

Port Charlotte High School



2014-15 School Improvement Plan

Port Charlotte High School

18200 COCHRAN BLVD, Port Charlotte, FL 33948

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

61%

Alternative/ESE Center

No

Charter School

No

Minority

35%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

A

A

C

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Port Charlotte High School mission is to 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 to our community. Through its PRIDE Statement of which all students are expected to represent, Port Charlotte High School is designed to provide every student with the opportunity for success.

Preparation: Come to school with materials and positive attitudes!

Respect: Treat your school and fellow Pirates with consideration and courtesy!

Integrity: Practice personal honesty and independence!

Determination: Set and work towards goals!

Excellence: Strive to be your best!

Provide the school's vision statement

Port Charlotte High School and its stakeholders collaborate with the intent to promote a school organization founded in the ideals of academic rigor and integrity of character. Port Charlotte High School will promote "Student Success" by engaging in continuous improvement through the development and implementation of innovative, research-based instructional strategies that support students as they excel in reading, writing, math, science, social studies, fine arts, industry certification and college & career readiness. Port Charlotte High School faculty and staff will network with colleagues and experience professional growth as a direct result of student achievement. Port Charlotte High School will be one of the top performing high schools in the state through a laser-focused initiative of closing the achievement gap by concentrating on the progress monitoring and data-driven instruction of all students.

School Environment

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

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

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

Port Charlotte High School continuously strives to create the safest environment possible for all students so that an academic focus can take priority over a school day, every day. From simple, non-invasive methods such as monitoring the hallways as students change classes to more involved procedures such as developing safety plans for students, performing regularly scheduled emergency drills (fire drills, tornado drills, code red drills), and keeping up with, building maintenance. In addition, providing students access to support staff during the school day (guidance counselors, school nurse, deans, school resource officers, school administrators, school social worker, etc) through an "open door" policy allows our student body to recognize the importance the school's faculty and staff places on creating a safe environment, and granting students access to these important resources at a moment's notice, makes our school's safe environment a very important piece to our school's culture. Safe and comforting environments are also available for students to access at anytime. For example, the Media Center is open a half-hour prior to the start of the school day and during all lunches for students to work, research, study, read, and just exist in an environment that is safe and available. Students who feel uncomfortable or uneasy with the "open concept" of the school's campus will seek out the Media Center as a safe-haven.

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

Port Charlotte High School enforces various policies, plans, and interventions with the intent to minimize distractions to keep students engaged during instructional time. A few of these policies and plans include the attendance policy, tardy policy, disciplinary action process (to include clear expectations defined by a review of the district's Code of Student Conduct), school administration conducting class presentations (via English classes during the first two weeks of school) on behavioral expectations, school resource officers and school security's visibility at all areas of campus, teacher referral process, in-school suspension, out-of-school suspension, lunch and after school detention, etc. Training for school personnel to ensure the system is fairly and consistently enforced is accomplished by both district-driven and school-led meetings and discussions. In addition, Port Charlotte High School is a Positive Behavior Intervention Support (PBIS) school. We use an MTSS system (Multi-Tiered System of Support) with a foundation of school wide behavior expectations and support for students. School wide interventions are in place to increase student behavior and, therefore, increase time on task for academic momentum. Our school's positive behavior support team began the year with a review of our positive behavior expectations (Preparation, Respect, Integrity, Determination and Excellence) and holds school wide challenges and programs to encourage positive behavior by students and staff. The emphasis on behavior works to maximize instructional time by limiting behavior disruptions by students. Also, Port Charlotte High School's staff participates in administrative reviews of discipline and school-wide procedures in our annual "Nuts & Bolts" faculty meeting. This allows for consistency among the staff (when appropriate) in regards to discipline.

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

Port Charlotte High School aims to always provide student access to staff that can support their social-emotional needs. This begins in the classroom. Although a teacher's primary responsibility is to educate, the teacher is often the first contact a student reaches out to for assistance and support. In many ways, teachers are the "gate keepers" of making contact with and providing critical information to appropriate staff when necessary. Often, this information is passed along to the guidance department. At that time, an assessment is made regarding the level of need required of the situation. Interventions begin quickly and can take many forms, such as student/parent meetings with the counselor, social worker, and/or school psychologist. This counseling can sometimes lead to adjusted scheduling or even alternative graduation options. In addition, direct referrals to other services such

as the Homeless Education Project, temporary alternative housing for at-risk youth, gift cards for food and clothing, financial assistance resources, etc., are made when necessary and applicable. Additional school wide resources are in place to meet the social and emotional needs of students at Port Charlotte High School and include: Big Brothers & Big Sisters Mentoring, Destination Graduation Mentoring, Take Stock in Children Mentoring, Check and Connect Mentoring, transportation to the Boys & Girls club community program, and access to a full time Social Worker on Campus. Multiple resources are available to students in need including: interventions for our homeless students, students with disabilities and any additional students identified as in need of emotional or economic resources.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Data sources & indicators which supports the school's early warning system include the following:

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

Data for these indicators are pulled using the school's student information system of FOCUS and/or School Portal. The school's MTSS/RTI, SAT, and 9th grade transition team members study this data on a quarterly basis.

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

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

Indicator	Grade Level			Total
	9	10	11	
Attendance below 90 percent	50	35	32	117
One or more suspensions	51	26	22	99
Course failure in ELA or Math	190	190	175	555
Level 1 on statewide assessment	123	81	40	244

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

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	106	87	58	251

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

The following strategies are employed by the school to improve the academic performance of students identified by the early warning system:

- Student data analysis at RTI/MTSS team meetings
- Student data analysis at Student Assistance Teams (SAT) meetings

- Check & Connect mentoring program
- Destination Graduation mentoring program
- Edgenuity Credit Retrieval program
- Standards Based Instructional System teacher-based PLC work
- Increased communication with all stakeholders (specifically parents) via attendance letters, discipline letters, progress reports, grade level parent meetings, school website, phone system, home visits, etc.
- Availability of online learning modules via Charlotte Virtual School/Florida Virtual School
- Student academic recognition programs such as "Captain's Cup," Underclassmen & Senior Award nights, PRIDE tickets, etc.
- Focus on high-yield Marzano instructional elements via classroom observations and teacher evaluations
- Employing Department Action Plans focusing on progress monitoring & data analysis
- Activation of progress monitoring data analysis teams assigned to each state assessment
- Implementation of school-based tardy policy
- Student mentoring tutoring groups delivered by National Honor Society and Mu Alpha Theta
- Referrals to the Academy (alternative education site)
- Plans to increase student participation in extra-curricular clubs and sports

