Charlotte County Public Schools

Charlotte High School

2017-18 Schoolwide Improvement Plan

Charlotte High School

1250 COOPER ST, Punta Gorda, FL 33950

http://chs.yourcharlotteschools.net/

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	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	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 10/2/2017.

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.

Table of Contents

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 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.

Be a Learner, Be a Leader, Be a Tarpon!

Be a Learner…..ever-learning, every moment of time, everywhere, and under all circumstances. We learn by working hard at school and always doing our best.

Be a Leader….Lead your own life, be a strong example for others, live by principles, and be an influence for good. Self-leadership is doing the right thing even when no one is looking.

Be a Tarpon…..Promote our Tarpon culture, reinforce our Tarpon fundamentals, and model high expectations for ourselves and others.

b. Provide the school's vision statement.

Our vision is "Tarpons have MOJO" which stands for: Motivation for Success, Ownership of our actions, Journeys through education, and Optimism for the future. We continue to promote a culture where Tarpons do their best, do what is right and treat others the way they wish to be treated.

2. School Environment

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

School culture develops as staff members interact with each other, the students, and the community. It becomes the guide for behavior that is shared among members of the school at large. Culture is shaped by the interactions of the stakeholders. Everyone has a role to play in building a positive school climate. Success depends on a whole school approach that includes the active involvement of school leaders, staff members, students, parents/guardians and community members who are committed to a shared vision of a safe, inclusive and accepting school community. Students and staff are reminded daily over the intercom of our MOJO philosophy... Motivation for success, Ownership of your actions, Journeys through education, and Optimism for the future. It just becomes the way we do things at CHS. At the beginning of the year each class is assembled to talk about culture and expectations for the upcoming year. Several mentoring opportunities are available throughout the school.

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

There are a number of steps that we can take to reinforce the fact that schools are safe environments and increase student/adult comfort level. Students thrive in environments where they feel safe, nurtured and respected. All students, even those who have learning difficulties and extraordinary personal challenges, can do well when they are physically comfortable, mentally motivated and emotionally supported. Charlotte High has a diverse population and the students hear on a daily basis that they should be the reason someone smiles. We encourage communication and interaction and

do not tolerate harassment, bullying or violence of any kind. Teachers model positive and supportive interactions and develop class rules that value kindness and discourage exclusion.

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.

Prior to the start of school, teachers were given a discipline folder and its contents were reviewed during a full staff meeting. This folder contained school-wide policies, supports and possible consequences for behavior. These policies and supports include a user-friendly process to track student misbehaviors and teacher intervention information. Behavioral expectations are reviewed with students in the classrooms, halls, and during class meetings to ensure students have a clear understanding of the rules. There is a live document accessible to all teachers which allows for real-time behavior tracking and interventions by the teacher. Once a student's behavior escalates to the point of getting the deans involved, there are very clear-cut, mutually agreed upon guidelines for consequences that both the deans and assistant principals follow. Behavior incentives are given weekly and quarterly through our PBIS team.

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.

Our guidance team is highly qualified and always make themselves available for any students that are in need of counseling or just to lend an ear. If they feel that the student needs to be referred elsewhere, they utilize one of our contacts for mentoring or any other service they feel would best suit the student's needs. The philosophy is that students who walk into the guidance office should feel better about things as they leave. Registrar, data entry, and nurse services are all available to students as needed. We work with several agencies such as Destination Graduation, Take Stock in Children, Big Brothers and Big Sisters, and Check and Connect for additional services. Our social worker and ESE Liaisons provide assistance and interventions as well.

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.

The early warning intervention process at CHS consists of many layers. While managed and overseen by each grade level counselor, the process begins in the classroom with the teacher. The focus on Marzano's instructional practices has provided an increase in appropriate strategies and interventions to assist with students who demonstrate deficiencies in learning. Students can be identified by teachers based on class performance, counselors based on academic and behavior records, and/or parents who recognize their students are falling behind. The MTSS (Multi-Tiered Systems of Support) process begins with classroom interventions and documentation. This is followed by intervention review by the Child Study Team which consists of an administrator, counselors, ESE liaison, a school social worker, a dean, and the school psychologist. The team reviews the class interventions and results before identifying which additional resources will be needed for the student. The Child Study Team may prescribe small group interventions which may extend beyond a student's school day, but specifically target the student's deficiencies. Many of these small group interventions are free for the school because of community volunteers or grant funded programs. These include Literacy Group, Khan Academy, Big Brothers/Big Sisters, Destination Graduation, and/or individual counseling. Should the prescribed interventions prove ineffective, the

team will begin the conversation with the psychologist for individual interventions prior to any recommendations for testing.

