

Charlotte County Public Schools

Port Charlotte High School



2021-22 Schoolwide Improvement Plan

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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: 3/1/2015

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Charlotte County School Board.

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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Port Charlotte High School

18200 COCHRAN BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/pchs>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 supporting students to become 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.

All Port Charlotte High School stakeholders will promote personal, academic, and career achievement by assisting students to become independent and self-sufficient adults who will succeed and contribute with integrity and responsibility in a global community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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 Administrative & Office Assistants Community & Media Contact Leave Requests Supplements
Forbus, Natasha	Assistant Principal	<p>Natasha Forbus serves as Port Charlotte High School's (PCHS) Assistant Principal of Curriculum & Testing. Her direct responsibilities include but are not limited to:</p> <ul style="list-style-type: none"> Advance Ed. Lead for SACS Accreditation Cambridge AICE Coordinator Advanced Placement Supervisor Career Information Center (CIC) Lead ESOL Lead Contact Grade 10 Lead (Strauss) Guidance Professional Supervisor Master Schedule Lead Partnership and Performance Council (PPC) Co-Chair Professional Learning Community (PLC) Lead Program Planner Supervisor Registration / Withdrawals School Advisory Council (SAC) Lead School Improvement Plan (SIP) Lead Testing (ACT, SAT, PSAT/NMSQT, PSAT 8/9/10, FSA, EOC, AICE, AP)
Curtis, Paul	Assistant Principal	<p>Dr. Paul A. 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 Emergency/Crisis Plans

Name	Position Title	Job Duties and Responsibilities
		ESE Lead Contact Grade 12 Lead (Johnson) NET Program Lead Paraprofessionals Professional Development Reassignments Security SERT Supervisor Support PPC Technology RTI / MTSS / Threat Assessments Textbooks
McIntosh, Daniel	Assistant Principal	Administrative Coverage Capital Outlay Custodial Services (Neff) Grade 11 Lead (Harvey) Inventory Master Calendar Underclassmen Awards

Demographic Information

Principal start date

Sunday 3/1/2015, Louis Long III

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,597

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems**2021-22****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	428	411	393	382	1614
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	112	101	76	95	384
One or more suspensions	0	0	0	0	0	0	0	0	0	0	43	54	35	20	152
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	67	146	103	82	398
Course failure in Math	0	0	0	0	0	0	0	0	0	0	84	122	102	86	394
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	79	160	100	103	442
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	75	71	48	42	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	79	160	100	103	442

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	112	140	94	100	446

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	2	0	1	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	1	3	6	

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	297	337	314	374	1322
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	55	45	39	57	196
One or more suspensions	0	0	0	0	0	0	0	0	0	35	59	47	31	172
Course failure in ELA	0	0	0	0	0	0	0	0	0	58	136	105	97	396
Course failure in Math	0	0	0	0	0	0	0	0	0	56	64	71	123	314
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	85	53	69	102	309
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	56	55	45	42	198

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	75	80	66	90	311

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	2	0	2	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	5	0	8

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	297	337	314	374	1322
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	55	45	39	57	196
One or more suspensions	0	0	0	0	0	0	0	0	0	35	59	47	31	172
Course failure in ELA	0	0	0	0	0	0	0	0	0	58	136	105	97	396
Course failure in Math	0	0	0	0	0	0	0	0	0	56	64	71	123	314
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	85	53	69	102	309
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	56	55	45	42	198

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	75	80	66	90	311

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	2	0	2	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	5	0	8

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	62%	56%	49%	62%	56%
ELA Learning Gains				38%	54%	51%	48%	57%	53%
ELA Lowest 25th Percentile				29%	45%	42%	40%	47%	44%
Math Achievement				43%	64%	51%	63%	67%	51%
Math Learning Gains				47%	56%	48%	53%	59%	48%
Math Lowest 25th Percentile				38%	52%	45%	39%	57%	45%
Science Achievement				67%	72%	68%	62%	74%	67%
Social Studies Achievement				68%	80%	73%	74%	80%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	39%	53%	-14%	55%	-16%
Cohort Comparison						
10	2021					
	2019	43%	52%	-9%	53%	-10%
Cohort Comparison		-39%				

