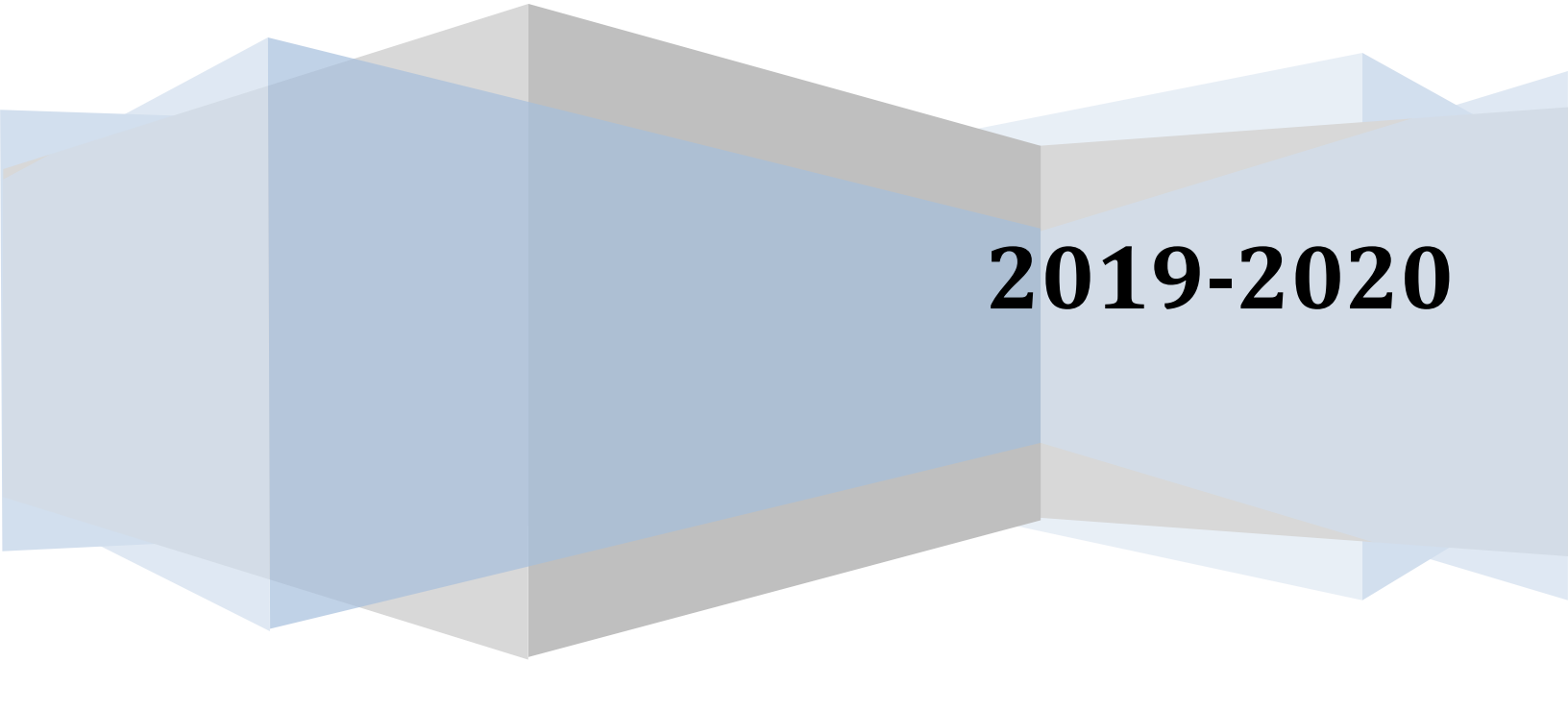


School Improvement Plan

Central High School



2019-2020



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1. Mission/Vision Statements of the School

The mission of Central High School charter school is to serve at-risk, over-age, low performing high school students by providing them an opportunity to obtain a quality



education and prepare them for successful transition to college and/or career opportunities, thereby guiding them on a path to success.

The best way to accomplish this mission is to design an academic program specifically for these students. As such, the School will provide its students with a blended model of customized and self-paced, technology-enhanced instruction integrated with Project Based Learning emphasizing academics, skills development, and social support in an environment that is responsive to students' needs, thereby providing an educational experience that will lead to both high school and career success.