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	90	68	85	39	282
One or more suspensions	0	0	0	0	0	0	0	0	0	119	93	86	30	328
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	200	129	140	27	496
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	133	74	61	7	275

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	32	28	21	6	87

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

The Child Study Team is made up of a cross section of support personnel and is facilitated by an administrator. The team is constantly searching for small group and individual intervention options for teachers and students. Data sources include FOCUS, USA Test Prep, School Portal, and several analytic spreadsheets designed to identify individual student deficiencies out of mass groups of students. The Child Study committee utilizes in-class feedback forms to begin the analysis of student academic, attendance, and behavior. MTSS at Charlotte High requires every stakeholder to buy in and participate. The process may be initiated by a teacher, parent, student or counselor. To have an effective system, these individuals must understand the purpose and process for MTSS. CHS provides training on the intervention and referral process to new teachers and ongoing guidance for teachers.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

Focus on the strengths of families—they know their children better than anyone else. Find ways to get that information to teachers, other school staff. We conduct school surveys to reveal family

attitudes about our school and learn how to deal with frustrated parents—separate the parent from the argument he is making by using active listening. CHS is currently planning its Tarpon for a Day and Parent Night presentations with its registration process to streamline the burden on parents in regards to obtaining information. Additionally, the school is working to fine tune the process for dissemination via the world wide web. The number one priority is to provide parents with the necessary information at the appropriate times. Without this alignment, attendance will decrease. Quarterly newsletters are available and our website is frequently updated with information. The School Connects system is also used regularly to communicate and update parents with current information. CHS has developed a Parent Information Night as a series of informational sessions to help parents better understand the school and State's expectations for their students.

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.

Schools are more effective and caring places when they are an integral and positive part of the community. This means enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources. Relationships with Big Brothers, Big Sisters, Operation Cooper Street, Destination Graduation, Team Punta Gorda, Check and Connect, Leadership Charlotte yearly visit, Kiwanis Club visit and the Rotary all assist CHS with building relationships within our community.

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
Corsaletti, Cathy	Principal
Bishop, Eric	Assistant Principal
Damico, Jeff	Assistant Principal
Pyle, Kathryn	Assistant Principal
Tenney, Andrew	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.

Working together to create an engaging school climate that accelerates student learning is common sense. Each person in the partnership takes an active role and is accountable for effectively completing their individual responsibilities. The principal, along with each AP, oversees a specific department and works together to ensure that standards based instruction is taking place. With each working with a different department we are able to collaborate on strengths and weaknesses within our school. The assistant principal for curriculum work closely with guidance to develop a master schedule designed to give students the most flexibility for success. The assistant principal for discipline works closely with the deans to ensure student safety, monitors early warning signals for those students in need, and implements the MTSS process. The assistant principal for activities works with his team to provide students opportunities to build relationships with others and participate in on our positive school culture outside of the classroom. The Principal works with all APs to promote our common vision.

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.

Shared leadership works when all the participants share responsibility and accountability for the work of the partnership. Empowering teachers, staff, students and parents to work and collaborate towards a common goal makes them aware of their responsibilities to the work. School leadership will be focused on a systemic data driven decision making throughout the school year. Through utilizing various resources and interventions for identifying student needs and the desired learning outcomes the administrative team as well as the instructional staff will develop student intervention plans. During bi-weekly leadership meetings the data will be reviewed and the team will discuss what resources can and should be used to assist in meeting the needs of students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cathy Corsaletti	Principal
Donna Cahusac	Parent
Karon Finch	Parent
Alan Skavroneck	Business/Community
Karen Smith	Teacher
Craig Smith	Education Support Employee
Todd Stanfield	Parent
	Parent
Angie Newbold	Parent
Cathy Kelly	Parent

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

SAC will continue to monitor the progress of the SSP as well as the correlation between the school's PD plan and the identified barriers and subsequent goal statements. This will include an overarching view of the PLC application documents and PD proposals and expenditures.

b. Development of this school improvement plan

The SAC committee previewed the process for the current SSP, before the problem solving process was implemented. Additionally, the SAC president and secretary were presented with the Professional Development Plan framework so they could provide feedback on its relevance to the SSP. A summary presentation was provided to the SAC membership at the October meeting. The membership was notified of their continued involvement and opportunities to provide feedback. A

draft of the SSP will be digitally delivered to the membership to review prior to the November meeting. This will allow them the opportunity to troubleshoot and provide feedback for the plan.

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

We are not a school based budgeting district.

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

No funds were available this 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.

SAC members will be present during school evening activities to recruit members, a SAC message will be put in each newsletter to interest new members, and all minutes and meeting agendas will be available on our school web page.