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Port Charlotte High School understands and appreciates the power of parental involvement and its relationship in building a successful academic program. A relationship with families begins with the sharing of the school's vision and mission statements. These statements are released via the school's publication of the "Pirate Pipeline" used to inform and educate parents on the happenings at the school site. In addition, the school's annual "Course Catalog" is released in hard copy form in January and via the school's website. At all times, parents have access to the parent portal of FOCUS to monitor student attendance, grades, and discipline infractions. Progress Reports are issued at the midpoint of each grading period. Parent/teacher conferences are encouraged and advocated by all parties (parent, teacher, counselor) when a need for intervention is presented. Certified School Counselors will reach out by email and phone conferences to parents on a regular basis and will mail notifications of failures and/or academic concerns at least four times during the school year. In addition, an open invitation exists for all parents and families to attend monthly SAC and PTCO (Parent, Teacher, and Community Organization) meetings. Also, Certified School Counselors and the school's Social Worker complete home visits when applicable and necessary and instructional personnel serving as hospital home-bound teachers promote a strong connection of school and home for students with medical needs that interfere with the students' ability to attend classes on the school's campus. Finally, while we see high parental participation in multiple areas of the school's culture, the participation rests within a small group of involved parents. In an effort to increase parental participation and awareness, Port Charlotte High School developed last year (and continues

to implement) the partnership of PTCO with SAC. This partnership offers an opportunity for parents to learn about the school's initiatives, its short and long-term goals, and other areas of involvement available to parents. The PTCO's meetings offer a forum where parents can make suggestions and ask questions related to all areas of the school's function. Aligned with the PTCO's goal of increasing parental involvement, the school continues to maintain a new website which features an up-to-date calendar helping to keep parents and students aware of opportunities and events of which they may participate. Also, the school utilizes a School and Family Portal of information which has Spanish and Creole as the default for families who have informed the registrar that is their primary language and Charlotte County Public School websites can be translated into more than 40 languages with the Google Translate button on the the home page.

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

Aware of the decreased level of participation among parents and community at the high school level, Port Charlotte High School integrated a parent, teacher and community organization (PTCO) component into our SAC committee. This group works to develop community outreach programs and is currently in the process of developing a school wide, academic, and behavior recognition program for students. The combination of parents, school staff, and community members allows for communication of needs from both the school setting as well as communication of our community's hope for career and workforce ready graduates.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Dionisio, Steve	Principal
Edwards, Cheryl	Assistant Principal
Long, Lou	Assistant Principal
Curtis, Paul	Assistant Principal
Portwood, allison	Assistant Principal

Duties

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

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

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

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

III. Assistant Principal: Lou Long -- Oversees the organization and facilitation of the school house as it relates to facilities and discipline. Specific responsibilities include conducting staff and teacher evaluations, providing coverage and security at school sponsored events, managing capital outlay requests, and creating/implementing emergency action plans, crisis plans, work orders, and teacher duty assignments. This assistant principal also oversees the school's dean and custodian department as well as facilitates the support staff PPC (Partnership and Performance Council).

IV. Assistant Principal: Allison Portwood -- Oversees the organization and facilitation of the school house as it relates to student activities and discipline. Specific responsibilities include conducting staff and teacher evaluations, administering student discipline, maintaining the master calendar, and facilitating such groups & activities such as Open House, 9th grade transition goals, parent involvement committees, community involvement, student recognition programs, and wellness initiatives.

V. Assistant Principal: Paul Curtis -- Oversees the organization and facilitation of the school house as it relates to ESE and discipline. Specific responsibilities include conducting staff and teacher evaluations, administering student discipline, facilitating MTSS/RTI action plans, and serving as the school's primary contact for professional development, student attendance, technology, and SERT (Suspension/Expulsion Review Team).

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

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

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 still meeting the needs and interests of the student body and the state's graduation requirements. In addition, the Assistant Principal charged with facilitating professional development will ensure that the availability of PD is current and accessible. Also, 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 PLCs, Study Groups, Action Plans, and 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 leadership team is assigned teacher PLCs to participate in as instructional leaders and as a means of shared-decision making to reach instructional goals. In addition, the Assistant Principal for Curriculum will oversee the school's Department Chairs as they maintain inventories of instructional materials and budget. 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. As such, the Assistant Principal for Curriculum will manage instructional funds such as 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 vested in meeting the instructional needs of all student learning styles.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Steve Dionisio	Principal
Cynthia Dunham-Derheimer	Teacher
Deborah Capo	Education Support Employee
Caleb Broughton	Business/Community
Tom Parker	Business/Community
Doreen Alvarez	Parent
Joe Baermann	Parent
Tyrell Combs	Student
Fran Croteau	Parent
Jenny Hepner	Parent
Beth Marshall	Business/Community
Joette Maynard	Parent
Joella Moore	Parent
Janet Robles	Parent
Gary Suber	Parent
Kirsten Torres	Parent
Remle Treasure	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

In an effort to meet the requirements of the School Community Professional Development Act, Port Charlotte High School's School Improvement Plan is developed collaboratively and focuses on enhanced and differentiated instructional strategies to engage students, increase opportunities to provide meaningful relationships between teachers and all students, and increase opportunities for professional collaboration among teachers, guidance counselors, instructional leaders, and the workforce community. SAC members were granted the opportunity to provide input during the development of the School Improvement Plan (SIP). The SIP process was described at the initial

SAC meeting of the school year and the invitation to speak to school issues, concerns, goals, and achievement was granted. 2014 student performance data (achievement and learning gains) was shared with SAC members in an effort to assist with the development of newly formed objectives and SMART goals. The transition to FSA Assessments and the revised school accountability grading system was reviewed so as to keep all SAC members current on the high-stakes testing responsibilities our students must face. SAC members were also provided the opportunity to review and request modifications to the SIP prior to final submission.

Preparation of the school's annual budget and plan

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

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

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dionisio, Steve	Principal
Edwards, Cheryl	Assistant Principal
Long, Lou	Assistant Principal
Portwood, allison	Assistant Principal
Curtis, Paul	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Port Charlotte High School's plan to ensure that teaching reading strategies and incorporating literacy instruction is the responsibility of every teacher resides in the foundation of the Florida Standards and its need for rigorous and robust implementation. Program Planners, as the instructional leaders of the school, will continue to draft department action plans that work on the foundation of vocabulary enrichment (especially in the sciences, social studies, and mathematics content areas), text complexity, text annotation, multiple exposures to a variety of text, context clues, and close readings. Science, Social Studies, and Math teachers (along with the world languages and electives) will unpack the literacy standards of the Florida Standards and apply them to their own content area standards and benchmarks. Departments will begin working together by participating in one another's Standards Based Instruction PLCs for literacy enrichment. Teachers will continue to identify the reading levels of students on their rosters and work within a deliberate practice plan that encourage reading instruction, support, and enrichment. The school will provide opportunities for all teachers to co-teach and observe English/Reading lessons during live instruction and taped lessons utilizing PD

360/Edvation. Teachers will instruct students on meta-cognition requiring students to be aware of what they know and what they do not know and to participate in whole-group, small-group, and individualized instruction plans. All level 1 and 2 students will be required to maintain a literacy/reading log of data marks from USA Test Prep testing and be able to discuss and analyze their data with their assigned teachers, guidance counselor, and administrative staff setting both short and long-term literacy goals. Students at or above reading mastery level will continue to receive accelerated and enrichment lessons and be required to instruct and coach students below mastery so as to maintain their own level of proficiency. The school's data analysis teams (English Language Arts, Algebra 1, Algebra 2, Biology, Geometry, US History) will analyze their student's literacy data and submit a report of findings to the Assistant Principal for Curriculum at the conclusion of each progress monitoring window.

