

Hernando County School District

Central High School



2021-22 Schoolwide Improvement Plan

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Central High School

14075 KEN AUSTIN PKWY, Brooksville, FL 34613

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

Demographics

Principal: Kelly Slusser

Start Date for this Principal: 8/19/2016

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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Central High School

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<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>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">88%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">45%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		C	C	C

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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	Position Title	Job Duties and Responsibilities
Slusser, Kelly	Principal	<p>Supervise all aspects of the school's educational program</p> <ul style="list-style-type: none"> ? Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students ? Take action to increase student achievement scores on standardized tests ? Assume responsibility in the development, revision, implementation and evaluation of the School Improvement Plan ? Maintain high standard of student conduct and enforces discipline, according to due process rights to students ? Assume responsibility for the implementation and observance of all board policies and regulations by the school's staff and students ? Take action to build effective teams within the school ? Effectively communicate with staff, students, parents and community groups ? Establish and maintain a positive collaborative relationship with students' families to increase student achievement ? Work with stakeholders to establish goals that are congruent with the school's continuous improvement efforts ? Assume responsibility for the safety and administration of the school facilities ? Act as a liaison between the school and community and encourage community participation in school life ? Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel ? Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary ? Conduct meetings of the staff for proper functioning of the school ? Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance ? Assume responsibility for the preparation and management of the school budget ? Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented ? Use a systematic process to receive and provide feedback about the progress of work being done ? Sustain focus and attention to detail <p>PRINCIPAL</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ? Perform other duties as assigned by the Assistant Superintendent of Teaching and Learning
Dent Palmer, Radiah	Assistant Principal	<ul style="list-style-type: none"> ? Assist in the development and coordination of class schedules and school activities ? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan ? Assist with implementing and monitoring the curriculum ? Assist in monitoring and maintaining student discipline throughout the school ? Assist the principal in the overall administration of the school ? Assume responsibility of the principalship in the absence of the principal ? Assist with support, supervision and evaluation of staff as requested by the principal ? Use group process skills to enable staff members to work together effectively ? Work with teachers to increase student achievement scores on standardized tests ? Assist with maintaining the safety of students, staff and the school plant ? Use a systematic process to receive and provide feedback about the progress of work being done ? Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals ? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development ? Perform other duties as assigned by the principal and/or designee
Brown, Nathaniel	Assistant Principal	<ul style="list-style-type: none"> ? Assist in the development and coordination of class schedules and school activities ? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan ? Assist with implementing and monitoring the curriculum ? Assist in monitoring and maintaining student discipline throughout the school ? Assist the principal in the overall administration of the school ? Assume responsibility of the principalship in the absence of the principal ? Assist with support, supervision and evaluation of staff as requested by the principal ? Use group process skills to enable staff members to work together effectively

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ? Work with teachers to increase student achievement scores on standardized tests ? Assist with maintaining the safety of students, staff and the school plant ? Use a systematic process to receive and provide feedback about the progress of work being done ? Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals ? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development ? Perform other duties as assigned by the principal and/or designee
Derespris, Brandon	Assistant Principal	<ul style="list-style-type: none"> ? Assist in the development and coordination of class schedules and school activities ? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan ? Assist with implementing and monitoring the curriculum ? Assist in monitoring and maintaining student discipline throughout the school ? Assist the principal in the overall administration of the school ? Assume responsibility of the principalship in the absence of the principal ? Assist with support, supervision and evaluation of staff as requested by the principal ? Use group process skills to enable staff members to work together effectively ? Work with teachers to increase student achievement scores on standardized tests ? Assist with maintaining the safety of students, staff and the school plant ? Use a systematic process to receive and provide feedback about the progress of work being done ? Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals ? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development ? Perform other duties as assigned by the principal and/or designee
Abate, Marlene	Teacher, K-12	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other teachers and support staff ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation ? Be able to motivate students in an atmosphere of respect and freedom
Carson, Jeff	Teacher, K-12	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc. ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other teachers and support staff ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation ? Be able to motivate students in an atmosphere of respect and freedom
Greenwood, Patricia	Teacher, ESE	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc. ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other teachers and support staff ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation ? Be able to motivate students in an atmosphere of respect and freedom
Brooks, Bethann	Teacher, Career/ Technical	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc. ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other teachers and support staff ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ? Be able to motivate students in an atmosphere of respect and freedom
Guerin, Lisa	Teacher, K-12	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc. ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other teachers and support staff ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation ? Be able to motivate students in an atmosphere of respect and freedom
Kalamant, Jennifer	Teacher, K-12	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc. ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other teachers and support staff ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation ? Be able to motivate students in an atmosphere of respect and freedom
Lawyer, Rachel	Teacher, K-12	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc. ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other teachers and support staff ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation ? Be able to motivate students in an atmosphere of respect and freedom
Mello, Jeremy	Teacher, K-12	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc. ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other

