

Charlotte County Public Schools

Port Charlotte High School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	24
Budget to Support Goals	26

Port Charlotte High School

18200 COCHRAN BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/pchs>

Demographics

Principal: Louis Long III

Start Date for this Principal: 1/6/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (56%) 2016-17: C (48%) 2015-16: C (48%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Charlotte County School Board on 10/15/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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Purpose and Outline of the SIP

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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 grounded 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 and assist in motivating students as they seek to excel in reading, writing, math, science, social studies, world languages, fine arts, physical education, naval sciences, industry certifications, and College and Career Readiness (CACR). 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 research-based initiatives aimed at supporting subgroups and reducing achievement gaps. Our staff will promote fidelity of task in progress monitoring and data-driven instruction for all PCHS students. Formative assessments --teacher created, district generated, and common -- will serve as a key catalyst in achieving our vision. The realization of this vision will occur through our new school-wide initiative called EPAF, Engaging Pirates in Academic Focus.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Long, Lou	Principal	<p>Mr. Long serves as Port Charlotte High School's captain of the leadership team. His direct leadership responsibilities include but are not limited to:</p> <ul style="list-style-type: none"> Budget Community and Media Finance (Internal & District Funds) Staff Steward Graduation Rate Lead Contact School Climate and Culture Leader Assistant Principals Admin & Office Assistants Community & Media Contact Leave Requests Supplements
Curtis, Paul	Assistant Principal	<p>Dr. Curtis serves as Port Charlotte High School's Assistant Principal for Student Services. His direct leadership responsibilities include but are not limited to:</p> <ul style="list-style-type: none"> AESOP Athletics Attendance Career and College Readiness (CACR) Lead True North Logic Deans Destination Graduation Discipline ESE Lead Contact Grade 12 Lead Professional Development Reassignments Security SERT Supervisor Support PPC Technology RTI / MTSS / Threat Assessments
Bishop, Eric	Assistant Principal	<p>Dr. Bishop serves as Port Charlotte High School's Assistant Principal for Curriculum. His direct leadership responsibilities include but are not limited to:</p> <ul style="list-style-type: none"> EPAF Head Advance Ed. Lead for SACS Accreditation Cambridge AICE Head of Centre 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

Name	Title	Job Duties and Responsibilities
		Program Planner Supervisor Registration / Withdrawals School Advisory Council (SAC) Lead School Improvement Plan (SIP) Lead Testing -- ACT, ACT NCR, SAT, SAT NCR, PSAT/NMSQT, PSAT 8/9, PSAT 10 Textbooks
McIntosh, Daniel	Assistant Principal	Daniel McIntosh serves as Port Charlotte High School's (PCHS) Assistant Principal for Facilities and Testing. His direct responsibilities include but are not limited to: 10th Grade AP (Reilly) Admin Coverage Capital Outlay Custodial Services (Neff) Emergency/Crisis Plans Inventory Master Calendar NET Teachers Testing (FSA/EOC) Underclassmen Awards

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	406	420	439	393	1658
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	64	52	70	223	409
One or more suspensions	0	0	0	0	0	0	0	0	0	0	61	88	44	17	210
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	138	175	85	126	524
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	101	128	82	48	359

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	108	110	122	134	474

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	0	10	5	0	15	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	5	0	9	

FTE units allocated to school (total number of teacher units)

79

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	110	105	96	67	378

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	110	105	96	67	378

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	62%	56%	48%	61%	53%
ELA Learning Gains	38%	54%	51%	47%	55%	49%
ELA Lowest 25th Percentile	29%	45%	42%	41%	50%	41%
Math Achievement	43%	64%	51%	41%	64%	49%
Math Learning Gains	47%	56%	48%	34%	51%	44%
Math Lowest 25th Percentile	38%	52%	45%	26%	47%	39%
Science Achievement	67%	72%	68%	60%	78%	65%
Social Studies Achievement	68%	80%	73%	70%	78%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	406 (0)	420 (0)	439 (0)	393 (0)	1658 (0)
Attendance below 90 percent	64 (69)	52 (72)	70 (56)	223 (39)	409 (236)
One or more suspensions	61 (48)	88 (54)	44 (26)	17 (23)	210 (151)
Course failure in ELA or Math	138 (83)	175 (102)	85 (123)	126 (81)	524 (389)
Level 1 on statewide assessment	101 (166)	128 (153)	82 (102)	48 (46)	359 (467)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	39%	53%	-14%	55%	-16%
	2018	52%	53%	-1%	53%	-1%
Same Grade Comparison		-13%				
Cohort Comparison						
10	2019	43%	52%	-9%	53%	-10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	45%	53%	-8%	53%	-8%
Same Grade Comparison		-2%				
Cohort Comparison		-9%				