2. School Data for 2017-2018

2.1. ELA Data



Year	Percent Proficient	Learning Gains	25% Learning Gains
2017-2018	11%	39%	18%
2018-2019	11%	44%	22%

2.1.1 ELA Goal for 2019-2020

15% of tested students will score level 3+ on FSA and 47% will show learning gains. In addition, 25% of the Lowest Quartile students will show learning gains.

2.1.2 ELA Reading Strategies for 2019-2020

1. All students will participate in Reading Plus.
2. All students will participate in small group pull-out instruction.
3. All students will complete “Applied Communications” in APEX.

2.2 Math Data

Year	Percent Proficient	Learning Gains	25% Learning Gains
2017-2018	17%	58%	0%
2018-2019	17%	71%	13%

2.2.1 Math Goal for 2019-2020

20% of tested students will score level 3+ on FSA and 71% will maintain learning gains. In addition, 15% of the Lowest Quartile students will show learning gains.

2.2.2 Math Strategies for 2019-2020

1. Lowest Quartile students will participate in math tutorials.
2. All students will participate in small group pull-out instruction.

2.3 Graduation Rate Data

Year	Percentage of Cohort Students Graduating
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2017-2018 26%

2018-2019 43%

2.3.1 Graduation Rate Goal for 2019-2020

CHS will graduate 45% of students this year.

2.3.2 Graduation Rate Strategies for 2019-2020

1. Provide incentives to students scoring at proficiency levels on state testing.
2. Host a celebration for students meeting requirements for a HS diploma.

2.4 Attendance Data

Year	Percent Attending (Average Daily)
2017-2018	44%
2018-2019	53%

2.4.1 Attendance Goal for 2019-2020

57% of students will attend school on an average daily basis.

2.4.2 Attendance Strategies for 2019-2020

1. Student advocate will contact students not in attendance daily.
2. All students with perfect attendance will earn incentive social celebration once monthly.
3. Lottery drawing for gift cards weekly for students with perfect attendance.

3. Title I Requirements

The school will adhere to the guiding principles as outlined in Section 1002.33(2)(a) of the Florida Statute by providing students with an educational opportunity that promotes high student achievement and flexibility. The school will offer students a learning model that focuses on the development of the whole student.



3.1 Professional Development Strategies

- Training in APEX courses and tutorials.
- Training in gathering, analyzing and interpreting standardized testing data to guide small group instruction.

3.2 Monitoring Strategies Plan

Strategy	Person	Strategy	Person	Strategy	Person	Strategy	Person
2.1.2.1	Jeremy Knapp	2.2.2.1	Jeremy Knapp	2.3.2.1	Jeremy Knapp	2.4.2.1	Darla Martello
2.1.2.2	Jeremy Knapp	2.2.2.2	Jeremy Knapp	2.3.2.2	Jeremy Knapp	2.4.2.2	Darla Martello
2.1.2.3	Jeremy Knapp						

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school’s mission and support the needs of students.

The school completes a Parental Involvement Plan (PFEP), which can be found on the school website and as a hardcopy in the school office.

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.

The school will hire a Behavior Interventionist to assist teachers and administration with the behavioral needs of students. Additionally, an academic intervention teacher, and/or paras, will be hired to assist students in academic areas of need. The school will focus on a social-emotional curriculum to address student trauma and mental health.

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

The school will create and implement a Transition Plan for students moving from middle school to high school. The plan will include classroom visits, parent meetings, and materials to accelerate curriculum.

Describe the process through which school leadership identifies and plans to recruit/retain effective teachers.



For recruitment:

Admins use an on-line employment-related search engine to search for applicants and post positions. The system has allowed for “new hires” who were planning a move to the area. In addition, positions are advertised via the Bay District Schools employment opportunities website. Administrators and faculty members maintain relationships with staff at local colleges (Florida State PC Campus, Chipola State College, and Gulf Coast State College), where jobs are posted and discussed with possible candidates.

For retention:

Principals celebrate teacher achievements via a weekly newsletter. Teachers are given positive feedback as a result of administrative weekly classroom walk-throughs. The principal builds relationships with all teachers; and is intentional about those relationships with the teachers who are highly effective as instructors.