

Hernando County School District

Central High School



2017-18 Schoolwide Improvement Plan

Central High School

14075 KEN AUSTIN PKWY, Brooksville, FL 34613

<https://www.hernandoschools.org/chs>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 9-12 | No | 70% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 35% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | C | B* | B |

**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 1/9/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Central High School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 its 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.

b. 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 School also has a full time School Resource Officer who is embedded into our school environment.

c. 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 an "Activating Strategy" that ties into the lesson 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 receives in writing these behavioral expectations. Additionally, 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.

d. 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 drop out. 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 2018 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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. 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.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 93 | 91 | 0 | 271 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 130 | 123 | 104 | 83 | 440 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 90 | 64 | 26 | 285 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 131 | 132 | 52 | 15 | 330 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 44 | 31 | 0 | 134 |

c. 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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. Edline 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. Further, Central High School utilizes social media to communicate with families as well.

2. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|----------------------|---------------------|
| Slusser, Kelly | Principal |
| Owen, Ruth | School Counselor |
| Merschbach, Jennifer | Other |
| Murrman, Mildred | Assistant Principal |
| Diaz, Jesse | Instructional Coach |
| Kalamant, Thomas | Assistant Principal |
| Clifford, Chris | Assistant Principal |
| Brooks, Bethann | Teacher, K-12 |
| Burns, Sonya | Teacher, K-12 |
| Guerin, Lisa | Teacher, K-12 |
| Lawyer, Rachel | Teacher, K-12 |
| Merschbach, Brad | Teacher, K-12 |
| Nestor, Joe | Teacher, K-12 |
| Williams, Chad | Teacher, K-12 |
| Sommer, Wilson | Teacher, ESE |
| Nolf, Christopher | Teacher, K-12 |
| Mitchell, Lisa | Teacher, ESE |
| Carson, Jeff | Teacher, K-12 |

b. Duties

1. 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 District's Best Practices Model. Department Leads will assist with professional development and its implementation. Leads will share SWAP 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Dwayne Ross | Parent |
| Kelly Slusser | Principal |
| Al Sorrentino | Teacher |
| Thomas Kalamant | Principal |
| Kathy Sherman | Parent |
| Lisa Stuebner | Education Support Employee |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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 2017-2018 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 November SAC meeting.

c. Preparation of the school's annual budget and plan

Each year the budget is based on student need, and staff may request funds for items which positively impact the student body.

This year SAC has begun the year with \$18,531.43. CHS SAC funds purchased Industry Certification tests for social Media classes cost \$10,000. We ordered colored pencils from 401 district funds for \$174.40, posters for a writing strategy for \$89.60, and posters for our SIP goals at a cost of \$132.40.

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

Before the 2016-2017 school year ended there was \$17, 201.89 in the SAC budget. Central High School used SAC funds to purchase books for differentiated instruction. The cost for the book study book was \$2,179.99. This book will be used in the 2017-2018 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------|---------------------|
| Slusser, Kelly | Principal |
| Murrman, Mildred | Assistant Principal |
| Diaz, Jesse | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The SBLT team and department chairs focus on literacy, predominantly, the writing piece. Each core department incorporates writing through their formative and summative assessments. This is monitored by administration through our school wide common planning and also through frequent walkthroughs. Our Reading and English Departments focus heavily on reading as well by teaching reading strategies to be used in all content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

3. 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 a mentor to provide ongoing support in and out of the classroom. The new teachers meet with 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. Our mentor teacher works with the new teachers to guide and support them. Additionally, we have a new teacher program at our school where administrators work with new teachers directly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, Edviation, 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. We have 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. Teachers meet routinely to develop lessons based on the unpacked standards and to create common formative assessments which are used to guide further instruction. Administrators monitor fidelity with frequent walk-through data and meetings with teachers.

b. Instructional Strategies

1. 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 as well as a study hall focused on writing skills. 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. bottom quartile math students are placed in intensive math. 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.

2. 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:

Teachers offer after school tutoring throughout the week all year long.