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Positive working relationships between teachers are encouraged through a variety of means. These include, but are not limited to, the following:

1. Common planning periods within a department when the master schedule allows it.
2. Participation in school-wide Standards Based Instruction Professional Learning Communities.
3. Encouragement and approval for teachers to attend (as a team) professional development activities that are school, district, and national-based events.
4. Encouragement and approval for teachers to participate in "instructional rounds" and "lesson studies."
5. Requirement of all teachers to participate in the writing of their department's Action Plan.
6. Providing opportunities for experienced and skilled teachers to mentor and coach new teachers (1-3 year teachers).
7. Promoting positive interactions with colleagues by allowing input into the development of school-based initiatives and policies/procedures.
8. Maintaining a strong collaborative culture of shared decision making through the work of the school's Partnership & Performance Council (PPC).
9. Providing opportunity for teachers to discuss instructional techniques, assessment methods, classroom management methodology, and data analysis support through the implementation of full-day "Data Days" and Curriculum Mapping.

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

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

Each administrator is (Principal & 4 Assistant Principals) are assigned a "faculty house" by the school principal for the purpose of teacher observation and evaluation. Retention strategies of highly qualified, certified, and in-field effective teachers is accomplished through professional relationship building and mentoring/networking activities.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

1. Creating Standards Based Instructional System PLCs for every course code activated in the school's master schedule and requiring teacher participation. As a member of the PLC, a teacher will unpack the standards assigned to the courses he/she teaches, participate in discussions regarding formative assessments, evaluate and reflect upon the instructional materials used to teach the course and their alignment with the Florida Standards.
2. Encourage the participation of teachers and school leadership staff in the writing of curriculum maps and delegate core department chairs to train staff in C-Maps. Involve teachers in connecting and aligning instructional resources.
3. Actively participate in the textbook adoption processes set forth by the district office.
4. Advocate for and encourage teachers in leadership roles to participate in the writing of test item specs, test item reviews, and blueprint writing for high-stakes state assessments.
5. Review teacher lesson plans paying attention to established content standards and effective scaffolding of ancillary materials within lessons. Check that lessons are sequenced to scaffold depth of knowledge and skills needed to achieve mastery of the Florida Standards, sufficiently differentiated for all learners.
6. Include school leadership (Principal and Assistant Principal for Curriculum) in district & state level meetings, trainings, forums, etc. that speak to Florida Standards.
7. Require teacher Department Chairs to submit a department Action Plan that speaks to the Florida Standards and the process the Department Chair will use to ensure that all teachers continue to teach to the Standards. Offer assistance to struggling teachers in implementing Florida Standards in

the classroom by providing the opportunity for teachers to participate in "instructional rounds."

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

9. Through the evaluation process (walk-throughs, informal observations, formal observations), school leadership will observe the instructional practices of teachers and instructional materials used ensuring that each aligns to the Florida Standards (research -based instructional strategies, such as Marzano, are used correctly and appropriately).

10. Provide continued professional development for teachers to develop instructional units and common assessments required for student mastery of the Florida Standards.

Instructional Strategies

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

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

1. Initiation of Progress Monitoring Teams in the areas of English Language Arts (grades 9-12), Algebra I, Algebra 2, Geometry, Biology, US History, and various Advanced Placement courses. Each team member is to deliver a formative assessment during a beginning of the year (BOY), middle of the year (MOY), and end of year (EOY) test window. Each team member is to submit to the Assistant Principal for Curriculum a data analysis and reflection piece that addresses where each student is in relation to what they know and what they should be able to do at that snapshot of time within the instructional calendar and include a narrative of the instructional techniques the teacher will employ next to bring students to proficiency or advanced levels on these state/national assessments.
2. Initiation of school "Data Days:" Full day, "in-house" professional development days for teachers to interpret data, collaborate, and plan for differentiated instruction based on that data. Two "Data Days" during the school year will be provided to the content areas of the Progress Monitoring Teams.
3. Various data points (attendance, tardies, quarter and semester grades, discipline infractions) will be analyzed during MTSS/RtI bi-weekly meetings to discuss diverse needs of students. Teacher representatives will be invited to MTSS/RtI meetings to assist the team in providing coaching and mentoring support for both students and teachers in the idea of differentiated instruction and scaffolding.
4. Initiation of the "Check and Connect" program which includes 15 trained teacher mentors assigned to struggling students and covering the impact of the following areas on modified or supplemented instruction: ESE exceptionalities, attendance, disengaged students, crisis response, college & career readiness, etc.).
5. Teacher and school leadership usage of Softwareology's "School Portal" system for documentation of behavioral and academic data and continued support of students using common MTSS structures, processes, content, and early warning systems.
6. Deliberate practice of teachers utilizing Marzano's research-based instructional strategies of "Lesson Segment: Enacted on the Spot." Elements including noticing when students are not engaged, maintaining a lively pace, demonstrating withitness, using verbal and non-verbal behaviors that indicate care and respect for all students in order to establish and maintain effective relationships with students and communicating high expectations for all students.
7. Modifying and supplementing instruction to assist struggling students by helping students identify critical information, reflect on learning, examine similarities and differences, examine errors in reasoning, practice skills, strategies, and processes, and engage students in cognitively complex tasks involving hypothesis generation and testing.
8. Modifying and supplementing instruction to assist struggling students by employing instructional techniques such as read-alouds, chunking & annotating text, providing multiple exposures to text,

develop and enrich vocabulary skills across all content areas, increase student exposure and use of content-rich vocabulary, etc.

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

Strategy: After School Program

Minutes added to school year: 0

Check & Connect Mentoring Program

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Portwood, allison, allison.portwood@yourcharlotteschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 0

Virtual instruction via Charlotte Virtual School and Florida Virtual School

Strategy Rationale

accelerated program of study, credit retrieval opportunity

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edwards, Cheryl, cheryl.edwards@yourcharlotteschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 0

"Data Days"

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Extended School Year

Minutes added to school year: 0

District and school-based Professional Development Days

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Curtis, Paul, paul.curtis@yourcharlotteschools.net

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

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

Strategy: After School Program

Minutes added to school year: 0

Edgenuity Credit Retrieval

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edwards, Cheryl, cheryl.edwards@yourcharlotteschools.net

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

grades achieved and credit earned

Strategy: Weekend Program

Minutes added to school year: 0

Advanced Placement progress monitoring testing

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edwards, Cheryl, cheryl.edwards@yourcharlotteschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

This year, specific attention was given to our incoming 9th grade cohort as the transition from middle school to high school can hinder the success of some students. In the weeks leading up to the start of the 2014-2015 school year, both feeder middle schools provided a list of students who they identified as "at risk" for either academics or behavior as they transitioned into high school. A 9th grade transition team was formed and was comprised of: our 9th grade guidance counselor, school ESE liaisons, the school social worker & behavioral specialist, our school dean and Assistant Principals. This team researched students' attendance, behavior and academic history and reviewed their schedule for proper placement in both levels and ability. The transition team met before the start of school to discuss the incoming "at risk" cohort and each student was paired with a team member who would serve as a mentor. The 9th grade transition team meets bi-monthly with an agenda that includes students identified by the middle school and additional students as they are presented by the team. Interventions for the involved students includes (but is not limited to) schedule changes, enrollment into formal mentoring programs, resource allocations, instructional interventions, parent communication, pairing with extra curricular activities and referrals to our school wide Response to Intervention (RTI/MTSS) team as needed.

