Hernando County School District

Central High School

2015-16 School Improvement Plan

Central High School

14075 KEN AUSTIN PKWY, Brooksville, FL 34613

www.edline.net/pages/hcsb_chs

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	63%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	31%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Hernando County School District collaborates with parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Provide the school's vision statement

CHS: Cultivating integrity, intelligence, and inspiration today to empower students to embrace the challenges of tomorrow.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

School spirit and pride has greatly increased at Central High School. The school learns about it's students' cultures and builds relationships through a variety of clubs and after school activities that are offered. Teachers are often available before or after school to tutor or assist students. Teachers are expected to conduct frequent data chats with their students a minimum of once per month. Data chats give teachers and students a chance to discuss their grades, test scores, attendance, graduation status and future plans which often results in building relationships between teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers are on duty before and after school to greet and supervise students as they enter and leave the campus. The guidance department is available before, during and after school to provide support and guidance to students when needed. Administration is visible throughout campus on a daily basis to create a safe and welcoming environment. During both lunches administration and designated staff have an informal opportunity to interact with students. Teachers conduct data chats with students regularly to discuss academic concerns as well as any other issues a student may need addressed. Students' academic or athletic success is recognized during announcements and pep rallies. Central High also has a full time School Resource Officer who is embedded into our school environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students begin instruction with a do now (FCIM) and with the expectation that instruction occurs from bell to bell. Teachers use collaborative structures, blended technology and various strategies to keep instruction fresh and students engaged. Central High School implements school-wide positive behavior support with clear expectations for campus, cafeteria and classroom behavior. These expectations emphasize being prepared, on time, engaged and being respectful. Expectations are reviewed verbally at the beginning of the year and at the semester during class assemblies. In addition, every student received in writing these behavioral expectations, as well as the expectations are posted in every room and around the campus. When a disciplinary incident occurs in the classroom that has caused a distraction, administration is called and the student is removed to

maintain an engaged atmosphere. Discipline issues are dealt with in a timely manner. Administration has also implemented specific attendance monitoring strategies (in line with school board policy) so that students missing instruction can be identified and interventions put into place.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School-wide mentoring is in place for teachers and for those students who are at risk to graduate. Students who have indicated more than one early warning sign are identified and individual plans for improvement are implemented. Teachers have volunteered to meet with students identified as at risk for the 2015 cohort to provide support to these students. In addition, administrators and guidance counselors meet with these students as well as other students on their caseload to provide a connection between the student, classes and their school. Administration works to create a safe, comforting atmosphere and takes all student allegations of bullying/harassment seriously by following up with immediate investigations.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The attendance secretary provides monthly reports of students with excessive absences and those who may be in need of Child Study Team meetings. Each Friday, an unexcused attendance report is generated and distributed to all staff indicating which students have fallen below the 90% attendance rate. Students below the 90% threshold are prohibited from participating in extra curricular activities including athletic competitions and field trips. In school and out of school suspensions are tracked by administration and alternatives to suspension are discussed. Guidance and administration review grades and failure rates every nine weeks. Students who are failing English or Math are placed in a grade or credit recovery class or after school program. All level one math or ELA students receive remediation which target specific skill deficits. Frequent data chats are held with both teachers and students to identify possible interventions. These same students also receive intensive content specific instruction just prior to any retake assessment.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	34	29	40	27	130
One or more suspensions	112	125	101	47	385
Course failure in ELA or Math	52	51	42	3	148
Level 1 on statewide assessment	3	38	46	7	94
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	90	91	76	38	295

