



CHARLOTTE HIGH SCHOOL

INSIDE THIS ISSUE:

<i>School Grade</i>	2
<i>Demographics</i>	3
<i>Are We Improving?</i>	3
<i>Florida Continuous Improvement Model</i>	4
<i>Guiding Questions</i>	5
<i>CCPS Ranking</i>	6
<i>Support & Resources</i>	6



CHARLOTTE HIGH SCHOOL RANKED #188 IN FLORIDA

Performance can be calculated in a variety of ways using an assortment of measures. But in the final analysis we look at our school grade at the conclusion of the school year as a measurement of instructional excellence and student success.

The Florida A+ Plan provides each of the 67 districts and their respective schools a report card that addresses eight important measures:

- High standards in reading, math, science, and writing
- Learning gains in reading

and math

- Learning gains of the lowest quartile for both reading and math

This year Charlotte High earned 504 total points which



includes 10 bonus points for the 11th/12th grade FCAT Retake. Congratulations on your **state ranking of #188 among 441 high schools**. In addition, Charlotte High is **#1 at the district level among high schools** and **#15 in the district among all schools**.

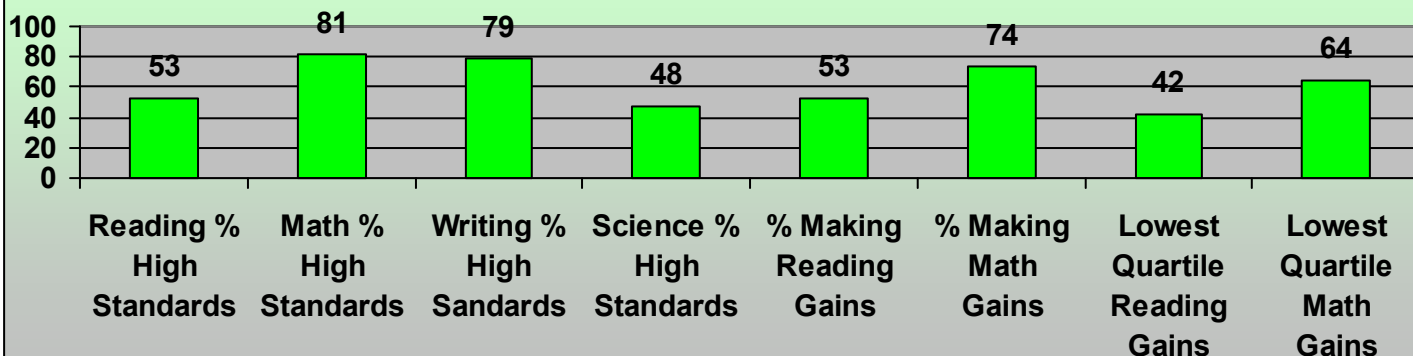
You can learn more about all

Special Points of Interest!

- CHS ranked #1 out of 3 high schools in the district
- CHS ranked #15 out of 17 schools in the district
- CHS ranked #188 out of 441 high schools in the state

eight measures for your school, other schools, and all districts by accessing the FLDOE Accountability link at <http://schoolgrades.fldoe.org/>.

2011 Florida School Grade Points Earned by Charlotte High School



FLORIDA SCHOOL GRAD⁺ES

2010-2011		
CHARLOTTE HIGH SCHOOL (31) CHARLOTTE (8) 1250 COOPER ST, PUNTA GORDA, FL 33950-6203 School Phone: 941-575-5450, Principal: BERNARD DUFFY		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	Pending* This grade is calculated by adding points earned from each of the performance areas below.	79 % of criteria satisfied NO This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none"> • 53% of students reading at or above grade level • 53% of students making a year's worth of progress in reading • 42% of struggling students making a year's worth of progress in reading 	WHITE, ECONOMICALLY DISADVANTAGED, STUDENTS WITH DISABILITIES students in this school need improvement in Reading.
Math	<ul style="list-style-type: none"> • 81% of students at or above grade level in math • 74% of students making a year's worth of progress in math • 64% of struggling students making a year's worth of progress in math 	WHITE, ECONOMICALLY DISADVANTAGED, STUDENTS WITH DISABILITIES students in this school need improvement in Math.
Writing	<ul style="list-style-type: none"> • 79% of students are meeting state standards in writing. 	This school has met this criteria.
Science	<ul style="list-style-type: none"> • 48% of students at or above grade level in Science. 	
Retakes	<ul style="list-style-type: none"> • 64% of 11th and 12th grade students passed the FCAT Reading Retake. • 53% of 11th and 12th grade students passed the FCAT Math Retake. 	