Name	Position Title	Job Duties and Responsibilities
		<p>teachers and support staff</p> <ul style="list-style-type: none"> ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation ? Be able to motivate students in an atmosphere of respect and freedom
Mitchell, Lisa	Teacher, ESE	<ul style="list-style-type: none"> ? Possess a general knowledge of child growth, development, interrelationships, etc. ? Possess a knowledge of subject area taught and current innovative trends in that area ? Be familiar with resource materials and equipment ? Be able to work with administrator, students, parents, other teachers and support staff ? Be able to judge and evaluate student achievement ? Be able to provide for individual differences in a stimulating learning situation ? Be able to motivate students in an atmosphere of respect and freedom
Owen, Ruth	School Counselor	<ul style="list-style-type: none"> ? Present lessons in academic success, career awareness and planning and social and personal growth and understanding ? Assist students to maximize their educational experience by discovering and developing their special abilities ? Assist students in understanding their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and work with students in developing education and occupation plans in terms of such evaluation ? Assist students in relating their interests, capabilities and aptitudes to life goals ? Provide individual planning sessions to students in the areas of academic planning and success, career awareness and social and personal development based on sequential, grade appropriate objectives ? Communicate with students and their parents regarding academic progress and graduation; work with students on an individual basis in the solution of personal and academic problems ? Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of groups of children; themes include academic skill building, social skill development, career awareness, conflict resolution, family issues and making health choices ? Assist in students' transition to elementary, middle school, high

Name	Position Title	Job Duties and Responsibilities
		<p>school and to post high school options</p> <p>? Provide information and skills to parents, school staff, administration and the community to enhance student achievement</p> <p>? Assist parents in addressing school related problems and issues; refer students and their parents, as needed, to appropriate specialists, special programs and/or outside agencies</p> <p>? Inform students and their parents as to pertinent test results and their implications for educational and career planning</p> <p>? Advocate for equal access to programs and services for all students</p> <p>? Review the school counseling program annually with other district counselors and administrators; establish a planning calendar for activities</p> <p>Certified School Counselor</p> <p>? Plan, implement, maintain and evaluate the systems necessary for the support, maintenance, and improvement of the school counseling program; activities include but are not limited to preparation of budget and production of printed materials, guides, etc., that support the program</p> <p>? Participate in school decision making and in activities which contribute to the effective operation of the school</p> <p>? Cooperate and collaborate with other professionals in enhancing the education of students</p> <p>? Effectively communicate with the administrators, teachers, staff, parents and students as to the role of the school counseling program in the overall educational process of the school</p> <p>? Adhere to the ethical standards of state and national school counselor associations</p> <p>? Provide for own professional growth through an on-going program of professional reading; adhere to preferred practices prescribed by state and national school counselor associations, workshops, seminars, conferences and/or advanced course work at institutions of higher learning</p> <p>? Test proctoring, master scheduling, student scheduling, balancing class size duties, pre-referral activities, temporary staffings and Exceptional Student Education (ESE) paperwork, 504 meetings, GPA's and case management</p> <p>? Perform other duties as assigned by the principal and/or designee</p>