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students identified by the early warning system participate in a minimum of monthly data chats with their teachers. Administration, guidance counselors and teacher cohort volunteers meet with students identified as at risk for graduation. A double planning period for teachers has been implemented to include a common planning period for each teacher in order to design common lessons and assessments driven by the standards in order to align instruction for our students. English, math, and science teachers offer tutoring after school. Communities in Schools (CIS) is an organization which is embedded in our school and works directly with our students to provide tutoring and basic welfare needs. This year CIS will focus their plan on monitoring student attendance, including home visits when necessary.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Central High School works on a continual basis to increase positive relationships with families and improving parental involvement on and off our campus. Central High School works closely with Communities in Schools to work with students and families by providing mentoring and support to families for a variety of reasons.
The Global connect is a mass call out tool used weekly to communicate school events and important information to parents as well as informing parents when their child is absent from school. Blackboard is used weekly by teachers to communicate with students and families weekly grades, assignments, and assessment dates for each class. Central High School offers 4-5 school wide events a year for parents to attend. Individual clubs and class events also invite parents to participate in activities such as awards nights, recognition nights, and scholarship nights. Guidance also offers evening information sessions for parents 2-3 times a year to keep parents and students informed and help to prepare our students to be college and career ready.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Class clubs and various school organizations seek out local support from the business community in a variety of ways that includes: donations, utilization of their business for car washes or other fundraisers and/ or promotion. Local businesses also support our industry certification programs by visiting and

talking with students in these classes to help sustain these programs and assist in the transition process from school to work in the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Stratton, John	Principal
Crognale, Steve	Assistant Principal
Kolasa, Jill	Assistant Principal
Slusser, Kelly	Assistant Principal
Dalton, Deb	Instructional Coach
Owen, Ruth	Guidance Counselor
Merschbach, Jennifer	Other
Hallal, Lisa	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Central High School's School Leadership Team is comprised of various instructional members. Administration will be responsible for conducting all SBLT meetings and data chats. Additionally, administration will oversee and collaborate with the district reading coach to offer our staff needs based professional development. The Instructional Practices Coach will meet with each department daily during team planning to assist in creating engaging and rigorous lesson plans using the Hernando County School Districts Best Practices Model. Department Leads will assist with professional development and it's implementation. Leads will share FCIM data monthly and adjustments to curriculum, pacing and/or PD will be made based on shared decision making using the most current data. Administration will ensure fidelity by conducting walkthroughs and providing meaningful feedback to our teachers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Based Leadership Team (SBLT), School Advisory Council (SAC), School Literacy Team and administration work collaboratively to analyze data and determine our school improvement and professional development needs.Overall, our SIP goals and strategies drive our school budget and our SAC budget. Professional development (PD) is limited to Title II funding (if available), therefore our professional development is embedded into the teacher work day. Additionally, the district provides two professional development days throughout the school year. PD is conducted by administration, district coaches and/or teacher leaders and is based on school wide initiatives or departmental needs. CHS has a room dedicated to PD where all workshops, data chats, book studies and other inservice activities are offered. Additionally, we have a classroom designated as a math

resource room for teachers where supplies and supplemental materials are housed. Each month the administration meets with our SAC to discuss needs and possible resources. The SBLT meets weekly and the principal conducts frequent meetings with each member of the faculty to address curricular adjustments or needs. Department Heads meet with the principal monthly to analyze school wide data and to drive overall instruction and to review progress toward the SIP. At the end of each year, department heads gather information on teaching desires and certification requirements with their respective departments to align with our scheduling process. This information is reviewed by administration and when possible, teachers are placed according to their preferences.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
L. Rodriguez	Parent
B. Frekey	Business/Community
M. Hrivnak	Business/Community
J. Kolasa	Teacher
D. Rodriguez	Parent
L. Rosenzweig	Business/Community
S. Doyle	Education Support Employee
J. Stratton	Principal
D. Payan	Business/Community
D. Rathke	Parent
M. Ralph	Teacher
R. Wilson	Teacher
L. Mitchell	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Each year SAC is asked to provide input into our School Improvement Plan process. The final SIP is then reviewed and approval is requested. At the midyear point, the SIP is reviewed by our SAC and progress updates are given. During our first meeting of the school year held in August, SAC is informed of how we progressed towards meeting our goals during the previous school year. After high school grades are issued in December, a final update will occur.

Development of this school improvement plan

The SAC committee has received information and data involving possible goals for the upcoming school year. SAC is asked for feedback and input, based on data, into our school needs and goals for the 2015-2016 school year. Surveys are provided by the HCSB Council of Councils which seek input into areas involving curriculum, attendance and discipline. The final draft of the SIP will be reviewed at the October SAC meeting.