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
2019	66%	71%	-5%	67%	-1%
2018	60%	69%	-9%	65%	-5%
Compare		6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	76%	-7%	70%	-1%
2018	74%	75%	-1%	68%	6%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	64%	-36%	61%	-33%
2018	59%	72%	-13%	62%	-3%
Compare		-31%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	62%	-11%	57%	-6%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	60%	-1%	56%	3%
Compare		-8%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	21	29	30	23	31		38	41		88	18
ELL	24	23	23	33	45		38				
ASN	65	50		57	54		73				
BLK	34	34	24	30	37		62	54		85	28
HSP	40	40	36	38	29	20	61	67		94	50
MUL	38	32		26	36		71	71		94	33
WHT	45	39	28	49	54	45	70	73		91	39
FRL	35	35	27	35	44	38	60	64		88	38
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that demonstrated the greatest area of need was ELA Achievement, Learning Gains, and Lowest 25 Percent performance. Several factors contributed to the 18-19 low performance, including but not limited to: personnel absenteeism (maternity leave, illness, in-county transfer), personnel realignment, resource deficiency, progress monitoring instrument deficiency, detrimental additional enrollment due to Free and Reduced Lunch status change, the addition of historically low performers in grade 9 (18-19), loss of highachieving students to a charter school, an influx of low-performing, reassigned students, and lack of student motivation to learn. The low performance in the ELA areas of achievement, gains, and L25 is not a trend and indicates an anomaly in relation to virtually all prior years' data sets.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that demonstrated the greatest decline from the previous year was Math Achievement. The primary factor that contributed to this decline was the return of students to the test pool that were held out of Algebra to receive intensive immediate instruction (iii) via Algebra I-A. This push in, pull out plan calls for students to be enrolled in a non-EOC bearing course in which pupils will receive targeted support in deficient areas to increase the likelihood of increasing achievement in the following academic year. The ebb and flow of this cycle, if aligned to work in concert with other performance categories, can infuse a host of school grade points in the pull out year while significantly decreasing performance in the subsequent push in year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement - by a significant margin - demonstrated the greatest gap when compared to the state average. Several factors contributed to the 18-19 low performance, including but not limited to: personnel absenteeism, personnel realignment, resource deficiency, progress monitoring instrument deficiency, detrimental additional enrollment due to Free and Reduced Lunch status change, the addition of historically low performers in grade 9 (18-19), and lack of student motivation to learn. The low performance in the ELA areas of achievement, gains, and L25 is not a trend and indicates an anomaly in relation to virtually all prior years' data sets.

Which data component showed the most improvement? What new actions did your school take in this area?

Science Achievement - the sole grading category to demonstrate growth in all of the core areas - demonstrated the most significant improvement. Areas of successful habits that this collective group adopts include but are not limited to: data chats with pupils, progress monitoring data analysis and instructional decision-making based on the results, standard alignment and monitoring, pacing guide/ curriculum map adherence,

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two primary areas of concern housed in the EWS data set are grades 9-12 course failures in ELA and math and the number of level one performers. To address, monitor, and ultimately improve this inordinate amount of failures and level one performers, the EPAF initiative has been created and installed for the 19-20 academic year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement (Levels 1-5, SWD / ELL Sub-Groups)
2. Math Achievement (Levels 1-5, Algebra and Geometry, SWD / ELL Sub-Groups)
3. ELA Learning Gains (Levels 1-5, SWD / ELL Sub Groups)
4. ELA Lowest 25 % (Levels 1-2, SWD / ELL Sub Groups)
5. ESSA TS & I SWD & ELL Sub-Groups

