

Charlotte County Public Schools

Charlotte High School



2023-24

Schoolwide Improvement Plan (SIP)

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Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Be a Learner, Be a Leader, Be a Tarpon!

Be a Learner.....ever-learning, every moment of time, everywhere, and under all circumstances. We learn by working hard at school and always doing our best.

Be a Leader....Lead your own life, be a strong example for others, live by principles, and be an influence for good. Self-leadership is doing the right thing even when no one is looking.

Be a Tarpon.....Promote our Tarpon culture, reinforce our Tarpon fundamentals, and model high expectations for ourselves and others.

Provide the school's vision statement.

Our vision is "Tarpons have MOJO" which stands for: Motivation for Success, Ownership of our actions, Journeys through education, and Optimism for the future. We continue to promote a culture where Tarpons do their best, do what is right and treat others the way they wish to be treated.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Taillon, Angie	Principal	Working together to create an engaging school climate that accelerates student learning is common sense. Each person in the partnership takes an active role and is accountable for effectively completing their individual responsibilities. The principal, along with each AP, oversees a specific department and works together to ensure that standards based instruction is taking place. With each working with a different department we are able to collaborate on strengths and weaknesses within our school. Principal duties include budget, media contact, finance, both internal and district funds, leave requests, SAC and supplements. The Principal works with all AP's to promote our common vision.
Brown, Nick	Assistant Principal	The assistant principal for curriculum work closely with guidance to develop a master schedule designed to give students the most flexibility for success. Duties also





ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41			47			51		
ELA Learning Gains	41			47			50		
ELA Lowest 25th Percentile	29			43			35		
Math Achievement*	36			44			54		
Math Learning Gains	35			35			51		
Math Lowest 25th Percentile	29			28			53		
Science Achievement*	59			63			71		
Social Studies Achievement*	67			68			78		
Middle School Acceleration									
Graduation Rate	96			95			95		
College and Career Acceleration	57			63			49		
ELP Progress	30			56			24		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	96



III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our lowest performing component was in math achievement at 42%. Even though this is our lowest category we still grew by 7 percentage points from the year prior. Some contributing factors include high absenteeism rates and teacher turnover.

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

Our greatest decline was in Graduation Rate. In the prior year, we had 96%, and we dropped by 3% to 93%.

The factors that contributed to this decline are student apathy, lack of parent support, students not following through with their personal goals that were created with their Guidance Counselors, and students who have already secured employment in the community. The senior counselor contacted parents of students who were not going to graduate and the counselor was met with indifference and lack of support.

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

Our greatest gap when comparing our grade components to our district average is our College and Career Acceleration. We scored 55%, and the district average is 64%, creating a 9% gap.

The factors that contributed to this gap are that at the time, we were not as systematic or purposeful in our scheduling of students for their CACR points. We now have a strategic plan in place that intentionally schedules students into courses where they can earn C & C points starting their freshman year.

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

The data component that showed the most improvement was 7% growth in Science Achievement.

Our district started using Mastery Connect which allowed our teachers to utilize students' data to identify their strengths and weaknesses and guide their instruction. Also, Biology teachers were given a common lunch period which allowed them to collaborate and share best practices.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are overall attendance and students scoring a Level 1 on the statewide FAST ELA Assessment which is reflective of the number of students who have a substantial reading deficiency.

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

1. Instructional Practices related to math to improve math achievement levels.
2. Instructional practices related to ESE students to improve academic achievement.

3. Instructional practices related to ESOL students to improve academic achievement.
4. Increasing attendance rate.
5. Increasing the percentage of students who are College & Career ready upon graduation.

Area of Focus

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To enhance our school's positive culture and environment, we have held two Student Focus Groups this summer to discuss how to improve the following issues at our school that were selected due to our 2022-2023 discipline referrals: Absenteeism, Discipline, Vaping, Drug and Alcohol Prevention, Skipping, School Engagement, and Student Supports. Our plan is to incorporate some of their ideas and goals into our culture to ensure their voice is being heard and celebrated. Allowing them to share their ideas will also help improve their overall engagement at the school.

We also met with approximately 40 staff members to set goals on areas that they shared on a survey sent to them this summer asking what areas of the school needed to improve: Communication/Collaboration, Academic Supports/Student Engagement, Discipline, Positive Culture and Environment, and Attendance.

These groups focused on improving all of these areas for ALL students who are not engaged, have discipline issues, have attendance issues, and need academic supports, including our SWDs and ELL students.