Preparation of the school's annual budget and plan

This year SAC has begun the year with $3,294.81. There has not been any budget requests yet for the "2015-2016" school year. Each year the budget is based on student need and staff can request funds for items which positively impact the student body.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

During the 2014-2015 school year, $23,214.50 was allotted from A plus money. Half of that money ($11,607.25) will be spent on technology for CHS and the other half ($11,607.25) will be used for educational materials. Currently, requests have been submitted to install projectors in classrooms, and purchases for a laminator, a poster maker, and additional printers. Additionally, CHS has spent $750.00 to provide shirts for all students, $443.53 on PBS materials, $675.60 on batteries for clicker systems, $291.97 on paper for the English Department, $720.00 on school-wide posters for each classroom, and $263.74 on magazine subscriptions.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Stratton, John	Principal
Crognale, Steve	Assistant Principal
Kolasa, Jill	Assistant Principal
Slusser, Kelly	Assistant Principal
Feeney, Karen	Teacher, K-12
Eppley, Kathy	Teacher, K-12
Hallal, Lisa	Teacher, ESE
Hilyard, Kallie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT conducts weekly meetings with representatives from each department. Last year, the team had begun a book study on Transforming Brockton High, which led to a school wide literacy initiative focusing on writing and responding to higher order questions. The team designed the implementation plan and conducted professional development with all instructional staff in October 2014. Administration conducted frequent walkthroughs to ensure the plan was being implemented with fidelity. After the October professional development, the team met every two weeks to review student work samples and to monitor overall implementation effectiveness. This year, the literacy initiative will continue to concentrate on writing by training the faculty and staff on how to implement Cornell Notes in order to increase engagement and improve instructional design. After the faculty is trained, administration will then monitor proper use by conducting frequent walk-throughs.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Central High School has implemented a double planning period for each teacher on the master schedule to include a common planning period with their department. During this common planning time, teachers will be meeting daily to unpack the standards, backwards plan, and to formulate common assessments. Teachers are required to turn in their nine weeks common assessments to administration each quarter. Through the common planning process, teachers develop common lesson plans lending itself to increasing a supportive and positive working relationship within each department. The Instructional Practices Coach has developed a weekly calendar to meet with each department by subject daily. A weekly calendar has been implemented that includes data chat meetings with each department and professional development on a monthly basis. This allows teachers to give feedback on current instructional practices and other school wide initiatives.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Staff morale is monitored through informal conversation "checks" and it is the administrations belief that the number one predictor of teacher morale is whether or not they are feeling supported. Administration is committed to the integrity of the instructional classroom and supports our teachers by ensuring classes remain free of distractions. Frequent feedback along with a strong mentoring program allow our new teachers to grow and develop professionally as they assimilate into our school culture. Central High School posts open job postings seeking only highly qualified in field teachers on the county website. Requirements are listed and priority is given to qualified in field teachers. Central High School has also formed an Organizing to Lead Committee which meets weekly to collaboratively develop solutions to common issues affecting the majority of the faculty.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each new teacher to Central High School is assigned one mentor to provide ongoing support in and out of the classroom. The mentee is required to meet with their mentor at minimum once per month. During these meetings, questions and concerns are addressed as well as developing the Individual Professional Development Plan (IPDP) based on the Charlotte Danielson model in order to provide individualized support. Additionally, the mentor completes two informal observations prior to the mentee being formally observed by administration. This provides the mentee with pertinent feedback and preparation for the upcoming formal observation. The goal is to align the mentee and mentor in the same content area; however, it is difficult to complete this for everyone due to a high number of new teachers in given areas.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional staff were required to attend a Professional Learning Community to unpack the standards. This included training on CPALMS, Edivation, and the Common Core Companion book. In addition, core teachers were trained on the test item specifications and item types for district and state end of course exams. Teachers are encouraged to meet with their colleagues during common planning daily. Our Instructional Practices Coach has developed a school-wide schedule to monitor that each department/subject area is meeting to collaboratively plan engaging and rigorous lessons.

