Charlotte High School

2023-24

Schoolwide Improvement Plan (SIP)

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Charlotte High School

1250 COOPER ST, Punta Gorda, FL 33950

http://chs.yourcharlotteschools.net/

School Board Approval

This plan was approved by the Charlotte County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and 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 include the Career Center, oversees department chairs, textbooks, and academic awards.
Damico, Jeff	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 technolgy usage and orders.
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.
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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Leaders met with Student Focus Groups over the summer to discuss school issues and goals and create solutions. Additionally, we held a meeting with teachers and other staff over the summer to brainstorm solutions to school issues. The School Advisory Committee (SAC), consisting of parents,

students, staff, and community members, will provide their input to the school improvement plan during the first SAC meeting of the year. During the SAC meeting, we will discuss findings from both the Student Focus Groups and the staff SIP committee, in addition to reviewing the goals and soliciting feedback.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will meet monthly to review our goals to ensure we are on track to make all of our goals. The administrative team will meet monthly to analyze data from FAST progress monitoring, district interim assessments, and data collected from classroom observations. With a focus on student achievement, we will monitor the growth of students on these assessments and identify students with the greatest achievement gaps. We will also include the school's PPC committee in this data analysis to aid in monitoring and brainstorming revisions if needed to ensure continuous improvement. Additionally, we will have monthly student forums and SAC meetings to review school issues and data points and discuss revisions to our plan if needed.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	34%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B

	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	595
One or more suspensions	0	0	0	0	0	0	0	0	0	436
Course failure in ELA	0	0	0	0	0	0	0	0	0	650
Course failure in Math	0	0	0	0	0	0	0	0	0	690
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	564
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	483
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	405

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	753

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	50	50	41	45	51	47		
ELA Learning Gains				41			47		
ELA Lowest 25th Percentile				29			43		
Math Achievement*	41	48	38	36	30	38	44		
Math Learning Gains				35			35		
Math Lowest 25th Percentile				29			28		
Science Achievement*	65	70	64	59	40	40	63		
Social Studies Achievement*	67	62	66	67	37	48	68		
Middle School Acceleration					30	44			
Graduation Rate	93	92	89	96	64	61	95		
College and Career Acceleration	55	70	65	57	70	67	63		
ELP Progress	42	45	45	30			56		

* 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	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	93

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

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	32	Yes	4	
AMI				
ASN	71			
BLK	54			
HSP	56			
MUL	67			
PAC				
WHT	62			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	36	Yes	3	
AMI				
ASN	86			
BLK	42			
HSP	46			
MUL	52			
PAC				
WHT	50			
FRL	44			

Accountability Components by Subgroup

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. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			41			65	67		93	55	42
SWD	23			27			39	41		28	6	
ELL	17			20			29	23		40	7	42
AMI												
ASN	60			82							2	
BLK	39			38			55	56		41	6	
HSP	49			41			70	63		47	7	36
MUL	44			45			76	74		60	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel. 2021-22	ELP Progress
PAC												
WHT	45			41			64	67		59	6	
FRL	40			35			60	61		53	7	38

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	41	29	36	35	29	59	67		96	57	30
SWD	22	31	24	27	31	30	36	51		84	32	
ELL	19	42	31	23	25			43		93	14	30
AMI												
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	29
MUL	44	45		40	36	18	68	70		100	50	
PAC												
WHT	43	42	29	37	35	30	59	68		96	61	
FRL	35	37	27	33	34	31	50	57		94	51	35

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	47	43	44	35	28	63	68		95	63	56
SWD	31	50	44	28	32	25	37	45		97	35	
ELL	13	35	44	22	40		20			95	22	54
AMI												
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	58
MUL	40	46		46	26		70	91		100	77	
PAC												
WHT	47	45	46	46	37	24	68	70		95	66	
FRL	39	42	34	41	36	31	55	63		93	52	33

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	41%	51%	-10%	50%	-9%
09	2023 - Spring	47%	49%	-2%	48%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	52%	-16%	50%	-14%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	52%	-9%	48%	-5%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	67%	-2%	63%	2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	61%	7%	63%	5%

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
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#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 inturn 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.