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

1. Credit retrieval opportunities to be offered via the master schedule, night school, Florida Virtual School, and Charlotte Virtual School
2. Guidance Department identifies struggling students and supports students as they make decisions to entertain alternative education settings such as The Academy, Project PASS program, Career Quest, and SNAP.
3. Various mentoring programs such as Check & Connect, National Honor Society tutoring program, Destination Graduation incentive, and Leadership class volunteers.
4. Summer Work is provided to transitioning students to work over the summer with parents to build understanding of lessons and parent assistance with school work. In addition, the Guidance Department along with the Occupational Specialist provides informational meetings for parents and students to attend for school and career planning.
5. Reaching out to the sending school resources to learn how other schools and programs run their parental involvement programs has been and will continue to be instrumental in developing new strategies for improving parental involvement.
6. The school will utilize FOCUS, Softwareology, and Performance Matters to track and organize student and teacher data to assist in finding student deficiency areas related to discipline, academic performance (GPA, standardized test performance, etc), SAT/ACT/PERT performance for college readiness, attendance, etc. Continual monitoring will take place on a bi-weekly basis. Assessments and recommendations are made by the MTSS team based on performance criteria of struggling 9th graders.
7. Grants available through the Professional Development department will be sought to help enrich PD at the school for teacher continued pedagogical development in assisting students as they transition into high school.
8. Through MTSS, the school will address student performance indicators of 9th graders by individual instructor to assess need for program/teacher support.
9. Class of 2018 student and parent "Welcoming Activities" implemented during open house and the opening weeks of the school year.
10. Class of 2018 "Welcome Pirates" newsletter regarding 9th grade issues, concerns, activities, etc. to be created and distributed on a quarterly basis.
11. Realizing that the school environment extends beyond the physical body to the mental state, CCPS has adopted policies into the Code of Student Conduct that specifically defines bullying and the consequences that follow once the bullying episodes are verified. Port Charlotte High School increases awareness of the county policy by administrative visits to classrooms to review the policy, Pirate TV commercials to remind students to treat each other with respect, and the implementation of an anti-bullying program through our School Resource Officer and the Charlotte County Sheriff's

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

12. Charlotte County Public Schools has experienced a cultural shift since the implementation of the 7 Habits of Highly Successful People program. Employees at Port Charlotte High School are encouraged to participate in 7 Habits training and to use the habits in their professional and personal lives. At the elementary and middle school levels, the 7 Habits training is extended beyond the staff to the students through the 7 Habits of Highly Effective Students initiative. With a student population that is familiar with the language and culture of the 7 Habits, PCHS has been lacking in offering students a continuation of the program. In an effort to remedy this, 12 students have formed a PCHS Lighthouse Team and are currently meeting and created a roll-out of the 7 Habits of Highly Effective Teens to students at PCHS. This team will begin by offering 9th grade students exposure and reinforcement of the 7 Habits through classroom visits and instruction. These student leaders will facilitate the 9th grade student body to have self-efficiency, personal accountability, and leadership traits with specific focus on the 7 Habits. The Leadership Team at Port Charlotte High School will continue to encourage the staff members that have not yet completed the 7 Habits training to attend for both professional and personal benefit. Port Charlotte High School's goal is to have 100% of staff members and students using the 7 Habits language by the 2017 school year.

College and Career Readiness

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

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

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

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

1. Drafting & Illustrative Design / Pre-Engineering (Autodesk Autocad Certified User and Professional, Autodesk Revit Architecture Certified User and Professional, Autodesk Autocad Civil 3D Certified User and Professional)
2. Digital Design (Adobe Certified Associate)
3. Television Production (Final Cut Pro)
4. Commercial Foods & Culinary Arts (Certified ServSafe Food Handler/Safe Staff Food Manager Certification)
5. Automotive Service Technology (ASE Automobile Technician)
6. Baking and Pastry (Certified ServSafe Food Handler)
7. Charlotte Aerospace Institute/partnership with Embry Riddle Aeronautical University (FAA Ground School/Private Pilot)
8. Building Construction Technologies (NCCER Carpentry -Foundations)
9. Computer Systems & Information Technology (CompTIA Security, Network, A+, Cisco IT Essentials Certificate)
10. Cosmetology (Florida Board of Health Licensed Cosmetologist)
11. Criminal Justice Operations (not currently offering industry certification)
12. Dental Assisting (Dental Assisting National Board Exam)
13. Early Childhood Education (Early Childhood Professional Certificate)
14. Emergency Medical Responder (NREMT - First Responder Certification)
15. Firefighter 1 (BFST Firefighter Certification)
16. Game Simulation & Programming (Adobe Certified Associate Flash)
17. Health Science 1 and 2 (not currently offering industry certification)
18. Medical Administrative Specialist (Certified Medical Administrative Assistant, Microsoft Office Specialist)
19. Nursing Assistant/Patient Care Assistant (FL Board of Nursing - Certified Nursing Assistant)
20. Practical Nursing (FL Board of Nursing - Licensed Practical Nurse)

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

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

1. Course offerings for grades 9-12 in the following areas: Culinary Arts, Digital Design, Television Production, On-the-job training, Executive Internships, Medical Skills, Law Studies & Court Procedures, NJROTC, Aerospace Technologies, Aerospace Engineering, Drafting, and Teacher Assisting.
2. Maintaining articulation and relationship with the Charlotte Technical Center to provide dual enrolled course opportunities.
3. Providing opportunity for STEM related experiences such as science fairs, field trips, robotics competitions, college math competitions, "STEM interactive bus (ROTC)", etc.

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

The following information was gleaned from Port Charlotte High School's "High School Feedback Report—2012/Trends:"

Port Charlotte High School's "Pre-Graduation Indicators" show that the percent of 2012 graduates who completed a college prep curriculum (48.6%) was lower than the district (51.6%) and lower than

the state (62.3%). The school's drop from 2010 (59.6%), 2011 (49.7%) to 2012 (48.6%) will be analyzed and studied through student demographic changes and master schedule restrictions of course offerings. Similarly, the percent of 2012 graduates who were eligible for the maximum Bright Futures Award of Florida Academic Scholars (6.91%) dropped from 2011's 7.10%. However, an increase in Florida Gold Seal Vocational awards from 1.26% (2011) to 2.22% (2012) displays an attention to career readiness and industry certification. It is also interesting to note that the percent of graduates who completed at least one AP, IB, AICE, or Dual Enrollment course increased from 2011 (32.4%) to 2012 (35.0%) supporting a college-readiness curriculum. Port Charlotte High School intends to increase this percentage of students enrolled in AP, IB, AICE, or Dual Enrollment courses by continually adding AP and Dual Credit course offerings as teacher interest, teacher certification, and student requests are presented. A 2-5 year goal includes the activation of an IB curriculum at Port Charlotte High School.

Drilling down further, it is interesting to note that, Mathematics instruction, in general, awarded Port Charlotte High School with 61.7% of 2012 graduates who completed at least one level 3 high school math course compared to only 60.0% (district) and 62.7% (state). In addition, college prep mathematics instruction revealed 12.8% of 2012 graduates completing at least one dual enrollment math course compared to only 8.80% of the state. Science instruction also showed improvement with 34.3% of 2012 graduates completing at least one level 3 high school science course compared to 2011's 31.4%. However, science fell in comparison with the state with 34.3% of 2012 graduates completing at least one level 3 high school course compared to the state's 61.7%.