The Florida Department of Education provides a resource for school grades which allows access to a "deeper view" of the school grades. Get to know the exact number of students, the performance in each subgroup and more. Drill deeper with this Florida Department of Education 2010-2011 School Accountability link:

<http://schoolgrades.fldoe.org/>

DEM · O · GRAPH · ICS

Demographics is defined as the statistical data of a population, especially those showing average age, income, education, etc. For our purposes it is defined as the subgroups of students enrolled in our schools. We must be aware of the academic needs and strengths of all of our subgroups of students.

Charlotte High has a variety of subgroups including but not limited to 49% economically disadvantaged and 25% minority. To learn more about subgroups and how to make appropriate instructional plans to meet all student needs use the following links:

- FLDOE Demographic

Reports at <https://app1.fldoe.org/FCATDemographics/Default.aspx>

- Performance Matters at <https://www2.performancematters.com/redwood/core/security/authentication/loginSet.cfm>



TAKE A CLOSER LOOK AT PERFORMANCE TRENDS

The Florida Department of Education provides a "HUB"



to facilitate longitudinal analyses of FCAT results. Take a closer look and examine Charlotte High trends by accessing the FLDOE HUB at:

<http://www.fldoehub.org/Pages/Default.aspx>

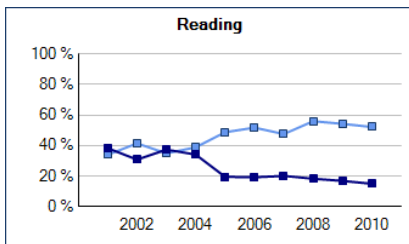
The following charts were taken from the reports found in "Are We Improving". This

particular report examines trends of all students scoring an FCAT Level 3+ and Level 1. As you explore the FLDOE HUB...see if your subgroups are improving at the same rate as all students. Discuss how Charlotte High can make changes to support learning opportunities for all students.

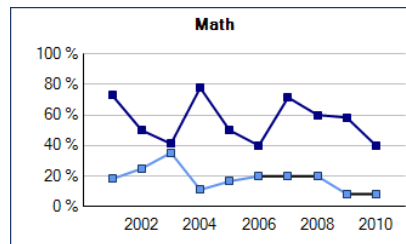
Is Charlotte High Improving?

—□— Level 3 Above
—■— Level 1

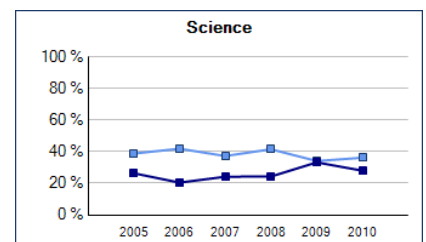
Reading Trends



Math Trends



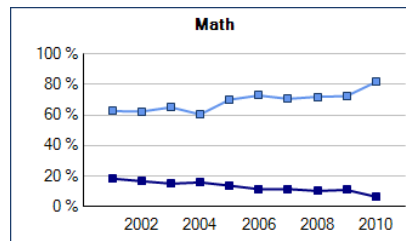
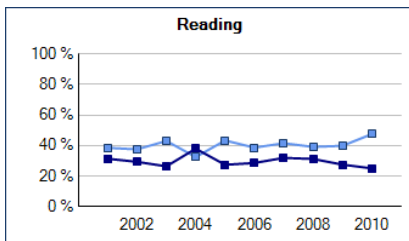
Science Trends



9th

10th

11th



How do we ensure student success for years to come?

FLORIDA'S CONTINUOUS IMPROVEMENT MODEL

Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards (SSS) is the teaching focus of the Florida Continuous Improvement Model (FCIM).

FCIM is based on the FOCUS Process.

F - Formulate a plan. - Disaggregate student perform-

ance data.

O - Optimize time by preparing and following a timeline. - Plan the instructional calendar.

C - Concentrate on teaching standards and collaborate with the instructional team. - Teach the instructional focus in the classroom.

U - Utilize assessments at short, frequent intervals. - Conduct frequent student

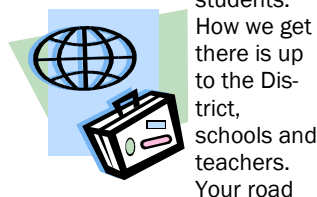
assessments, maintain and monitor the teaching and learning process.