Name	Position Title	Job Duties and Responsibilities
Sapia, James	Teacher, K-12	Teach basic skills, concepts and social competencies ? Identify long-range goals and specific objectives, and plan a program for individualized and group instruction ? Demonstrate and use audio-visual teaching aids to present subject matter to students ? Prepare, administer and correct tests and record results ? Plan lessons, correct papers and hear oral presentations ? Maintain order in classroom and in assigned duty areas ? Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development ? Keep attendance and grade records as required by School Board Policy ? Perform other duties as assigned by the principal and/or designee
Mayhill, Michelle	Other	Organize logistics for all school testing and distribution of results ? Maintain assessment calendar for district ? Maintain student assessment and progress monitoring records for state and district mandated testing software programs ? Assist with data needed for reports for federal government, Department of Education and various other departments ? Maintain and support strict confidentiality of student records and data ? Create and maintain spreadsheets, databases, and charts ? Schedule meetings and secure locations as needed ? Receive and check in materials and supplies ? Attend meetings as required ? Type and compose correspondence, forms, reports, manuals, confidential information, etc. ? Screen and answer phone calls ? Perform other duties as assigned by the Manager of Assessment and Accountability and/or designee

Demographic Information

Principal start date

Friday 8/19/2016, 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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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	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

2020-21 - 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	321	325	225	222	1093
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	39	34	30	26	129
One or more suspensions	0	0	0	0	0	0	0	0	0	31	32	19	13	95
Course failure in ELA	0	0	0	0	0	0	0	0	0	106	58	36	0	200
Course failure in Math	0	0	0	0	0	0	0	0	0	62	52	29	0	143
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	63	54	36	39	192
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	48	52	30	24	154

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	106	95	71	59	331

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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	49%	56%	44%	48%	56%
ELA Learning Gains				41%	45%	51%	49%	48%	53%
ELA Lowest 25th Percentile				33%	36%	42%	41%	39%	44%
Math Achievement				44%	51%	51%	41%	47%	51%
Math Learning Gains				45%	45%	48%	40%	43%	48%
Math Lowest 25th Percentile				36%	38%	45%	42%	40%	45%
Science Achievement				62%	68%	68%	52%	58%	67%
Social Studies Achievement				72%	71%	73%	73%	68%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	43%	51%	-8%	55%	-12%
Cohort Comparison						
10	2021					
	2019	39%	49%	-10%	53%	-14%
Cohort Comparison						

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
2021					
2019	59%	67%	-8%	67%	-8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	70%	0%	70%	0%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	59%	-20%	61%	-22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	55%	-12%	57%	-14%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All progress monitoring was done through 9 weeks exams.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22 / 15%	9 / 5%	21 / 12%
	Economically Disadvantaged	10 / 18%	5 / 4%	9 / 7%
	Students With Disabilities	1 / 3%	1 / 3%	2 / 7%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8 / 5%	14 / 7%	17 / 9%
	Economically Disadvantaged	6 / 4%	5 / 4%	9 / 7%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53 / 90%	31 / 49%	50 / 79%
	Economically Disadvantaged	22 / 71%	13 / 42%	23 / 74%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	90 / 71%	89 / 70%	105 / 82%
	Economically Disadvantaged	41 / 61%	41 / 61%	49 / 73%
	Students With Disabilities	1 / 50%	2 / 100%	2 / 100%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	2 / 66%	2 / 50%	2 / 66%
	Economically Disadvantaged	1 / 100%	1 / 50%	1 / 100%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41 / 36%	36 / 30%	38 / 28%
	Economically Disadvantaged	22 / 27%	20 / 24%	19 / 23%
	Students With Disabilities	6 / 46%	0	2 / 15%
	English Language Learners	0	1 / 11%	2 / 22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22 / 71%	11 / 32%	25 / 69%
	Economically Disadvantaged	6 / 40%	1 / 7%	9 / 60%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	26 / 44%	30 / 52%	34 / 57%
	Economically Disadvantaged	21 / 50%	19 / 45%	25 / 60%
	Students With Disabilities	3 / 50%	4 / 67%	3 / 50%
	English Language Learners	0	1 / 33%	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	14 / 74%	18 / 95%	15 / 79%
	Economically Disadvantaged	5 / 71%	6 / 86%	6 / 86%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30	46	32	29	24	16	30	50		86	38
ELL	27	27		38	38					75	25
ASN	63	50		45	30						
BLK	48	58		14	12	15	62			92	50
HSP	41	42	28	30	19	10	54	59		89	52

2021 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 2019-20	C & C Accel 2019-20
MUL	37	33		36	25		44	60		100	70
WHT	48	39	26	40	30	22	66	71		90	56
FRL	39	40	27	32	25	18	53	65		88	52
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	11
Percent Tested	89%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	47
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

What were the contributing factors to this improvement? What new actions did your school take in this area?

