

Charlotte County Public Schools

# Port Charlotte High School



## 2018-19 Schoolwide Improvement Plan

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## Table of Contents

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|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>3</b>  |
| <b>School Information</b>             | <b>4</b>  |
| <b>Needs Assessment</b>               | <b>7</b>  |
| <b>Planning for Improvement</b>       | <b>11</b> |
| <b>Title I Requirements</b>           | <b>19</b> |
| <b>Budget to Support Goals</b>        | <b>22</b> |

## Port Charlotte High School

18200 COCHRAN BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/pchs>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2017-18 Title I School | 2017-18 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| High School<br>9-12                              | No                     | 73%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 39%   |

### School Grades History

| Year  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | B       | C       | C       | B*      |

### School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

The Port Charlotte High School (PCHS) 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 at large. Through PCHS's PRIDE Initiative, all students are expected to demonstrate:

Preparation: Come to school with materials and positive attitudes.

Respect: Treat your school and peers with consideration and courtesy.

Integrity: Practice personal honesty and independence.

Determination: Set and work towards goals.

Excellence: Strive to be your best.

#### 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 and career readiness. Port Charlotte High School's faculty and staff will experience shared decision making, a bedrock in efficacious professional growth that will enable all of our students to achieve on national and state assessments. Port Charlotte High School will become one of the top performing high schools in the state by focusing on several initiatives aimed at identifying subgroups and reducing achievement gaps. Our staff will conduct, with fidelity, progress monitoring and data-driven instruction provided to all PCHS students. Formative assessments --teacher created and district generated -- will serve as a key catalyst in achieving our vision. The realization of this vision will be possible through a school-wide commitment to "One Voice, One Team, One Message" in support of our district's common goal.

### School Leadership Team

#### 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 |
| Bishop, Eric      | Assistant Principal |

#### Duties

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

Mr. Long serves as Port Charlotte High School's captain of the leadership team. His direct leadership responsibilities include but are not limited to:

Budget  
Community and Media  
Finance (Internal & District Funds)  
Staff Steward  
Graduation Rate Lead Contact  
School Climate and Culture Leader

Dr. Curtis serves as Port Charlotte High School's Assistant Principal for Student Services. His direct leadership responsibilities include but are not limited to:

AESOP  
Athletics  
Career and College Readiness Co-Lead  
True North Logic  
Destination Graduation  
Discipline  
ESE Lead Contact  
Grade 12 Lead  
SERT Supervisor  
Support PPC  
Technology

Dr. Bishop serves as Port Charlotte High School's Assistant Principal for Curriculum. His direct leadership responsibilities include but are not limited to:

Action Plan Head  
Advance Ed. Lead  
AP Coordinator  
Career and College Readiness Co-Lead  
Career Information Center (CIC) Lead  
ESOL Lead Contact  
Grade 11 Lead  
Guidance Counselor Supervisor  
Master Schedule Lead  
Partnership and Performance Council (PPC) Co-Chair  
Professional Leadership Community (PLC) Lead  
Program Planner Supervisor  
School Advisory Council (SAC) Lead  
School Improvement Plan (SIP) Lead  
Testing Coordinator

Mrs. Portwood serves as Port Charlotte High School's Assistant Principal for Facilities and Activities. Her direct leadership responsibilities include but are not limited to:

Activities  
Clerical Staff Lead  
Capital Outlay  
Crisis Plan Lead  
Custodial Services Lead  
Discipline  
Emergency Plan Lead  
Grades 9/10 Lead  
Inventory

SREF  
Master Calendar  
SRO/Security

The aforementioned members of the PCHS Administrative Team meet consistently with the stakeholders germane to the assignments denoted below each leader to promote consistent, ongoing, two-way communication that not only offers opportunities for all members of the schoolhouse to share information but also promotes a more cohesive school climate and culture.

Consequently, feedback from the consistent meetings and PLC's is shared by individual school leaders during regularly scheduled administrative gatherings which, when synthesized and analyzed, promotes a continuous improvement cycle that garners support from all members of the schoolhouse at large.

## Early Warning Systems

Year 2017-18

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 | 69  | 72  | 56  | 39 | 236   |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48  | 54  | 26  | 23 | 151   |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83  | 102 | 123 | 81 | 389   |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 166 | 153 | 102 | 46 | 467   |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0  |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0  |       |

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 | 110 | 105 | 96 | 67 | 378   |

The number of students identified as retainees:

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2  | 3  | 12 | 20    |
| Retained Students: Previous Year(s) | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2  | 0  | 1  | 4     |

**Date this data was collected**

Tuesday 8/14/2018

**Year 2016-17 - As Reported**

**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 |       |

**Year 2016-17 - Updated**

**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 |       |

**Part II: Needs Assessment/Analysis**

## Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

### Which data component performed the lowest? Is this a trend?

FSA/ELA Grade 10 showed a negative 8% association with the state rate of achievement (PCHS was 45%, while the state rate of achievement was 53%). Currently, the data shows that it is a trend for PCHS tenth graders to demonstrate an area of need in comparison to state averages.