The striking achievement of Port Charlotte High School's student readiness for the public post-secondary level is seen at the percent of 2012 graduates enrolled in college credit courses at independent colleges and universities earning a GPA above 2.0 at 91.6% (beating both the district, 88.6% and state, 82.4%) and increasing from 2011's 77.7%. In addition, of the graduates enrolled in a math course in Florida in the Fall, the percent who successfully completed the course for math credit (not elective credit) increased from 72.7% (2011) to 78.3% (2012) beating both the district (68.2%) and the state (67.8%). Of graduates enrolled in an English course in Florida in Fall, the percent who successfully completed Freshmen Comp I and II increased from 69.5% (2011) to 70.2% (2012) beating the district (68.9%) but falling short of the state (77.5%). This analysis shows that the school continues to meet its annual, short-term, continuous goal of an "academic" school classification among the 3 high schools of the district of Charlotte County. The long-term goal of being classified as "the best high school in the state" is attainable, yet still requires a rigorous and robust action plan in order to achieve. Strategies include the continued implementation of a college readiness plan that includes the work of Professional Learning Communities that dive into data analysis, Action Study Groups, Lesson Studies, Department Action Plans, and high teacher and administrator accountability factors.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2014) as measured by the Florida Standards Assessment - End of Course Exams: Algebra 1, Algebra 2, and Geometry. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.
- G2.** Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2014) as measured by the Florida Standards Assessment - English Language Arts (including the Writing Component) for grades 9-11. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.

Strategic Goals Detail

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

G1. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2014) as measured by the Florida Standards Assessment - End of Course Exams: Algebra 1, Algebra 2, and Geometry. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. **1a**

 G049633

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	62.0
Math Gains	70.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal **2**

- FSA PORTAL
- C-PALMS
- School site professional development opportunities via established professional learning communities
- Two, full-day, Data Days allowing teachers the opportunity to pull, analyze, and reflect upon the progress monitoring data of their students and build instructional plans based upon that data
- Opportunity for teacher lesson study groups and "instructional rounds"
- Department Chair attendance at state level item spec review sessions

Targeted Barriers to Achieving the Goal **3**

- Limited time for instructors to learn, implement, and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the FSA Algebra 1, Algebra 2, and Geometry end of course exams.

Plan to Monitor Progress Toward G1. 8

Data to be collected and reviewed throughout the school year to determine progress toward the goal and/or targets include the following:

- USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) in Algebra 1, Algebra 2, Geometry
- Student data generated during "Data Days"
- Student grades on activities and/or assessments that include FSA-type question samples
- Progress Report and Quarter Grades

Person Responsible

Steve Dionisio

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year reports) --Individual teacher data analysis and reflection reports at the conclusion of each progress monitoring window of USA Test Prep --Sample teacher assessments utilizing FSA-type questions --Softwareology reports --Teacher DPP plans and mid-year reflections --Edviation/PD 360 teacher observation notes/reports --Lesson Plan reviews --"Teach Like a Pirate" meeting notes and artifacts collected --Assistant Principal goal-settings and reflections under CLAS --Informal classroom walk-throughs

G2. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2014) as measured by the Florida Standards Assessment - English Language Arts (including the Writing Component) for grades 9-11. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. **1a**

 G041397

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal **2**

- FSA Portal
- New ELA textbook adoption aligned to the Florida Standards
- C-Palms
- School Site professional development opportunities via established professional learning communities
- Two, full-day, Data Days allowing teachers the opportunity to pull, analyze, and reflect upon the progress monitoring data of their students and build instructional plans based upon that data.
- Opportunity for teacher lesson study groups and "instructional rounds"

Targeted Barriers to Achieving the Goal **3**

- Limited time for instructors to learn, implement, and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the FSA English Language Arts Assessment including the preparation for a computer-based writing assessment.

Plan to Monitor Progress Toward G2. 8

Data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets include the following:

- USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY)
- Student data generated during "Data Days"
- Student grades on activities and/or assessments that include FSA -type question samples
- Progress Report and Quarter grades

Person Responsible

Steve Dionisio

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year report) --Individual teacher data analysis reports and reflections at the conclusion of each progress monitoring window of USA Test Prep --Sample teacher assessments utilizing FSA-type questions --Softwareology reports --Teacher DPP plans and mid-year reflections --Edviation/PD 360 teacher observation reports --Lesson Plan reviews --"Teach Like a Pirate" meeting notes and artifacts collected --Assistant Principal goal-settings & reflections under CLAS --Informal classroom walk-throughs

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2014) as measured by the Florida Standards Assessment - End of Course Exams: Algebra 1, Algebra 2, and Geometry. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. 1

 G049633

G1.B4 Limited time for instructors to learn, implement, and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the FSA Algebra 1, Algebra 2, and Geometry end of course exams. 2

 B124251

G1.B4.S1 The school leadership team, with support from the school's mathematics instructional leader (Department Chair), Partnership & Performance Council (PPC), and SAC/PTCO committee members, along with professional development funds allocated to the school by the district, will set a school-wide, cross-curricular goal of teacher familiarity and implementation of the Florida Standards Assessments - Algebra 1, Algebra 2, and Geometry end-of-course exam question-types with the intent to increase student exposure to sample test items allowing for new, innovating instructional techniques to reach a high level of student comfort in attempting such test items during classroom-based and high-stakes testing settings and a high level of student proficiency in understanding how to demonstrate content of knowledge learned. 4

 S136177

Strategy Rationale

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

Action Step 1 5

The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability meeting with the District's Division of Learning and will roll-out information regarding the new FSA EOC exams in Algebra 1, Algebra 2, and Geometry to the following school-based groups: Administrative Team, Partnership & Performance Council, SAC/PTCO, Department Chairs, core & elective departments with concentration in mathematics and science.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/27/2014 to 6/8/2015

Evidence of Completion

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

Action Step 2 5

Every course code activated in the school's master schedule will be assigned to a teacher-led, Standards-Based Instruction System Professional Learning Community.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/12/2014 to 6/8/2015

Evidence of Completion

Creation of PLCs and the identification of the PLC Facilitator for each. PLC Learning Plans and Meeting Log submissions, PLC team member artifacts of SBIS work ("unpacking standards" worksheets, sample formative assessments, etc). PLC Facilitator meeting agendas and notes. PLC Facilitator or designee's "check-point" presentation to the school's PPC. Department Action Plans.

Action Step 3 5

The Assistant Principal for Curriculum will provide the Math Department Chair every available opportunity to attend district and state-level meetings, workshops, etc. concentrating on the new FSA Mathematics assessments, including the writing and review of test item specs.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/1/2014 to 6/8/2015

Evidence of Completion

DOE email invitations to the Math Department Chair to attend state meetings/workshops.
Email requests from Cheryl Edwards to the District's Division of Learning requesting leave time for the Math Department Chair to attend such events.

Action Step 4 5

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

Person Responsible

Cheryl Edwards

Schedule

On 6/8/2015

Evidence of Completion

Department Action Plans and mid-year reports

Action Step 5 5

The Math Department Chair will attend C-Palms training and will facilitate the training of teacher department members at the school house.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/4/2014 to 6/8/2015

Evidence of Completion

Cheryl Edwards will participate in C-Palms training with the Math Department Chair and monitor the training of math teachers at the school site. Attendance logs at training.