Pre-developed FCIM is implemented in the core subjects in order to drive standards based instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student who scored a level one or two on the FSA Assessment are placed in an Intensive Reading class. Students who do not score proficient on the PERT are placed in English for College Readiness. Similarly, each student who did not pass the Algebra I EOC is placed in an Algebra I credit recovery class to remediate their math skills. Students who do not score proficient on the PERT for mathematics are placed in a Math for College Readiness course. Credit recovery is also implemented through our daily master schedule, an after school program, and our co-enrolled night school program. Next, FCIM is implemented across the core subjects to spiral instruction and to assist students with attaining proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

After school program

Strategy Rationale

The after school program assists students with credit recovery and tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Kolasa, Jill, kolasa_j@hcsb.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

attendance records of students attending tutoring, student grades, and testing data

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Guidance counselors meet with all incoming freshmen during freshmen orientation and meets with each individual student during the school year. Topics of discussion include expectations, graduation requirements, possibilities for acceleration and remediation or credit recovery and college and career planning. The Guidance also meets individually with each senior at the beginning of their senior year to insure that they have a plan for graduation and a plan for after graduation. During the school year the Scholarship Committee provides an updated list of scholarship opportunities. Workshops and

information sessions are provided on college and financial aid information. Military recruiters are also available for appointments. Guidance Counselors have been assigned students by cohort class as opposed to alphabetical order.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students are made aware of the resources available through www.flvc.org. Universities, colleges, and technical schools from throughout the state of Florida visit the CHS campus to provide information for students. Communities In Schools and other campus organizations often invite business leaders from throughout the community to speak to classes regarding career opportunities. Communities in Schools often links students with mentors from throughout the community by holding 2 Career Fairs held during lunch periods. Students are required to choose a program area of study to increase college and career awareness. Most program areas require the student to participate in one of our career and technical education (CTE) programs.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students at Central High School can earn industry certifications as follows:
-Allied Health, Certified Nursing Assistant
-Web Design and Graphic Arts, Adobe Photoshop, Flash & Dreamweaver
-Allied Health, Certified Medical Administrative Assistant
-Culinary Arts, ServeSafe Professional Food Management
-Biotech, Industrial Biotechnology
-Welding,

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Central High School is in it's third year of our Biotech program which may be used to satisfy a science credit. Students who are interested in the medical field are encouraged to take Anatomy and Physiology to prepare them for the Health Science program or a more rigorous college major. Students who complete industry certification in the computer areas can substitute the certifications for math credits beyond Algebra and Geometry.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Improving student readiness for public post-secondary level is a high focus at Central High School. Students are identified and go through a recommendation process from guidance and teachers for placement in Advanced Placement classes and Dual Enrollment classes. All 10th grade students are given the PSAT and students are identified as potential AP, DE and bright future candidates. ACT/ SAT boot camps' are offered to CHS students prior to each test day. Central High School guidance counselors meet with Bright Future eligible students to ensure they have met the necessary requirements. The percentage of students enrolled in AP or DE classes has steadily increased since 2010. Teachers are selected each year to receive summer AP training so CHS can expand its AP class offerings. Intense efforts from administration, guidance, and faculty are utilized to mentor students at risk of graduation to ensure they receive the proper support to achieve graduation requirements and to assist them in their transition to post-secondary level.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Teachers will regularly engage students through standards driven instruction.

G2.   All teachers will deliver instruction that is well planned and rigorous for students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will regularly engage students through standards driven instruction. 1a

🔍 G073866

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Math Gains	79.0
AMO Reading - All Students	
ELA/Reading Gains	73.0
Bio I EOC Pass	67.0
Math Lowest 25% Gains	74.0
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- One Kagan certified trainer on staff

- Monthly professional development

- Instructional Practice Coach on staff

- Administration walk-through data

- Daily collaborative planning period

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement in the classroom.

- Instructional staff lacking sufficient time to plan engaging lessons collaboratively.