S - Sustain learning with tutorial, enrichment, and maintenance activities. - Provide tutorials for re-teaching or enrichment for objectives that have been mastered.



THE DESTINATION: STUDENT SUCCESS!

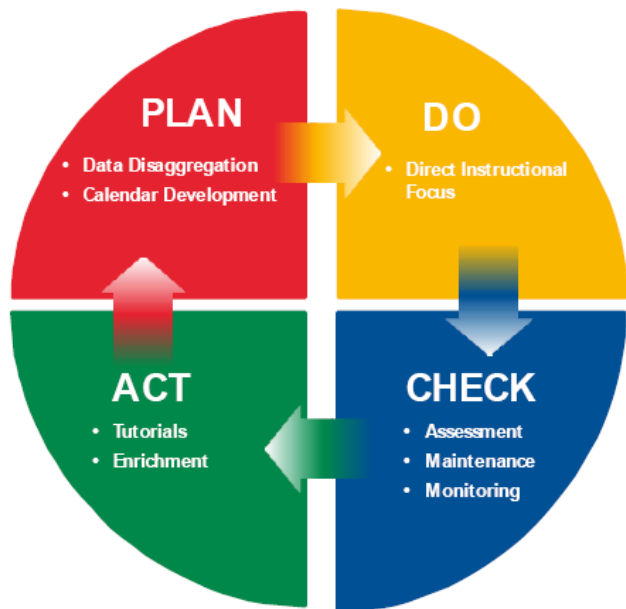
Student Success! is the destination we want for all of our students.



How we get there is up to the District, schools and teachers. Your road

map should include:

- Serious focus on all SSS
- Serious school wide basic skills teaching and learning
- Serious focus on rigorous curriculum
- Serious intervention for those who need help
- Serious accountability



In developing a plan it is important to disaggregate the data by asking important questions:

- What are the weakest areas?
- What are the strongest areas?
- Are there patterns...

Across grades?
Within content areas?
Within subgroups?

Make sure you involve all the stakeholders in the planning process when you establish priorities. Students and teachers must know their own strengths and needs. Use your data to :

- Rank the weakest to the strongest in each area
- Study each standard tested
- Look at sample assessments
- Read, think and discuss...

What must students learn?
What does instruction look like? How is mastery assessed?

Develop an instructional focus calendar for grade levels or subject areas.

- Mark your calendar by eliminating every day that is not an instructional day
- Prioritize benchmarks
- Decide on a time frame-How many days/how many benchmarks?
- Don't allow textbooks to drive the instruction

Include the calendar in newsletters and post in every classroom. Everyone teaches or reinforces priority benchmarks according to your school-wide calendar.

DO: DIRECT INSTRUCTIONAL FOCUS

Make every minute count!

Begin each day highlighting the day's instructional focus. Warm-up with a brief review. Follow the review with a focus on new content. Finally, reinforce newly learned concepts as often as possible.

Teaching with instructional focus includes:

- Direct on-grade level

instruction is delivered at the beginning of the class period for all students

- Instructional focus time is non-negotiable and sacred time
- All teachers of that grade level are teaching the same lesson at the same time

- Instructional focus is teacher modeled, active, direct instruction
- Instructional focus is NOT a worksheet
- Instructional focus is active, interesting, and important for all students



CHECK: STUDENT PROGRESS

Assessments:

Use assessments to analyze student understanding for both right and wrong answers. Use the assessments as teaching tools. Demonstrate why one answer is better than another. Provide guidance on test taking skills and strategies so students can easily navigate assessments to show what they know. Share assessment data with all staff members and stakeholders. Give yourself plenty of time to collaborate and analyze the results. Make sure to identify students in need of assistance and identify your master students.

Maintenance:



Maintenance is checking to be sure that the students have learned and remembered

what was previously taught which can be accomplished by spiraling back to address objectives throughout the year. Maintenance should be:

- A school-wide learning strategy
- Ongoing
- For all students

Monitoring:

The chief instructional leader must assume the responsibility for monitoring student learning. Classroom visits must be made on a regular basis each day. Regular meetings with departments and teams must take place. Make accountability a part of each staff meeting. Emphasize the importance of lesson plans, attendance, and student performance. An attendance improvement of as little as 1-2% can make a major impact on overall student achievement. Take the time to recognize and celebrate success. Monitoring is one of the most important roles of an instructional leader.

“The mediocre teacher tells.

The good teacher explains.

The superior teacher demonstrates.

The great teacher inspires”.