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Grades 9 and 10 (Achievement, Learning Gains, Lowest 25% Gains)
Rationale	Due, in part, to the significant fall in performance in ELA Grades 9,10 Achievement, Learning Gains, and Lowest 25% Gains, Port Charlotte High School's Assessment and Accountability System grade fell from a "B" to a "C."
State the measurable outcome the school plans to achieve	Port Charlotte High School (PCHS) plans to become an "A" school as indicated by the State of Florida's Accountability and Assessment System and seeks to earn 613 points. When this outcome is realized, PCHS will have vaulted from a "C" to an "A." For this growth to occur, PCHS plans to secure a 14 point increase in ELA Achievement (42 in 18-19 to 56 in 19-20), a 20 point increase in ELA Learning Gains (38 in 18-19 to 58 in 19-20), and a 21 point increase in ELA Lowest 25% Gains (29 in 18-19 to 50 in 19-20).
Person responsible for monitoring outcome	Lou Long (louis.long@yourcharlotteschools.net)
Evidence-based Strategy	<p>Forged in successful practice and contemplated over time, PCHS's Engaging Pirates in Academic Focus (EPAF) Initiative represents the primary research-based strategy all ELA stakeholders and students will adopt to not only realize the 19-20 goal but also leave a lasting academic impression on the institution at large. The 19-20 primary research-based initiative dubbed EPAF, holds this statement as its primary vision: All PCHS stakeholders will rely on standards-based instruction and close monitoring of student performance to ensure academic success by engaging all students in daily academic foci. The inception of EPAF stems from the Ask, Acquire, Appraise, Apply, and Audit evidence cycle.</p> <p>The strategic rationale for implementing EPAF in ELA emanates primarily from a need to monitor these attributes:</p> <p>A new (19-20) Admin walkthrough tool (The data show...what? Actionable feedback ensues)</p> <p>Daily standards posted</p> <p>Daily academic focus posted</p> <p>Weekly (critical) Bi-weekly (secondary tier) meetings with critical educators</p> <p>Historic data analysis to drive current practice and learning plans</p> <p>Rosters – Cusper identification, ESSA, SWD's, ELL's, L25, LG, LF, LY, LA, 1.1, 1.2, 1.3, 2.1, 2.2, 3,4,5</p>
Rationale for Evidence-based Strategy	<p>Pacing Guides, Curriculum Maps Monitoring</p> <p>PACE Cycle - Marzano Elements</p> <p>Critical Concepts</p> <p>Learning Scales</p> <p>Ongoing, year-long action plans (artifacts)</p> <p>Goal setting forms</p> <p>Formative assessments (common, team specific, and individual)</p> <p>Airways / IXL</p> <p>Get Good Ask! – questioning hierarchies</p> <p>What type of formative assessments (FA) are given?</p> <p>Why do we administer assessments?</p> <p>What will we do with the data acquired from FA's?</p> <p>How will we measure mastery of the standards?</p> <p>How will we reteach and differentiate?</p> <p>Intentional scheduling aligned to common purpose</p> <p>Timely feedback to students and critical educators</p>

Identification of barriers / plans for deconstruction
Attendance / discipline / tardy monitoring

Action Step

ELA EPAF Action Steps

The following list represents the strategic steps, not necessarily in order and not limited in scope and sequence, for the PCHS ELA area of focus to occur with fidelity:

- | | |
|--------------------|--|
| Description | <ol style="list-style-type: none"> 1. Promote school-wide awareness and understanding of EPAF 2. Model of exemplar EPAF's 3. Form ESSA PLC's (ELL & SWD) 4. Align instructional intent with anticipated outcome 5. Install the classroom walk-through tool 6. Offer timely, actionable feedback to educators 7. Monitor ELA meetings and provide feedback when necessary 8. Hold weekly EPAF meetings with critical ELA educators 9. Hire high impact, driven educators 10. Encourage all teachers to seek ESOL and Reading endorsements 11. Ensure 100% participation in the BOY / MOY progress monitoring cycle 12. Monitor educator progress in pacing guides and curriculum maps across all disciplines 13. Collect and give feedback on all syllabi / midterms / final exams 14. Set and monitor educator goals based on district trends 15. Analyze rosters to verify student placement and appropriate course enrollment 16. Establish learning gains plans for all ELA assessed domains 17. Establish achievement plans for all ELA assessed domains 18. Establish lowest 25 percent gains plans for all ELA assessed domains 19. Identify and provide interventions for all ELL LY, LF, LA, LZ designations 20. Identify and provide interventions for all students with disabilities (SWD) 21. Train all critical ELA staff members in EDIS navigation 22. Dissect the FSA's test item specifications and question stems 23. Create mini formative assessments based on the collections text common selections 24. Implement and monitor educator questioning paths for students and monitoring DOK levels 25. Schedule students intentionally to mitigate educator differentiation difficulties 26. Install Co-Teach model for push-in, pull-out intervention |
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Person Responsible	Lou Long (louis.long@yourcharlotteschools.net)
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#2	
Title	Math (Algebra, Geometry) Achievement, Learning Gains, Lowest 25% Gains
Rationale	Due, in part, to the significant fall in performance in Math Achievement, Learning Gains, and Lowest 25% Gains, Port Charlotte High School's Assessment and Accountability System grade fell from a "B" to a "C."
State the measurable outcome the school plans to achieve	Port Charlotte High School (PCHS) plans to become an "A" school as indicated by the State of Florida's Accountability and Assessment System and seeks to earn 613 points. When this outcome is realized, PCHS will have vaulted from a "C" to an "A." For this growth to occur, PCHS plans to secure a 17 point increase in Math Achievement (43 in 18-19 to 60 in 19-20), a nine point increase in Math Learning Gains (47 in 18-19 to 56 in 19-20), and a 10 point increase in Math Lowest 25% Gains (38 in 18-19 to 48 in 19-20).
Person responsible for monitoring outcome	Lou Long (louis.long@yourcharlotteschools.net)
Evidence-based Strategy	<p>Forged in successful practice and contemplated over time, PCHS's Engaging Pirates in Academic Focus (EPAF) Initiative represents the primary research-based strategy all Math (Algebra and Geometry) stakeholders and students will adopt to not only realize the 19-20 goal but also leave a lasting academic impression on the institution at large. The 19-20 primary research-based initiative dubbed EPAF, holds this statement as its primary vision: All PCHS stakeholders will rely on standards-based instruction and close monitoring of student performance to ensure academic success by engaging all students in daily academic foci. The inception of EPAF stems from the Ask, Acquire, Appraise, Apply, and Audit evidence cycle.</p> <p>The strategic rationale for implementing EPAF in Math (Algebra & Geometry) emanates from a need to monitor these attributes: A new Admin walkthrough tool (The data show...what? Actionable feedback ensues) Daily standards posted Daily academic focus posted Weekly (critical) Bi-weekly (secondary tier) meetings with critical educators Historic data analysis to drive current practice and learning plans Rosters – Cusper identification, ESSA, SWD's, ELL's, L25, LG, LF, LY, LA, 1.1, 1.2, 1.3, 2.1, 2.2, 3,4,5 Pacing Guides, Curriculum Maps Monitoring PACE Cycle - Marzano Elements Critical Concepts Learning Scales Ongoing, year-long action plans (artifacts) Goal setting forms Formative assessments (common, team specific, and individual) Airways / IXL Get Good Ask! – questioning hierarchies What type of formative assessments (FA) are given? Why do we administer assessments? What will we do with the data acquired from FA's? How will we measure mastery of the standards? How will we reteach and differentiate? Intentional scheduling aligned to common purpose Timely feedback to students and critical educators</p>
Rationale for Evidence-based Strategy	

Identification of barriers / plans for deconstruction
Attendance / discipline / tardy monitoring

Action Step

Math EPAF Action Steps

The following list represents the strategic steps, not necessarily in order, for the PCHS Math area of focus to occur with fidelity:

1. Promote school-wide awareness of EPAF across the school house
2. Model exemplar EPAF's
3. Form ESSA PLC's (ELL & SWD)
4. Align instructional intent with anticipated outcome
5. Install the classroom walk-through tool
6. Offer timely, actionable feedback to educators
7. Monitor Algebra and Geometry meetings and provide feedback when necessary
8. Hold weekly EPAF meetings with critical Math educators
9. Hire high impact, driven educators
10. Encourage all teachers to seek targeted professional development opportunities
11. Ensure 100% participation in the BOY / MOY progress monitoring cycle
12. Monitor educator progress in pacing guides and curriculum maps across all disciplines
13. Collect and give feedback on all syllabi/ midterms / final exams
14. Set and monitor educator goals based on district trends
15. Analyze rosters to verify student placement and appropriate course enrollment
16. Establish learning gains plans for all Math assessed domains
17. Establish achievement plans for all Math assessed domains
18. Establish lowest 25 percent gains plans for all Math assessed domains
19. Identify and provide interventions for all ELL LY, LF, LA, LZ designations
20. Identify and provide interventions for all students with disabilities (SWD)
21. Train all critical Math staff members in EDIS navigation
22. Dissect the FSA's test item specifications and question stems
23. Create mini formative assessments based on the collections text common selections
24. Implement and monitor educator questioning paths for students and monitoring DOK levels
25. Schedule students intentionally to mitigate educator differentiation difficulties
26. Install Co-Teach model for push-in, pull- out intervention

Description

Person

Responsible

Lou Long (louis.long@yourcharlotteschools.net)

#3	
Title	TS & I ELL Sub-Group Increase from 33% in 18-19 to 50% in 19-20
Rationale	<p>1. The English Language Learners (ELL) subgroup, identified in the 2018-2019 SIP/ESSA as one of the Targeted Areas in need of Improvement, included ELLs enrolled in the ESOL program - fifty-one (51) students, twenty-five (25) of which were included in the calculation of achievement and learning gains. Newly enrolled students were included in testing, but their scores were not used in calculations. ELLs in their second year were included in the calculation of learning gains while ELLs beyond their second year in the program were included in both achievement and learning gains calculations.</p> <p>2. As there is an influx of families moving into Charlotte County, planning for our students' success calls for PCHS to move forward to ensure success for every ELL student.</p>
State the measurable outcome the school plans to achieve	PCHS's ELL measureable outcome includes ensuring our students move toward 100% proficiency in achievement with 100% annual increase in learning gains.
Person responsible for monitoring outcome	Lou Long (louis.long@yourcharlotteschools.net)
Evidence-based Strategy	<p>Three strategies will focus our action plans to provide support for our ELLs:</p> <ol style="list-style-type: none"> Developing Positive Family Relationships Staff and Resources Student Social-Emotional Needs
Rationale for Evidence-based Strategy	Rationale for these strategies emanate from the outlined requirements from ESSA / SIP and from the foundation of sound language acquisition theory and practice.
Action Step	
Developing Positive Family Relationships	
Description	<ol style="list-style-type: none"> Families registering students receive documents translated in Spanish and Haitian Creole and begin an articulated process of testing, placement, scheduling, and welcoming entrance to PCHS. Families will be met with a process to communicate in their first language. Translators/translator services are available for conferences, transcripts, and IEP's. All letters home will be translated. Parent email information and phone numbers for REMIND communication will be collected. Bilingual staff will be included at all parent meetings. Connections to community groups will be established. (St. Charles Boromeo-Haitian Creole, Filipino-American Association –Tagalog, Spanish American Society, North Port Russian Baptist Church, Islamic Community of SWFL, Chinese Alliance Church) <p>Staff and Resources</p>

1. ELLs will be scheduled with “effective” content teachers with ESOL certification.
2. Content teachers will be alerted to the ELL status(LY, LF, LA) of their students through the FOCUS data system.
3. Content teachers have access to and will utilize language WIDA “Can-do” language descriptors and will access accommodations and differentiation strategies using Critical Concepts to modify lessons appropriate to ELL instruction.
4. Content teachers will offer online access to textbooks/exams, online services for L1 use through Khan Academy, IXL, and Airways.
5. ESOL teacher/para support will monitor ELLs in content classes.
6. ELLs (LA and LF) below proficiency will be enrolled in Intensive Reading utilizing the SIMS model/routines.