### Which data component showed the greatest decline from prior year?

FSA/ELA Grade 10 demonstrated a negative 5% association with the previous year's data, in comparison to the state average within the same cohort.

### Which data component had the biggest gap when compared to the state average?

FSA/ELA Grade 10 demonstrated a negative 8% difference between PCHS performance and the state average.

### Which data component showed the most improvement? Is this a trend?

Algebra I EOC decreased the learning gap between PCHS performance when compared with our scores from the previous year which yielded an improvement score by 22% from 37% in 2017 to 59% in 2018. Based on school improvement meetings and/or collaborations with various staff members, we provided support to our lower 25% which led to improved test results aligned with course sequencing. Therefore, this one time occurrence does not produce enough data to be indicative of a trend at this time.

### Describe the actions or changes that led to the improvement in this area.

PCHS engages in a remediation course sequence that offers students the opportunity to take Algebra 1A (does not trigger the EOC) the year prior to taking Algebra 1 (does trigger the EOC.) Hence, students have an extra year of instruction and preparation for the high-stakes exam also serving as a graduation requirement. Also, PCHS utilizes the instructional strategy of looping whereas the teachers work with the same students for two consecutive years while engaging them with their perspective course sequencing.

## School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component      | 2018   |          |       | 2017   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State |
| ELA Achievement             | 49%    | 62%      | 56%   | 48%    | 58%      | 52%   |
| ELA Learning Gains          | 48%    | 57%      | 53%   | 40%    | 50%      | 46%   |
| ELA Lowest 25th Percentile  | 40%    | 47%      | 44%   | 33%    | 44%      | 38%   |
| Math Achievement            | 63%    | 67%      | 51%   | 39%    | 51%      | 43%   |
| Math Learning Gains         | 53%    | 59%      | 48%   | 37%    | 43%      | 39%   |
| Math Lowest 25th Percentile | 39%    | 57%      | 45%   | 29%    | 39%      | 38%   |
| Science Achievement         | 62%    | 74%      | 67%   | 58%    | 70%      | 65%   |
| Social Studies Achievement  | 74%    | 80%      | 71%   | 76%    | 80%      | 69%   |



### EWS Indicators as Input Earlier in the Survey

| Indicator                       | Grade Level (prior year reported) |           |           |         | Total     |
|---------------------------------|-----------------------------------|-----------|-----------|---------|-----------|
|                                 | 9                                 | 10        | 11        | 12      |           |
| Attendance below 90 percent     | 69 (52)                           | 72 (37)   | 56 (48)   | 39 (3)  | 236 (140) |
| One or more suspensions         | 48 (19)                           | 54 (8)    | 26 (12)   | 23 (1)  | 151 (40)  |
| Course failure in ELA or Math   | 83 (0)                            | 102 (214) | 123 (219) | 81 (27) | 389 (460) |
| Level 1 on statewide assessment | 166 (46)                          | 153 (69)  | 102 (22)  | 46 (0)  | 467 (137) |
|                                 | 0 (0)                             | 0 (0)     | 0 (0)     | 0 (0)   | 0 (0)     |
|                                 | 0 (0)                             | 0 (0)     | 0 (0)     | 0 (0)   | 0 (0)     |

#### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA                   |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09                    | 2018 | 52%    | 53%      | -1%                        | 53%   | -1%                     |
|                       | 2017 | 50%    | 52%      | -2%                        | 52%   | -2%                     |
| Same Grade Comparison |      | 2%     |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 10                    | 2018 | 45%    | 53%      | -8%                        | 53%   | -8%                     |
|                       | 2017 | 47%    | 54%      | -7%                        | 50%   | -3%                     |
| Same Grade Comparison |      | -2%    |          |                            |       |                         |
| Cohort Comparison     |      | -5%    |          |                            |       |                         |

| MATH  |      |        |          |                            |       |                         |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE |      |        |          |                            |       |                         |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2018        | 60%    | 69%      | -9%                   | 65%   | -5%                |
| 2017        | 60%    | 72%      | -12%                  | 63%   | -3%                |
| Compare     |        | 0%       |                       |       |                    |

| CIVICS EOC   |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         |        |          |                       |       |                    |
| 2017         |        |          |                       |       |                    |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 74%    | 75%      | -1%                   | 68%   | 6%                 |
| 2017         | 72%    | 72%      | 0%                    | 67%   | 5%                 |
| Compare      |        | 2%       |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 59%    | 72%      | -13%                  | 62%   | -3%                |
| 2017         | 37%    | 59%      | -22%                  | 60%   | -23%               |
| Compare      |        | 22%      |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 59%    | 60%      | -1%                   | 56%   | 3%                 |
| 2017         | 41%    | 58%      | -17%                  | 53%   | -12%               |
| Compare      |        | 18%      |                       |       |                    |

## Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       | 21       | 32     | 30          | 42        | 44      | 44           | 38       | 57      |           | 62                | 17                  |
| ELL                                       | 12       | 27     | 27          |           |         |              |          |         |           | 64                |                     |
| ASN                                       | 58       | 73     |             | 79        | 73      |              |          |         |           |                   |                     |
| BLK                                       | 36       | 40     | 32          | 53        | 52      | 38           | 47       | 55      |           | 83                | 20                  |
| HSP                                       | 45       | 44     | 36          | 67        | 57      | 33           | 61       | 72      |           | 88                | 36                  |
| MUL                                       | 47       | 43     |             | 65        | 53      |              | 56       | 69      |           | 82                |                     |
| WHT                                       | 53       | 50     | 42          | 64        | 51      | 39           | 67       | 79      |           | 86                | 45                  |
| FRL                                       | 45       | 46     | 41          | 62        | 55      | 42           | 57       | 69      |           | 84                | 35                  |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD                                       | 8        | 32     | 30          | 13        | 29      | 27           | 10       | 27      |           | 74                | 5                   |
| ELL                                       | 10       | 42     | 45          | 8         | 17      |              |          |         |           |                   |                     |
| ASN                                       | 67       | 42     |             | 50        | 27      |              |          |         |           |                   |                     |
| BLK                                       | 39       | 49     | 41          | 29        | 27      | 21           | 42       | 63      |           | 84                | 14                  |
| HSP                                       | 43       | 43     | 33          | 33        | 29      | 22           | 48       | 73      |           | 88                | 20                  |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| MUL                                       | 32       | 48     |             | 32        | 25      |              | 67       | 81      |           | 82                | 43                  |
| WHT                                       | 52       | 48     | 42          | 46        | 37      | 31           | 66       | 69      |           | 84                | 37                  |
| FRL                                       | 43       | 44     | 37          | 37        | 32      | 27           | 55       | 67      |           | 81                | 25                  |

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1             |  |
|-------------------------|--|
| <b>Title</b>            | Improve the percentage of PCHS proficient students, lowest 25% performance, and learning gains cadre performance as measured by the Florida Standards Assessments (FSA) End of Course (EOC) Exams in Algebra 1 and Geometry.   |
| <b>Rationale</b>        | The lowest 25% of PCHS students in Math tested subjects achieved a 39% learning gain (the district learning gain was 57% while the state learning gain was 45% for the same components). Port Charlotte High School's goal is to be an "A" school. Charlotte County Public Schools' goal is to be the top ranked district in Florida. Hence, our lagging results take precedence in light of our school's and district's vision.   |
| <b>Intended Outcome</b> | The intended outcome is to improve the learning gains of all students and to monitor the instruction of areas of need for sub-groups. Increased proficiency, the lowest 25% performance, and the learning gains cadre represent the silos inherent to this area of focus. The primary goal is to show learning gains for the lowest 25% at a rate of at least 45%.   |
| <b>Point Person</b>     | Eric Bishop (eric.bishop@yourcharlotteschools.net)   |
| <b>Action Step</b>      |  |
| <b>Description</b>      | PCHS's primary action step relative to enhancing this area of focus rests in the captain philosophy -- school site commingled with district initiative. Charlotte County's newly formed Critical Concepts Collaborative (CCC) is supported by our stakeholders in math, as PCHS has two Algebra I and two Geometry educators on board. In a teach-the-teacher model, our CCC participants return to the schoolhouse, train the discipline specific educators, and use the critical information garnered from the CCC DLC to not only align the standards-based concepts with our L35 population but also with our students on the cusp of or just over proficiency domains. The critical information our captains garner from these DLC meetings will be shared with the remainder of the PCHS Algebra I and Geometry teams, hence driving more efficacious instruction and, ultimately, reducing achievement gaps in mathematics L35 and learning gains in all subgroups. Working in concert with the CCC is our decision to identify a captain in Algebra I and a captain in Geometry to serve as on-site leaders who monitor data in the respective areas and consistently report progress to the APC. Another key action step resides in the support track implementation of course sequences for the L35 in Algebra I and Geometry. Historic math data is dis-aggregated by on-site captains, guidance counselors, and the APC to situate students in courses aligned to provide additional support and resources -- Algebra Nation, Geometry Nation, Khan Academy, ACT Academy, PCHS Power Hour-- and to implement ongoing, formative assessments to close the gaps in performance of our L35 population and learning gain cadre. To further increase the efficacy of the L35, learning gain (LG) cadre, and all math students on site, all educators will complete action plans inclusive of: historic data (rosters and performance noted of L35, LG cadre, proficiency) from 17-18, current rosters denoting L35, LG cadre, and proficiency students, differentiated learning targets for all students, a vision statement complete with a challenging, attainable goal for 18-19, and a narrative denoting barrier(s) that may impede the realization of the instructors' goals. Ancillary data to be collected and reviewed throughout the year to determine progress toward the goal and or targets include: USA Test Prep progress monitoring results for each progress monitoring window (BOY,MOY, EOY), student data generated during DLC's, students grades on project-based activities and/or formative assessments that include but are not limited to FSA-type (Webb's Depth of Knowledge) question samples and on-line assessment opportunities on the FDOE FSA Portal, Algebra Nation, Geometry Nation, Khan Academy, and ACT Academy. Also implemented in 18-19 to address the needs of L35 math students, students eligible for learning gains, and proficiency for all students is the implementation of a PSAT PLC. Educators participating in this learning community will |