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
Bishop, Eric	Assistant Principal
Harvey, Scot	Teacher, K-12
Beisner, Amy	Teacher, K-12
Cain, Tara	Instructional Media
Cain, Jeff	Teacher, ESE
Garcia, Heather	Teacher, K-12
James, Mark	Teacher, K-12
Massolio, Renee	Teacher, K-12
Corsaletti, Cathy	Principal
Vitali, Kathy	Teacher, K-12

b. Duties

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

The Literacy Leadership team will be essential in the transition to the Florida Standards. The Literacy leadership members will take to their department meetings (and Professional Learning Communities) ideas, strategies and information necessary to help everyone with the transition. The roll of this team is to create and implement instructional changes that strengthen student achievement, achieved through professional development presentations at applicable department meetings, classroom modeling and providing professional support to peers. The team engages in ongoing professional dialogue and makes decisions based on review of current research, student and teacher data, and best practices linked to improving student achievement

D. Public and Collaborative Teaching

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

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

School Leaders will lead by example and model what they want teachers to do. To do this it's necessary
to put themselves in the classroom. Good leaders encourage risk taking - failure is an option and can
lead to success. There should be open, two-way lines of communication and teachers will be given
space and freedom - they will be empowered and shown that school leaders have confidence in them.
Administrators need to be there to help their teachers grow. We will also listen more and talk less - this
shows teachers that you value them and their concerns. Teachers are encouraged to work in PLC
groups to collaborate on planning and instruction. A bi-monthly PLC meeting takes place for every
teaching department and administrators attend these meetings to provide support and assistance.

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

The principal is the responsible agent for identifying, interviewing and hiring highly qualified teachers.
The process will include a thorough screening process, input form department chairs as well as feedback
from references. Additionally, the candidates will be interviewed by a panel that may include the
department chair or other relevant stakeholders. These stakeholders may consist of teachers, staff,
administration or community members.

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

New teachers have the opportunity to participate in the district New Educator Training Program
(NET).The NET program will consist of a monthly PLC meeting, monthly individual new teacher meetings
and additional PD specifically designed for the NET teachers. These meetings cover a wide variety of
topics designed to help new teachers feel supported and be successful. Selection shall be made from
within the building and qualified volunteers may apply for and be considered for the position of peer
coach. The Leadership Team will facilitate the NET program at the school and will select a Clinical
Education trained teacher, when possible, as a mentor/coach/peer for each new teacher assigned to the
school.

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.*

Teachers are responsible for moving their students to proficiency on their state's content standards.
Consequently, they must re-examine their instructional program to ensure that classroom tasks and
assignments are aligned with the content standards they are expected to teach and that are assessed
by the state. When teachers map their current instructional assignments and class work to the
content standards, they will likely see a number of tasks and assignments that are not aligned.
Because instructional time is at a premium, and the charge to take all students to proficiency is a
challenging one, teachers must use their instructional time effectively to ensure their teaching is
aligned with state standards. This tight alignment has the added advantage of giving teachers a
reason to weed out some current tasks and assignments and, even more of a time saver, to stop

grading student work that isn't related to standards. A number of strategies can be employed to help ensure the taught curriculum is aligned with the state standards. Curriculum mapping is the process of mapping a district's curriculum to the state standards. When teachers engage in this activity, they better understand what they are responsible for teaching and know where there are any gaps between their curriculum and state standards. Another effective approach to helping ensure alignment is to identify in your monitoring plan the content standard indicators you expect teachers to collect and submit classroom assessment data. Once you have asked teachers to collect classroom data on a specified set of indicators/objectives aligned to the state standards, you have made clear to them where they need to focus their instructional time.

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.

During the PLC process teachers evaluate the data from formative and summative assessments to determine student proficiency levels. Remedial action is taken for those students who have not mastered the standards. Students are given extended time to master standards, as well as remedial one on one and small group teaching to reinforce concepts not mastered. Students are also given the opportunity to show proficiency at a later date through the credit recovery program.

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: 3,600

The program is designed to use technology to remediate students in core academic instruction to ensure mastery in core standards.

Strategy Rationale

This program provides extended time in the day to assist students in the mastery of standards. One on one teacher instruction happens as the student works through the modules to gain proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bishop, Eric, eric.bishop@yourcharlotteschools.net

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

Through the use of the computerized program, the data is collected as the students master the standards and the course is completed.

Strategy: After School Program
Minutes added to school year: 2,160

Students will work to enrich their math skills for competition.

Strategy Rationale

Strategy will provide for challenging math problems to strengthen skills

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bishop, Eric, eric.bishop@yourcharlotteschools.net

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

Both team and individual scores from competitions.

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, §
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.