Action Step 6 5

The Assistant Principal for Curriculum will ensure that the Math Department Chair has the opportunity and resources available to participate in the textbook adoption process with the District's Division of Learning for the purpose of aligning instruction with MAFS - FSA Assessments, Algebra 1, Algebra 2, Geometry.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/1/2014 to 6/8/2015

Evidence of Completion

APC agenda meeting notes, textbook adoption materials, emails from Math Curriculum & Instruction Specialist

Action Step 7 5

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

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/4/2014 to 6/8/2015

Evidence of Completion

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

Action Step 8 5

The Assistant Principal for Curriculum will plan for and facilitate "FSA Portal roll-out" meetings.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 5/1/2014 to 10/10/2014

Evidence of Completion

FSA Portal materials, teacher folder of materials, meeting notes/agenda

Action Step 9 5

The school-based Partnership & Performance Council (PPC) will include as one of its major projects of the school year the monitoring of the SBIS PLCs and the management of ongoing and current information regarding the FSA Assessments for school-wide decision making and distribution of information.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/1/2014 to 6/5/2015

Evidence of Completion

PPC Agendas, PPC Minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

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

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/12/2014 to 6/8/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

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

Person Responsible

Steve Dionisio

Schedule

Monthly, from 8/18/2014 to 6/8/2015


Evidence of Completion

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

G2. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2014) as measured by the Florida Standards Assessment - English Language Arts (including the Writing Component) for grades 9-11. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%. **1**

 G041397

G2.B3 Limited time for instructors to learn, implement, and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the FSA English Language Arts Assessment including the preparation for a computer-based writing assessment. **2**

 B123662

G2.B3.S1 The school leadership team, with support from the school's instructional leaders (Department Chairs), Partnership & Performance Council (PPC), and SAC/PTCO committee members, along with professional development funds allocated to the school by the district, will set a school-wide, cross-curricular goal of teacher familiarity and implementation of the Florida Standards Assessments question-types with the intent to increase student exposure to sample test items allowing for new, innovative instructional techniques to reach a high level of student comfort in attempting such test items during classroom-based and high-stakes testing settings and a high level of student proficiency in understanding how to demonstrate content knowledge learned. **4**

 S135599

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/27/2014 to 6/8/2015

Evidence of Completion

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

Action Step 2 5

Every course code activated in the school's master schedule will be assigned to a teacher-led, Standards-Based Instruction System Professional Learning Community.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/12/2014 to 6/8/2015

Evidence of Completion

Creation of PLCs and the identification of the PLC Facilitator for each. PLC Learning Plans and Lesson Log submissions. PLC team member artifacts of SBIS work ("unpacking standards" worksheets, sample formative assessments, etc). PLC Facilitator meeting agendas and notes. PLC Facilitator or designee's "check-point" presentation to the school's PPC. Department Action Plans.

Action Step 3 5

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

Person Responsible

Cheryl Edwards

Schedule

Quarterly, from 8/12/2014 to 6/8/2015

Evidence of Completion

Department Action Plans and mid-term reports

Action Step 4 5

The English and Reading Department Chair will attend C-Palms training and facilitate the training of teacher department members at the school house.

Person Responsible

Cheryl Edwards

Schedule

On 8/13/2014

Evidence of Completion

Cheryl Edwards will participate in C-Palms training and assist in the training of staff members at the school house. Attendance logs at training.

Action Step 5 5

English Language Arts teachers will participate in textbook adoption procedures and will engage in professional development using these new instructional materials.

Person Responsible

Cheryl Edwards

Schedule

Daily, from 8/12/2014 to 6/8/2015

Evidence of Completion

Textbook inventory (textbook check-out logs). Attendance logs at textbook adoption professional development events organized and facilitated by the district office.

Action Step 6 5

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

Person Responsible

Cheryl Edwards

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Action Step 7 5

The Assistant Principal for Curriculum will plan for and facilitate an "FSA Portal roll-out" meeting.

Person Responsible

Cheryl Edwards

Schedule

On 8/29/2014

Evidence of Completion

FSA Portal materials, Teacher folders of materials, Meeting agenda

Action Step 8 5

The school-based Partnership & Performance Council (PPC) will include as one of its major projects of the school year the monitoring of the SBIS PLCs and the management of ongoing and current information regarding FSA Assessments for school-wide decision-making and distribution.

Person Responsible

Cheryl Edwards

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

PPC agendas, PPC minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

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

Person Responsible

Cheryl Edwards

Schedule

Biweekly, from 8/12/2014 to 6/8/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