receive targeted training in the critical concepts inherent to math questions appearing on the assessment and how to explicitly instruct the math sections of the PSAT/NMSQT to all students who either sign up for or have been given the opportunity to sit for the test.

**Person Responsible** Eric Bishop (eric.bishop@yourcharlotteschools.net)

#### Plan to Monitor Effectiveness

**Description** Evidence to be collected/used to demonstrate the goal is monitored via multiple areas: PPC meeting minutes, Individual Educator Action Plans (mid-year and end-of-year report), Individual teacher data analysis reports and reflections at the conclusion of each progress monitoring window of USA Test Prep (through the DLC process), Sample teacher assessments utilizing FSA-type questions, Softwareology reports, Teacher DPP plans and mid-year reflections, Edviation/PD 360 teacher observation reports, Instructor-Lead PLC's, "Teach Like a Pirate" meeting notes and artifacts collected for NET teachers, Assistant Principal goal-settings & reflections under CLAS, Informal classroom walk-throughs, PACE cycle for observations, and the Critical Concept Collaborative Initiative. PCHS Program Planners in math and the APC in conjunction with the CCPS District C & I serve as the lifeblood of the plan to monitor effectiveness in this arena. As subgroups are in a state of flux throughout the year, consistent, ongoing data culling assists educators in the identification of subgroup learning acquisition needs. Updated action plans -- inclusive of the aforementioned process to update student populations -leads to increased school improvement. Program Planner department meetings morph into PLC's as they become sit and do's as opposed to sit and get's. This initiative lends itself to efficacious monitoring as the responsibility is shared with all stakeholders in the department, hence improving the quality of differentiated instruction across all disciplines. Consequently, individualized action plans call for all PCHS educators to consistently monitor and reflect on their ever-shifting student populations and make adjustments accordingly. The PCHS administrative team will discuss -- multiple times throughout the year with all math educators in their houses -- how to align the individualized needs of their students with the objectives and annual school goals embedded in the strategic improvement plan to support and assist in the reduction of achievement gaps and the identification of early warning signs in the entire student population.