Students and parents will be encouraged to begin the process of postgraduate planning as early as grade 8 with our annual Tarpon for a Day event with our feeder middle school which will take place in February. Students in grade 8 will have an opportunity to visit classrooms prior to registration, meet teachers and students, and learn about different programs. Registration begins early January beginning with the grade 11/12 grade students. All students have access to an on-line catalog. CHS has space on the website dedicated to information for parents and students about registration. Those that do not have internet access are provided with a hard copy of the comprehensive school catalog that outlines all courses offered, graduation requirements and applications for special programs. An overview of the registration process is given to each grade level in small group presentations. Informational parent nights are conducted to help parents/students with career planning and to make certain all students are on track for graduation. Guidance counselors sit with each individual student to go over transcripts, make recommendations and enroll students into courses for the following year. Group Guidance in the Classroom Lesson plans have been developed specifically for each grade level. These lesson plans deliver distinct curriculum specific to each age group. Commonalities include: Florida Bright Futures, Career Planning, FOCUS password information, and analysis of transcript data. Students are introduced to the new FVC (Florida Virtual Campus) site developed by DOE and given a guided tour of the site. By using FVC, students are able to research a variety of topics related to post-secondary readiness and provide them with basic skills and knowledge related to specific careers and post-secondary plans. These guidance in the classroom lesson plans are posted on our website. CHS also provides parent information nights to allow parents the opportunities to meet with guidance and career counselors during the school year during the evening hours to get more information about post-secondary planning and scholarship opportunities.

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.

Students participate in a series of career lessons taught within core subject classes that relate their academics with their career areas of interest. Examples of such related activities would include: * Writing resume's and preparing responses to college and scholarship application prompts; * Performing scholarship searches and developing a budget for postgraduate plans by researching costs involved (tuition, textbooks, housing, transportation, etc.); * Comparing/contrasting continuing education institutions and the requirements for admission; * College readiness: participating in PLAN, ASVAB PERT and/or PSAT testing options as well as on-line practice sites in preparation for ACT/ SAT tests; * Attending college admissions visits in preparation for the application process; * Monitoring of individual career plans to assure graduation requirements are met, college entrance requirements are met, as well as to monitor FL Bright Futures eligibility. Integration also occurs when students use core subject skills and knowledge to complete assignments in CTE (Career & Technical Education) courses such as reading handbooks, manuals, recipes, etc.; writing for communication, graphic design, TV anchor scripts, etc.; performing math calculations related to health science careers, culinary arts, construction, aviation, etc.

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

Academy of Television Production, Final Cut Pro
Academy of Computers and Information Technology, Word, PowerPoint, Excel, Dreamweaver, Flash, Photoshop
Academy of Culinary Arts, ServSafe
Environmental Resources (STEM)
Academy of Agriculture, Certified Agricultural Technician
Veterinarian Assisting, Certified Veterinary Assistant
Agritechnology, Certified Agriculture Technician
Agriculture Biotechnology, Certified Agriculture Biotechnician
Academy of Engineering and Technology, AutoCAD Certified Associate

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

Core curriculum will offer Charlotte High School assignments that integrate concepts and skills learned to students' individual career goals (i.e., math to Construction / medical measurements / game design formatting, etc.) The development of 21st century skills is included in all academy courses. Project based learning and experiential learning are used to train students in 21st century skills such as oral and written communication, collaboration/teamwork, professionalism, leadership, ethics, globalization, flexibility/adaptability, critical thinking, problem solving, and creativity/innovation.

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.

Through research of educational requirements of the 25 fastest growing occupations by year 2018, 9th grade students will understand the need to plan continuation of their education past 12th grade. 9th and 10th grade students will research educational requirements of selected career areas of interest to assist with the development of personal short and long term educational goals. 10th grade students will participate in the PLAN test and the associated career inventory. A partnership with the Charlotte Technical College will ensure students have access to appropriate Industry Certifications and career themed courses. Guest speakers from a variety of careers/occupations within the community will address students within related career electives to reinforce the relevance of mastering course content and the benefits of taking rigorous core courses (honors/DE/AP/AICE). Each semester, all students will review their FL Bright Futures eligibility to reinforce the need for

content mastery, minimal GPA requirements, and minimal ACT/SAT/PERT qualifying test scores. Follow-up lessons to all grade 10 students on the interpretation of results and next steps of the PLAN test.

Teachers, through departmental PLCs, are encouraged to use college readiness data in the analysis of curricular and instructional changes. College Readiness data is posted into a shared folder accessible by all teachers in the school. College Readiness data (ACT, PERT, SAT) is accessible for each teacher through FOCUS and Performance Matters. As the year unfolds, CHS will continue to evaluate the possible addition of AICE, AP, or Dual enrollment courses for the 2018-2019 year. CHS will continue to offer dual enrollment and college level courses through a variety of educational opportunities and institutions based upon certified teachers.

Weekly Child Study support team meetings analyzing early warning signals for "at-risk" students in danger of not graduating and implementing interventions as necessary on an individual basis to assist students in graduating with their cohort group. Charlotte High will use the PSAT test and the AP Predictor report as well as FSA scores and student GPA to determine dual enrollment and advanced placement enrollment. CHS may use the PERT test for its seniors who have yet to demonstrate a college ready score through another measure. This will be done in late spring.