Plan to Monitor Progress Toward G1. 8

On going progress monitoring data through FCIM, common assessments, and informal and formal walkthrough observations.

Person Responsible
John Stratton

Schedule
Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion
Bi weekly FCIM data from math, reading, history and biology. Data from Edivation on informal and formal walkthrough observations. Student performance on common assessments by subjects.

G2. All teachers will deliver instruction that is well planned and rigorous for students. 1a

🔍 G073867

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
Math Gains	79.0
Bio I EOC Pass	67.0
ELA/Reading Gains	73.0
Math Lowest 25% Gains	74.0
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- Literacy Committee
- Instructional Practices Coach
- Professional Development

Targeted Barriers to Achieving the Goal 3

- Poorly implemented instructional strategies.

Plan to Monitor Progress Toward G2. 8

Administration will conduct formal and informal walkthroughs and review lesson plans and instructional design.

Person Responsible
John Stratton

Schedule
Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion
Lesson Plans and Edivation walkthrough data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Teachers will regularly engage students through standards driven instruction. 1

🔑 G073866

G1.B1 Lack of student engagement in the classroom. 2

🔑 B192945

G1.B1.S1 Teachers will participate in professional development on research based effective instructional practices. 4

🔑 S204438

Strategy Rationale

To increase exposure and knowledge based on how to increase student engagement.

Action Step 1 5

Develop a professional development schedule that focuses on collaborative structures, collaborative grouping implementation, and levels of engagement.

Person Responsible

Deb Dalton

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Professional Development Schedule

Action Step 2 `5`

Teachers will participate in opportunities to observe colleagues using highly effective instructional strategies as arranged by administration.

Person Responsible

Deb Dalton

Schedule

Quarterly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Walkthrough Observation Summary

Action Step 3 `5`

Instructional staff will regularly implement the professional development strategies including collaborative grouping, high-order thinking, and accountable talk.

Person Responsible

John Stratton

Schedule

Daily, from 8/24/2015 to 8/24/2015

Evidence of Completion

Walk-through Data, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Lesson Plans and Walk-through data will be reviewed by the SBLT.

Person Responsible

John Stratton

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Documentation within lesson plans of research based effective instructional strategies that encourage student engagement. In addition, the percentage of teachers scoring highly effective on walk-through data on domain 3C (Student Engagement).

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administration will conduct frequent walk-throughs during common planning times by department.

Person Responsible

John Stratton

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Edivation data, Instructional Staff Lesson Plans

G1.B2 Instructional staff lacking sufficient time to plan engaging lessons collaboratively. `2`

`B192946`

G1.B2.S1 Provide more time during the school day for collaborative planning. `4`

`S204439`

Strategy Rationale

By providing more time to plan collaboratively, teachers will develop more engaging lessons and strategies.

Action Step 1 `5`

Implement a school wide master schedule that allows for all instructional staff to have an individual planning period as well as a common planning period.

Person Responsible

Ruth Owen

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will monitor participation during the common planning period by departments.

Person Responsible

John Stratton

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Weekly Common Planning Logs by department

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Instructional Practices Coach will share with SBLT staff attendance and participation.

Person Responsible

Deb Dalton

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Weekly Common Planning Logs by Department

G2. All teachers will deliver instruction that is well planned and rigorous for students. 1

G073867

G2.B1 Poorly implemented instructional strategies. 2

B192947

G2.B1.S1 Implementation of Hernando County's Model Classroom Best Practices. 4

S204440

Strategy Rationale

To provide teachers multiple research-based teaching strategies.

Action Step 1 5

Teachers will attend professional development on the Model Classroom Best Practices.

Person Responsible

John Stratton

Schedule

Biweekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Professional Development Schedule, Sign-In sheets

Action Step 2 5

Teachers will include Model Classroom Best Practices in their lesson plans.

Person Responsible

John Stratton

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson Plans by department.

Action Step 3 `5`

Teachers will deliver the Model Classroom Best Practices during their instruction to the students.

Person Responsible

John Stratton

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Edivation Walkthroughs, Collection of daily lesson plans.