**Person Responsible** Eric Bishop (eric.bishop@yourcharlotteschools.net)

| Activity #2             |   |
|-------------------------|---|
| <b>Title</b>            | Improve the percentage of PCHS proficient students, lowest 25% performance, and learning gains cadre performance as measured by the Florida Standards Assessments English Language Arts (ELA) Writing and Reading for Grade 9 and Grade 10.   |
| <b>Rationale</b>        | The lowest 25% of PCHS students in ELA-tested grade levels achieved a 40% learning gain (the district learning gain was 47% for the same sub-group, while the state learning gain level was 44% for the same component). Port Charlotte High School's goal is to be an "A" school. Charlotte County Public Schools' goal is to be the top-ranked district in the state. Hence, our results are lagging and represent an area of need.   |
| <b>Intended Outcome</b> | PCHS's intended outcome is to improve the learning gains of all students by heightening the faculty's awareness of subgroups and to marry this intent with a primary focus on the lowest 25%. The goal is to show learning gains for the lowest 25% at a rate of at least 47%.  |
| <b>Point Person</b>     | Eric Bishop (eric.bishop@yourcharlotteschools.net)  |
| Action Step             |   |
| <b>Description</b>      | <p>PCHS's primary action step relative to enhancing this area of focus rests in the captain philosophy -- school site commingled with district initiative. Charlotte County's newly formed Critical Concepts Collaborative (CCC) is supported by our stakeholders in ELA, as PCHS has two grade 9 and two grade 10 English educators on board. In a teach-the-teacher model, our CCC participants return to the schoolhouse, train the discipline specific educators, and use the critical information garnered from the CCC DLC's to not only align the standards-based concepts with our L35 population but also with the students on the cusp of or just over proficiency domains. The critical information our captains acquire from these DLC meetings will be shared with the remainder of the PCHS grade 9 and grade 10 teams, hence driving more efficacious instruction and, ultimately, reducing achievement gaps in ELA proficiency and L35, and increasing gains in all sub groups. Working in concert with the CCC is our decision to identify a captain in grade 9 and a captain in grade 10 to serve as on-site leaders who monitor data in the respective areas and consistently report progress to the APC. Another key action step resides in the support track implementation of course sequences for the L35 in grade 9 and grade 10. Historic English FSA data is dis-aggregated by on-site captains, guidance counselors, and the APC to situate students in courses aligned to provide additional support and resources -- county-wide writing progress monitoring, Khan Academy, ACT Academy-- and to implement ongoing, formative assessments to close the gaps in performance of our L35 population and learning gain cadre. To further increase the efficacy of the L35, learning gain (LG) cadre, and all English students on site, all educators will complete action plans inclusive of: historic data (rosters and performance noted of L35, LG cadre, proficiency) from 17-18, current rosters denoting L35, LG cadre, and proficiency students, differentiated learning targets for all students, a vision statement complete with a challenging, attainable goal for 18-19, and a narrative denoting barrier(s) that may impede the realization of the instructors' goals. Ancillary data to be collected and reviewed throughout the year to determine progress toward the goal and or targets include: USA Test Prep progress monitoring results for each window (BOY, MOY), student data generated during DLC's, students' grades on project-based activities and/or formative assessments that include but are not limited to FSA-type (Webb's Depth of Knowledge) question samples and on-line assessment opportunities on the FDOE FSA Portal, Khan Academy, and ACT Academy. Also implemented in 18-19 to address the needs of L35 English students, students eligible for learning gains, and proficiency for all students is the implementation of a PSAT PLC. Educators participating in this learning community will receive targeted training in the critical concepts inherent to English questions appearing on the assessment and how to</p> |

explicitly instruct the ELA sections of the PSAT/NMSQT to all students who either sign up for or have been given the opportunity to sit for the test.

**Person Responsible** Eric Bishop (eric.bishop@yourcharlotteschools.net)

#### Plan to Monitor Effectiveness

#### Description

To monitor the effectiveness of this area of focus, several key resources will be utilized: PPC meeting minutes, individual action plans (mid-year and end-of-year report), individual teacher data analysis reports and reflections at the conclusion of each progress monitoring window of USA Test Prep (through the DLC process), sample teacher assessments utilizing FSA-type questions (Webb's Depth of Knowledge), Softwareology reports, teacher DPP plans and mid-year reflections, Edviation/PD 360 teacher observation reports, instructor-led PLCs , "Teach Like a Pirate" meeting notes and artifacts collected for NET teachers , Assistant Principal goal-settings and reflections under CLAS, informal classroom walk-throughs, PACE cycle for observations, and the Critical Concepts Collaborative Initiative. PCHS Program Planners and the APC in conjunction with the CCPS District C & I serve as the lifeblood of the plan to monitor effectiveness in this arena. As subgroups are in a state of flux throughout the year, consistent, ongoing data culling assists educators in the identification of subgroup learning acquisition needs. Updated action plans -- inclusive of the aforementioned process to consistently re-examine student populations -- leads to increased school improvement. Program Planner department meetings morph into PLC's as they become sit and do's as opposed to sit and get's. This initiative lends itself to efficacious monitoring as the responsibility is shared with all stakeholders in the department, hence improving the quality of differentiated instruction across all disciplines. Consequently, individualized action plans call for all PCHS English and Reading educators to consistently monitor and reflect on their ever-shifting student populations and make adjustments accordingly. The PCHS administrative team will discuss -- multiple times throughout the year with all educators in their houses -- how educators will align the individualized needs of their students with the objectives and annual school goals embedded in the strategic improvement plan to support and assist in the reduction of achievement gaps and identification of early warning signs in the entire student population.