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

Person Responsible

Steve Dionisio

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability meeting with the District's Division of Learning and will roll-out information regarding the new FSA ELA Assessments to the following school-based groups: Administrative Team, Partnership & Performance Council (PPC), SAC/PTCO, Department Chairs, core & elective departments.	Edwards, Cheryl	8/27/2014	Department Chair Meeting Agendas, PPC Meeting Agendas, SAC/PTCO Meeting Agendas, anecdotal notes of attendance at department meetings, emails, APC created documents to distribute to faculty and staff, Standards Based Instruction PLC Facilitator binders, Department Action Plans, PLC meeting logs	6/8/2015 monthly
G1.B4.S1.A1	The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability meeting with the District's Division of Learning and will roll-out information regarding the new FSA EOC exams in Algebra 1, Algebra 2, and Geometry to the following school-based groups: Administrative Team, Partnership & Performance Council, SAC/PTCO, Department Chairs, core & elective departments with concentration in mathematics and science.	Edwards, Cheryl	8/27/2014	Department Chair Meeting agendas, PPC meeting agendas, SAC/PTCO meeting agendas, anecdotal notes of attendance at department meetings, emails, APC created documents to distribute to faculty and staff, Standards Based Instructional System PLC Facilitator binders, Department Action Plans, PLC Learning Plans & Meeting Logs	6/8/2015 monthly
G2.B3.S1.A2	Every course code activated in the school's master schedule will be assigned to a teacher-led, Standards-Based Instruction System Professional Learning Community.	Edwards, Cheryl	8/12/2014	Creation of PLCs and the identification of the PLC Facilitator for each. PLC Learning Plans and Lesson Log submissions. PLC team member artifacts of SBIS work ("unpacking standards" worksheets, sample formative assessments, etc). PLC Facilitator meeting agendas and notes. PLC Facilitator or designee's "check-point" presentation to the school's PPC. Department Action Plans.	6/8/2015 monthly
G1.B4.S1.A2	Every course code activated in the school's master schedule will be assigned to a teacher-led, Standards-Based Instruction System Professional Learning Community.	Edwards, Cheryl	8/12/2014	Creation of PLCs and the identification of the PLC Facilitator for each. PLC Learning Plans and Meeting Log submissions, PLC team member artifacts of SBIS work ("unpacking standards" worksheets, sample formative assessments, etc). PLC Facilitator meeting agendas and notes. PLC Facilitator or designee's "check-point" presentation to the school's PPC. Department Action Plans.	6/8/2015 monthly
G2.B3.S1.A3	Every Department Chair will facilitate the writing of his/her department's Action Plan which will include the implementation and monitoring of that department's SBIS PLC and the goal to increase student exposure to FSA Assessment test-item types through classroom instruction and teacher-made tests.	Edwards, Cheryl	8/12/2014	Department Action Plans and mid-term reports	6/8/2015 quarterly
G1.B4.S1.A3	The Assistant Principal for Curriculum will provide the Math Department Chair every available opportunity to attend district and state-level meetings, workshops, etc. concentrating on the new FSA Mathematics assessments, including the writing and review of test item specs.	Edwards, Cheryl	8/1/2014	DOE email invitations to the Math Department Chair to attend state meetings/workshops. Email requests from Cheryl Edwards to the District's Division of Learning requesting leave time for the Math Department Chair to attend such events.	6/8/2015 monthly
G2.B3.S1.A4	The English and Reading Department Chair will attend C-Palms training and facilitate the training of teacher	Edwards, Cheryl	8/4/2014	Cheryl Edwards will participate in C-Palms training and assist in the training	8/13/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	department members at the school house.			of staff members at the school house. Attendance logs at training.	
G1.B4.S1.A4	Every Department Chair will facilitate the writing of his/her department's Action Plan which will include the implementation and monitoring of that department's SBIS PLC and the goal to increase student exposure to FSA Assessment test-item types through classroom instruction and teacher-made tests.	Edwards, Cheryl	8/1/2014	Department Action Plans and mid-year reports	6/8/2015 one-time
G2.B3.S1.A5	English Language Arts teachers will participate in textbook adoption procedures and will engage in professional development using these new instructional materials.	Edwards, Cheryl	8/12/2014	Textbook inventory (textbook check-out logs). Attendance logs at textbook adoption professional development events organized and facilitated by the district office.	6/8/2015 daily
G1.B4.S1.A5	The Math Department Chair will attend C-Palms training and will facilitate the training of teacher department members at the school house.	Edwards, Cheryl	8/4/2014	Cheryl Edwards will participate in C-Palms training with the Math Department Chair and monitor the training of math teachers at the school site. Attendance logs at training.	6/8/2015 monthly
G2.B3.S1.A6	English Language Arts teachers will participate in lesson studies and instructional rounds with the goals of applying new, innovative instructional techniques in the classroom as a means to fully integrate the Florida Standards.	Edwards, Cheryl	8/18/2014	classroom observation notes, lesson study lesson plans, implementation plans, artifacts included in the PLC Facilitator binder	6/5/2015 daily
G1.B4.S1.A6	The Assistant Principal for Curriculum will ensure that the Math Department Chair has the opportunity and resources available to participate in the textbook adoption process with the District's Division of Learning for the purpose of aligning instruction with MAFS - FSA Assessments, Algebra 1, Algebra 2, Geometry.	Edwards, Cheryl	8/1/2014	APC agenda meeting notes, textbook adoption materials, emails from Math Curriculum & Instruction Specialist	6/8/2015 monthly
G2.B3.S1.A7	The Assistant Principal for Curriculum will plan for and facilitate an "FSA Portal roll-out" meeting.	Edwards, Cheryl	5/30/2014	FSA Portal materials, Teacher folders of materials, Meeting agenda	8/29/2014 one-time
G1.B4.S1.A7	Math teachers will participate in lesson studies and instructional rounds with the goals of applying new, innovative instructional techniques in the classroom as a means to full integrate the Florida Standards and FSA Assessments in Mathematics item type questions in classroom instruction.	Edwards, Cheryl	8/4/2014	Classroom observation notes, lesson study lesson plans, implementation plans of instructional rounds, artifacts included in the PLC Facilitator binder	6/8/2015 monthly
G2.B3.S1.A8	The school-based Partnership & Performance Council (PPC) will include as one of its major projects of the school year the monitoring of the SBIS PLCs and the management of ongoing and current information regarding FSA Assessments for school-wide decision-making and distribution.	Edwards, Cheryl	8/18/2014	PPC agendas, PPC minutes	6/8/2015 monthly
G1.B4.S1.A8	The Assistant Principal for Curriculum will plan for and facilitate "FSA Portal roll-out" meetings.	Edwards, Cheryl	5/1/2014	FSA Portal materials, teacher folder of materials, meeting notes/agenda	10/10/2014 monthly
G1.B4.S1.A9	The school-based Partnership & Performance Council (PPC) will include as one of its major projects of the school year the monitoring of the SBIS PLCs and the management of ongoing	Edwards, Cheryl	8/1/2014	PPC Agendas, PPC Minutes	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and current information regarding the FSA Assessments for school-wide decision making and distribution of information.				
G1.MA1	Data to be collected and reviewed throughout the school year to determine progress toward the goal and/or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) in Algebra 1, Algebra 2, Geometry --Student data generated during "Data Days" --Student grades on activities and/or assessments that include FSA-type question samples -- Progress Report and Quarter Grades	Dionisio, Steve	8/18/2014	Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year reports) -- Individual teacher data analysis and reflection reports at the conclusion of each progress monitoring window of USA Test Prep --Sample teacher assessments utilizing FSA-type questions --Softwareology reports -- Teacher DPP plans and mid-year reflections --Edviation/PD 360 teacher observation notes/reports --Lesson Plan reviews --"Teach Like a Pirate" meeting notes and artifacts collected --Assistant Principal goal-settings and reflections under CLAS --Informal classroom walk-throughs	6/8/2015 monthly
G1.B4.S1.MA1	In an effort to monitor the effectiveness of implementation, the school leadership team and PPC will request and review certain pieces of evidence and artifacts, both student and teacher generated.	Dionisio, Steve	8/18/2014	All evidence collected to monitor effectiveness includes the following: -- Individual teacher lesson plans with a concentration on lesson plans created with instructional techniques focusing on FSA Assessment test-item types -- Sample classroom assessments including FSA-type questions --Student data points on teacher made FSA-type formative assessments --Mid-year reflections on Department Action Plans --DPP goal statements and reflections	6/8/2015 monthly
G1.B4.S1.MA1	The school's administrative team, Partnership & Performance Council, Department Chairs, and SBIS PLC Facilitators will be actively engaged in FSA Assessment implementation work.	Edwards, Cheryl	8/12/2014	All evidence collected includes the following: --Department Chair meeting agendas --PPC meeting agendas/ minutes --SAC/PTCO meeting agendas/ minutes --Individual department meeting agendas/notes --Completed (artifacts included) PLC Facilitator binders showing evidence of "unpacked" standards, creation of formative assessments, creation of end-of-year assessments, assessment blueprints, etc. --SBIS PLC "learning plan" and "learning log" --Department Action Plans --Attendance sheets for C-Palms and C-Map trainings --Lesson study artifacts and evidence --Instructional Rounds teacher notes and lesson plans --FSA Portal roll-out materials -- Textbook adoption materials	6/8/2015 monthly
G2.MA1	Data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets include the following: --USA Test Prep progress monitoring data for each progress monitoring window (BOY, MOY, EOY) --Student data generated during "Data Days" --Student grades on activities and/or assessments that include FSA -type question samples -- Progress Report and Quarter grades	Dionisio, Steve	8/18/2014	Evidence to be collected/used to demonstrate the goal is being monitored and whether progress is being made includes the following: --PPC meeting minutes --Department Action Plans (mid-year and end-of-year report) -- Individual teacher data analysis reports and reflections at the conclusion of each progress monitoring window of USA Test Prep --Sample teacher assessments utilizing FSA-type	6/8/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				questions --Softwareology reports -- Teacher DPP plans and mid-year reflections --Edivation/PD 360 teacher observation reports --Lesson Plan reviews --"Teach Like a Pirate" meeting notes and artifacts collected --Assistant Principal goal-settings & reflections under CLAS --Informal classroom walk-throughs	
G2.B3.S1.MA1	In an effort to monitor the effectiveness of implementation, the school leadership team and PPC will request and review certain pieces of evidence and artifacts, both student and teacher generated.	Dionisio, Steve	8/18/2014	All evidence collected to monitor effectiveness includes the following: -- Individual teacher lesson plans with a concentration on lesson plans created after instructional --Sample classroom assessments including FSA -type questions --Student data points on teacher made FSA-type formative assessments --Mid-year reflections on Department Action Plans --DPP goal statements and reflections	6/8/2015 monthly
G2.B3.S1.MA1	The school's administrative team, Partnership & Performance Council, Department Chairs, and SBIS PLC Facilitators will be actively engaged in FSA Assessment implementation work.	Edwards, Cheryl	8/12/2014	All evidence collected includes the following: --Department Chair meeting agendas --PPC meeting agendas and minutes --SAC/PTCO meeting agendas --Individual Department meeting agendas and notes --Completed (artifacts included) PLC Facilitator binders showing evidence of "unpacked" standards, creation of formative assessments, creation of end of year assessments, assessment blueprints, etc. --SBIS PLC "learning plan" and "learning log" --Department Action Plans --Attendance sheets for C-Palms and C-Map trainings --Lesson Study evidence and artifacts -- Instructional Rounds teacher notes and lesson planning --FSA Portal Roll-Out materials --Textbook adoption materials	6/8/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2014) as measured by the Florida Standards Assessment - End of Course Exams: Algebra 1, Algebra 2, and Geometry. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.