Action Step 4 `5`

Teachers will deliver rigorous instruction.

Person Responsible

John Stratton

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, Walkthroughs, Common Planning Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

School based leadership team will conduct informal and formal walkthroughs and review lesson plans.

Person Responsible

John Stratton

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Edivation walkthrough data and lesson plans by department.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The school based leadership team will conduct informal walkthroughs to determine the effectiveness of the model classroom best practices.

Person Responsible

John Stratton

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Edivation Walkthrough Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop a professional development schedule that focuses on collaborative structures, collaborative grouping implementation, and levels of engagement.	Dalton, Deb	8/17/2015	Professional Development Schedule	5/31/2016 quarterly
G1.B2.S1.A1	Implement a school wide master schedule that allows for all instructional staff to have an individual planning period as well as a common planning period.	Owen, Ruth	8/24/2015	Master Schedule	5/31/2016 daily
G2.B1.S1.A1	Teachers will attend professional development on the Model Classroom Best Practices.	Stratton, John	8/24/2015	Professional Development Schedule, Sign-In sheets	5/31/2016 biweekly
G1.B1.S1.A2	Teachers will participate in opportunities to observe colleagues using highly effective instructional strategies as arranged by administration.	Dalton, Deb	9/8/2015	Walkthrough Observation Summary	5/31/2016 quarterly
G2.B1.S1.A2	Teachers will include Model Classroom Best Practices in their lesson plans.	Stratton, John	8/24/2015	Lesson Plans by department.	5/31/2016 daily
G1.B1.S1.A3	Instructional staff will regularly implement the professional development strategies including collaborative grouping, high-order thinking, and accountable talk.	Stratton, John	8/24/2015	Walk-through Data, Lesson Plans	8/24/2015 daily
G2.B1.S1.A3	Teachers will deliver the Model Classroom Best Practices during their instruction to the students.	Stratton, John	8/24/2015	Edivation Walkthroughs, Collection of daily lesson plans.	5/31/2016 daily
G2.B1.S1.A4	Teachers will deliver rigorous instruction.	Stratton, John	8/24/2015	Lesson Plans, Walkthroughs, Common Planning Logs	5/31/2016 daily
G1.MA1	On going progress monitoring data through FCIM, common assessments, and informal and formal walkthrough observations.	Stratton, John	8/24/2015	Bi weekly FCIM data from math, reading, history and biology. Data from Edivation on informal and formal walkthrough observations. Student performance on common assessments by subjects.	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will conduct frequent walk-throughs during common planning times by department.	Stratton, John	8/24/2015	Edivation data, Instructional Staff Lesson Plans	5/31/2016 weekly
G1.B1.S1.MA1	Lesson Plans and Walk-through data will be reviewed by the SBLT.	Stratton, John	8/24/2015	Documentation within lesson plans of research based effective instructional strategies that encourage student engagement. In addition, the percentage of teachers scoring highly effective on walk-through data on domain 3C (Student Engagement).	5/31/2016 monthly
G1.B2.S1.MA1	Instructional Practices Coach will share with SBLT staff attendance and participation.	Dalton, Deb	8/24/2015	Weekly Common Planning Logs by Department	5/31/2016 weekly
G1.B2.S1.MA1	Administration will monitor participation during the common planning period by departments.	Stratton, John	8/24/2015	Weekly Common Planning Logs by department	5/31/2016 weekly
G2.MA1	Administration will conduct formal and informal walkthroughs and review lesson plans and instructional design.	Stratton, John	8/24/2015	Lesson Plans and Edivation walkthrough data.	5/31/2016 weekly
G2.B1.S1.MA1	The school based leadership team will conduct informal walkthroughs to determine the effectiveness of the model classroom best practices.	Stratton, John	8/24/2015	Edivation Walkthrough Data	5/31/2016 weekly
G2.B1.S1.MA1	School based leadership team will conduct informal and formal walkthroughs and review lesson plans.	Stratton, John	8/24/2015	Edivation walkthrough data and lesson plans by department.	5/31/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will regularly engage students through standards driven instruction.

G1.B1 Lack of student engagement in the classroom.

