



## **Central High School**

**Plan of Support**

**2022 – 2023**

## PLAN

### Needs Assessment:

The Central High Leadership Team utilized a Diagnostic Analysis approach to determine the areas of focus. The other focus area was a component of our previous plan:

- 2021 Students Scoring in Need of Support in Reading – 385/858 or 44.8% (ACT Aspire)  
Reading at Grade Level (Only 36.48% were reading at grade level which translates to Ready on the ACT Aspire): Black/African American (13.95%), Economically Disadvantaged (14.74), Students with Disabilities (2%).
- 2021 Students Scoring in Need of Support in Math – 473/858 or 55% (ACT Aspire).
- 2021 Student with Chronic Absenteeism: Black/African American (46.37%), Economically Disadvantaged (49.67%), Student with Disabilities (49.69%).
- Student Performance on ESSA School Index Indicators (2020-2021 adjusted):  
Student Achievement - All subgroups need to improve (scored below 80)  
Student Academic Growth - All subgroups need to improve (scored in the 70s)  
Graduation Rate – All subgroups exceeding (91.46% / 89.56% / 66.7% state)  
School Quality Measures – All subgroups need to improve (51.29 / below 80)
- In 2019- 2020 a Central team participated in PLC training which is on-going. In 2019 the Leadership Team (LSFA) read the book High Reliability and reviewed the Marzano HRS survey provided by the ADE from the High-Reliability Schools (HRS) Framework which supports the Professional Learning Community process. Currently we are working with Solution Tree Coach Dr. Jai Wilson to refine

### Priorities:

1. Increase reading achievement by prioritizing the use of human capital (district / local level), district funding, and other funds to support the Central High Literacy Program.
2. Establish, support and maintain high functioning professional learning communities incorporating RTI essential actions throughout Central High.

### Goals

1. Teachers and administrators will build a safe, supportive, and collaborative culture through the development of Professional Learning Community (PLC) teams to increase student achievement and growth through RTI (Response to Intervention).
2. Teachers and administrators will establish and maintain a Literacy Program that is based on the Science of Reading and will result in increased reading achievement for all students and decrease the number of students scoring In Need of Support on the ACT Aspire Reading Assessment.
3. Teachers and administration plan to Increase the number of students with C's or higher in grade level Algebra I and Geometry.
4. Improve indicators of Student achievement (ESSA) and school quality (targeted ESSA: SQSS quality areas).

### Focus for Improvement:

1. Train and implement the science of reading strategies in the classroom while providing additional interventions as needed.
2. Establish and maintain PLCs to support evidence-based best practice in teaching as well as individualized instruction based on needs.
3. Develop content-based teams in math as well as throughout the other departments that will plan, develop and deliver evidence –based best-practice instruction, reflect on their practice and re-design as needed.
4. Utilize our math interventionist to team with the classroom teacher to individualize instruction (pull outs / push-ins) and work with re-start students.

**Goal 1: Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement and growth through RTI.**

ACTIONS (Do)	POSITION(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<b>Due to Covid 19 the focus will be on utilizing Schoology and blended learning for academic instruction (flipped classroom, etc.).</b>	Principal Assistant Principals Leadership Teams Faculty	2022-2023	Utilization of Schoology Utilization of blended learning Artifacts from programs, strategies mentioned above
Create a multi-year plan of support for the continued development of Professional Learning Communities utilizing the PLC Coaching Academy training protocols guided by the Solution Tree Coach.	Principal Leadership Team Solution Tree Coach	December	Central High Plan of Support Continued study connected with PLCs and <u>Revisiting Professional Learning Communities At Work</u> PLC documentation Performance Matters Transcripts
Provide training and monitoring implementation for staff in-- <ul style="list-style-type: none"> <li>● Professional Learning Communities (PLC)</li> <li>● Response to Intervention (RTI)</li> <li>● Cultural Responsiveness</li> <li>● Conscious Discipline</li> <li>● Restorative Justice</li> <li>● Crisis Prevention Intervention (CPI).</li> <li>● Response to Intervention</li> <li>● Social Justice</li> </ul>	Executive Director of Secondary Leadership Principal Assistant Principals Leadership Team Student Achievement/ Intervention Specialist Academic Staff Advisor Solution Tree Coach	October January April June	Focus Walks / Indirect Observations (TESS/LEADS) Discipline Reports Attendance Reports Meeting Attendance PLC meeting documentation Master Schedule Solution Tree
Plan and facilitate school-based leadership team meetings to support vertical alignment (Guiding Coalition Committee / Department Leadership teams).	Principal Academic Staff Advisor	October January April	School Improvement Plan Attendance at sessions Reflection on practice
Provide training, feedback and support on the implementation of Professional Learning Communities modeling the PLC Coaching Academy practices through the guidance of the Solution Tree Coach.	Principal Assistant Principals Leadership Team Student Achievement/ Intervention Specialist (SAIS) Academic Staff Advisor Teacher Leaders Solution Tree Coach	Monthly	Focus Walks / Indirect Observations (TESS/LEADS) Artifacts from collaborative meetings such as agendas, team goals, essential standards, collective commitments, common formative assessments, etc. Master Schedules Solution Tree Debriefs

