facilitator binders, Department Action Plans, PLC Learning Plans & Meeting Logs

Action Step 2 `5`

Teacher-led Professional Learning Communities will be continued for all math courses.

Person Responsible

Cindy Schneider

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Continuation of PLCs and the identification of the PLC Facilitator for each. PLC Learning Plans and Meeting Log submissions. PLC Facilitator meeting agendas and notes. PLC Facilitator or designee's "check-point" presentation to the school's PPC. Department Action Plans.

Action Step 3 [5]

The Assistant Principal for Curriculum will provide the Math Department Chair every available opportunity to attend district and state-level meetings, workshops, etc. concentrating on the FSA in Mathematics.

Person Responsible

Cindy Schneider

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

DOE email invitations a Math Department member to attend state meetings/workshops. Email requests from Cindy Schneider to the District's Division of Learning requesting leave time for the Math Department teacher to attend such events.

Action Step 4 [5]

The Department Chair will facilitate the writing of his/her department's Action Plan. All teachers will also submit individual action plans that relate directly to school and department goals, but focus on their specific classes.

Person Responsible

Cindy Schneider

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Department Action Plans and mid-year reports

Action Step 5 `5`

Math teachers will participate in lesson studies and instructional rounds with the goals of applying new, innovative instructional techniques in the classroom as a means to fully integrate the Florida Standards and FSA Assessments in Mathematics item type questions in classroom instruction.

Person Responsible

Cindy Schneider

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom observation notes, lesson study lesson plans, implementation plans of instructional rounds, artifacts included in the PLC Facilitator binder

Action Step 6 `5`

The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data

Person Responsible

Lou Long

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Breakdown of USA Test Prep data from BOY, MOY and EOY and previous year's EOC score, teacher analysis of strands for strengths and weaknesses, knowing students: how many points must be earned to gain achievement level and/or learning gain

Action Step 7 `5`

"Power Hour" in Media Center

Person Responsible

Lou Long

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Peer tutoring log, After school detention log, Pirate Peers log, Captains Club log, SOS log

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

The school's administrative team, Partnership & Performance Council, Department Chairs, and PLC Facilitators will be actively engaged in FSA Assessment implementation work.

Person Responsible

Cindy Schneider

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

All evidence collected includes thefollowing: --Department Chair meetingagendas --PPC meeting agendas/minutes --SAC/PTCO meeting agendas/minutes --Individual department meetingagendas/notes --PLC meeting agendas/minutes --Department Action Plans --CMap training meeting agendas/minutes --Lesson study artifacts and evidence --Instructional Rounds teacher notes and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

In an effort to monitor the effectiveness of implementation, the school leadership team and PPC will request and review certain pieces of evidence and artifacts, both student and teacher generated.

Person Responsible

Cindy Schneider

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

All evidence collected to monitor effectiveness includes the following: -- Individual teacher lesson plans with a concentration on lesson plans created with instructional techniques focusing on FSA Assessment test-item types -- Sample classroom assessments including FSA-type questions --Student data points on teacher made FSA-type formative assessments --Mid-year reflections on Department Action Plans --DPP goal statements and reflections

G4. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - English Language Arts (including the Writing Component) for grades 9-10. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. 1

🔑 G097720

G4.B5 Unavailability of a correlation of performance thresholds between progress monitoring data (USA Test Prep) and state testing data. (FSA ELA 9 and 10) 2

🔑 B262668

G4.B5.S1 Key stakeholders and staff, along with professional development funds allocated to the school by the district, will set a school-wide goal of data analysis from FSA question types. In addition to data-driven instruction, new progress monitoring techniques, including a mock FSA-style essay for the testing population, will be implemented. 4

🔑 S278145

Strategy Rationale

Standards Based Instruction relies upon the belief that assessments (formative) should and will drive instruction. When teachers prioritize the creation and administration of the formative assessment before the instruction of the standard, teachers will ultimately be placed in situations that force them to know ("unpack") the standard, study the curriculum map (pacing guides included), align instructional materials (adopted textbooks), and apply new, innovative instructional techniques to meet the requirements that the FSA test items (test questions) place upon students as they attempt to demonstrate what they know and what they are able to do. In choosing this selected barrier on which to concentrate, Port Charlotte High School addresses various other barriers that are inherent to any high-stakes test.

Action Step 1 5

The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability meeting with the
District's Division of Learning and will roll-out information regarding the new FSA ELA
Assessments to the following school-based groups: Administrative Team, Partnership & Performance Council (PPC), SAC/PTCO, Department Chairs, core & elective departments.