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"? 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 students making learning gains on the grade 9 & 10 FSA Reading assessment and the Algebra 1 EOC by aligning instruction and assessment to the Florida Standards.

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 students making learning gains on the grade 9 & 10 FSA Reading assessment and the Algebra 1 EOC by aligning instruction and assessment to the Florida Standards. `1a`

🔑 G097729

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	54.0
Algebra I EOC Pass Rate	49.0

Targeted Barriers to Achieving the Goal `3`

- Lack of integration of reading strategies or mathematical concepts to accommodate varying student backgrounds while providing explicit instruction in reading/mathematical strategies.

- Lack of resources to provide student support services.

- Low student motivation and engagement.

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

- CPALMS, CMAPS, USA Test Prep Data, SIMs, Thinking Maps

Plan to Monitor Progress Toward G1. `8`

Daily tracking of tardies and attendance with reports available to teachers on a daily basis.

Person Responsible
Cathy Corsaletti

Schedule
Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion
Attendance, GPA data, and discipline data

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 students making learning gains on the grade 9 & 10 FSA Reading assessment and the Algebra 1 EOC by aligning instruction and assessment to the Florida Standards. 1

🔍 G097729

G1.B1 Lack of integration of reading strategies or mathematical concepts to accommodate varying student backgrounds while providing explicit instruction in reading/mathematical strategies. 2

🔍 B262699

G1.B1.S1 The structure of our Reading/English and Math teams will maintain their common planning. We have included some additional teacher pairings with the grade level teams to further support our student's learning and teacher instruction. 4

🔍 S278181

Strategy Rationale

Students and teachers need additional time in Reading/English and Algebra to provide strategies for improvement and to provide meaningful lessons and support.

Action Step 1 5

English/Reading and Algebra teachers will provide explicit instruction focusing on teaching pre- ,during, and after strategies. We will not be putting our students into a 90 minute block but instead have created grade level teams in each content area. Striving students will receive a 45 minute period of English/Math instruction and a 45 minute block of Intensive support for Reading/Algebra. Release time will be provided.

Person Responsible

Cathy Corsaletti

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Data from USA Test Prep; formative and summative assessments.

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

Progress Monitoring and data mining to drive instruction

Person Responsible

Cathy Corsaletti

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Walkthroughs and teacher lesson plans

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

Data Mining to drive instruction

Person Responsible

Cathy Corsaletti

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

FSA Scores, tests, exams, surveys, exit tickets

G1.B1.S2 Incorporate a combination of research-based programs and strategies that have been successful in accelerating the development of reading and math skills. These programs include, but are not limited to, Thinking Maps, SIMS and DBQs. 4

🔑 S278182

Strategy Rationale

Provide students the tools they need to successfully comprehend complex reading passages, texts and processes.

Action Step 1 5

Reading, English, Science and Social Studies departments are being trained in Thinking Maps, SIMS and DBQs so they may deliver the strategies with fidelity.

Person Responsible

Eric Bishop

Schedule

On 5/25/2018

Evidence of Completion

On going discussion and development will be evident on department PLC agendas and DATA day reviews.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Ongoing team meetings and follow-up training.

Person Responsible

Andrew Tenney

Schedule

On 5/25/2018

Evidence of Completion

Student samples reviewed by team to ensure implementation was completed with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

We will review progress monitoring, retake and assessment data

Person Responsible

Eric Bishop

Schedule

On 5/25/2018

Evidence of Completion

Student learning gains and overall proficiency levels will be evaluated.

G1.B1.S3 Change the course sequence for students taking Algebra I, incoming 8th graders or 9th graders, to postpone taking the Algebra EOC and be placed in an Algebra I class. `4`

🔑 S278183

Strategy Rationale

Provide students will a stronger Algebra background and foundation to allow success on the first attempt of the Algebra EOC.

Action Step 1 `5`

Change the math sequence.

Person Responsible

Eric Bishop

Schedule

Annually, from 9/1/2017 to 5/25/2018

Evidence of Completion

GPA Data, USA Test Prep

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Student schedules will be verified for proper placement.

Person Responsible

Eric Bishop

Schedule

Daily, from 8/10/2017 to 9/8/2017

Evidence of Completion

USA Test Prep, GPA, Failure rates

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teacher collaboration and tracking student success.

Person Responsible

Kathryn Pyle

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Teacher feedback, USA Test Prep, GPA

G1.B2 Lack of resources to provide student support services. 2

🔑 B262700

G1.B2.S1 Implement cost effective, sustainable processes and programs to provide student support systems. These may include PBIS, renaissance, destination graduation, child study, and check and connect. 4

🔑 S278184

Strategy Rationale

Programs must be able to provide extensive support without excessive overhead or complicated processes.

