

Charlotte County Public Schools

Charlotte High School



2022-23 Schoolwide Improvement Plan

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Charlotte High School

1250 COOPER ST, Punta Gorda, FL 33950

<http://chs.yourcharlotteschools.net/>

Demographics

Principal: Angie Taillon

Start Date for this Principal: 8/13/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: B (59%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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1250 COOPER ST, Punta Gorda, FL 33950

<http://chs.yourcharlotteschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part 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

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Corsaletti, Cathy	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.
Damico, Jeff	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 include the Career Center, oversees department chairs, textbooks, and academic awards.
Brown, Nick	Assistant Principal	This assistant principal oversees technology and all state testing. Duties include data reports, Literacy Committee, Professional Development for staff, NET teachers new to CHS, surveys, and technology usage and orders.
Pyle, Kathryn	Assistant Principal	The assistant principal for discipline works closely with the deans to ensure student safety, monitors early warning signals for those students in need, and implements the MTSS process. Duties include monitoring attendance, ESE, paraprofessionals, PBiS, School Resource Officers, Deans, registration, and Threat Assessment team.
Tenney, Andrew	Assistant Principal	The assistant principal for activities works with his team to provide students opportunities to build relationships with others and participate in our positive school culture outside of the classroom. Duties include administrative coverage, security details, capital outlay, custodians, crisis plans, facility work orders, keys, and parking.

Demographic Information

Principal start date

Wednesday 8/13/2014, Angie Taillon

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

23

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,930

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	544	530	511	455	2040	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	150	158	144	143	595	
One or more suspensions	0	0	0	0	0	0	0	0	0	129	136	94	77	436	
Course failure in ELA	0	0	0	0	0	0	0	0	0	142	205	131	172	650	
Course failure in Math	0	0	0	0	0	0	0	0	0	162	175	169	184	690	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	137	183	149	95	564	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	115	147	130	91	483	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	103	113	109	80	405	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	188	212	170	183	753

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	2	1	0	9

Date this data was collected or last updated

Monday 8/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	507	532	478	456	1973
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	131	135	132	131	529
One or more suspensions	0	0	0	0	0	0	0	0	0	77	78	70	50	275
Course failure in ELA	0	0	0	0	0	0	0	0	0	109	129	144	98	480
Course failure in Math	0	0	0	0	0	0	0	0	0	125	139	172	155	591
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	111	134	107	111	463
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	83	61	62	45	251
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	111	134	107	111	463

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	147	165	156	149	617

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	1	2

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	507	532	478	456	1973
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	131	135	132	131	529
One or more suspensions	0	0	0	0	0	0	0	0	0	0	77	78	70	50	275
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	109	129	144	98	480
Course failure in Math	0	0	0	0	0	0	0	0	0	0	125	139	172	155	591
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	111	134	107	111	463
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	83	61	62	45	251
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	111	134	107	111	463

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	1	2	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	45%	52%				51%	62%	56%
ELA Learning Gains	41%	44%	52%				50%	54%	51%
ELA Lowest 25th Percentile	29%	33%	41%				35%	45%	42%
Math Achievement	36%	39%	41%				54%	64%	51%
Math Learning Gains	35%	37%	48%				51%	56%	48%
Math Lowest 25th Percentile	29%	37%	49%				53%	52%	45%
Science Achievement	59%	62%	61%				71%	72%	68%
Social Studies Achievement	67%	68%	68%				78%	80%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	71%	1%	67%	5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	76%	5%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	64%	-19%	61%	-16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	62%	-2%	57%	3%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	31	24	27	31	30	36	51		84	32
ELL	19	42	31	23	25			43		93	14
ASN										91	80
BLK	24	32	44	27	32	24	46	58		98	38
HSP	36	36	27	35	39	33	61	74		93	47
MUL	44	45		40	36	18	68	70		100	50
WHT	43	42	29	37	35	30	59	68		96	61
FRL	35	37	27	33	34	31	50	57		94	51
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31	50	44	28	32	25	37	45		97	35
ELL	13	35	44	22	40		20			95	22
ASN	79	69		91	60						
BLK	49	54	60	25	24	40	35	61		98	47
HSP	43	47	27	42	32	35	54	54		93	58
MUL	40	46		46	26		70	91		100	77
WHT	47	45	46	46	37	24	68	70		95	66
FRL	39	42	34	41	36	31	55	63		93	52
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	35	26	31	52	58	48	61		89	19
ELL	35	50	37	31			33	45		77	30
ASN	64	46									
BLK	42	37	16	43	46	50	60	59		96	30
HSP	47	50	41	55	57	65	62	75		91	47
MUL	42	41	43	46	37		71	65		94	47
WHT	53	52	37	57	53	55	74	82		95	52
FRL	45	45	34	49	49	58	65	72		93	42