Strategy Rationale

Students can work on grade repair, make-up work, or study current materials to gain a deeper understanding of content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Slusser, Kelly, slusser_k@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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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. Career and Technical Education Teachers frequently invite community speakers in to demonstrate lessons to the students and to speak to the students about career opportunities. CHS 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.

2. 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
- Graphic Arts, Adobe Photoshop, Flash & Dreamweaver
- Allied Health, Certified Medical Administrative Assistant
- Culinary Arts, ServeSafe Professional Food Management
- Biotech, Industrial Biotechnology
- Welding,
- HVAC
- Aerospace Technology
- Social Media

3. 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 its fourth 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. This year, CHS has added Aerospace Technology. Central High School and the Hernando County School District have partnered with Embry Riddle University for this program to offer students Dual Enrollment Credits as well as several industry certifications in the aeronautical field.

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Delivery of rigorous standards aligned instruction with a purpose for learning that meets the diverse needs of students.

- G2.** Regular implementation of writing across the curriculum to monitor student proficiency.

Strategic Goals Detail

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

G1. Delivery of rigorous standards aligned instruction with a purpose for learning that meets the diverse needs of students. 1a

G099370

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Math Gains | 44.0 |
| ELA/Reading Gains | 46.0 |
| Bio I EOC Pass | 76.0 |
| Math Lowest 25% Gains | 29.0 |
| ELA/Reading Lowest 25% Gains | 39.0 |
| AMO Math - All Students | |
| AMO Reading - All Students | |

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated strategies in the teachers tool box causing a deficiency of learning gains of the bottom quartile

Resources Available to Help Reduce or Eliminate the Barriers 2

- Daily collaborative planning period
- Monthly professional development
- District Reading Coach on staff
- Administration walk-through data

Plan to Monitor Progress Toward G1. 8

Teachers upload lessons plan to L Drive and Administrative walkthroughs

Person Responsible

Kelly Slusser

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson Plans and OB 360

G2. Regular implementation of writing across the curriculum to monitor student proficiency. 1a

G099371

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Math Gains | 44.0 |
| Bio I EOC Pass | 76.0 |
| ELA/Reading Gains | 46.0 |
| Math Lowest 25% Gains | 29.0 |
| ELA/Reading Lowest 25% Gains | 39.0 |
| AMO Reading - All Students | |
| AMO Math - All Students | |

Targeted Barriers to Achieving the Goal 3

- Students lacked consistency on how to write an essay (writing structure)

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Reading Coach
- Monthly Professional Development
- Common planning
- Writing Posters
- Hired new highly qualified English teachers

Plan to Monitor Progress Toward G2. 8

Administration reviews lesson plans

Person Responsible

Kelly Slusser

Schedule

Weekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Lesson plans are submitted on the L Drive to include writing

Plan to Monitor Progress Toward G2. 8

Administration will conduct walk throughs by zone

Person Responsible

Kelly Slusser

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

ob 360 reports

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. Delivery of rigorous standards aligned instruction with a purpose for learning that meets the diverse needs of students. 1

G099370

G1.B1 Lack of differentiated strategies in the teachers tool box causing a deficiency of learning gains of the bottom quartile 2

B267615

G1.B1.S1 Teachers will participate in professional development on research based effective instructional practices. To include a book study on The Differentiated Classroom. 4

S283519

Strategy Rationale

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

Action Step 1 5

Research and purchased a book about differentiation. (The Differentiated Classroom)

Person Responsible

Thomas Kalamant

Schedule

On 7/31/2017

Evidence of Completion

Purchase Order

Action Step 2 5

Sought district approval so that our teachers could receive ESE points.

Person Responsible

Thomas Kalamant

Schedule

On 8/31/2017

Evidence of Completion

Walkthrough Observation Summary

Action Step 3 5

Developed a professional development schedule and communicated it with the staff

Person Responsible

Thomas Kalamant

Schedule

On 5/25/2018

Evidence of Completion

Action Step 4 5

Implemented a developed curriculum by the district for the book study.

Person Responsible

Thomas Kalamant

Schedule

On 8/31/2017

Evidence of Completion

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

Checks for understanding, discussions, and assignments throughout instruction during Professional Development

Person Responsible

Kelly Slusser

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Submitted assignments from the Book Study in order to earn their professional development points.