**Person Responsible** Eric Bishop (eric.bishop@yourcharlotteschools.net)



| Activity #3             |   |
|-------------------------|---|
| <b>Title</b>            | Improve the percentage of PCHS College and Career Ready (CACR) students as measured by Advanced Placement (AP), Dual Enrollment (DE), and Industry Certification (IC) proficiency.  |
| <b>Rationale</b>        | Overall, PCHS students are under-performing at both the district and state levels in college and career readiness (CACR). The FLDOE reports that 52.7% of graduates in the school district attend some type of post-secondary schooling. This statistic includes traditional four year schools, community colleges, and technical training centers. The school and district percentages are below the state average of 58.1%. Post-secondary math scores also indicate that our students are under performing. Success rates of remedial math (33.1 %) and general math (71.1%) are lower than state averages. There is also a significant achievement gap between and among our subgroups serviced at our school that reach post-secondary coursework at all levels. Each ethnic subgroup in both math and English lags behind in achievement in both math and English.  |
| <b>Intended Outcome</b> | Increasing offerings & enrollment in the areas of Industry Certification, Dual Enrollment and Advanced Placement courses. Assist students and families in developing individual student education plans for post-secondary aspirations. This will include SAT/ACT/PSAT preparation and monitoring supported through PLCs on campus and the use of KHAN Academy in the classroom setting. Additionally, assistance will be provided to students and families to financially support these aspirations by applying for various scholarships, completing the Free Application for Federal Student Aid (FAFSA), and guiding them through the college application process. Improving math and English instruction at levels (remedial, general, and advanced) is needed to improve post-secondary success, especially within the first year of post-secondary schooling.   |
| <b>Point Person</b>     | Eric Bishop (eric.bishop@yourcharlotteschools.net)  |
| Action Step             |   |
| <b>Description</b>      | <ol style="list-style-type: none"> <li>1. Provide professional development (PD) by supporting advanced coursework for post-graduate degrees, attendance at the Advanced Placement Summer Institute (APSI), and training for specific industry certification course work needed to increase course offerings..</li> <li>2. Support guidance activities that promote students and families developing individual "road maps" needed to achieve intended outcomes. This is inclusive of promoting and supporting or College and Career Readiness Nights during the months of August, October, December, and March.</li> <li>3. Continue collegiality among staff through Professional Learning Communities (PLC's) in Advanced Placement, Industry Certification, and Dual Enrollment staff.</li> <li>4. School-wide Standardized Test Preparation Resource Initiative that monitors progress in PSAT/SAT/ACT development and ensures this development through enrolling all students in the Khan Academy. This includes on-going PD that supports this initiative for our instructors, guidance team, and administrative team.</li> <li>5. Continue offering the "Power Hour" tutoring sessions after school for students that need additional support in college and career readiness.</li> <li>7. To ensure appropriate Master Schedule building and student registration in necessary college and career readiness coursework. Provide staff resources and PD to meet this expectation. This includes adding additional courses to the master schedule and providing support required to offer these new classes.</li> <li>8. Provide "planning days" for staff members to develop the master schedule building for each curricular area for the 2019/20 school year.</li> <li>9. Support our Career Information Center to assist students with applying for college scholarships, registration with FAFSA, and completing college entrance applications.</li> </ol> |



10. Utilize Gmetrics as a formative assessment tool to allow teachers to monitor progress on progress towards earning industry certification. This includes the PD required to implement and assess the data obtained from the testing (inclusive of data days).
11. Support the Critical Concepts Collaborative (CCC). This 3-year collaboration will provide teachers, called "captains", with information centered on critical concepts found within the instructional standards taught in all of the three CACR areas. Eventually, all key stakeholders will be trained in this initiative.
12. Develop an "action-study" group to further study the achievement gaps evident within and among all of our subgroups which has contributed to lack of post-secondary preparedness.
13. Support the Classroom Walk Through (CWT) initiative. This is inclusive of providing the instructional staff time during the school day to conduct "instructional rounds". and provide opportunities for collegiality among all instructional teams.
14. Starting in January 2019, students will have access to take practice AP exams (all levels) each Saturday throughout the spring. These formative tests will be utilized by teachers to drive instruction to assist each student on these exams.
15. Strategic Instruction Model (SIM) is an instructional program that assist teachers with educating students with phonemic awareness, oral reading fluency assessment, and reading/comprehension to educate our students through scaffolding. With the culmination of these strategies used; will enhance students' learning in all areas with a focus on our L25/L35.
16. Check and Connect is a mentoring program that is district and school supported that will enhance students' learning in all educational realms.

**Person Responsible** Eric Bishop (eric.bishop@yourcharlotteschools.net)

#### Plan to Monitor Effectiveness

**Description** Essential to the monitoring of this goal is the required attendance of our faculty at all college and career readiness PLC's. This includes PLC's that pertain to Industry Certifications (IC), Advanced Placement (AP) and Dual Enrollment (DE). We will link 100% of PCHS 9th/10th grade students and all first time 11th/12th grade SAT test takers to Khan Academy and the College Board. Additionally, all 10th/11th/12th graders taking the ACT for the first time will be enrolled in the ACT Academy when that platform comes on-line this year. We will promote the College and Career Readiness Initiative through our monthly newsletter, school messenger, webpage, and Pirate Perspective. PCHS will also supplement appropriate staff to support the "Power Hour." We will provide school-wide technical support, assistance, and access to GMetrix software to all staff offering industry certification courses and students enrolled in those courses. Also, Certiport testing software will be provided to students and test proctors: Dr. Eric Bishop, Dr. Paul Curtis, Bryan Bouton, Kimberly Westrom, and Louis Long. We will establish November meetings between program planners, administration, guidance, and district C & I's to discuss the course sequencing and registration changes for the 2019-20 academic year. We have constructed cohort lists for all grade levels (9-12) and have identified students with and without CACR . During registration for the 2019-20 academic year, students without CACR will be counselled and encouraged to enter coursework resulting in CACR acquisition. Transient students will be checked for prior CACR achievement by our data tech and/or registrar who will notify the appropriate grade level counselors and the APC who, in turn, will notify the grade level appropriate administrator. AP practice exams (formative assessments) administered on Saturdays in the spring will be vetted and reviewed with students to increase student awareness of question types and improve proficiency.