Student Social-Emotional Needs

1. Concerted focus for ELLs to enroll in College and Career (CACR) opportunities through enrollment of AP, Cambridge AICE, Dual Enrollment, and Industry Certification - bearing courses.
2. LY ELLs will format a career portfolio using Career Cruising and MySunshineCareer.
3. LY ELLs will articulate their ELA sub-level , Math, SS, Sci proficiency, WIDA English level and actively be involved in planning their test practice moving towards successful proficiency and learning gains.
4. All seniors and their parents will attend a FAFSA orientation/College Night and receive assistance in completing their FAFSA and applications.
5. The process to request testing accommodations enrollment will be articulated to all ELLs and parents.
6. ELLs will connect with school clubs, groups, and sports as well as be apprised of various service learning opportunities.
7. Articulation will be made to CCPS programs - The Academy: HOPE, SNAP, Homeschool , middle schools – Murdock, Port Charlotte Middle – for the smooth transition of ELL students to PCHS.

Person Responsible Lou Long (louis.long@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

SWD Grades 9/10 EPAF Initiative

In ELA, PCHS SWD's are serviced with EPAF interventions in three teams:

Team Pirate

Teacher A / Teacher B All grade 9 and 10 ELA Level 2.2's (unless attending CTC)

Teacher A Three sections of Eng 2 & three sections of AICE EGP (Grade 9) iii

Teacher B Three sections of Eng 1 & three sections of AICE EGP (grade 10) iii

These teachers share students who follow blocked schedules (100 minutes of English/Reading instruction daily)

Team Voyager

Teacher A / Teacher B / Teacher C

Teacher A Three sections of Eng 1 ELA levels 1.3 to 2.1 and three sections of Intensive Reading grade 10 ELA levels 1.3 to 2.1

Teacher B Three sections of Intensive Reading Grade 9 ELA levels 1.3 to 2.1

Teachers A & B Share the grade 9 ELA level 1.3 to 2.1 students; they are blocked (100 minutes of English/Reading instruction daily)

Teacher C Three sections of grade 10 ELA levels 1.3 to 2.1

Teachers A & C (Through intensive reading sections) share the ELA grade 10 1.3's and 2.1's throughout the day; they are blocked (100 minutes of English/Reading instruction daily)

Team Red

Teacher A / Teacher B / Teacher C

Teacher A / Teacher B (Co-Teach) Share six sections of ELA Grade 9 or 10 Levels 1.1, 1.2, 1.3. Both are English teachers of record for 144 students.

Teacher C Six sections of Intensive Reading Grades 9 and 10 Levels 1.1, 1.2, 1.3.

Teacher A / Teacher B / Teacher C Share all grade 9 and 10 1.1's, 1.2's, and a few 1.3's throughout the day.; the students are blocked (100 minutes of English/Reading instruction daily)

The Co-Teach will implement a push in / pull out intervention. Daily, students identified as not having met the standards of the week are given iii by the Co-Teach in an alternate setting.

CD / EBD / ELL Units Individual teams

All EPAF educators meet weekly or bi-weekly.

Interventions include but are not limited to:

Khan Academy, ACT Academy, Achieve 3000, IXL, Airways, Denton, NEPS, Intentional Scheduling

- ? Rethink timetables (to maximize frequency of teaching and focus on short intensive periods of tuition)
- ? Choose key skill areas to develop
- ? Focus on those key skills for the duration of the intervention
- ? Offer daily teaching sessions (or even twice daily sessions)
- ? Assess students carefully
- ? Use pre and post measures to establish the current level of performance and to monitor progress
- ? Emphasize short-term, intensive intervention
- ? See students individually, in pairs or in groups of no more than 3
- ? Use evidence-based interventions- See Brooks, 2007
- ? Teach skills to the point of automaticity
- ? Use positive declarations daily

- ? Monitor and review work
- ? Encourage students to select and enjoy books and develop a reading for pleasure habit
- ? Offer engaging, accessible and motivating reading material
- ? Link reading and writing in purposeful and meaningful contexts

Two classes in Algebra and two classes in Geometry follow a similar instructional path as ELA

200 grade 9 and 10 students are serviced by the aforementioned ELA and Math plans.

