

Hernando County School District

Central High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	20
Budget to Support Goals	0

Central High School

14075 KEN AUSTIN PKWY, Brooksville, FL 34613

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

Demographics

Principal: Kelly Slusser

Start Date for this Principal: 8/31/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Central High School

14075 KEN AUSTIN PKWY, Brooksville, FL 34613

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>86%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>40%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Central High School will prepare all students for college and life by providing a challenging curriculum that connects students' lives and their future in a safe, supportive, and engaging environment.

Provide the school's vision statement.

Central High School will graduate students who are career ready and prepared to pursue a post-secondary education in order to be independent citizens in a global society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Slusser, Kelly	Principal	Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.
Owen, Ruth	School Counselor	AICE Coordinator and Counselor over the Senior Class. Guidance Department Chair.
Clifford, Chris	Assistant Principal	Oversees the PE, Fine Arts, CTE, and Science Departments. Assistant Principal over Student Activities. Assistant Principal over the Sophomore class.
Brooks, Bethann	Teacher, Career/ Technical	Medical Program Teacher and SGA Sponsor. Also CTE Department Chair
Guerin, Lisa	Teacher, K-12	Math Department Chair
Lawyer, Rachel	Teacher, K-12	English Department Chair
Merschbach, Brad	Teacher, K-12	Assessment Teacher
Nestor, Joe	Teacher, K-12	P.E. Department Chair
Mitchell, Lisa	Teacher, ESE	ESE Specialist. Peers in Partners In Learning Instructor. ESE Department Co-Chair.
Carson, Jeff	Teacher, K-12	ELA Department Co-Chair. ELA AICE Teacher.
Greenwood, Patricia	Teacher, K-12	ESE Department co-chair.
Abate, Marlene	Teacher, K-12	Reading Department Chair
Brown, Nathaniel	Assistant Principal	Assistant Principal over Junior cohort. Assistant Principal over MTSS/PBS. Assistant Principal overseeing Math, Social Studies, ESOL, World Languages.
Kalament, Jennifer	Teacher, K-12	Science Department Chair
Dent Palmer, Radiah	Assistant Principal	

Name	Title	Job Duties and Responsibilities
Mello, Jeremy	Teacher, K-12	Co-Chair Social Studies Department
Sapia, James	Teacher, K-12	Co-Chair Social Studies Department

Demographic Information

Principal start date

Monday 8/31/2020, Kelly Slusser

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

76

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%)

	2017-18: C (52%) 2016-17: C (50%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 9/14/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	210	53	87	103	453
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	145	45	70	91	351
One or more suspensions	0	0	0	0	0	0	0	0	0	94	99	123	107	423
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	17	36	40	96
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	86	106	129	85	406

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	177	133	154	155	619

The number of students identified as retainees:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	210	53	87	103	453
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	145	45	70	91	351
One or more suspensions	0	0	0	0	0	0	0	0	0	94	99	123	107	423
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	17	36	40	96
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	86	106	129	85	406

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	177	133	154	155	619

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	49%	56%	35%	42%	53%
ELA Learning Gains	41%	45%	51%	39%	43%	49%
ELA Lowest 25th Percentile	33%	36%	42%	40%	39%	41%
Math Achievement	44%	51%	51%	46%	49%	49%
Math Learning Gains	45%	45%	48%	42%	40%	44%
Math Lowest 25th Percentile	36%	38%	45%	30%	32%	39%
Science Achievement	62%	68%	68%	66%	67%	65%
Social Studies Achievement	72%	71%	73%	73%	69%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	43%	51%	-8%	55%	-12%
	2018	39%	50%	-11%	53%	-14%
Same Grade Comparison		4%				
Cohort Comparison						
10	2019	39%	49%	-10%	53%	-14%
	2018	45%	48%	-3%	53%	-8%
Same Grade Comparison		-6%				
Cohort Comparison		0%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	67%	-8%	67%	-8%
2018	53%	58%	-5%	65%	-12%
Compare		6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	70%	0%	70%	0%
2018	74%	68%	6%	68%	6%
Compare		-4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	59%	-20%	61%	-22%
2018	40%	62%	-22%	62%	-22%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	55%	-12%	57%	-14%
2018	37%	45%	-8%	56%	-19%
Compare		6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	30	22	24	31	23	40	41		83	32
ELL	16	32	40	13	29	30	30	27		93	29
ASN	64										
BLK	19	33	36	23	34	37	41	38		95	40
HSP	38	34	39	42	40	34	59	65		92	47
MUL	22	23		45	37		70	91			
WHT	47	47	31	49	50	38	67	76		82	56
FRL	37	43	32	36	42	36	53	65		84	44
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	39	26	27	39	43	25	48		67	14
ELL	17	37	40	23	29	25	41	40			
ASN								75			
BLK	17	34	41	18	28	30	23	57		83	47
HSP	37	51	38	34	37	46	45	58		94	36
MUL	38	29		60	67		64				
WHT	50	51	43	45	41	43	56	81		87	56
FRL	39	48	41	36	38	41	47	68		85	49
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	14	15	14	34	35	38	50		60	16
ELL	18	39	33	23	26	15	31	58		69	
ASN				80	80						
BLK	18	24	25	22	26	21	62	60		74	25
HSP	21	36	43	36	43	34	50	70		80	42
MUL	59	50		53	50					91	50
WHT	38	41	42	51	42	31	70	76		84	55
FRL	27	37	41	41	37	27	59	68		77	45

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	21
Total Points Earned for the Federal Index	533

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra 1 EOC showed the lowest performance of 39% proficient. This is 20% lower than the District and 22% lower than the State performance levels. Contributing factors would include the inability to recruit and retain highly qualified math teachers, an increase in the number of students with historical level 1 performance, and high student absenteeism.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

10 Grade ELA showed the most significant decline in 2019 from 45% (2018) to 39% (2019), which is a six percent decline from the previous year. Contributing factors would include redistribution of experienced ELA personnel in support of AICE program growth.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra 1 EOC showed the greatest gap between the school and the state performance levels. The school was 39% proficient while the state demonstrated 61%. This is a 22% disparity between School and State performance levels. Contributing factors would include the inability to recruit and retain highly qualified math teachers, an increase in the number of students with historical level one performance, and high student absenteeism.