Expand the Arkansas Grade-Level Reading Campaign with an emphasis on school attendance through programs such as the "Feet to the Seat" Initiative.	Director of RTI/PD Principal SAIS Academic Staff Advisor PTSA	Monthly	Monthly attendance reports of staff and students Building level promotion of "Feet to the Seat" activities Quarterly PD Parent Feedback
Continue the Family and Community Engagement Initiative which provides the framework through which families, educators and communities can work together to improve teaching and learning within pandemic guidelines.	Parent Involvement Coordinator Parent Involvement Facilitator	Monthly	National Network Partnership School Annual Report (John Hopkins University) Submit documentation into the Title I Crate
Facilitate the implementation of pacing guides, year-at-a-glance documents and instructional materials while maintain RTI essential actions.	Director of Teaching & Learning Principal Assistant Principals SAIS Teachers	June - August	Documents posted online PLC Agendas / Notes highlighting RTI Essential Action Steps Focus Walks Indirect / Direct Observations

**Goal 2: Establish and maintain a Literacy Program that is based on the Science of Reading (SoR) that will result in increased reading achievement for all students and decrease the number of students scoring In Need of Support on the ACT Aspire Reading Assessment.**

<b>ACTIONS (Do)</b>	<b>POSITION(S) RESPONSIBLE</b>	<b>MONITORING TIMELINE</b>	<b>EVIDENCE OF MONITORING</b>
Establish structures for literacy instruction by-- <ul style="list-style-type: none"> <li>clarifying the roles and responsibilities of staff in respect to the Science of Reading.</li> <li>ensuring all licensed employees are trained in SoR by the end of 2022-23 SY and are on the appropriate pathway based on their job assignment within the school.</li> <li>ensuring an appropriate amount of administrators complete the R.I.S.E. Assessor Training at the school level.</li> <li>ensuring appropriate interventions are identified, provided, and monitored for students in need of additional support as outlined in the LRSD Dyslexia Plan at the school level.</li> <li>utilizing year at a glance and pacing guides.</li> <li>continuing to implement the LRSD RTI initiative.</li> </ul>	Director of K-12 Literacy District Dyslexia Specialist LRCH Dyslexia Specialist Director of RTI / PD Principal SAIS Academic Staff Advisor Teachers District Literacy Coach	Monthly update	LRSD SoR Training Transcripts LRSD Literacy Assessment Plan Focus Walks / Indirect Observations (TESS/LEADS) RTI Manual Master Schedule Pacing guides RTI: <u>Taking Action</u> PLC Feedback

<p>Monitor the fidelity of implementation of adopted literacy materials by--</p> <ul style="list-style-type: none"> <li>conducting weekly focus walks/indirect observations (TESS/LEADS) based on identified Science of Reading strategies.</li> <li>ensuring that purchased literacy materials are available to teachers prior to the start of school.</li> <li>ensuring the instructional day allows for adequate time to teach all literacy components, collaborative team meetings and providing required interventions.</li> <li>Implementing a process by which NWEA testing is done with fidelity.</li> <li>reviewing NWEA data after each test administration.</li> </ul>	<p>Principal Assistant Principals LRCH 504 Dyslexia Specialist SAIS Academic Staff Advisor Math Interventionist Test Coordinator Teachers District Literacy Coach</p>	<p>Weekly focus walks  Materials review  NWEA</p>	<p><a href="#">LRSD Adopted Literacy Materials</a> Focus Walk/Indirect Observation (TESS/LEADS) Data Master Schedule Schedule Review Review of NWEA MAP and Reading Fluency Data</p>
<p>Provide support in literacy by--</p> <ul style="list-style-type: none"> <li>prioritizing the use of ESSER, Title I and II (if available) and other funds to provide additional coaching, tutoring and support.</li> <li>Implementing and monitoring the district literacy plan of support for all stakeholders.</li> <li>establishing model classrooms for Just Words and Wilson Reading System.</li> <li>prioritizing the schedule of the Math Interventionist as to time spent in classrooms supporting teachers and student pull outs;</li> <li>providing continual literacy focus during school-based meetings.</li> <li>Continuing the comprehensive tutoring program (TASC).</li> </ul>	<p>District Dyslexia Principal Assistant Principals Math Interventionist LRCH 504 Dyslexia Specialist SAIS Academic Staff Advisor LRCH Title I Facilitator Title I Program Managers District Literacy Coach</p>	<p>Prioritize funds District Reading  Monthly Department Faculty Meetings  February/March Title I budget process</p>	<p>Title I Budget Title II District Support (if available)  LRSD Literacy Support Plan Math Interventionist Google Calendar School-based meeting agendas TASC Evaluation Tool Focus Walk / Indirect Observation (TESS/ LEADS)</p>