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

Attendance at Professional Development

Person Responsible

Kelly Slusser

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

ERO Attendance Log

G1.B1.S2 SWAP is performed weekly by ALL instructional personal. Our SWAP process has been modified to take a closer look at the bottom quartile. 4

 S283520

Strategy Rationale

Bringing a school-wide focus to student formative data and desegregating the bottom quartile allows teachers to differentiate more effectively.

Action Step 1 5

We modified the SWAP form to include bottom quartile data

Person Responsible

Kelly Slusser

Schedule

On 8/31/2017

Evidence of Completion

Updated SWAP form shared through google docs with staff

Action Step 2 5

Charts created by Department by subject for SWAP signup

Person Responsible

Jennifer Merschbach

Schedule

On 8/31/2017

Evidence of Completion

SWAP charts displayed in SBLT meeting room

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

SBLT members share their SWAP bi weekly at the SBLT meetings

Person Responsible

Kelly Slusser

Schedule

Biweekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Data presented for bottom quartile by the SBLT member

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration attends SWAP meetings weekly for accountability

Person Responsible

Kelly Slusser

Schedule

On 5/25/2018

Evidence of Completion

Administration uses Google Calendar to record day and time of attendance

G2. Regular implementation of writing across the curriculum to monitor student proficiency. 1

G099371

G2.B1 Students lacked consistency on how to write an essay (writing structure) 2

B267617

G2.B1.S1 Implemented a Writing Formula called the ICEE Strategy 4

S283521

Strategy Rationale

Implementing a formulaic strategy assists non ELA teachers to effectively implement writing instruction to other curriculum areas.

Action Step 1 5

Implemented a Writing Formula called the ICEE Strategy

Person Responsible

Mildred Murrman

Schedule

On 8/31/2017

Evidence of Completion

The poster is displayed in classrooms

Action Step 2 5

Introduce the ICEE strategy to all staff through professional development

Person Responsible

Kelly Slusser

Schedule

On 8/30/2017

Evidence of Completion

Lesson Plans by department.

Action Step 3 5

Teachers carry put the ICEE strategy throughout summative assessments

Person Responsible

Kelly Slusser

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans and student work displayed

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

District Writing Assessments

Person Responsible

Kelly Slusser

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Progress monitoring data from the District Writing assessments

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

Student work samples to include ICEE

Person Responsible

Kelly Slusser

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

photographs and administrative walk throughs

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

FSA ELA Results

Person Responsible

Kelly Slusser

Schedule

On 6/29/2018

Evidence of Completion

Increase in writing proficiency school-wide

G2.B1.S2 Bottom quartile 9th and 10th graders were strategically placed in an Intensive Writing course. (MTSS/Study Hall) 4

 S283522

Strategy Rationale

Bottom quartile needs intensive writing instruction and additional practice in order to make sufficient learning gains on the FSA.