Which data component showed the most improvement? What new actions did your school take in this area?

Biology showed the most improvements, with a six percent performance increase in proficiency. The school improved from 53% proficiency to 59%. Teacher recruitment, increased student engagement and teacher rapport with students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance is an area of concerns with more than 30% of students with attendance below the 90% threshold for 2018-19 school year. Increase course failures in the fourth quarter as a result of going from traditional to digital learning in response to COVID-19 Pandemic.

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

1. Attendance
2. Algebra 1 EOC - teacher recruitment/retention, increased rigor,
3. Close the achievement gap
4. Sustain growth and performance in the AICE program
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: CHS & feeder school (PGES, WHMS, FCMS) attendance patterns show an average of 33% of the student enrollment with attendance below 90%. This directly impairs school plans/ability to increase proficiency if students are not regularly attending school.

Measurable Outcome: Our goal is to reduce the percentage of students under the 90% attendance for the 20-21 school year to under 30%.

Person responsible for monitoring outcome: Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Evidence-based Strategy: Tracking monthly attendance data by grade level and by subgroup. Implementing Tier 1, Tier 2, and Tier 3 attendance supports for students. Some of these supports include grade level competitions, embedded PBIS, house visits, student/teacher mentor ships.

Rationale for Evidence-based Strategy: Developed a PBIS, Equity and SBLT committee. Asked all 3 committees for ideas and strategies for Tier 1, Tier 2, Tier 3 supports. In addition we referenced the attendanceworks.org website.

Action Steps to Implement

The administration met with attendance secretaries and reviewed attendance tracking documentation—round table to discuss attendance priority and devise a plan to address concerns. Set up follow up meetings with additional subcommittees and school based leadership team.

Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

The administration met with the SBLT, PBIS, and EQUITY teams/committees to discuss possible interventions and strategies to increase/address absenteeism. Each committee will meet to discuss plans, resources, and interventions for tier 1,2, and 3 levels of absenteeism.

Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Administration to have followed up meetings with attendance secretaries to share out tier 1,2, 3 strategies collected from all committees.

Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Attendance will turn in monthly reports by grade level and by subgroup and by percentages of students in each tier.

Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Teachers will complete daily/weekly contact log for students with high absenteeism. This log will be shared with all staff in efforts to identify most effective method to reach student/families when students are absent.

Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: The area of focus is closing the achievement gap school-wide with a concentrated focus specifically on student subgroups under the federal achievement index. This will impact student learning by increasing teacher capacity by implementing effective learning strategies to decrease the achievement gap. This was identified from the ESSA subgroup data which shows we have three subgroups performing under the federal index.

Measurable Outcome: SWD, African American, and English Language Learners will perform above the federal index.

Person responsible for monitoring outcome: Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Evidence-based Strategy: SWAP subgroup/student performance on formative assessments. Differentiation base on formative assessment results. Reevaluate student performance on future summative assessments to determine proficiency.

Rationale for Evidence-based Strategy: In order to meet the individual needs of students, tier 2 and tier 3 instruction must be implemented consistently with a systematic process within our school.

Action Steps to Implement

Data review with faculty of ESSA subgroup performance/proficiency levels. Administration review initiatives from the prior year to discuss the initiative and focus to discuss strengths and weaknesses of last year's approach.

Person Responsible: Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Administration schedules small group meetings with instructional staff for review of SWAP and updated platform with additional instruction supports using GradeCam.

Person Responsible: Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Recruiting high achieving peers and scheduling them into an elective course. They are then assigned/ paired with a student with a disability in grade 9 or 10 in either English or Math to assist as a mentor in hopes of the SWD to become proficient.

Person Responsible: Lisa Mitchell (mitchell_l@hcsb.k12.fl.us)

Partner with Equal Opportunity school to increase underrepresented student access to accelerated courses.

Person Responsible: Radiah Dent Palmer (dentpalmer_r@hcsb.k12.fl.us)

Meet with all coaches to implement an athletic study hall. Schedule follow up meetings with coaches for accountability.

Person Responsible: Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Administration schedule biweekly data share out at SBLT along with department SWAP reviews for ongoing monitoring of student performance.

Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Strategic scheduling students by grade level in intensive math sections; Administration conducting facilitative lesson planning with departments during SWAP; Attending virtual recruitment fair and TPG pool for qualified applicants; Administration scheduling monthly new teacher meetings and partnering new teachers with mentors; Administration improve communication with frequent walkthroughs and individual one on one meetings; Providing leadership avenues for new teachers sharing instructional practices.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

- * PBIS Students & Staff Recognition
- * Building community partners to support PBIS
- * SAC Participation Campaign during open campus.
- * Social Media communications via Facebook, Twitter & Band
- * Music in the Courtyard
- * Purchasing Staff T-Shirts
- * Maintaining a clean campus at all times.

Parent Family and Engagement Plan (PFEP) Link

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