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
2021					
2019	66%	71%	-5%	67%	-1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	76%	-7%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	28%	64%	-36%	61%	-33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	62%	-11%	57%	-6%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ClearSight
USA Test Prep

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	20%	21%
	Economically Disadvantaged	-	17%	16%
	Students With Disabilities	-	2%	3%
	English Language Learners	-	-	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	27%	45%
	Economically Disadvantaged	26%	24%	43%
	Students With Disabilities	22%	24%	49%
	English Language Learners	-	-	14%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	64%	90%	-
	Economically Disadvantaged	57%	86%	-
	Students With Disabilities	100%	100%	-
	English Language Learners	-	-	-
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	28%	35%
	Economically Disadvantaged	-	20%	30%
	Students With Disabilities	-	10%	16%
	English Language Learners	-	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	22%	26%
	Economically Disadvantaged	16%	18%	22%
	Students With Disabilities	26%	23%	22%
	English Language Learners	0%	20%	20%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	65%	-
	Economically Disadvantaged	21%	57%	-
	Students With Disabilities	9%	47%	-
	English Language Learners	20%	40%	-
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	70%	60%
	Economically Disadvantaged	60%	80%	67%
	Students With Disabilities	-	0%	0%
	English Language Learners	-	-	-

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	17%	3%
	Economically Disadvantaged	-	15%	4%
	Students With Disabilities	-	0%	0%
	English Language Learners	-	0%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1%	4%	8%
	Economically Disadvantaged	3%	2%	8%
	Students With Disabilities	3%	5%	6%
	English Language Learners	0%	13%	29%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	51%	-
	Economically Disadvantaged	16%	55%	-
	Students With Disabilities	0%	33%	-
	English Language Learners	0%	0%	-
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	58%	64%
	Economically Disadvantaged	34%	49%	56%
	Students With Disabilities	20%	35%	57%
	English Language Learners	0%	0%	0%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	100%	0%
	Economically Disadvantaged	-	100%	0%
	Students With Disabilities	-	-	0%
	English Language Learners	-	-	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	40%	-
	Economically Disadvantaged	0%	50%	-
	Students With Disabilities	0%	50%	-
	English Language Learners	-	-	-
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	100%	100%	80%
	Economically Disadvantaged	100%	100%	100%
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	33	27	20	24	27	35	37		84	38
ELL	8	30		15	19					92	73
ASN	69										
BLK	27	30	23	14	19	22	33	43		96	58
HSP	43	40	23	28	27	22	52	45		95	74

2021 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 2019-20	C & C Accel 2019-20
MUL	44	43		21	19		60	31		82	57
WHT	39	37	27	23	21	22	50	60		89	75
FRL	33	35	27	19	19	16	42	40		89	68
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	11
Percent Tested	96%
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	69
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
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	45
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	44
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on State Assessment data, achievement levels in all core content areas decreased.

Based on progress monitoring data, students with disabilities showed little growth in, and low amounts of achievement in ELA. Their growth & levels of achievement were fairly equal to their peers in Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on data, the greatest areas of need are Math & ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

1. Pandemic (students learning virtually, homeschooled, general lack of attendance)
 2. Long term Substitutes placed in tested areas.
 3. Effective use of actionable data: After reviewing progress monitoring & formative assessment data, there were limited opportunities for teams to look at content area and individual classroom needs. This process could have supported greater tiered interventions.
-
1. Improve attendance: Provide positive feedback and rewards for good attendance.
 2. Make changes to teaching assignments based on data.
 3. Create and monitor our plan and assign responsible parties to be accountable for following through with the actionable data (Progress monitoring and formative assessments that drive curricular decisions).

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

State assessments showed no areas of improvement from the previous year (prior prior).

Data from progress monitoring throughout the school year showed an improvement in a few areas,

and no improvement in others. The data components that showed the most improvement were 9th grade math, 11th grade US History, and Biology (All grade levels).

What were the contributing factors to this improvement? What new actions did your school take in this area?

EPAF Meetings with individual teachers
Effective instruction
Use of common formative assessments

Instructional staff were scheduled for meetings with the APC. At these meetings teachers would discuss data and plan for future instruction. As an administrative team we had a goal of achieving a certain number of walk-throughs that would provide us with the ability to support teachers in areas of need.