College and Career Readiness (CACR) Initiative
20-21 Goal 65%

PCHS has demonstrated and area of need in CACR for the past seven years (42% max). To enhance school grade and to promote all attributes of CACR with fidelity, PCHS has on-boarded the Cambridge AICE Program, increased AP enrollment by eight percent, added three new industrial certification possibilities, promoted the CTE Pathway, and established career-themed vertical articulation with our main feeder middle school (Murdock).

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 Schoolwide Improvement Plan 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.

1. Back-to-School meetings
2. Cambridge AICE Night / AP Night / DE Night
3. College Night
4. SAC
5. Automated calls home
6. Translating all school-home correspondence to target languages Spanish, French, Haitian Creole
7. Partnering with Sun Newspapers- NIE program (digital and print)
8. Inviting parents of ELLs to provide input at district ESOL meetings

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.

1. Credit retrieval opportunities are offered via the master schedule, night school, Florida Virtual School, Charlotte Virtual School.
2. The Guidance Department supports students as they entertain alternative education settings such as The Academy, PASS program, Career Quest, SNAP.
3. Mentoring programs such as Check & Connect, National Honor Society tutoring program, Destination Graduation incentive, Leadership class volunteers.

4. Summer Work is provided to transitioning students to build an 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' administrative teams to learn how their programs run. Our parental involvement programs will begin where the feeder schools left off, instrumental maintaining support strategies for students and improving parental involvement.
6. The school tracks and organizes student and teacher data to assist in finding student deficiency areas related to discipline, academic performance, SAT/ACT/PERT performance for college readiness, attendance. Assessments, and recommendations are made by the MTSS team based on performance criteria of struggling 9-12 graders.
7. Grants are consistently sought to help enrich PD at the school for continuous teacher 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 2023 student and parent "Welcoming Activities" implemented during Freshman Orientation, Open House and the opening weeks of school.
10. CCPS has adopted policies into the Code of Student Conduct that specifically define 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 anti-bullying program.

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

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: EPAF 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. The Assistant Principal for Facilities will monitor the math EPAF. 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 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.

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 guidance professional 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 professional 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). With the assistance of the Occupational Specialist, the students 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.

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

1. "Discover Your Choices" - a Series of CACR Lessons presented to our LY ELLs by our College and Career Counselor, Brittany McIntosh (includes Career Cruising and MySunshineCareer.)
2. "Tips for Test Success" - lessons geared specifically to ELLs LY who intend to take the ACT, PSAT, SAT NMSQT - planned and presented by Dr. Eric Bishop
3. The week-long ACT Academy held July 8-12, 2019 - planned and presented by Dr. Eric Bishop
4. Semester-based FAFSA Nights (Dr. Bishop & Mrs. McIntosh)
5. Semester-based grade level college and career planning meetings (Dr. Bishop, grade level counselor, Mrs. McIntosh)
6. Annual Job Fair (CTC Visitation)
7. Grades 9-12 College Board account creation (Mrs. McIntosh)
8. Grades 9-12 Khan Academy account creation and link to College Board (Mrs. McIntosh)
9. Senior Awards Night (Mrs. McIntosh)
10. Free PSAT/NMSQT test administration for all grade nine and ten students and subsequent implementation of test taking strategies via English and Math classes to not only increase student success in those subjects but also offer the opportunity for all students to receive free, guided practice from Khan Academy.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Grades 9 and 10 (Achievement, Learning Gains, Lowest 25% Gains)	\$0.00
2	III.A.	Areas of Focus: Math (Algebra, Geometry) Achievement, Learning Gains, Lowest 25% Gains	\$0.00
3	III.A.	Areas of Focus: TS & I ELL Sub-Group Increase from 33% in 18-19 to 50% in 19-20	\$0.00
			Total: \$0.00