Action Step 1 5

Using our PBIS' MOJO to guide character development and provide rewards for demonstration of the MOJO principles through Renaissance, Tarpon tickets, PBIS, TSO and Fish-Tail awards.

Person Responsible

Cathy Corsaletti

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Tarpon tickets drawings and t-shirt give away (Kate Pyle), Renaissance assembly and activities (Mark James), PBIS quarterly drawings (PBIS team). Decrease in overall discipline incidents (Kate Pyle).

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

PBIS team meetings and teacher distribution of Tarpon tickets.

Person Responsible

Kathryn Pyle

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Discipline data review

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Disciplines data, Child Study and early warning systems indicators.

Person Responsible

Cathy Corsaletti

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Student documentation, early warning systems indicators

G1.B3 Low student motivation and engagement. `2`
🔑 B262701

G1.B3.S1 Integrating real world technology into the classroom through Google classroom, PASCO Scientific, chrome books and educational apps. `4`
🔑 S278185

Strategy Rationale

The technology serves as a catalyst for students to engage with the standards.

Action Step 1 `5`

We will have technology available for classrooms in the way of ipad, chrome book and Amazon Fire and Microsoft tablets.

Person Responsible

Eric Bishop

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Development of hands-on science labs and experiment opportunities, implementation of paperless classrooms and utilization of various educational apps.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Ongoing training and development of common labs and google classrooms.

Person Responsible

Cathy Corsaletti

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Teacher anecdotal and student feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Review student performance on formative assessments and in-class discipline incidents.

Person Responsible

Cathy Corsaletti

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Decrease in discipline and paper costs. Increase in student performance.

G1.B3.S2 Updated attendance and streamlined tardy policies to increase consistency. Instructional methodologies that shift learning to the student, such as active notebooks, project-based learning and Socratic seminar. 4

🔑 S278186

Strategy Rationale

Create a welcoming environment full of energy and trust where students want to do well.

Action Step 1 5

A new tardy policy will be implemented to increase class attendance.

Person Responsible

Kathryn Pyle

Schedule

Every 2 Months, from 9/1/2017 to 5/25/2018

Evidence of Completion

Increase in student motivation

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Tardies will be tracked and monitored daily. Consequences will be given with consistency and a new morning check-in system will be put in place.

Person Responsible

Kathryn Pyle

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Increase in student motivation, higher attendance rates, and lower discipline numbers

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

On going monitoring of attendance and student tardy with the application of appropriate interventions and monitoring.

Person Responsible

Kathryn Pyle

Schedule

Daily, from 9/1/2017 to 5/25/2018

Evidence of Completion

Statistical analysis of student attendance numbers for evidence of declining attendance events.

G1.B3.S3 Introduce a literacy initiative that will expose students to writing in all curricular areas. Teachers will be trained in active reading strategies and scoring with a rubric. This will take place between October 2017-April 2018. `4`

🔑 S278187

Strategy Rationale

Students will be writing weekly in all curricular areas and be provided feedback. Students will also be able to track their progress from their first activity and reflect with their English teacher as a culminating activity.

Action Step 1 `5`

Students will have the opportunity to write in all curricular areas.

Person Responsible

Eric Bishop

Schedule

Weekly, from 9/1/2017 to 4/13/2018

Evidence of Completion

The evidence will be the completed student work folder with reflection and rubrics from various curricular areas.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 `6`

Work samples will be collected from each department at the conclusion of their assigned writing week.

Person Responsible

Cathy Corsaletti

Schedule

Weekly, from 9/1/2017 to 4/13/2018

Evidence of Completion

Collected student work samples.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

Teachers will be given time to review work samples and discuss consistency of scoring.

Person Responsible

Cathy Corsaletti

Schedule

Weekly, from 9/1/2017 to 4/13/2018

Evidence of Completion

Student work samples turned in by the teacher.