**Person Responsible** Eric Bishop (eric.bishop@yourcharlotteschools.net)

| Activity #4             |   |
|-------------------------|---|
| <b>Title</b>            | Improve the percentage of and reduce the achievement gaps in PCHS ELA and Math subgroups as measured by the Florida Standards Assessment (FSA) End of Course (EOC) Exams in Algebra I, Geometry, ELA Grade 9, and ELA Grade 10.   |
| <b>Rationale</b>        | Gaps persist in achievement in both Math and ELA. This is inclusive of all measured standards in achievement, learning gains, and L25% learning gains measured on the FSA and EOC end of year assessments. Subgroup data in ELA indicate a gap on average of 7% overall for each of the three measured standards. Subgroup data in math indicate that the achievement gap has closed significantly between the 2017 and 2018 school years and that the subgroup data outperformed all others by +1% overall in the three measured standards. It is imperative that we continue to implement our math plan with fidelity because it continues to make a significant impact within our subgroup population. The ELA plan, if implemented appropriately, can also impact testing in Biology and Social Studies which are rich in vocabulary, advanced text, and advanced writing.  |
| <b>Intended Outcome</b> | It is anticipated that in ELA and math the performance overall for each of the three measured standards will be an 8% improvement on average. Improving at this rate will enable us to reach our anticipated goal of closing the achievement gaps by meeting or exceeding state averages for each subgroup and provide a foundation for meeting our overall school goal which is to be an "A" school. Even though achievement gaps were closed in math, our school subgroups still lag behind their counterparts compared to state averages. We also anticipate that by closing achievement gaps in ELA will have a significant impact on subgroup performance measured in EOC testing for both Biology and Social Studies (US History). These improvements will also better prepare our students for post-secondary schooling, military, and being prepared for the work force after graduation.   |
| <b>Point Person</b>     | Eric Bishop (eric.bishop@yourcharlotteschools.net)  |
| Action Step             |   |
| <b>Description</b>      | PCHS's primary action step relative to enhancing this area of focus rests in the captain philosophy -- school site commingled with district initiative. Charlotte County's newly formed Critical Concepts Collaborative (CCC) is supported by our stakeholders in math and ELA, as PCHS has two Algebra, two Geometry, two ELA grade 9, and two ELA grade 10 educators on board. In a teach-the-teacher model, our CCC participants return to the schoolhouse, train the discipline specific educators, and use the critical information garnered from the CCC DLC to not only identify the high impact standards-based concepts with our L35 population but also with our students on the cusp of or just over proficiency domains. The critical information our captains garner from these DLC meetings will be shared with the remainder of the Algebra, Geometry, and ELA teams, hence driving more efficacious instruction and, ultimately, reducing achievement gaps in mathematics and ELA L35 and learning gains in all subgroups. Working in concert with the CCC is our decision to identify captains in Algebra, Geometry, and ELA to serve as on-site leaders who monitor data in the respective areas and consistently monitor progress. Another key action step resides in the support track implementation of course sequences for the L35 in Algebra, Geometry, and ELA. Historic math and ELA data are dis-aggregated by on-site captains, guidance counselors, and the APC to situate students in courses aligned to provide additional support and resources -- Algebra Nation, Geometry Nation, Khan Academy, ACT Academy-- and to implement ongoing, formative assessments to close the gaps in performance of our L35 population and learning gain (LG) cadre. To further increase the efficacy of the L35, (LG) cadre, and all math and ELA students, all educators will complete action plans inclusive of: historic data (rosters and performance noted of L35, LG cadre, proficiency) from 17-18, current rosters denoting L35, LG cadre, and proficiency students, |

differentiated learning targets for all students, a vision statement complete with a challenging, attainable goal for 18-19, and a narrative denoting barrier(s) that may impede the realization of the instructors' goals. Ancillary data to be collected and reviewed throughout the year to determine progress toward the goal and or targets include: USA Test Prep progress monitoring results for each window (BOY, MOY, EOY), student data generated during DLC's, students' grades on project-based activities and/or formative assessments that include but are not limited to FSA-type (Webb's Depth of Knowledge) question samples and on-line assessment opportunities on the FDOE FSA Portal, Algebra Nation, Geometry Nation, Khan Academy, and ACT Academy. Also implemented in 18-19 to address the needs of L35 math and ELA students, students eligible for learning gains, and proficiency for all students is the implementation of a PSAT/NMSQT PLC. PCHS educators participating in this learning community receive targeted training in the critical concepts inherent to math and ELA questions on the assessment and how to explicitly instruct the math (sections 3, 4) and ELA (sections 1, 2) components of the PSAT/NMSQT to grades 9,10, and 11 students.