Action Step 1 5

Identifying 9th and 10th grade bottom quartile students

Person Responsible

Jennifer Merschbach

Schedule

On 8/31/2017

Evidence of Completion

Unify data

Action Step 2 5

Create ELA Master schedule to include Intensive Writing classes

Person Responsible

Mildred Murrman

Schedule

On 8/31/2017

Evidence of Completion

Master Schedule

Action Step 3 5

Schedule Bottom quartile students into writing classes

Person Responsible

Ruth Owen

Schedule

On 8/31/2017

Evidence of Completion

Student schedules

Action Step 4 5

Develop a writing curriculum to be used in the Writing class

Person Responsible

Mildred Murrman

Schedule

On 8/31/2017

Evidence of Completion

curriculum map

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrative walkthroughs

Person Responsible

Kelly Slusser

Schedule

Biweekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

OB 360

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

SWAP process

Person Responsible

Kelly Slusser






















Schedule

Weekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

SWAP data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|----------------------|-------------------------------|---|--------------------|
| 2018 | | | | | |
|  G1.MA1 M416489 | Teachers upload lessons plan to L Drive and Administrative walkthroughs | Slusser, Kelly | 8/10/2016 | Lesson Plans and OB 360 | 5/26/2017 weekly |
|  G1.B1.S1.MA1 M416485 | Attendance at Professional Development | Slusser, Kelly | 8/10/2016 | ERO Attendance Log | 5/26/2017 monthly |
|  G1.B1.S1.A1 A382741 | Research and purchased a book about differentiation. (The Differentiated Classroom) | Kalament, Thomas | 7/1/2017 | Purchase Order | 7/31/2017 one-time |
|  G2.B1.S1.A2 A382748 | Introduce the ICEE strategy to all staff through professional development | Slusser, Kelly | 8/30/2017 | Lesson Plans by department. | 8/30/2017 one-time |
|  G1.B1.S1.A2 A382742 | Sought district approval so that our teachers could receive ESE points. | Kalament, Thomas | 8/1/2017 | Walkthrough Observation Summary | 8/31/2017 one-time |
|  G1.B1.S1.A4 A382744 | Implemented a developed curriculum by the district for the book study. | Kalament, Thomas | 8/1/2017 | | 8/31/2017 one-time |
|  G2.B1.S1.A1 A382747 | Implemented a Writing Formula called the ICEE Strategy | Murrman, Mildred | 8/1/2017 | The poster is displayed in classrooms | 8/31/2017 one-time |
|  G1.B1.S2.A1 A382745 | We modified the SWAP form to include bottom quartile data | Slusser, Kelly | 8/1/2017 | Updated SWAP form shared through google docs with staff | 8/31/2017 one-time |
|  G1.B1.S2.A2 A382746 | Charts created by Department by subject for SWAP signup | Merschbach, Jennifer | 8/1/2017 | SWAP charts displayed in SBLT meeting room | 8/31/2017 one-time |
|  G2.B1.S2.A1 A382750 | Identifying 9th and 10th grade bottom quartile students | Merschbach, Jennifer | 8/1/2017 | Unify data | 8/31/2017 one-time |
|  G2.B1.S2.A2 A382751 | Create ELA Master schedule to include Intensive Writing classes | Murrman, Mildred | 8/1/2017 | Master Schedule | 8/31/2017 one-time |
|  G2.B1.S2.A3 A382752 | Schedule Bottom quartile students into writing classes | Owen, Ruth | 8/1/2017 | Student schedules | 8/31/2017 one-time |
|  G2.B1.S2.A4 A382753 | Develop a writing curriculum to be used in the Writing class | Murrman, Mildred | 8/1/2017 | curriculum map | 8/31/2017 one-time |
|  G1.B1.S1.A3 A382743 | Developed a professional development schedule and communicated it with the staff | Kalament, Thomas | 8/1/2017 | | 5/25/2018 one-time |
|  G1.B1.S2.MA1 M416487 | Administration attends SWAP meetings weekly for accountability | Slusser, Kelly | 8/21/2017 | Administration uses Google Calendar to record day and time of attendance | 5/25/2018 one-time |
|  G1.B1.S2.MA1 M416488 | SBLT members share their SWAP bi weekly at the SBLT meetings | Slusser, Kelly | 8/1/2017 | Data presented for bottom quartile by the SBLT member | 5/25/2018 biweekly |
|  G1.B1.S1.MA1 M416486 | Checks for understanding, discussions, and assignments throughout instruction during Professional... | Slusser, Kelly | 8/10/2017 | Submitted assignments from the Book Study in order to earn their professional development points. | 5/31/2018 monthly |
|  G2.MA1 M416497 | Administration reviews lesson plans | Slusser, Kelly | 8/1/2017 | Lesson plans are submitted on the L Drive to include writing | 6/1/2018 weekly |
|  G2.MA2 M416498 | Administration will conduct walk throughs by zone | Slusser, Kelly | 8/21/2017 | ob 360 reports | 6/1/2018 daily |
|  G2.B1.S1.MA1 M416491 | District Writing Assessments | Slusser, Kelly | 8/21/2017 | Progress monitoring data from the District Writing assessments | 6/1/2018 weekly |
|  G2.B1.S1.MA3 M416492 | Student work samples to include ICEE | Slusser, Kelly | 8/21/2017 | photographs and administrative walk throughs | 6/1/2018 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|----------------|-------------------------------|---|--------------------|
| G2.B1.S1.A3 A382749 | Teachers carry put the ICEE strategy throughout summative assessments | Slusser, Kelly | 8/21/2017 | Teacher lesson plans and student work displayed | 6/1/2018 quarterly |
| G2.B1.S2.MA1 M416493 | SWAP process | Slusser, Kelly | 8/1/2017 | SWAP data | 6/1/2018 weekly |
| G2.B1.S2.MA1 M416494 | Administrative walkthroughs | Slusser, Kelly | 8/1/2017 | OB 360 | 6/1/2018 biweekly |
| G2.B1.S1.MA1 M416490 | FSA ELA Results | Slusser, Kelly | 6/1/2018 | Increase in writing proficiency school-wide | 6/29/2018 one-time |