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.B1.S3.MA1 M404516	Student schedules will be verified for proper placement.	Bishop, Eric	8/10/2017	USA Test Prep, GPA, Failure rates	9/8/2017 daily
G1.B3.S3.MA1 M404523	Teachers will be given time to review work samples and discuss consistency of scoring.	Corsaletti, Cathy	9/1/2017	Student work samples turned in by the teacher.	4/13/2018 weekly
G1.B3.S3.MA1 M404524	Work samples will be collected from each department at the conclusion of their assigned writing...	Corsaletti, Cathy	9/1/2017	Collected student work samples.	4/13/2018 weekly
G1.B3.S3.A1 A374720	Students will have the opportunity to write in all curricular areas.	Bishop, Eric	9/1/2017	The evidence will be the completed student work folder with reflection and rubrics from various curricular areas.	4/13/2018 weekly
G1.MA1 M404525	Daily tracking of tardies and attendance with reports available to teachers on a daily basis.	Corsaletti, Cathy	9/1/2017	Attendance, GPA data, and discipline data	5/25/2018 biweekly
G1.B1.S1.MA1 M404511	Data Mining to drive instruction	Corsaletti, Cathy	9/1/2017	FSA Scores, tests, exams, surveys, exit tickets	5/25/2018 monthly
G1.B1.S1.MA1 M404512	Progress Monitoring and data mining to drive instruction	Corsaletti, Cathy	9/1/2017	Walkthroughs and teacher lesson plans	5/25/2018 weekly
G1.B1.S1.A1 A374714	English/Reading and Algebra teachers will provide explicit instruction focusing on teaching...	Corsaletti, Cathy	9/1/2017	Data from USA Test Prep; formative and summative assessments.	5/25/2018 weekly
G1.B2.S1.MA1 M404517	Disciplines data, Child Study and early warning systems indicators.	Corsaletti, Cathy	9/1/2017	Student documentation, early warning systems indicators	5/25/2018 monthly
G1.B2.S1.MA1 M404518	PBIS team meetings and teacher distribution of Tarpon tickets.	Pyle, Kathryn	9/1/2017	Discipline data review	5/25/2018 monthly
G1.B2.S1.A1 A374717	Using our PBIS' MOJO to guide character development and provide rewards for demonstration of the...	Corsaletti, Cathy	9/1/2017	Tarpon tickets drawings and t-shirt give away (Kate Pyle), Renaissance assembly and activities (Mark James), PBIS quarterly drawings (PBIS team). Decrease in overall discipline incidents (Kate Pyle).	5/25/2018 weekly
G1.B3.S1.MA1 M404519	Review student performance on formative assessments and in-class discipline incidents.	Corsaletti, Cathy	9/1/2017	Decrease in discipline and paper costs. Increase in student performance.	5/25/2018 monthly
G1.B3.S1.MA1 M404520	Ongoing training and development of common labs and google classrooms.	Corsaletti, Cathy	9/1/2017	Teacher anecdotal and student feedback	5/25/2018 monthly
G1.B3.S1.A1 A374718	We will have technology available for classrooms in the way of ipad, chrome book and Amazon Fire...	Bishop, Eric	9/1/2017	Development of hands-on science labs and experiment opportunities, implementation of paperless classrooms and utilization of various educational apps.	5/25/2018 monthly
G1.B1.S2.MA1 M404513	We will review progress monitoring, retake and assessment data	Bishop, Eric	9/1/2017	Student learning gains and overall proficiency levels will be evaluated.	5/25/2018 one-time
G1.B1.S2.MA1 M404514	Ongoing team meetings and follow-up training.	Tenney, Andrew	9/1/2017	Student samples reviewed by team to ensure implementation was completed with fidelity.	5/25/2018 one-time
G1.B1.S2.A1 A374715	Reading, English, Science and Social Studies departments are being trained in Thinking Maps, SIMS...	Bishop, Eric	9/1/2017	On going discussion and development will be evident on department PLC agendas and DATA day reviews.	5/25/2018 one-time
G1.B3.S2.MA1 M404521	On going monitoring of attendance and student tardy with the application of appropriate...	Pyle, Kathryn	9/1/2017	Statistical analysis of student attendance numbers for evidence of declining attendance events.	5/25/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1 🔍 M404522	Tardies will be tracked and monitored daily. Consequences will be given with consistency and a new...	Pyle, Kathryn	9/1/2017	Increase in student motivation, higher attendance rates, and lower discipline numbers	5/25/2018 monthly
G1.B3.S2.A1 🔍 A374719	A new tardy policy will be implemented to increase class attendance.	Pyle, Kathryn	9/1/2017	Increase in student motivation	5/25/2018 every-2-months
G1.B1.S3.MA1 🔍 M404515	Teacher collaboration and tracking student success.	Pyle, Kathryn	9/1/2017	Teacher feedback, USA Test Prep, GPA	5/25/2018 monthly
G1.B1.S3.A1 🔍 A374716	Change the math sequence.	Bishop, Eric	9/1/2017	GPA Data, USA Test Prep	5/25/2018 annually

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 students making learning gains on the grade 9 & 10 FSA Reading assessment and the Algebra 1 EOC by aligning instruction and assessment to the Florida Standards.

G1.B1 Lack of integration of reading strategies or mathematical concepts to accommodate varying student backgrounds while providing explicit instruction in reading/mathematical strategies.

G1.B1.S1 The structure of our Reading/English and Math teams will maintain their common planning. We have included some additional teacher pairings with the grade level teams to further support our student's learning and teacher instruction.