G1.B1.S1 Teachers will participate in professional development on research based effective instructional practices.

PD Opportunity 1

Develop a professional development schedule that focuses on collaborative structures, collaborative grouping implementation, and levels of engagement.

Facilitator

Dalton, Deb; Instructional Practice Coach

Participants

All teachers 9-12

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

PD Opportunity 2

Teachers will participate in opportunities to observe colleagues using highly effective instructional strategies as arranged by administration.

Facilitator

Jill Kolasa, Assistant Principal ; Kelly Slusser; Assisitant Principal; Steve Crognale, Assisitant Principal; John Stratton; Principal

Participants

Instructional staff

Schedule

Quarterly, from 9/8/2015 to 5/31/2016

PD Opportunity 3

Instructional staff will regularly implement the professional development strategies including collaborative grouping, high-order thinking, and accountable talk.

Facilitator

Jill Kolasa, Assistant Principal; Kelly Slusser; Assistant Principal; Steve Crognale; Assistant Principal; John Stratton; Principal

Participants

Instructional Staff 9-12

Schedule

Daily, from 8/24/2015 to 8/24/2015

G1.B2 Instructional staff lacking sufficient time to plan engaging lessons collaboratively.

G1.B2.S1 Provide more time during the school day for collaborative planning.

PD Opportunity 1

Implement a school wide master schedule that allows for all instructional staff to have an individual planning period as well as a common planning period.

Facilitator

Ruth Owen; Guidance Counselor

Participants

All teachers 9-12

Schedule

Daily, from 8/24/2015 to 5/31/2016

G2. All teachers will deliver instruction that is well planned and rigorous for students.

G2.B1 Poorly implemented instructional strategies.

G2.B1.S1 Implementation of Hernando County's Model Classroom Best Practices.

PD Opportunity 1

Teachers will attend professional development on the Model Classroom Best Practices.

Facilitator

John Stratton, Principal Kelly Slusser; Assistant Principal Jill Kolasa; Assistant Principal Steve Crognale; Assistant Principal Deb Dalton; Instructional Practices Coach.

Participants

All Instructional Staff

Schedule

Biweekly, from 8/24/2015 to 5/31/2016

PD Opportunity 2

Teachers will include Model Classroom Best Practices in their lesson plans.

Facilitator

John Stratton, Principal Kelly Slusser; Assistant Principal Jill Kolasa; Assistant Principal Steve Crognale; Assistant Principal Deb Dalton; Instructional Practices Coach.

Participants

All instructional staff.

Schedule

Daily, from 8/24/2015 to 5/31/2016

PD Opportunity 3

Teachers will deliver the Model Classroom Best Practices during their instruction to the students.

Facilitator

John Stratton, Principal Kelly Slusser; Assistant Principal Jill Kolasa; Assistant Principal Steve Crognale; Assistant Principal Deb Dalton; Instructional Practices Coach.

Participants

All instructional staff.

Schedule

Daily, from 8/24/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

		Budget Data	
1	G1.B1.S1.A1	Develop a professional development schedule that focuses on collaborative structures, collaborative grouping implementation, and levels of engagement.	$0.00
2	G1.B1.S1.A2	Teachers will participate in opportunities to observe colleagues using highly effective instructional strategies as arranged by administration.	$0.00
3	G1.B1.S1.A3	Instructional staff will regularly implement the professional development strategies including collaborative grouping, high-order thinking, and accountable talk.	$0.00
4	G1.B2.S1.A1	Implement a school wide master schedule that allows for all instructional staff to have an individual planning period as well as a common planning period.	$0.00
5	G2.B1.S1.A1	Teachers will attend professional development on the Model Classroom Best Practices.	$0.00
6	G2.B1.S1.A2	Teachers will include Model Classroom Best Practices in their lesson plans.	$0.00
7	G2.B1.S1.A3	Teachers will deliver the Model Classroom Best Practices during their instruction to the students.	$0.00
8	G2.B1.S1.A4	Teachers will deliver rigorous instruction.	$0.00
		Total:	$0.00