What strategies will need to be implemented in order to accelerate learning?

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: CHS identified this as a critical needs based on analysis from our Employee Engagement Survey. Leadership development training programs have several very important benefits, they increase employee morale, and retention, improve productivity, promote better decision making, build better teams, and train future leaders in your school who have a educational mindset that is conducive to positive working atmosphere.

Measurable Outcome: Increase schoolwide leadership opportunities amongst faculty and staff by 15%

Monitoring: CHS will monitor this goal by recording and presenting different leadership events for faculty and staff to direct school initiatives to continuously improve comprehensive educational opportunities for our students.

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

Evidence-based Strategy: Guido, 2018 12 Research Based Leadership Strategies Leading Teacher Learning and Development

Rationale for Evidence-based Strategy: The Leading Teacher Learning and Development strategy will provide support from administration in order to promote leadership development for faculty and staff by promoting positive learning opportunities and professional development

Action Steps to Implement

Administer Employee Engagement Survey
Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Small Group Meetings with staff
 Staff participated by submitting their ideas in Nearpod
Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Identified and implemented leadership opportunities that fit staff members strengths.
Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

Record and measure the effectiveness of leadership opportunities throughout the year.
Person Responsible Kelly Slusser (slusser_k@hcsb.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: It provides an opportunity to learn from each other and appreciate the work of others, nurturing empathy, respect, and a strong sense of culture for learning.

Measurable Outcome: To strengthen the quality of instruction by posting formative data work displays school-wide with 80% fidelity.

Monitoring: This area of focus will be monitored by walkthroughs, SWAP protocol, and common planning with subject area teams.

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

Evidence-based Strategy: SWAP (Student Work Analysis Protocol) and formative assessments
Formative assessments tied to standards to encourage a high level of rigor and productivity.
SPDG funds to train staff in SIM Content Enhancement through the Learning Strategies training

Rationale for Evidence-based Strategy: To promote the continuous professional development of teachers and students as evidenced by results of SWAP to guide lesson planning and increase student proficiency and engagement.

Action Steps to Implement

Took the core subject area of teams to Westside Elementary to experience their formative process and observe their formative works displays and how to set the culture for learning.

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

Core subject area teachers debriefed and developed their formative assessment templates with simplified rubrics.

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

To implement learning walks at CHS with the other teachers who participated in their initial learning walks to be teacher-leaders for their colleagues and assist the process of school-wide formative assessment implementation.

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

All teachers will work to develop their formatives and work displays to be posted to include the formative, work, and the data to be updated bi-weekly.

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

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: To engage students effectively in the learning process, teachers must know their students and their academic abilities individually, and how creating a nurturing rich environment will promote student development.

Measurable Outcome: To enhance the culture for students by building quality relationships to increase a academic proficiency and lessen behaviors.

Monitoring: This area of focus will be monitored for the desired outcome by the Early Warning Tracking spreadsheet for behavioral offenses. This form is updated monthly. Academic monitoring will be done through walkthroughs/classroom visits.

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

Evidence-based Strategy: The book and strategy evidenced in Building Bridges by Don Parker.

Rationale for Evidence-based Strategy: School culture has a direct impact on student achievement. Students will not focus on what you know until they know that you care about them personally. CHS wants to encourage a caring atmosphere to provide our students with a warm engaging environment to learn.

Action Steps to Implement

Order Building Bridges by Don Parker for distribution to teachers to begin professional development on creating a positive learning environment.

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

Implement professional development centered around supporting students at risk by creating a positive school culture and building trust. (book study)

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

Provide additional supplemental training on culture provided by Cynthia Jackson and team on building positive relationships and understanding subgroup culture, myths, and misconceptions.

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

Continue to develop a mentoring program for the at-risk students and students in need of support.

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

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: CHS identified this as a critical need based on analysis from our Math and English testing data.

Measurable Outcome: CHS is focused on increasing Math and English proficiency rates in the African American subgroup category and above the 41% ESSA subgroup threshold.

Monitoring: This area of focus will be monitored throughout the school year by administration, faculty, staff and students through the use of grades, surveys, and monitoring student achievement.