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

We are seeing a declining trend in all core content areas over the past 3 years. ELA achievement levels have declined from 51% proficient (18-19) to 47% (20-21), and now 41% (21-22). Math achievement levels have declined from 54% (18-19) to 44% (20-21), and now 36% (21-22). Social Studies achievement has declined from 78% (18-19) to 68% (20-21), and now 67% (21-22). Science achievement has declined from 73% (20-21), and now 59% (21-22). Additionally, we saw declines in the ELL and ESE subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in Math achievement levels. Through progress monitoring we saw a decline in our Algebra 1 scores dropping 2% from the beginning of the year assessment to the middle of the year assessment. We also saw a decline in our geometry progress monitoring data dropping 28% from the beginning of the year assessment to the middle of the year assessment. This resulted in state assessment scores that declined from the prior year with a 21% achievement level in Algebra 1 and a 46% achievement level in Geometry.

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

Some contributing factors include teacher turnover, student motivation, and efforts being made to close the gap created by the pandemic. Some action steps we have taken are hiring additional math teachers to keep class sizes lower, implementing high-dosage tutoring, and introducing a support facilitation math instructor to assist our ESE/low-performing students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Although there was no improvement, we were able to maintain math learning gain percentages and the lowest 25 percentile learning gains as well.

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

Although we did not show improvement, we continued with intentional scheduling, use of SIMS strategies, and after-school math tutoring. We were also able to maintain our math learning gains.

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

Some strategies include hiring additional math teachers to keep class sizes lower, implementing high dosage tutoring, and introducing a support facilitation math instructor to assist our ESE/low-performing students. Additionally, we will have weekly after-school math tutoring sessions, and continue using the SIMS strategies in some of the classes.

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

Our district has moved to a different platform, Mastery Connect, for our progress monitoring and has begun implementing professional development sessions to train teachers in data analysis. This platform will be used by all core content areas to provide consistency in test taking. Teachers will receive data analysis days after each progress monitoring assessment. Additionally, we will have continued professional development using the My Access writing platform to assist all content areas' use of writing across the curriculum to assess student thinking. These opportunities will occur monthly and will include deep dives into the use of rubrics, monitoring the portfolio, and specific data analysis based on classroom and school-wide trends.

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

We have had introductory professional development regarding project-based learning aimed at creating meaning and motivation in students through real-life experiences with an authentic audience. The use of carefully constructed, data-rich, real-life examples allows for increased student engagement and provides for opportunities to pursue mathematics while focusing at least some of our efforts on the areas of greatest need.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The greatest need for improvement is in Math achievement levels. Through progress monitoring, we saw a decline in our Algebra 1 scores dropping 2% from the beginning of the year assessment to the middle of the year assessment. We also saw a decline in our geometry progress monitoring data dropping 28% from the beginning of the year assessment to the middle of the year assessment. This resulted in state assessment scores that declined from the prior year with a 21% achievement level in Algebra 1 and a 46% achievement level in Geometry.

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 36% to 40%.

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 BOY/MOY data. This data will help drive instruction based on the 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.

Person responsible for monitoring outcome:

Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

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 and low-performing

implemented for this Area of Focus.

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 Strategy:**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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**

Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

An additional four periods (funded by Local Supports Grant) 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 student individual needs. We are looking into providing student assistance for peer tutoring within the class.