Our data indicates that we need to focus on several areas where more than 50% of our students are not performing proficiently, especially in ELA and Math Achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will establish a peer mentoring program for students who missed between 11-14% of instructional time from the 2022-2023 school year. We will utilize students enrolled in our Introduction to the Teaching Profession as peer mentors, with a goal of reducing the number of missed classes for participating students by 20% at the end of Semester 1 of the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will review attendance data weekly to discuss whether or not targeted students are improving their attendance.

We will meet with our peer mentors to discuss pros and cons of the program to decide whether or not we need to make adjustments to the plan.

Person responsible for monitoring outcome:

Angie Taillon (angie.taillon@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using the Check and Connect Model from Attendance Works, we will identify our students taking the newly offered Introduction to the Teaching Profession course. We will assign students with attendance concerns to these students and have them meet one day a week to connect with their assigned mentees as their accountability partners. We will use an attendance contract to monitor students' ongoing attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students cannot learn if they are not present! Our goal is to improve our attendance rates which in turn increases academic achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students who are taking our Introduction to the Teaching Profession course to be student peers.

Person Responsible: Nick Brown (nicholas.brown@yourcharlotteschools.net)

By When: September, 2023

Identify students who missed 11-14% of school in the year 2022-2023.

Person Responsible: Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

By When: September, 2023

Utilize the Check and Connect Model to train our students on how to most effectively mentor their mentees.

Person Responsible: Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

By When: January 9, 2024

Create an attendance contract and have both the mentor and mentee sign off on agreement and assign them as accountability partners.

Person Responsible: Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

By When: January 9, 2024

Run attendance reports weekly to monitor mentees' attendance.

Person Responsible: Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

By When: Weekly starting in September, 2023 throughout the 2023-24 SY,

Revise plans if any students are not improving their attendance.

Person Responsible: Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

By When: Starting October 2023 and revising quarterly.

Reward students who are improving their attendance.

Person Responsible: Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

By When: Starting in September, 2023 and providing rewards every 2 weeks.

Invite local businesses to support our attendance goals by offering students wearing a Tarpon shirt a discount. In return, we will recognize them in our newsletters and the yearbook.

Person Responsible: Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

By When: January 9, 2024

We will assign students with attendance concerns to these students and have them meet one day a week to connect with their assigned mentees as their accountability partners. We will use an attendance contract to monitor students' ongoing attendance

Person Responsible: Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

By When: September, 2023

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The greatest need for improvement is in Math achievement levels. We saw an increase in our Math proficiency scores increasing from 36% in 2021-22 to 42% in 2022-23.

The Federal Index areas of focus of SWD and ELL have not changed over the past 2 years. However our goal is to increase those areas this year (2023-24).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To improve our mathematics proficiency and increase from 42% to 50%.

To improve our math proficiency with students performing below grade level by 60% on the BEST Math Assessment for Algebra 1 and Geometry from the BOY to the EOY.

Our SWD students will increase from 36% to 41%.

Our ELL students will increase from 37% to 41%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring data mining will be used by math teachers through Mastery Connect to compare BOY/MOY data. This data will help drive instruction based on each student's strengths and weaknesses. The teachers will share the students' scores, progress, strengths, and weaknesses after each assessment. Formative assessments will be done after each critical concept is covered in both Algebra 1 and Geometry. We will use Tier 3 strategies through teacher/student conferencing. We will also use High Dosage tutoring in math and ensure our Tier 3 students are being served by ESE certified teachers and/or ELL.

Person responsible for monitoring outcome:

Angie Taillon (angie.taillon@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Some evidence-based strategies will include a holistic approach to instruction as well as using web-based interactive software. Algebra Nation and Khan Academy will also be used by our math teachers and students. Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We will be working with our teachers to focus on evidence-based strategies for math instruction. Key areas of focus will include visual representations and the use of manipulatives as a tool for teachers to model and demonstrate. We will be providing support for our ESE/ELL and low-performing students with an inclusion teacher in some Algebra 1b and Geometry courses. This teacher will help facilitate lessons and provide small group instruction when needed. Math support classes will be scheduled separately from core content area instruction, with no students missing grade-level content instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Khan Academy, "Students who complete 60% or more of their grade-level math on Khan Academy experienced 1.8 times their expected growth". Blending the traditional strategies with the current to focus on the teacher/student relationship in tandem with the use of technology to enhance student achievement. Students need to interact more with the learning and teachers will incorporate project-based learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Algebra 1 and Geometry PLCs and teacher data days / C&I to attend meetings when possible. We will continue with our data days after each progress monitoring window. Teachers will work to implement project-based learning and visualization strategies.