G1.B4 Limited time for instructors to learn, implement, and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the FSA Algebra 1, Algebra 2, and Geometry end of course exams.

G1.B4.S1 The school leadership team, with support from the school's mathematics instructional leader (Department Chair), Partnership & Performance Council (PPC), and SAC/PTCO committee members, along with professional development funds allocated to the school by the district, will set a school-wide, cross-curricular goal of teacher familiarity and implementation of the Florida Standards Assessments - Algebra 1, Algebra 2, and Geometry end-of-course exam question-types with the intent to increase student exposure to sample test items allowing for new, innovating instructional techniques to reach a high level of student comfort in attempting such test items during classroom-based and high-stakes testing settings and a high level of student proficiency in understanding how to demonstrate content of knowledge learned.

PD Opportunity 1

The Assistant Principal for Curriculum will attend the DOE's State Assessment & Accountability meeting with the District's Division of Learning and will roll-out information regarding the new FSA EOC exams in Algebra 1, Algebra 2, and Geometry to the following school-based groups: Administrative Team, Partnership & Performance Council, SAC/PTCO, Department Chairs, core & elective departments with concentration in mathematics and science.

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

School Administrative Team, PPC, SAC/PTCO members, all teachers

Schedule

Monthly, from 8/27/2014 to 6/8/2015

PD Opportunity 2

Every course code activated in the school's master schedule will be assigned to a teacher-led, Standards-Based Instruction System Professional Learning Community.

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

Every instructional staff member (all departments, all course code #s), School Administrative Team

Schedule

Monthly, from 8/12/2014 to 6/8/2015

PD Opportunity 3

The Assistant Principal for Curriculum will provide the Math Department Chair every available opportunity to attend district and state-level meetings, workshops, etc. concentrating on the new FSA Mathematics assessments, including the writing and review of test item specs.

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

Amy Hagerty, Math Department Chair

Schedule

Monthly, from 8/1/2014 to 6/8/2015

PD Opportunity 4

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

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

Department Chairs and teachers

Schedule

On 6/8/2015

PD Opportunity 5

The Math Department Chair will attend C-Palms training and will facilitate the training of teacher department members at the school house.

Facilitator

Amy Hagerty, Math Department Chair

Participants

Cheryl Edwards, Assistant Principal for Curriculum. Math teachers

Schedule

Monthly, from 8/4/2014 to 6/8/2015

PD Opportunity 6

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

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum & Amy Hagerty, Math Department Chair

Participants

Math teachers

Schedule

Monthly, from 8/4/2014 to 6/8/2015

PD Opportunity 7

The Assistant Principal for Curriculum will plan for and facilitate "FSA Portal roll-out" meetings.

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

all teachers, school wide

Schedule

Monthly, from 5/1/2014 to 10/10/2014

G2. Improve the percentage of proficient students while reducing the percentage of non-proficient students (AMO Target for 2014) as measured by the Florida Standards Assessment - English Language Arts (including the Writing Component) for grades 9-11. This goal includes the performance of all students (attention to the special needs of sub-groups is implied) in addition to students making learning gains overall and within the lowest 25%.

G2.B3 Limited time for instructors to learn, implement, and employ test-taking strategies in the classroom on the new test items (question types) students will encounter on the FSA English Language Arts Assessment including the preparation for a computer-based writing assessment.

G2.B3.S1 The school leadership team, with support from the school's instructional leaders (Department Chairs), Partnership & Performance Council (PPC), and SAC/PTCO committee members, along with professional development funds allocated to the school by the district, will set a school-wide, cross-curricular goal of teacher familiarity and implementation of the Florida Standards Assessments question-types with the intent to increase student exposure to sample test items allowing for new, innovative instructional techniques to reach a high level of student comfort in attempting such test items during classroom-based and high-stakes testing settings and a high level of student proficiency in understanding how to demonstrate content knowledge learned.

PD Opportunity 1

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

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

School Administrative Team, PPC, SAC/PTCO members, all teachers

Schedule

Monthly, from 8/27/2014 to 6/8/2015

PD Opportunity 2

Every course code activated in the school's master schedule will be assigned to a teacher-led, Standards-Based Instruction System Professional Learning Community.

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

Every instructional staff member (all departments, all course code #s), School's Administration Team

Schedule

Monthly, from 8/12/2014 to 6/8/2015

PD Opportunity 3

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

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

All Department Chairs and teachers

Schedule

Quarterly, from 8/12/2014 to 6/8/2015

PD Opportunity 4

The English and Reading Department Chair will attend C-Palms training and facilitate the training of teacher department members at the school house.

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

All English Language Arts teachers

Schedule

On 8/13/2014

PD Opportunity 5

English Language Arts teachers will participate in textbook adoption procedures and will engage in professional development using these new instructional materials.

Facilitator

Kym Sheehan, C&I for English Language Arts

Participants

All English Language Arts instructors

Schedule

Daily, from 8/12/2014 to 6/8/2015

PD Opportunity 6

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

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

on request, teachers (school wide)

Schedule

Daily, from 8/18/2014 to 6/5/2015

PD Opportunity 7

The Assistant Principal for Curriculum will plan for and facilitate an "FSA Portal roll-out" meeting.

Facilitator

Cheryl Edwards, Assistant Principal for Curriculum

Participants

All teachers, school wide

Schedule

On 8/29/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0