Person Responsible

Cindy Schneider

Schedule

On 6/4/2018

Evidence of Completion

Department Chair Meeting Agendas, PPC Meeting Agendas, SAC/PTCO Meeting Agendas, anecdotal notes of attendance at department meetings, emails, APC created documents to distribute to faculty and staff, Department Action Plans, PLC meeting logs

Action Step 2 5

Every Department Chair will facilitate the writing of his/her department's Action Plan which will include the goal to increase student exposure to FSA Assessment test-item types through classroom instruction and teacher-made
tests.

Person Responsible

Cindy Schneider

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Department Action Plans and mid-term reports

Action Step 3 5

English Language Arts teachers will participate in lesson studies and instructional rounds with the goals of applying new, innovative instructional techniques in the classroom as a means to fully integrate the Florida Standards.

Person Responsible

Cindy Schneider

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

classroom observation notes, lesson study lesson plans, implementation plans, artifacts included in the PLC Facilitator binder

Action Step 4 5

The Assistant Principal for Curriculum will implement additional data days.

Person Responsible

Cindy Schneider

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

FSA Portal materials, Teacher folders of materials, Meeting agenda

Action Step 5 `5`

"Power Hour" in Media Center

Person Responsible

Lou Long

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Peer tutoring log, After school detention log, Pirate Peers log, Captains Club log, SOS log

Plan to Monitor Fidelity of Implementation of G4.B5.S1 `6`

The school's administrative team, Partnership & Performance Council, Department Chairs, and PLC Facilitators will be actively engaged in FSA Assessment implementation work.

Person Responsible

Lou Long

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

All evidence collected includes the following: --Department Chair meetingagendas --PPC meeting agendas and minutes --SAC/PTCO meeting agendas --Individual Department meeting agendas and notes --Completed (artifacts included) PLC Facilitator binders showing evidence of "unpacked" standards, creation of formative assessments, creation of end of year assessments, assessment blueprints, etc. --SBIS PLC "learning plan" and "learning log" --Department Action Plans --Attendance sheets for CPalms and C-Map trainings --Lesson Study evidence and artifacts --Instructional Rounds teacher notes and lesson planning --FSA Portal Roll-Out materials --Textbook adoption materials

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 `7`

In an effort to monitor the effectiveness of implementation, the school leadership team and PPC will request and review certain pieces of evidence and artifacts, both student and teacher generated.

Person Responsible

Lou Long

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

All evidence collected to monitor effectiveness includes the following: -- Individual teacher lesson plans with a concentration on lesson plans created after instructioal --Sample classroom assessments including FSA -type questions --Student data points on teacher made FSA-type formative assessments --Mid-year reflections on Department Action Plans -- DPP goal statements and reflections