**Person Responsible** Eric Bishop (eric.bishop@yourcharlotteschools.net)

#### Plan to Monitor Effectiveness

#### Description

Evidence to be collected and used to monitor effectiveness in this goal exists via multiple areas: PPC meeting minutes, individual educator action plans (mid-year and end-of-year predictions), individual teacher data analysis reports and reflections at the conclusion of each progress monitoring window of USA Test Prep (through the DLC process and data days), sample teacher formative assessments utilizing FSA-type questions, Softwareology reports, teacher DPP plans and mid-year reflections, Edviation/PD 360 teacher observation reports, instructor-lead PLC's, "Teach Like a Pirate" meeting notes and artifacts collected for NET teachers, Assistant Principal goal-settings and reflections under CLAS, informal classroom walk-throughs, PACE cycle for observations, and the Critical Concept Collaborative initiative. PCHS Program Planners and the APC in conjunction with CCPS District C & I's serve as the lifeblood of the plan to monitor effectiveness in this arena. As subgroups are in a state of flux throughout the year, consistent, ongoing data culling assists educators in the identification of subgroup learning acquisition needs. Updated action plans -- inclusive of the aforementioned process to update student populations -- leads to increased school improvement. Program Planner department meetings morph into PLC's as they become sit and do's as opposed to sit and get's. This initiative lends itself to efficacious monitoring as the responsibility is shared with all stakeholders in the department, hence improving the quality of differentiated instruction across all disciplines. Consequently, individualized action plans call for all PCHS educators to consistently monitor and reflect on their ever-shifting student populations and make adjustments accordingly. The PCHS administrative team will discuss -- multiple times throughout the year with all educators in their houses -- how educators will align the individualized needs of their students with the objectives and annual school goals embedded in the strategic improvement plan to support and assist in the reduction of achievement gaps.

**Person Responsible** Eric Bishop (eric.bishop@yourcharlotteschools.net)

## Part IV: Title I Requirements

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

PCHS understands 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 "Pirate Pipeline" which is used to inform and educate parents on the events and activities at the school. 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 infractions. There is greater implementation 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 advocated by all parties, including parent, teacher, counselor, and administrators when a need for intervention occurs. 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, school counselors and the school's social worker complete home visits when 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. PCHS 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 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.

#### **PFEP Link**

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

#### **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.



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

1. Credit retrieval opportunities to be offered via the master schedule, night school, Florida Virtual School, and Charlotte Virtual School
2. Guidance Department supports students as they entertain alternative education settings such as The Academy, PASS program, Career Quest, and SNAP.
3. 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 build understanding of lessons and parent assistance with school work. In addition, the Guidance Department provides informational meetings for parents and students for school and career planning.
5. Reaching out to the sending schools administration to learn how their programs run their parental involvement programs will continue to be instrumental in developing new strategies for improving parental involvement.
6. The school track and organize student and teacher data to assist in finding student deficiency areas related to discipline, academic performance, SAT/ACT/PERT performance for college readiness, and attendance. Assessments and recommendations are made by the MTSS team based on performance criteria of struggling 9th graders.
7. Grants 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 2022 student and parent "Welcoming Activities" implemented during Freshman Orientation, Open House and the opening weeks of the school year.
10. CCPS has adopted policies into the Code of Student Conduct that specifically defines bullying and the consequences that follow. PCHS 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.

**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.

**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 multiple elective and career-centered courses in fine arts, technology, business, and others for the vocational minded, career-ready student. The school's strong articulation agreements and relationships with the CTC and FSW affords students opportunities to study areas such as automotive, advanced coursework, culinary arts, drafting and design, electronics, early childhood education, cosmetology, game programming, and the health sciences. Instructional initiatives implemented school-wide ensure course relationship 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 curricula promote practical applications of concepts. The school's Department Chairs are charged with 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. In addition, the school promotes personal, academic, and career planning by assisting students to become self-sufficient adults who will succeed and contribute in a global community. This responsibility resides with all faculty and staff members of PCHS. The foundation rests in the school's PRIDE statement which each student is expected to know and implement in daily campus activities (Preparation-Respect-Integrity-Determination-Excellence). Each 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 School Counselor will develop a course of study that includes short and long-term academic goals such as course selections 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.

## Part V: Budget

Total:

\$7,769.00