#3. 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 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.

Increase English Language Learners (ELL) subgroup proficiency and also increase our Students With Disabilities (SWD) subgroup proficiency. Both are below 40%; SWD 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 FAST ELA scores for the 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.

After each FAST progress monitoring assessment PM 1, PM 2, and PM3, the administrative team, ELL Teacher, ESE Liaisons, and ELA teachers will review the scores of both ELL and SWD subgroup students.

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.)

Through collaborative PLCs both the ELL teacher and paras, ESE liaisons, and classroom teachers will analyze data and lesson plans to scaffold the support these subgroup students need. Also, through our school-based literacy initiative, students will read and write in all curricula areas over the course of the year and input their responses in the My Access computer program. This program will score student responses on an evidence-based rubric and leverage the power of AI to provide meaningful feedback to the students on their responses. My Access has been used by teachers for the past three years with fidelity and our Literacy Action Committee meets monthly to review student writing samples and analyze student growth in writing based on both the scores from the program and teacher feedback. Teachers will also use IXL as an intervention tool to fill in the learning gaps for our SWD subgroup. We will utilize grade-level appropriate high-interest books to engage students in mastering grade-level ELA standards.

Rationale for Evidence-based Intervention:
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 and SWD students' strengths and weaknesses. With an increase in data analysis and implementation of support programing, we will be able to identify the gaps in student learning and plan for improvement.

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.

Create PLCs to support ELL and SWD, subgroup students. We will utilize a framework for effective collaborative planning to be used during our PLCs. Department Chairs will facilitate these PLCs and provide notes. They will be reviewed monthly by our admin team.

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

By When: Teams will be created by September 30, 2023.

Analyze data from PM 1, PM 2, and PM 3 FAST assessments.

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

By When: This will happen after each assessment window: September 2023, January 2024, and May 2024.

Implement school-based literacy initiatives on a schedule to ensure students have an opportunity to write across the curriculum. This action team will meet monthly and share their notes with our admin team.

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

By When: The schedule has already been created and will be monitored monthly.

SWD will complete IXL diagnostic testing to identify learning gaps. Learning gaps will be identified by the program and teachers will assign extra lessons to support standards students are struggling with. Teachers will work with students in small groups to reteach any standards that students do not master using IXL. IXL empowers teachers to provide individualized instruction across a broad range of ability levels. With over 9,000 adaptive skills across 4 core subjects, teachers can set clear goals, tailor instruction, and build confidence for every type of learner. It also keeps track of students' understanding and growth with IXL Analytics. Teachers can easily visualize each student's progress, develop IEPs based on actionable data, and support parents with extended learning.

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

By When: May 2024

Utilize classroom sets of high-interest grade-level appropriate books to engage students in learning and mastering their ELA Standards. We will create a Literacy PLC and work with our teachers who are working with Tier 2 and Tier 3 students on the most effective reading strategies that produce high-yield results. Our PLC will work to utilize research-based strategies, higher-order thinking, backward design, and differentiation. The principal will lead this PLC and monthly meeting notes will be used as documentation for our PLC and be reviewed by our admin team.

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

By When: October 2023

Professional development will be provided to all new teachers that have not already received My Access training.

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

By When: October 31st 2023.

My Access usage will be monitored by the Literacy Action Committee.

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

By When: Monitored Monthly.

We will monitor the use IXL to ensure fidelity.

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

By When: Monitored Monthly.

Teacher leaders will lead PLCs and have been given a framework for effective collaboration.

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

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 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.)

Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. We are adding additional courses that have industry certification opportunities including the Principles of Teaching Certification track and having students enrolled in our OJT program completing the Entrepreneurship certification exam..

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

Building a master schedule and increasing our options for student placement (through additional AP, AICE, and Industry Certification courses) will provide more opportunities for students to earn college and career points. Ensuring students first have a plan and second have a variety of engaging curricula options will ensure students are able to complete high school ready for a career or college.

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 1 - Strong Evidence

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.

Enroll students in AICE, AP, or Industry Certification Courses as 9th graders based on their current post-secondary goals of enrollment, enlistment, or employment.

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.