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M404433	USA Test Prep, Lesson Plans, walik-throughs	Long, Lou	8/10/2017	USA Test Prep Results	5/31/2018 monthly
G2.MA1 🔑 M404436	Data to be collected and reviewed throughout the year to determine progress toward the goal and/or...	Long, Lou	8/10/2017	Data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) --Student data generated during "Data Days" --Student grades on activities and/or assessments that include FSA -type question samples --Progress Report and Quarter grades	5/31/2018 quarterly
G2.MA2 🔑 M404437	The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data	Long, Lou	8/10/2017	Breakdown of USA Test Prep data from BOY, MOY and EOY and previous year's EOC score, teacher analysis of strands for strengths and weaknesses, knowing students: how many points must be earned to gain achievement level and/or learning gain	5/31/2018 weekly
G3.MA1 🔑 M404442	Data to be collected and reviewed throughout the school year to determine progress toward the goal...	Long, Lou	8/10/2017	Data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) --Student data generated during "Data Days" --Student grades on activities and/or assessments that include FSA -type question samples --Progress Report and Quarter grades	5/31/2018 monthly
G3.MA2 🔑 M404443	The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data	Long, Lou	8/10/2017	Breakdown of USA Test Prep data from BOY, MOY and EOY and previous year's EOC score, teacher analysis of strands for strengths and weaknesses, knowing students: how many points must be earned to gain achievement level and/or learning gain	5/31/2018 monthly
G4.MA1 🔑 M404448	Data to be collected and reviewed throughout the year to determine progress toward the goal and/or...	Long, Lou	8/10/2017	Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year report) --Individual teacher data analysis reports and reflections at the conSclusion of each progress monitoring window of USA Test Prep --Sample teacher assessments utilizing FSA-type questions --Softwarenology reports --Teacher DPP plans and mid-year reflections --Edivation/PD 360 teacher observation reports --Lesson Plan reviews --"Teach Like a Pirate" meeting notes and artifacts collected for NET teachers --Assistant Principal goal-settings & reflections under CLAS --Informal classroom walk-throughs	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA2 M404449	The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data	Long, Lou	8/10/2017	Breakdown of USA Test Prep data from BOY, MOY and EOY and previous year's EOC score, teacher analysis of strands for strengths and weaknesses, knowing students: how many points must be earned to gain achievement level and/or learning gain	5/31/2018 monthly
G1.B1.S1.MA1 M404431	walk-throughs, monthly goal setting meetings with Principal and Assistant Principal	Long, Lou	8/10/2017	Progress Monitoring Data, Lesson Plans	5/31/2018 monthly
G1.B1.S1.MA1 M404432	-Sample teacher assessments utilizingFSA-type questions --Softwarenology reports --Teacher DPP...	Schneider, Cindy	8/10/2017	Usaa Test Prep Results, observations notes, and lesson plans	5/31/2018 monthly
G1.B1.S1.A1 A374633	Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is...	Long, Lou	8/10/2017		5/31/2018 monthly
G2.B1.S1.MA1 M404434	Data to be collected and reviewed throughout the year to determine progress toward the goal and/or...	Long, Lou	8/10/2017	EOC Biology Results	5/31/2018 one-time
G2.B1.S1.MA1 M404435	To support students with Biology concepts as Environmental Science standards weigh heavily in the...	Schneider, Cindy	8/10/2017	Department Chair Meeting agendas, PPC meeting agendas, C&I meeting PLC's, SAC/PTCO meeting agendas, anecdotal notes of attendance at department meetings, emails, APC created documents to distribute to faculty and staff, Standards Based Instructional System, PLC Facilitator binders, Department Action Plans, PLC Learning Plans and Meeting Logs and classroom observations.	5/31/2018 annually
G2.B1.S1.A1 A374634	Student grades in Earth Science will be reviewed to ensure appropriate scheduling into Biology or...	Schneider, Cindy	8/10/2017		5/31/2018 quarterly
G2.B1.S1.A2 A374635	"Power Hour" in Media Center	Long, Lou	8/10/2017	Peer tutoring log, After school detention log, Pirate Peers log, Captains Club log, SOS log	5/31/2018 biweekly
G3.B1.S1.A1 A374636	Appropriate scheduling of students into remedial courses prior to failing EOC.	Schneider, Cindy	8/10/2017		5/31/2018 quarterly
G3.B1.S1.A2 A374637	"Power Hour" in Media Center	Long, Lou	8/10/2017	Peer tutoring log, After school detention log, Pirate Peers log, Captains Club log, SOS log	5/31/2018 biweekly
G3.B4.S1.MA1 M404440	In an effort to monitor the effectiveness of implementation, the school leadership team and PPC...	Schneider, Cindy	8/10/2017	All evidence collected to monitor effectiveness includes the following: --Individual teacher lesson plans with a concentration on lesson plans created with instructional techniques focusing on FSA Assessment test-item types --Sample classroom assessments including FSA-type questions --Student data points on teacher made FSA-type formative assessments --Mid-year reflections on Department Action Plans --DPP goal statements and reflections	5/31/2018 monthly
G3.B4.S1.MA1 M404441	The school's administrative team, Partnership & Performance Council, Department Chairs, and PLC...	Schneider, Cindy	8/10/2017	All evidence collected includes thefollowing: --Department Chair meetingagendas --PPC meeting agendas/minutes --SAC/PTCO meeting agendas/minutes --Individual department meetingagendas/notes --PLC meeting agendas/minutes --Department Action Plans --CMap training meeting agendas/minutes --	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Lesson study artifacts and evidence -- Instructional Rounds teacher notes and lesson plans	