The algebra department had the support of a referendum funded math coach. Mr. Westerman who would provide both push-in and pull-out support to students.

What strategies will need to be implemented in order to accelerate learning?

- Focused discussions on standard based instruction with all teachers in tested areas. During meetings we will rely on critical concepts and pacing guides.
- Department teams meet with assigned administrator monthly to discuss common planning of lessons. Teams plan during department specific PLCs.
- Departments develop future formative assessments. Teams will use district approved platforms (Mastery connect, Savvas, Study sync, ClearSight/critical concepts)
- Data chats based on progress monitoring outcomes.
- Professional development: Canvas, Curriculum, and instructional methods.
- Focus on attendance: We are monitoring school-wide attendance. We have planned positive rewards for students with greater than 90% attendance at the end of each quarter. We have a dean of students whose primary focus is monitoring student attendance and reaching out to provide support to students that begin to display excessive absences.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Canvas: On November 1st our Canvas champions are providing an all day training. This training will be broken up into two parts. The first part of the training will be based on level of ability (novice, intermediate, expert), the second part will be broken up into departments. The goal for the first half of the day is to ensure staff knows HOW to put information/resources into canvas, the second part is to give them time to focus on WHAT to place in canvas. Our canvas champions will also be available for staff during planning periods to provide continued support.

Savvas & Study Sync: Heather Garcia is meeting with the English/reading team on Sept 15th to review formative assessments.

Mastery Connect: Donna Dunakey will be attending monthly to discuss data and plan collaboratively with the US History team.

Critical concepts: ELA and Math champions will continue to provide support during monthly PLCs. WE will also review the critical concepts when department C&Is come for monthly meetings.

SIM: We will be requesting to send two new biology teachers to this training.

IXL: This has been purchased through ESSER II funds. Support from G. Morris TBD.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Data days within the schoolhouse after progress monitoring is complete.
- Support from a specific Admin that oversees the department
- Meetings with admin individually to be consistent with reviewing data.
- Use of support from department C&I

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Based on both progress monitoring data and data from state assessments, math showed as the greatest area of need.

Area of Focus Description and Rationale:

It was the area with the largest drop in percentage of points possible:
 MATH ACHIEVEMENT(-20)
 MATH GAINS (-25)
 MATH L25 GAINS (-15)

Math was also the area with the overall lowest percentage of point possible:
 MATH ACHIEVEMENT (23%)
 MATH GAINS (22%)
 MATH L25 GAINS (23%)

Measurable Outcome:

The math (Algebra 1/Geometry) team will monitor formative assessments utilizing district developed critical concepts in ClearSight. The goal will be that 57% of students completing the common assessment will score a 70% (proficient) or higher (57% was identified in PCHS' school grade goal as the percentage points required to attain an A).

Critical concepts will be administered in adherence to CCPS' pacing guide for Algebra 1/Geometry.

Monitoring:

The goal for progress monitoring will be to show growth from BOY to MOY, and proficiency by EOY.

Teachers from tested areas will meet bi-weekly with Mr. McIntosh. Their individual meetings will be a time for them to provide samples of their common formative assessment, discuss the data provided by the assessment, identify students with the greatest need for support, and planning for student acceleration.

Person responsible for monitoring outcome:

Daniel McIntosh (daniel.mcintosh@yourcharlotteschools.net)

Evidence-based Strategy:

-Use of evidence based interventions: Critical concepts through ClearSight
 -Use of support from Math coach (Mr. Westerman will model lessons and push in where needed)
 -Use of Math 180: Mr. Westerman will be using this program as an intensive intervention for students with low performance in Critical concepts.

Rationale for Evidence-based Strategy:

Critical concepts is being used to keep students on pace, monitor proficiency, and accelerate students through direct instruction.
 Use of math coach and Math 180 (evidence based) will target students needing more support in either Algebra or Geometry. These needs will be identified through progress monitoring and formative assessment data.

Action Steps to Implement

Use of Critical Concepts Common Formative Assessments. Teachers will discuss performance as a team and individually with Mr. McIntosh. This will lead future instruction.