Person**Responsible**

Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

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. Tier 1,2, and 3 strategies will also be followed in line with the CERP plan for the district to provide support.

Person**Responsible**

Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase English Language Learners (ELL) subgroup proficiency and also increase our Students With Disabilities (SWD) subgroup proficiency. Both are below 40%; ESE is at 37% and ELL is at 36%.

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

Increase ELA ELL subgroup by 5% and increase the SWD subgroup by 4%.

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

One-on-one student conferencing with ELL teacher and para. Continued use of MY Access! reports for progress reports and resources available in Classlink such as ELL glossaries and Colorin Colorado! Additionally, we will be providing support for our SWD 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. Progress monitoring data mining will be used by ELL and ESE teachers through Mastery Connect BOY/MOY data. This data will help drive instruction based on the student's strengths and weaknesses. The teachers will share the students' scores, progress, strengths, and weaknesses after each assessment. District Formative assessments will be administered and we will use Tier 3 strategies through teacher/student conferencing.

Person responsible for monitoring outcome:

Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Evidence-based Strategy: Describe the evidence-based

The ELL teacher will also be working with content area teachers to support ELL students and the introduction of interactive technology. Also, an ESE-certified teacher will be supporting the SWD students in their core math, and state-assessed courses (Algebra 1B and Geometry). ELL and ESE teachers will use IXL as an evidence-based strategy to supplement and strengthen skills and proficiency. Through the use of the diagnostic test, students will receive an individualized learning plan to scaffold the foundational skills

strategy**being****implemented****for this Area****of Focus.**

needed to reach grade level. Additionally, teachers will assign specific strategies on grade-level, and support students to master grade-level expectations. Our ELL teacher and ESE Liaison will attend department meetings to help support their ELL and SWD students.

Rationale for**Evidence-****based****Strategy:****Explain the****rationale for****selecting****this specific****strategy.**

Students will have a better support system during learning and the teachers will have a better understanding of their ELL students' strengths and weaknesses. Students need to be placed with a certified teacher and receive smaller group instruction.

Describe the**resources/****criteria used****for selecting****this****strategy.****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.

Actions steps will include administrative walkthroughs, PD, etc. to ensure that classroom strategies such as word lists for EOC courses provided to students, use of tablets, Chromebooks, and apps with lessons and quizzes for student use, and student conferencing regarding student performance and goal setting to meet proficiency are all done with fidelity. Teachers will also devote class time for periodic training for students on the use of Google Translate (and monitor its effectiveness) and Achieve 3000 for those in intensive reading classes.

Person**Responsible**

Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

We will use our (BPIE) self-assessment process to identify priority needs, develop goals, plan improvement strategies, and organize resources to support the implementation of inclusive practices for students with disabilities.

Person**Responsible**

Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

n/a

Positive Culture & Environment

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

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

School culture develops as staff members interact with each other, the students, and the community. It becomes the guide for behavior that is shared among members of the school at large. Culture is shaped by the interactions of the stakeholders. Everyone has a role to play in building a positive school climate. Success depends on a whole school approach that includes the active involvement of school leaders, staff members, students, parents/guardians and community members who are committed to a shared vision of a safe, inclusive and accepting school community. Parents will participate in our SAC meetings and volunteer as needed with our events. Students and staff are reminded daily over the intercom of our MOJO philosophy... Motivation for success, Ownership of your actions, Journeys through education, and Optimism for the future. It just becomes the way we do things at CHS. At the beginning of the year each class is assembled to talk about culture and expectations for the upcoming year.

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

All staff play a role in promoting a positive culture. Our PBiS team works to create rewards and incentives for our students. The students will be rewarded quarterly based on their attendance and behavior. There will be many activities and events for both students and staff to promote school spirit and school positive culture such as "Pies with the Principal" with the staff, "Trivia Tuesday's" with the students, etc. Every Friday, the SGA promotes school spirit in our courtyard that provides the students and the staff to interact with each other in a variety of fun events. Additionally, all students and staff are encouraged to wear "blue and gold" on Friday to promote school spirit.