G3.B4.S1.A1 A374644	The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability...	Schneider, Cindy	8/10/2017	Department Chair Meeting agendas, PPC meeting agendas, SAC/PTCO meeting agendas, anecdotal notes of attendance at department meetings, emails, APC created documents to distribute to faculty and staff, Standards Based Instructional System PLC Facilitator binders, Department Action Plans, PLC Learning Plans & Meeting Logs	5/31/2018 annually
G3.B4.S1.A2 A374645	Teacher-led Professional Learning Communities will be continued for all math courses.	Schneider, Cindy	8/10/2017	Continuation of PLCs and the identification of the PLC Facilitator for each. PLC Learning Plans and Meeting Log submissions. PLC Facilitator meeting agendas and notes. PLC Facilitator or designee's "check-point" presentation to the school's PPC. Department Action Plans.	5/31/2018 monthly
G3.B4.S1.A3 A374646	The Assistant Principal for Curriculum will provide the Math Department Chair every available...	Schneider, Cindy	8/10/2017	DOE email invitations a Math Department member to attend state meetings/workshops. Email requests from Cindy Schneider to the District's Division of Learning requesting leave time for the Math Department teacher to attend such events.	5/31/2018 monthly
G3.B4.S1.A4 A374647	The Department Chair will facilitate the writing of his/her department's Action Plan. All teachers...	Schneider, Cindy	8/10/2017	Department Action Plans and mid-year reports	5/31/2018 annually
G3.B4.S1.A5 A374648	Math teachers will participate in lesson studies and instructional rounds with the goals of...	Schneider, Cindy	8/10/2017	Classroom observation notes, lesson study lesson plans, implementation plans of instructional rounds, artifacts included in the PLC Facilitator binder	5/31/2018 monthly
G3.B4.S1.A6 A374649	The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data	Long, Lou	8/10/2017	Breakdown of USA Test Prep data from BOY, MOY and EOY and previous year's EOC score, teacher analysis of strands for strengths and weaknesses, knowing students: how many points must be earned to gain achievement level and/or learning gain	5/31/2018 monthly
G3.B4.S1.A7 A374650	"Power Hour" in Media Center	Long, Lou	8/10/2017	Peer tutoring log, After school detention log, Pirate Peers log, Captains Club log, SOS log	5/31/2018 biweekly
G4.B5.S1.MA1 M404446	In an effort to monitor the effectiveness of implementation, the school leadership team and PPC...	Long, Lou	8/10/2017	All evidence collected to monitor effectiveness includes the following: -- Individual teacher lesson plans with a concentration on lesson plans created after instructioal --Sample classroom assessments including FSA -type questions --Student data points on teacher made FSA-type formative assessments --Mid-year reflections on Department Action Plans --DPP goal statements and reflections	5/31/2018 quarterly
G4.B5.S1.MA1 M404447	The school's administrative team, Partnership & Performance Council, Department Chairs, and PLC...	Long, Lou	8/10/2017	All evidence collected includes the following: --Department Chair meetingagendas --PPC meeting agendas and minutes --SAC/PTCO meeting agendas --Individual Department meeting agendas and notes --Completed (artifacts included) PLC Facilitator binders showing evidence of	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				"unpacked" standards, creation of formative assessments, creation of end of year assessments, assessment blueprints, etc. --SBIS PLC "learning plan" and "learning log" --Department Action Plans --Attendance sheets for CPalms and C-Map trainings --Lesson Study evidence and artifacts --Instructional Rounds teacher notes and lesson planning --FSA Portal Roll-Out materials --Textbook adoption materials	
G4.B5.S1.A2 🔑 A374656	Every Department Chair will facilitate the writing of his/her department's Action Plan which will...	Schneider, Cindy	8/10/2017	Department Action Plans and mid-term reports	5/31/2018 monthly
G4.B5.S1.A3 🔑 A374657	English Language Arts teachers will participate in lesson studies and instructional rounds with the...	Schneider, Cindy	8/10/2017	classroom observation notes, lesson study lesson plans, implementation plans, artifacts included in the PLC Facilitator binder	5/31/2018 monthly
G4.B5.S1.A4 🔑 A374658	The Assistant Principal for Curriculum will implement additional data days.	Schneider, Cindy	8/10/2017	FSA Portal materials, Teacher folders of materials, Meeting agenda	5/31/2018 quarterly
G4.B5.S1.A5 🔑 A374659	"Power Hour" in Media Center	Long, Lou	8/10/2017	Peer tutoring log, After school detention log, Pirate Peers log, Captains Club log, SOS log	5/31/2018 biweekly
G4.B5.S1.A1 🔑 A374655	The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability...	Schneider, Cindy	8/10/2017	Department Chair Meeting Agendas, PPC Meeting Agendas, SAC/PTCO Meeting Agendas, anecdotal notes of attendance at department meetings, emails, APC created documents to distribute to faculty and staff, Department Action Plans, PLC meeting logs	6/4/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve the percentage of proficient students while reducing the percentage of non-proficient students as measured by the NGSSS - End of Course Exam for United States History. This goal includes the performance of all students (attention to the special needs of sub-groups is implied).