Person Responsible

Daniel McIntosh (daniel.mcintosh@yourcharlotteschools.net)

Algebra 1 and Geo teachers will meet with Mrs. Forbus and potentially Dawn Johnson for a school based data day to discuss progress monitoring data.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Progress monitoring that leads to meaningful planning during bi-weekly meetings with Admin.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The state assessment data from the subgroup of students with disabilities shows that we have achieved less than 41% proficiency for the second year in a row in the ELA components. This leaves us as a TS&I designation.

Measurable Outcome: We will target all tested areas and College & Career Readiness for this subgroup. These were the components that did not achieve 41%. The overall goal is for this subgroup to raise performance to above the 41%.

Monitoring:

- Bi-Weekly admin meetings with instructional staff to discuss student demographics, student needs, accommodations (provisions), and possible supports.
- IEP Meetings: The IEP team will meet to determine progression of present levels and academic performance.
- Progress Monitoring by subject area
- Formative Assessments: Students will use the same formative assessments being used by each department, with their assigned accommodations.

Person responsible for monitoring outcome: Paul Curtis (paul.curtis@yourcharlotteschools.net)

Evidence-based Strategy:

- These students are mostly enrolled in both an English and reading course.
- Small group instruction
- Use of SIM within the Biology & Geometry classes.
- Intentional scheduling into at least one college and career readiness course.

Rationale for Evidence-based Strategy: Enrolling this subgroup of students into both English and Reading ensures they receive the support needed in both core curriculum and intervention tiers.

Evidence-based Strategy: SIM is an evidence based learning model.

Our goal is to give ALL students an opportunity to be successful in a level 3/ industry certification upon entrance into our school. The counselors and IEP team work together to intentionally schedule students, and to continue supporting their academic needs.

Action Steps to Implement

SIM Training - Content enhancement
2 bio teachers and any math needing it will receive the training.
Teachers will be able to train before the expected summer date.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Xtreme Reading- Intro training prior to the formal training for one teacher that will implement program during a reading section.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Prior to 2nd semester - Guidance and admin will review transcripts to ensure placement in a College and Career course.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Ensure all inclusion and self-contained teachers have received QIEP training.

Person Responsible	Natasha Forbus (natasha.forbus@yourcharlotteschools.net)
ESE Liaisons will attend testing committee meetings to identify remaining graduation needs.	
Person Responsible	Natasha Forbus (natasha.forbus@yourcharlotteschools.net)
Use of progress monitoring to determine need for differentiated instruction or intervention. Review growth and compare to whole class performance.	
Person Responsible	Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>The ELA data from state assessments and progress monitoring shows the need for improvement in the areas of achievement and growth. As a whole, the percentage of proficiency was extremely low, with the subgroups (ELL/SWD) displaying the same low percentages of growth and achievement.</p> <p>Our performance in ELA achievement, learning gains, and L25 learning gains has been consistently low over the past four years.</p>
Measurable Outcome:	<p>Our goal is to increase on state assessments in each area of ELA (9th & 10th) by at least 10 percentage points.</p> <p>ELA Achievement: 57 (+10)</p> <p>ELA Gains: 56 (+12)</p> <p>ELA L25 Gains: 44 (+10)</p>
Monitoring:	<p>The goal for progress monitoring is to show growth from BOY to MOY and 57% proficiency on FSA. In order to be an "A" school 57% percent of students will need to be proficient in ELA Achievement.</p> <p>The goal for (weekly/bi-weekly/monthly) formative assessments (Savvas, Study Sync, and ClearSight) is for the data to show 57% proficiency on each standard based assessment.</p> <p>Weekly: Level 1 students Bi-Weekly: Level 2 students Monthly: Level 3-5 students</p> <p>Formative assessments will be administered in adherence to CCPS' pacing guide for English/Reading.</p> <p>Teachers from tested areas will meet bi-weekly with Mrs. Forbus. Their individual meetings will be a time for them to provide samples of their common formative assessment, discuss the data provided by the assessment, identify students with the greatest need for support, and planning for student acceleration.</p> <p>Monthly team meeting with Natasha. Monthly team meeting with Heather. Bi-weekly Individual meeting with Natasha.</p>
Person responsible for monitoring outcome:	Natasha Forbus (natasha.forbus@yourcharlotteschools.net)
Evidence-based Strategy:	<p>-Use of evidence based interventions (Study Sync)</p> <p>-Intentional scheduling of level 1 students within a double block (ENG/Reading) schedule</p> <p>-Xtreme reading</p>
Rationale for Evidence-based Strategy:	Study sync is being used by the reading teachers to increase necessary skills for low performing students. This curriculum is used for instruction and assessment and aligns to the district pacing guide.
Action Steps to Implement	

