

Charlotte County Public Schools

Port 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.

Name	Position Title	Job Duties and Responsibilities
Long, Lou	Principal	Budget Community and Media Finance (Internal & District Funds) Staff Steward Graduation Rate Lead Contact School Climate and Culture Leader Assistant Principals Administrative & Office Assistants Community & Media Contact Leave Requests Supplements
Forbus, Natasha	Assistant Principal	Curriculum/Testing Advance Ed. Lead for SACS Accreditation Cambridge AICE Coordinator Advanced Placement Supervisor Career Information Center (CIC) Lead ESOL Lead Contact Guidance Professional Supervisor Master Schedule Lead Partnership and Performance Council (PPC) Co-Chair Program Planner Supervisor School Advisory Council (SAC) Lead School Improvement Plan (SIP) Lead Testing (ACT, SAT, PSAT/NMSQT, PSAT 8/9/10, FSA, EOC, AICE, AP)
McIntosh, Daniel	Assistant Principal	Facilities/Activities Administrative Coverage Capital Outlay Custodial Services (Neff) Inventory Master Calendar NET Teacher Professional Development/Professional Learning Community (PLC) Lead Technology Textbooks Underclassmen Awards
Curtis, Paul	Assistant Principal	Student Services/ESE Athletics Attendance Career and College Readiness (CACR) Lead True North Logic Deans Destination Graduation Discipline

Name	Position Title	Job Duties and Responsibilities
		Emergency/Crisis Plans ESE Lead Contact Paraprofessionals Registration/Reassignments/Withdrawals Security SERT Supervisor Support PPC RTI / MTSS / Threat Assessments Textbooks

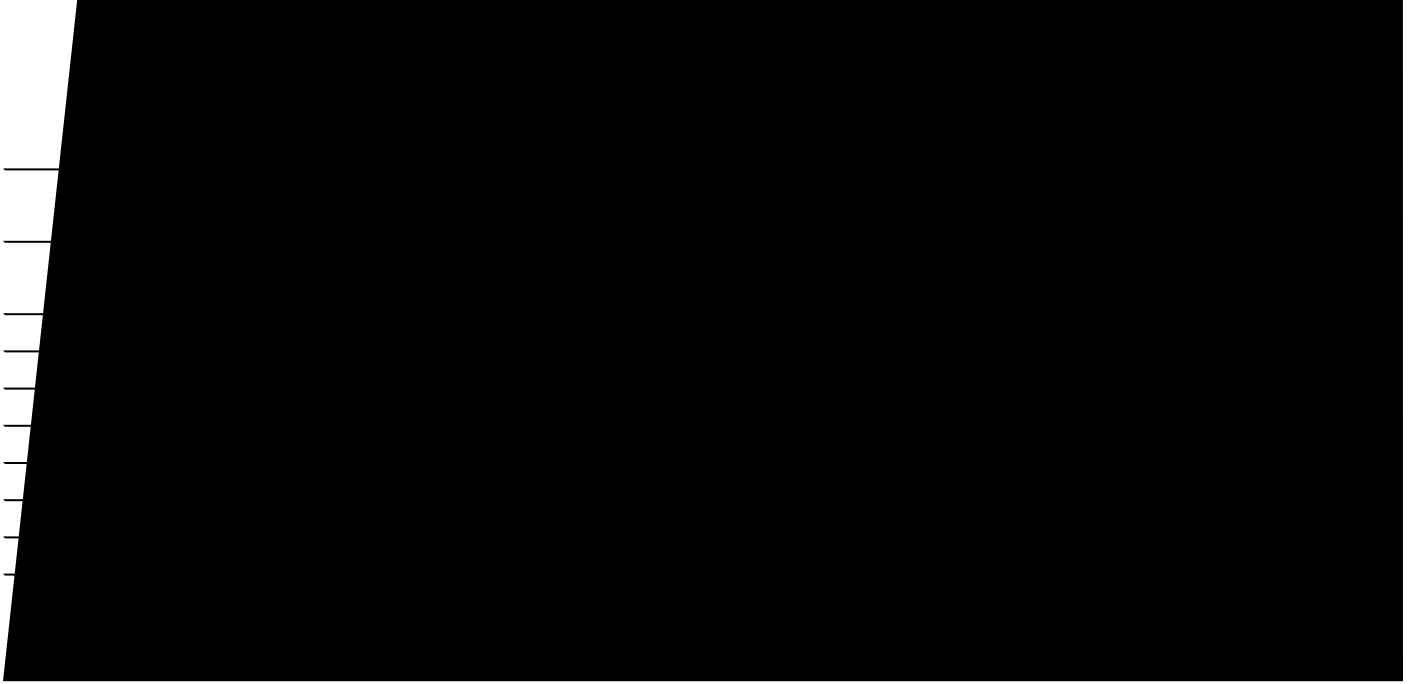
Stakeholder Involvement and SIP Development

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.

