

Site-Based Progress Monitoring Plan

“Framework for Student Success”

The GOAL of Port Charlotte High School’s site-based progress monitoring plan is embedded within the district’s vision of the “Framework for Student Success.” PCHS will

- Maximize the diversity of instruction being delivered in the general education curriculum via effective problem-solving processes.
- Provide a systematic method for evaluating the needs of all students.
- Collaborate not only with instructors on site, but also with key district support individuals to assist in the identification of students who may require more intensive instructional services and/or be eligible for extraordinary services.
- Foster positive student outcomes through carefully selected and implemented instruction/interventions:
 - Implement a tiered model of service delivery and decision-making:
 - Tier 1: Focus on the Core Program (general education)
 - Tier 2: Focus on Supplemental/Small Group Differentiation
 - Tier 3: Focus on Intensive Individual Instruction
- Maintain its “A” school grade status and continue its momentum from a good to great school by increasing its ranking as the top performing high school in the state.

According to Florida Statute, “Assessment and Accountability,” within the realm of public school student progression; remedial retention; reporting requirements, the following is stated:

*Each student must participate in the statewide assessment tests required by s. 1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. . .The school in which the student is enrolled must develop and must implement a **progress monitoring plan**. . .*

Port Charlotte High School’s site-based progress monitoring plan will adhere to the following protocol:

- Monthly reviews and monitoring sessions of the Student Success Plan conducted by the Partnership and Performance Council as well as the SAC committee.

- Parental notification of the progress monitoring plan
- As stated in the Student Success Plan, Port Charlotte High School will implement the school-based Progress Monitoring Plan to include the following:
 - Differentiated Instruction to result in formal and informal Assessments
 - Computer-based progress monitoring to model state mandated End-of-Course exams.
 - School-wide Progress Monitoring Days to include “Port Charlotte Writes,” “Port Charlotte Reads,” “Port Charlotte Solves,” and “Port Charlotte Discovers”
 - FAIR (Florida Assessment in Reading) data analysis
 - Teacher Professional Development Plans
 - Department Action Plans (consistent monitoring throughout the school year to include a mid-year report to the Assistant Principal for Curriculum)
 - College Readiness Team (focus on Florida’s High School Accountability System) to include Advanced Placement/Dual Enrollment Team, SAT/ACT team, PSAT Data Analysis Team, ACT Plan Data Analysis Team, and the At-Risk Graduation Cohort Teams by grade level.

Students who have been identified as not meeting state or district expectations for proficiency in reading, writing, science, or mathematics must have a Progress Monitoring Plan (PMP) developed for them in consultation with the student’s parents. The PMP must include intensive remedial instruction in the areas of weakness.



Intensive remediation is defined as instruction designed to concentrate time and effort on the specific diagnosed deficiencies of the individual student. Any student who has not earned a passing FCAT score based on Grade 10 FCAT standards must have a PMP.

Reading Deficiencies

Students scoring in Level 1 and Level 2 in Reading will be scheduled in a 90-minute period, half of which is devoted to intensive reading instruction.

ANY student in ANY grade who is identified as having a deficiency in reading must have a PMP, which must identify the following:

1. the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary
2. the desired levels of performance in these areas and
3. the instructional and support services to be provided to meet the desired levels of performance.

The PMP process for reading, writing, science, and math must contain the following elements:

- additional diagnostic assessment
- identification of the specific diagnosed academic deficiency to be remediated
- identification of the research-based strategies to be used
- identification of how, when, how often, by whom, and how long intensive remedial instruction is to be provided and
- identification of the monitoring and re-evaluation activities to be employed.

Note: Remedial instruction may not be in lieu of English and mathematics credit requirements for graduation.

- Students will be reassessed at the end of the remediation period to determine if the district proficiency level in the designated area(s) has been attained. Remediation continues until the proficiency level is attained as documented by state test, high school graduation, or the student is no longer subject to compulsory school attendance. All remediation must be documented and placed in the student's cumulative record. Remediation must take into account a student's learning style.
- The PMP will be discussed with parents/guardians upon request.
- If a student is enrolled in ESE, ESOL or Dropout Prevention programs, the plans developed for these programs can serve as the PMP if these plans address the specific area of need identified for reading, writing, and/or mathematics.