9th and 10th grade English and Reading teachers will administer common formative assessments from Study sync and Savvas.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Review assessment results during bi-weekly. Identify areas of strength and areas of need.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

School based data day to review progress monitoring and formative assessment data. Create action plans.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	The state assessment data from the ELL subgroup of students shows that we have achieved less than 41% proficiency for the second year in a row.
Measurable Outcome:	We will target all areas of ELA & Math (Achievement & learning gains) for this subgroup. These were the components that did not achieve 41%. The overall goal is for this subgroup to raise performance to above the 41%.
Monitoring:	<ul style="list-style-type: none"> -Admin meetings with instructional staff to discuss student demographics, student needs, accommodations, and possible supports. -Progress Monitoring by subject area -Formative Assessments: Students will use the same formative assessments being used by each department, with their assigned accommodations.
Person responsible for monitoring outcome:	Natasha Forbus (natasha.forbus@yourcharlotteschools.net)
Evidence-based Strategy:	<ul style="list-style-type: none"> -These students are enrolled in both an English and reading course. -Small group instruction -Intentional scheduling into at least one college and career readiness course. -Scheduling in ESOL class where additional support is provided. -Use of IXL -Use of SIM (Fusion reading)
Rationale for Evidence-based Strategy:	<p>Enrolling this subgroup of students into both English and Reading ensures they receive the support needed.</p> <p>Our goal is to give ALL students an opportunity to be successful in a level 3/ industry certification upon entrance into our school.</p>

Action Steps to Implement

Ms. Peterson meets with students to discuss their specific needs with them.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

During bi-weekly team meetings Mrs. Peterson provides support for Reading teachers.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Ms. Peterson will work with core content area teachers to be sure resources (translations) are available for ELL students on canvas.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Purchasing green screen and camera for students to practice public speaking.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data from SafeschoolsforAlex.org, our primary area of concern is tobacco use. We have put a detailed plan into place for this school year that includes constant monitoring of all bathrooms on campus. This is where students are most frequently caught using tobacco. The plan does require that all admin, school deans, and school security take part. This ensures coverage during every period.

Our secondary area of concern is school vandalism. We are also expecting this issue to decrease with the increase in school wide coverage and surveillance.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

As we planned for the return of staff and students following a pandemic school year, we knew there needed to be great emphasis placed on the excitement of being back together. Our school theme this year is "Better Together" and many of our school based events revolve around the concept of being a "family". We have committed ourselves as a staff to encourage attendance by providing an inviting school environment (both schoolwide and within individual classrooms). We have also created plans to reach students that begin to show poor attendance throughout the school year.

One of our school wide standards for the school year is based on collaborative learning. We have asked all classroom teachers to implement this as often as possible with their students. The intention is to encourage student engagement and leadership of their own learning.

As an administrative team we are acknowledging staff for their positive impact on students, their attendance, and their effective instructional methods. Our hope is that our efforts will be mirrored between teacher and student, within the classrooms. We are also informing stakeholders in the community, of our achievements (small and large) through various social media outlets.

Our team of guidance counselors has made every effort to meet with students as the school year started, discuss needs for graduation, and intentionally place students based on their academic needs. They are working hard to ensure that students are not hindered by the time that was lost on campus during the pandemic.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Every stakeholder has a role in promoting a positive culture and environment at the school. Support is necessary from staff, families, students, and the community.

Stakeholders:

PBIS- Matina Pulliam

Admin: Family Fridays, staff birthdays, Student recognition

Instructional staff: Implement positive rewards in classrooms, and assist in recognizing students for attendance and academics.

Students: Students along with grade level sponsors participate in planning school-wide events.

SAC: Parental participation in several school based decisions and events.