Brandi Eberhardt - Reading Coach
Rosalyn Gauthier - ESE
Donna Barrett - Community Partner
Louis Long - School Leader
Natasha Forbus - Curriculum & Testing Admin/ SAC Chair
Paul Curtis - Student Services/ESE Admin
Daniel McIntosh - Facilities/Activities Admin
Jill McBee - Classroom Teacher
Xavier Gauthier - Student

All stakeholders were invited to (and attended) a virtual meeting to discuss student performance/ achievement for the 22-23 school year. At this meeting, the team discussed our greatest areas of need and how we plan to improve in the 23-24 school year. These members have agreed to be members of our SAC committee and will continue to take part in monitoring the plan throughout the school year on a monthly basis.



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	424	
One or more suspensions	0	0	0	0	0	0	0	0	0	254	
Course failure in ELA	0	0	0	0	0	0	0	0	0	239	
Course failure in Math	0	0	0	0	0	0	0	0	0	566	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	485	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	463	
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	318	

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	585

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	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	14

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:

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	60			53			68		
Middle School Acceleration									
Graduation Rate	91			91			91		
College and Career Acceleration	69			71			40		
ELP Progress	38			55			46		

* 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	1
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)

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	35	Yes	3	
ELL	46			
AMI				
ASN	71			

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%
BLK	44			
HSP	44			
MUL	51			
PAC				
WHT	49			
FRL	42			

[illegible][illegible]

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
AMI												
ASN	69											
BLK	27	30	23	14	19	22	33	43		96	58	
HSP	43	40	23	28	27	22	52	45		95	74	
MUL	44	43		21	19		60	31		82	57	
PAC												
WHT	39	37	27	23	21	22	50	60		89	75	
FRL	33	35	27	19	19	16	42	40		89	68	50

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	42	38	29	43	47	38	67	68		91	40	46
SWD	21	29	30	23	31		38	41		88	18	
ELL	24	23	23	33	45		38					46
AMI												
ASN	65	50		57	54		73					
BLK	34	34	24	30	37		62	54		85	28	
HSP	40	40	36	38	29	20	61	67		94	50	46
MUL	38	32		26	36		71	71		94	33	
PAC												
WHT	45	39	28	49	54	45	70	73		91	39	
FRL	35	35	27	35	44	38	60	64		88	38	36

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

3. High impact teachers placed into tested areas
4. Foundation math course - High Dosage tutoring for level 2 freshmen students taking Algebra 1.

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

Based on the Early Warning Systems, our two largest areas of concern are student attendance and FAST ELA Assessment scores.

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

- Instructional Planning & Pacing (Focus on USH)
- Instructional Methods/Professional Development
- Student Attendance
- Monitoring growth
- Student Performance

Area of Focus

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



foundational math course. Within this course students are receiving high dosage tutoring in Algebra 1 content.

Instructional Coaching for Math and ELA teachers, specific to meeting individual IEP needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Read 180 is an evidence based program. The smaller class sizes paired with the Read 180 program will give students maximum support in this area of need.

The foundational math course offers high dosage tutoring. The class sizes are small (8-10 students). The purpose is to provide one to one tutoring for Algebra 1 content they are learning in a separate course.

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.

Coaches will create and deliver ongoing, targeted, job-embedded professional learning opportunities for teachers.

Person Responsible: Daniel McIntosh (daniel.mcintosh@yourcharlotteschools.net)

By When: year long

School Leadership will identify professional development needs for teachers based on classroom observations and communicate these needs to math and ELA coaches.

Person Responsible: Daniel McIntosh (daniel.mcintosh@yourcharlotteschools.net)

By When: Last week of August

Following progress monitoring windows, teachers of SWD will meet with content area coaches to analyze data for SWD and create individualized plans for students not demonstrating learning gains.

Person Responsible: Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

By When: First week of September

#2. 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.

According to the Early Warning Systems report, more than a quarter of each grade level have below a 90% attendance rate.

Measurable Outcome:

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

Our schoolwide goal is to maintain a 93% attendance rate.

Monitoring:

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

-The attendance team will meet weekly to monitor students with frequent tardies/absences. This team will use FOCUS analytics to monitor the weekly attendance percentage.

Person responsible for monitoring outcome:

Paul Curtis (paul.curtis@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.)