Person Responsible: Angie Taillon (angie.taillon@yourcharlotteschools.net)

By When: We will review the Math data after PM1, PM2, and PM3.

An additional three periods (funded by ESSER) will be used to create math support classes. These classes will be small to allow teachers to support and work with each individual student to make up for learning loss. Teachers providing the extra support will meet bi-monthly with the students math teacher to collaborate on student individual needs. We are looking into providing student assistance for peer tutoring within the class.

Students who continue to struggle due to learning loss, attendance issues, disciplinary issues, and low grades, will be referred to our MTSS team to provide tier-three strategies.

Person Responsible: Angie Taillon (angie.taillon@yourcharlotteschools.net)

By When: We will review the Math data after PM1, PM2, and PM3.

Provide Instructional Rounds and PLC Meeting times for teachers to improve teaching strategies and collaborate on best practices after analyzing data.

Person Responsible: Angie Taillon (angie.taillon@yourcharlotteschools.net)

By When: We will review the Math data after PM1, PM2, and PM3.

We will hold after-school tutoring and form study groups and provide homework help with highly qualified teachers and student volunteers who are working on or above grade level.

Person Responsible: Angie Taillon (angie.taillon@yourcharlotteschools.net)

By When: We will review the Math data after PM1, PM2, and PM3.

We will provide in-house professional development on project-based learning to all new staff that did not receive it previously.

Person Responsible: Angie Taillon (angie.taillon@yourcharlotteschools.net)

By When: October 31st 2023.

The effective use of holistic instruction and project-based learning be monitored through classroom walkthroughs and teacher websites. weekly.

Person Responsible: Angie Taillon (angie.taillon@yourcharlotteschools.net)

By When: Monitored Weekly.

The use of Khan Academy, Algebra Nation, visual representations and manipulatives be monitored through classroom walkthroughs and the review of teacher websites.

Person Responsible: Angie Taillon (angie.taillon@yourcharlotteschools.net)

By When: Monitored Weekly.

By When: September 2023 and monitored monthly.

Once SWD learning gaps have been identified, we will offer after-school tutoring to target those deficiencies.

Person Responsible: Nick Brown (nicholas.brown@yourcharlotteschools.net)

By When: Monitored Monthly.

#4. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As students are graduating high school, they will have a plan for what comes next. Their plan will be either enrollment in a 2-year or 4-year college, enlistment into a branch of the military, or employment in the career force. Over the last few years, many seniors have graduated without earning a college and career acceleration point.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to increase our College and Career Acceleration from 55% to 59%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Starting in 9th grade, all students are placed in a course that could earn an acceleration point; AP, AICE, or Industry Certification. Guidance counselors are meeting with students during registration each year to guide students to make a post-secondary plan of enrollment, enlistment, or employment and check their transcripts to ensure students have received an acceleration point.

Person Responsible: Nick Brown (nicholas.brown@yourcharlotteschools.net)

By When: May 15th, 2024

Monitor progress at the end of each year and identify students who have not and discuss individualized post-secondary plans.

Person Responsible: Nick Brown (nicholas.brown@yourcharlotteschools.net)

By When: May 15th, 2024

Add additional courses that have industry certification opportunities or advanced courses that align with the student's plan. .

Person Responsible: Nick Brown (nicholas.brown@yourcharlotteschools.net)

By When: May 15th, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide Improvement funds are allocated to schools annually as a per-pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

We have been allocated \$18,682 for this school year for our School Improvement Funds. \$10,000 of this budget is being allocated to to our ESSA Subgroup: Outcomes for Multiple Sub-Group goal. We will be offering help in all subject areas where students need extra homework, classwork, and remediation. This is listed in our Budget area of this plan.

We are also purchasing IXL to use for extra support with our ELL and ESE students who are working below grade level both during and after school. This is budgeted for \$3,000 in our Instructional Plan: Math goal.

Another \$3,000 has been budgeted to make improvements to our Positive Culture by purchasing items for students who are making academic and behavioral gains throughout the year.

Finally, \$2,682 has been earmarked to improve our Instructional Practice in Career and Tech Ed and make sure students who are struggling to pass their Industry Certification Exams get extra support after school.