V. Professional Development Opportunities

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

G1. Delivery of rigorous standards aligned instruction with a purpose for learning that meets the diverse needs of students.

G1.B1 Lack of differentiated strategies in the teachers tool box causing a deficiency of learning gains of the bottom quartile

G1.B1.S1 Teachers will participate in professional development on research based effective instructional practices. To include a book study on The Differentiated Classroom.

PD Opportunity 1

Research and purchased a book about differentiation. (The Differentiated Classroom)

Facilitator

Administrative Team

Participants

All teachers 9-12

Schedule

On 7/31/2017

PD Opportunity 2

Sought district approval so that our teachers could receive ESE points.

Facilitator

Administrative Team

Participants

Instructional staff

Schedule

On 8/31/2017

PD Opportunity 3

Developed a professional development schedule and communicated it with the staff

Facilitator

Administrative Team

Participants

Instructional Staff 9-12

Schedule

On 5/25/2018

G2. Regular implementation of writing across the curriculum to monitor student proficiency.

G2.B1 Students lacked consistency on how to write an essay (writing structure)

G2.B1.S1 Implemented a Writing Formula called the ICEE Strategy

PD Opportunity 1

Implemented a Writing Formula called the ICEE Strategy

Facilitator

Administrative Team

Participants

All Instructional Staff

Schedule

On 8/31/2017

PD Opportunity 2

Introduce the ICEE strategy to all staff through professional development

Facilitator

Administrative Team

Participants

All instructional staff

Schedule

On 8/30/2017

PD Opportunity 3

Teachers carry put the ICEE strategy throughout summative assessments

Facilitator

Administrative Team

Participants

All instructional staff

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|---------------|-------------|---|---------------|
| 1 | G1.B1.S1.A1 | Research and purchased a book about differentiation. (The Differentiated Classroom) | \$0.00 |
| 2 | G1.B1.S1.A2 | Sought district approval so that our teachers could receive ESE points. | \$0.00 |
| 3 | G1.B1.S1.A3 | Developed a professional development schedule and communicated it with the staff | \$0.00 |
| 4 | G1.B1.S1.A4 | Implemented a developed curriculum by the district for the book study. | \$0.00 |
| 5 | G1.B1.S2.A1 | We modified the SWAP form to include bottom quartile data | \$0.00 |
| 6 | G1.B1.S2.A2 | Charts created by Department by subject for SWAP signup | \$0.00 |
| 7 | G2.B1.S1.A1 | Implemented a Writing Formula called the ICEE Strategy | \$0.00 |
| 8 | G2.B1.S1.A2 | Introduce the ICEE strategy to all staff through professional development | \$0.00 |
| 9 | G2.B1.S1.A3 | Teachers carry put the ICEE strategy throughout summative assessments | \$0.00 |
| 10 | G2.B1.S2.A1 | Identifying 9th and 10th grade bottom quartile students | \$0.00 |
| 11 | G2.B1.S2.A2 | Create ELA Master schedule to include Intensive Writing classes | \$0.00 |
| 12 | G2.B1.S2.A3 | Schedule Bottom quartile students into writing classes | \$0.00 |
| 13 | G2.B1.S2.A4 | Develop a writing curriculum to be used in the Writing class | \$0.00 |
| Total: | | | \$0.00 |