~William Arthur Ward

ACT: STUDENT PROGRESS

Tutorials:

Tutorials should be devoted to the re-teaching of any non-mastered objective. Regroup students based on their assessment performance. Build at least 30 minutes per day into the schedule for remediation and instructional support. Keep your tutorials positive and engaging. Tutorials can be scheduled and provided by:

- Parents
- Volunteers
- Other staff
- Older mastery students

Enrichment:

Just as tutorials are provided to those students not yet achieving mastery...so should enrichment opportunities be provided to mastery students to expand, enrich, and stretch learning. Encourage higher-level thinking activities as part of your enrichment process. Enrichment ideas include:

- Performance based activities and projects
- High interest activities relevant to student interests
- Advanced classes

- All those things you would love to teach but never have the time



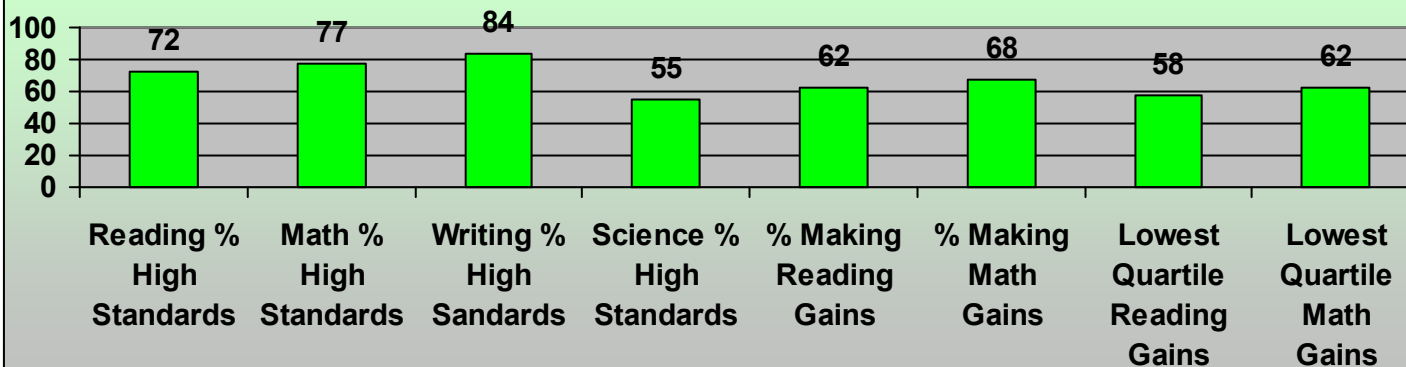
For more information on Florida's Continuous Improvement Model (FCIM)...use the following link:

<http://www.flbsi.org/schoolimprove/cim.htm>



Charlotte County Public Schools has a vision for Student Success! and a mission to provide an innovative educational environment that allows and inspires success for everyone. Based on the collaborative efforts of dedicated teachers, staff, and leadership teams...CCPS has again been recognized as a "High Performing District" by earning a total of 538 points.. Charlotte County Public Schools ranked 21st in the state out of 67 districts!

2011 Florida School Grade Points Earned by Charlotte County Public Schools



If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.

~Donald D. Quinn

A COMMITMENT OF SUPPORT

CCPS is committed to student success and educational excellence on every campus.

You can depend on District Leadership to support schools with:

- Curriculum & instruction
- Student services
- Facilities
- Health and wellness
- Technology
- Parent involvement
- And a variety of valuable resources

We are fortunate to have access to **Performance Matters**, a comprehensive assessment and data management platform that supports the information needs of our teachers and school system leaders. Using **Performance Matters**, all stakeholders have ready access to the information and resources they need to improve student learning and effective instruction.

As you use **Florida's Continuous Improvement Model**, tap into the resources and experts available right here in Charlotte County. While we

have a wealth of assets here in Charlotte County, several **"Model" High Schools** have been selected to help you take a look outside of our District. These schools have similarities to our own CCPS school demographics. Explore their K-12 Reading Plans https://app1.fldoe.org/Reading_Plans/ and browse their School Improvement Plans for ideas and resources you might not have considered http://www.flbsi.org/1011_SIP/Login.aspx.

District	School	Points Earned	Ranking	% ED	% Minority	Title One
Dade	Mast Academy	703	3	34%	76%	No
Dade	Design &	681	6	40%	76%	No
Palm	Boca Raton Community	650	10	25%	38%	No
Dade	Coral Reef	636	12	43%	81%	No
Broward	William T. McFat-	630	14	40%	62%	No
Dade	Terra Environmental Research	604	26	40%	80%	No