PBIS Strategies

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Promote attendance, celebrate attendance improvements, motivate students to attend school (all day).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

Our areas of growth/achievement as well as our areas of loss, will both benefit from instructional coaching and professional learning. This intervention will make a large impact on our overall success. It is our direct connection to supporting instructional staff in areas of need.

Measurable Outcome:

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

We will grow by 45 points, making us an "A" school for the 2023-2024 SY.

Monitoring:

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

- Will monitor failure lists during each grading period
- Will monitor completion rates for DFAs, DRIs, PM
- Will monitor behavior referrals
- Will monitor data from Admin walk-through tool

Person responsible for monitoring outcome:

Natasha Forbus (natasha.forbus@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.)

Instructional coaching is the evidence based intervention for this area of focus. The feedback that admin receives from the academic coaches will lead to specific professional development opportunities throughout the school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional practice should be an area of focus every school year. All staff can benefit from learning new methods of teaching.

This year, we do have new teachers on staff. Some are new to the high school level or their specific content area, and some are new to teaching all together.

Instructional coaching and professional learning opportunities are available for both the new and veteran teaching staff. They can continue to be provided and built upon throughout the school year. This is the rationale for selecting this specific strategy.

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.

Teachers will submit a four week instructional plan. This will identify units being taught, standards within each unit, and any major assignments or assessments that will support and assess student mastery.

Person Responsible: Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

By When: Grading periods (Progress report & Report Cards)

Discuss teachers that need to complete instructional Walks followed by debriefs with instructional coaches/admin. These will be teachers that have requested support, and those that admin feel need the support.

Person Responsible: Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

By When: Weekly admin meeting

Will request coaches to model whole class and small group instruction that promotes student engagement.

Person Responsible: Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

By When: At weekly meeting with instructional coaches.

95% participation in all progress monitoring (DFA/DRI/PM)

Person Responsible: Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

By When: Each testing window

Admin team will review USH data after each progress monitoring opportunity. Will identify specific goals in between progress monitoring windows.

Person Responsible: Lou Long (louis.long@yourcharlotteschools.net)

By When: After each assessment window (DRI/DFA)

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

We have hired 8 new teachers for the 23/24 school year.

We are placing several new expectations and regulations on our staff.

Measurable Outcome:

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

We will retain 100% of our staff members for the school year.

Monitoring:

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

We will send quarterly climate surveys to staff.

Person responsible for monitoring outcome:

Lou Long (louis.long@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.)

Create small, personalized communities to facilitate monitoring and support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We can provide support based on specific needs.

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.

Acknowledging years of service at PCHS with a pinning ceremony.

Person Responsible: Lou Long (louis.long@yourcharlotteschools.net)

By When: End of School year

Celebrating school/teachers for meeting instructional goals.

Person Responsible: Lou Long (louis.long@yourcharlotteschools.net)

By When: Monthly at faculty meetings

Providing support during personal hardships.

Person Responsible: Lou Long (louis.long@yourcharlotteschools.net)

By When: on going

Reimbursing staff for cost of subject area testing when needs arise in specific areas.

Person Responsible: Lou Long (louis.long@yourcharlotteschools.net)

By When: Once provided with receipt of payment for exam.

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)).

The process to review how school improvement funding is both allocated appropriately and ensure that this allocation is based on needs is through three leadership organizations that meet regularly throughout the school year. The PPC (Partnership Performance Council) meets monthly. The PPC has representation from each of the four core areas, and constantly provides feedback to the administrative team on how internal and district funds are allocated and spent throughout the school year in support of our SWD (Students With Disability) population. The SIP Team meets as needed throughout the school year. This team provided input this summer on goals to improve our TSI designation for SWD's, provide input on how allocated funds are spent to support our SWD population, and assist with progress monitoring data review to assist the administrative team adjust our SIP as needed. Our School Advisory Council (SAC) meets monthly. This organization assists the administrative team in allocating funds to support the different parts of the SIP. The SAC, based on data provided by the administrative team, can adjust and amend allocation funding as needed.

Funding to remove the TSI designation will include:

- In all core areas staff will be asked to obtain their certification in ESE. The cost of obtaining certifications may come from SIP funding.
- We will continue to increase the number of instructional staff that are certified as ACT Mastery Teachers. This will support students, including our ESE population, that are in need of concordance score for state testing requirements. The cost for training may come from SIP funding.
- The improvement of attendance of our ESE student population is important to increase instructional time. The cost of PBIS attendance interventions may come from SIP funds.
- Professional Development (PD) for our ESE staff in the area of instructional design and implementation will also improve student outcomes. PD may be provided to our instructional team in our Communication Disorder (CD), Emotional Behavioral Disorder (EBD), and Transitional/Functional Units. The cost of this PD may come from SIP funding.

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