PD Opportunity 1

English/Reading and Algebra teachers will provide explicit instruction focusing on teaching pre-,during, and after strategies. We will not be putting our students into a 90 minute block but instead have created grade level teams in each content area. Striving students will receive a 45 minute period of English/Math instruction and a 45 minute block of Intensive support for Reading/Algebra. Release time will be provided.

Facilitator

Cathy Corsaletti, Eric Bishop, Kate Pyle, Jeff Damico, Andy Tenney, Heather Garcia, Ray Hixson, Michelle Lindsey and Scott Harvey.

Participants

Language Arts/Reading and Algebra I Teachers

Schedule

Weekly, from 9/1/2017 to 5/25/2018

G1.B1.S2 Incorporate a combination of research-based programs and strategies that have been successful in accelerating the development of reading and math skills. These programs include, but are not limited to, Thinking Maps, SIMS and DBQs.

PD Opportunity 1

Reading, English, Science and Social Studies departments are being trained in Thinking Maps, SIMS and DBQs so they may deliver the strategies with fidelity.

Facilitator

CCPS and James Dean (Thinking Map), Heather Garcia

Participants

Social Studies, Science, English and Reading teachers

Schedule

On 5/25/2018

G1.B2 Lack of resources to provide student support services.

G1.B2.S1 Implement cost effective, sustainable processes and programs to provide student support systems. These may include PBIS, renaissance, destination graduation, child study, and check and connect.

PD Opportunity 1

Using our PBIS' MOJO to guide character development and provide rewards for demonstration of the MOJO principles through Renaissance, Tarpon tickets, PBIS, TSO and Fish-Tail awards.

Facilitator

Cathy Corsaletti, Eric Bishop, Kate Pyle, Jeff Damico, Andy Tenney, Emily Klossner, Mark James, Sheila Lacrete, Counselors

Participants

Entire school

Schedule

Weekly, from 9/1/2017 to 5/25/2018

G1.B3 Low student motivation and engagement.

G1.B3.S2 Updated attendance and streamlined tardy policies to increase consistency. Instructional methodologies that shift learning to the student, such as active notebooks, project-based learning and Socratic seminar.

PD Opportunity 1

A new tardy policy will be implemented to increase class attendance.

Facilitator

Kate Pyle

Participants

Teachers

Schedule

Every 2 Months, from 9/1/2017 to 5/25/2018

G1.B3.S3 Introduce a literacy initiative that will expose students to writing in all curricular areas. Teachers will be trained in active reading strategies and scoring with a rubric. This will take place between October 2017-April 2018.

PD Opportunity 1

Students will have the opportunity to write in all curricular areas.

Facilitator

Cathy Corsaletti, Eric Bishop, Heather Garcia, Michelle Lindsey, Nick Brown

Participants

All teachers

Schedule

Weekly, from 9/1/2017 to 4/13/2018

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	English/Reading and Algebra teachers will provide explicit instruction focusing on teaching pre-,during, and after strategies. We will not be putting our students into a 90 minute block but instead have created grade level teams in each content area. Striving students will receive a 45 minute period of English/Math instruction and a 45 minute block of Intensive support for Reading/Algebra. Release time will be provided.				**$1,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Charlotte High School	School Improvement Funds		$1,200.00
			Notes: Notes			
2	G1.B1.S2.A1	Reading, English, Science and Social Studies departments are being trained in Thinking Maps, SIMS and DBQs so they may deliver the strategies with fidelity.				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Charlotte High School	School Improvement Funds		$1,500.00
			Notes: Notes			
3	G1.B1.S3.A1	Change the math sequence.				**$0.00**
4	G1.B2.S1.A1	Using our PBIS' MOJO to guide character development and provide rewards for demonstration of the MOJO principles through Renaissance, Tarpon tickets, PBIS, TSO and Fish-Tail awards.				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0031 - Charlotte High School	School Improvement Funds	0.0	$1,500.00
			Notes: Teachers will participate in peer observations within their grade level teams.			
5	G1.B3.S1.A1	We will have technology available for classrooms in the way of ipad, chrome book and Amazon Fire and Microsoft tablets.				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0031 - Charlotte High School	Title II	0.0	$1,500.00
			Notes: Summer curriculum planning for grade 9 and 10 ELA/Read and Algebra teams. Teacher training on Google classroom with released time to observe current Goole classrooms.			
6	G1.B3.S2.A1	A new tardy policy will be implemented to increase class attendance.				**$200.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0031 - Charlotte High School	Other		$200.00
			Notes: Notes Teachers will be given release time after the BOY, MOY, And EOY to review the data and plan for instruction.			
7	**G1.B3.S3.A1**	**Students will have the opportunity to write in all curricular areas.**				**$3,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Charlotte High School	School Improvement Funds		$3,500.00
			Notes: Notes This will include money for teacher training/release time, materials and supplies for program to staff and students.			
					Total:	**$9,400.00**