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

Evidence-based Strategy:
 1. Power hour
 2. Building Bridges Book Study
 3. SWAP

Rationale for Evidence-based Strategy: The rationale for selecting these strategies is that it impacts the education of the whole student including academics and the social development of our students.

Action Steps to Implement

1. Power Hour- Further implement and expand the Power Hour to continuously increase and support student learning opportunities.

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

2. Building Bridges - Implementation of the Building Bridges Book Study will impact the school environment helping to further develop a warm school culture conducive to student success.

Person Responsible: Nathaniel Brown (brown_n@hcsb.k12.fl.us)

3. SWAP - Continuing the implementation of the SWAP protocols that provide instructional feedback for teachers and lesson planning.

Person Responsible: Brandon Derespris (derespris_b@hcsb.k12.fl.us)

#5. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: CHS identified this as a critical need based on analysis from our Math and English testing data.

Measurable Outcome: CHS is focused on increasing Math and English proficiency rates in the English Language Learners subgroup category and above the 41% ESSA subgroup threshold.

Monitoring: This area of focus will be monitored throughout the school year by administration, faculty, staff and students through the use of grades, surveys, and monitoring student achievement.

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

Evidence-based Strategy:
 1. Power Hour
 2. Building Bridges Book Study
 3. SWAP

Rationale for Evidence-based Strategy: The rationale for selecting these strategies is that it impacts the education of the whole student including academics and the social development of our students.

Action Steps to Implement

1. Power Hour - Further implement and expand the Power Hour to continuously increase and support student learning opportunities

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

2. Building Bridges Book Study - Implementation of the Building Bridges Book Study will impact the school environment helping to further develop a warm school culture conducive to student success.

Person Responsible Nathaniel Brown (brown_n@hcsb.k12.fl.us)

3. SWAP - Continuing the implementation of the SWAP protocols that provide instructional feedback for teachers, progress monitoring, and lesson planning.

Person Responsible Brandon Derespris (derespris_b@hcsb.k12.fl.us)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	CHS identified this as a critical need based on analysis from our Math and English testing data.
Measurable Outcome:	CHS is focused on increasing Math and English proficiency rates in the Students with Disabilities subgroup category and above the 41% ESSA subgroup threshold.
Monitoring:	This area of focus will be monitored throughout the school year by administration, faculty, staff and students through the use of grades, surveys, and monitoring student achievement.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Power Hour 2. Building Bridges Book Study 3. SWAP
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies is that it impacts the education of the whole student including academics and the social development of our students.

Action Steps to Implement

1. Power Hour - Further implement and expand the Powerhour to continuously increase and support student learning opportunities
Person Responsible Radiah Dent Palmer (dentpalmer_r@hcsb.k12.fl.us)
2. Building Bridges Book Study - Implementation of the Building Bridges Book Study will impact the school environment helping to further develop a warm school culture conducive to student success.
Person Responsible Nathaniel Brown (brown_n@hcsb.k12.fl.us)
3. SWAP - Continuing the implementation of the SWAP protocols that provide instructional feedback for teachers, progress monitoring, and lesson planning.
Person Responsible Brandon Derespris (derespris_b@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Central High School is focusing on building relationships and promoting a positive school culture. We are focusing on these positive experiences as a way to provide support for our students to decrease opportunities for students not to achieve based on disciplinary issues and decrease the number of disciplinary incidents in general. Using last years data as a baseline to continue planning and intervention efforts. Reviewing the discipline data each 9 weeks to guide intervention efforts throughout the year.

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.

Building a positive school culture and environment is key to the success of Central High School. We provide students with multiple opportunities to be involved and participate in their school community through sports, clubs, mentoring, and student leadership opportunities. Ample research and numerous publications indicate that building relationships with students is key to improving school culture. This school year faculty and staff will participate in a book study as a resource to accomplish this goal: using the book, Building Bridges: Engaging Students at Risk through the Power of Relationships by Don Parker. This book will give faculty and staff the tools to build the bridge and fill the gap to engage students through the power of relationships.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal and Assistant Principals will facilitate the development and implementation of positive culture and environment building activities. The administrative team will also designate appropriate staff as needed to promote a positive environment at CHS. The school based leadership team will also work to facilitate the implementation of our initiatives.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00