G1.B1 Limited time for instructors to learn, implement and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the NGSSS United States History Exam.

G1.B1.S1 Data to be collected and reviewed throughout the school year to determine progress toward the goal: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) inUnited States History --Student data generated during "Data Days" --Progress Report and Quarter Grades

PD Opportunity 1

Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year reports) --Individual teacher data analysis and reflection reports at the conclusion of each progress monitoring window of USA Test Prep

Facilitator

Participants

Schedule

Monthly, from 8/10/2017 to 5/31/2018

G3. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - End of Course Exams: Algebra 1, and Geometry. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.

G3.B4 Unavailability of a correlation of performance thresholds between progress monitoring data (USA Test Prep) and state testing data. (Algebra 1 and Geometry standards setting)

G3.B4.S1 To gather data from Progress Monitoring through USA Test Prep and state testing data to determine if a performance threshold exists.

PD Opportunity 1

Teacher-led Professional Learning Communities will be continued for all math courses.

Facilitator

The Math Department Chair

Participants

The Math Department

Schedule

Monthly, from 8/10/2017 to 5/31/2018

G4. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2017) as measured by the Florida Standards Assessment - English Language Arts (including the Writing Component) for grades 9-10. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.

G4.B5 Unavailability of a correlation of performance thresholds between progress monitoring data (USA Test Prep) and state testing data. (FSA ELA 9 and 10)

G4.B5.S1 Key stakeholders and staff, along with professional development funds allocated to the school by the district, will set a school-wide goal of data analysis from FSA question types. In addition to data-driven instruction, new progress monitoring techniques, including a mock FSA-style essay for the testing population, will be implemented.

PD Opportunity 1

English Language Arts teachers will participate in lesson studies and instructional rounds with the goals of applying new, innovative instructional techniques in the classroom as a means to fully integrate the Florida Standards.

Facilitator

Participants

Schedule

Monthly, from 8/10/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year reports) -- Individual teacher data analysis and reflection reports at the conclusion of each progress monitoring window of USA Test Prep	$0.00
2	G2.B1.S1.A1	Student grades in Earth Science will be reviewed to ensure appropriate scheduling into Biology or Environmental Science.	$0.00
3	G2.B1.S1.A2	"Power Hour" in Media Center	$0.00
4	G3.B1.S1.A1	Appropriate scheduling of students into remedial courses prior to failing EOC.	$0.00
5	G3.B1.S1.A2	"Power Hour" in Media Center	$0.00
6	G3.B4.S1.A1	The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability meeting with the District's Division of Learning and will roll-out information regarding the FSA EOC exams in Algebra 1 and Geometry to the following school-based groups: Administrative Team, Partnership & Performance Council, SAC/PTCO, Department Chairs, core & elective departments with concentration in mathematics and science.	$250.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	110-Administrators	0151 - Port Charlotte High School	School Improvement Funds		$250.00

7	G3.B4.S1.A2	Teacher-led Professional Learning Communities will be continued for all math courses.	$0.00
8	G3.B4.S1.A3	The Assistant Principal for Curriculum will provide the Math Department Chair every available opportunity to attend district and state-level meetings, workshops, etc. concentrating on the FSA in Mathematics.	$2,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	120-Classroom Teachers	0151 - Port Charlotte High School	School Improvement Funds		$2,500.00

9	G3.B4.S1.A4	The Department Chair will facilitate the writing of his/her department's Action Plan. All teachers will also submit individual action plans that relate directly to school and department goals, but focus on their specific classes.	$0.00
10	G3.B4.S1.A5	Math teachers will participate in lesson studies and instructional rounds with the goals of applying new, innovative instructional techniques in the classroom as a means to fully integrate the Florida Standards and FSA Assessments in Mathematics item type questions in classroom instruction.	$0.00
11	G3.B4.S1.A6	The Principal will meet with each EOC teacher to discuss and analyze Progress Monitoring Data	$0.00

12	G3.B4.S1.A7	"Power Hour" in Media Center					$0.00
13	G4.B5.S1.A1	The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability meeting with the District's Division of Learning and will roll-out information regarding the new FSA ELA Assessments to the following school-based groups: Administrative Team, Partnership & Performance Council (PPC), SAC/PTCO, Department Chairs, core & elective departments.					$0.00
14	G4.B5.S1.A2	Every Department Chair will facilitate the writing of his/her department's Action Plan which will include the goal to increase student exposure to FSA Assessment test-item types through classroom instruction and teacher-made tests.					$0.00
15	G4.B5.S1.A3	English Language Arts teachers will participate in lesson studies and instructional rounds with the goals of applying new, innovative instructional techniques in the classroom as a means to fully integrate the Florida Standards.					$0.00
16	G4.B5.S1.A4	The Assistant Principal for Curriculum will implement additional data days.					$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	0000	120-Classroom Teachers	0151 - Port Charlotte High School	School Improvement Funds		$2,500.00	
17	G4.B5.S1.A5	"Power Hour" in Media Center					$0.00
						Total:	$5,250.00