**Goal 3: Plan to increase the number of students with Cs or higher in grade level Algebra I and Geometry.**

ACTIONS (Do)	POSITION(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<p>Select and implement essential standards by the Algebra I and Geometry teachers with planned interventions based on pre-testing (common formative assessments/NWEA).</p>	<p>Teachers Math Interventionist District Math Coach</p>	<p>Bi-Weekly</p>	<p>Teacher Agendas / Sign-Ins / Artifacts PLC Collaboration Transcript Entry / Artifacts NWEA Results</p>

Conduct pullouts and push-ins based on student Algebra I and Geometry needs (RTI).	Teachers Math Interventionist Academic Staff Advisor	Daily	Title I Time & Effort Google Calendar Math Interventionist Google Calendar
Conduct NWEA testing, review the findings and place evidence-based practices into remediation / acceleration for Algebra I and Geometry students.	Testing Coordinator Testing PLC Math Interventionist Teachers SAIS Academic Staff Advisor	Weekly	Testing Coordinator Google Calendar Testing PLC Agenda Notes NWEA Test Findings Teacher Collaboration PLC meeting agendas / notes / lesson plans Focus Walk / Indirect Observation (TESS/LEADS) data
Conduct regular focus walks/indirect observations (TESS/LEADS) to provide data to teachers indicating the evidence-based practices being utilized in their buildings.	Principal Assistant Principals SAIS Literacy Facilitator	Weekly	Focus Walk / Informal Observation (TESS/LEADS) data (8 – 10 per week)
Provide department-wide and individual math professional development focusing on Cengage Curriculum.	District Math Coach Teachers SAIS/Math Interventionist	Twice Weekly	PLC Meeting Agendas, Sign-in, Data artifacts, lesson plans

**Goal 4: Improve indicators of Student achievement (ESSA) and school quality (targeted ESSA: SQSS quality areas).**

<b>ACTIONS (Do)</b>	<b>POSITION(S) RESPONSIBLE</b>	<b>MONITORING TIMELINE</b>	<b>EVIDENCE OF MONITORING</b>
Utilize attendance office and other personnel to contact parents/guardians of students with chronic absenteeism.	Principal SAIS Attendance Staff	Weekly	Daily Attendance Reports
Implement ACT “Super” days to increase ACT composite scores.	SAIS Testing Coordinator TASC Coordinator Staff	February	March ACT Score Report

Implement a variety of initiatives (Credit Recovery, Attendance, Honor Roll, TASC, etc.) to improve students' GPAs.	Principal SAIS Counselor TASC Coordinator Teachers	Weekly	Student GPA Report
Advertise and train staff about the available community service credit and how to complete the application process along with assisting in the completion of community service credit paperwork.	Head Counselor Counselors Academic Staff Advisor Community Service Lead Teacher	Faculty Meetings Department Meetings	Faculty Meeting agendas Department Meeting agendas Community Service Paperwork LRCH Student Service Credit Report

**EVALUATION (Check)**

<b>Method used to Evaluate the Effectiveness of School Improvement Plans</b>	<b>Position(s) Responsible</b>	<b>Target Date</b>
Goal 1 - Review of year-end discipline, attendance, focus walks/indirect observations (TESS/LEADS) and professional development data.	Administrators Guiding Coalition Leadership Team Department Heads Respective Departments	April 2023 July 2023

<p>Goal 2 and 3 - Analyzing NWEA, PSAT and common summative assessment data as well as ESSA Index reports for Central.</p>	<p>Administrators Guiding Coalition Leadership Team Guiding Coalition Department Heads Respective Departments</p>	<p>ESSA Index Reports - October 2022 Review Unit test grades/Nine Weeks Grades/ Semester Grades (Algebra I / Geometry) Review Nine Weeks / Semester Grades  NWEA Data – September 2022 January 2023 ACT Aspire –October 2022  PSAT –Spring 2023</p>
<p>Goal 4 – Review daily attendance reports, March ACT score reports, student GPA report, faculty and department heads agendas and LRCH Student Service Credit Report.</p>	<p>Administrators Guiding Coalition Leadership Team Guiding Coalition Department Heads Respective Departments</p>	<p>Weekly February 2023 Faculty Meetings Department Meetings</p>



**LRCH Title I Budget-at-a-Glance Draft Proposal**  
**Title I/Parent Involvement ESSER Budget Initiatives 2022 – 2023**

1. AVID: Tutoring / Training .....	\$ 16,610.78
2. Tiger Academic Support Center (TASC) .....	\$140,123.94 (approved: ESSER)
3. Title I Parent Night .....	\$ 300.00
AP Parent Night (Parent Involvement [P. I.]	
4. ESL College Initiatives .....	\$ 1,330.00
5. Tiger Academy Pathways: Freshman Seminar / /Freshman Orientation .....	\$ 3,622.79
a. Tiger Academy Pathways: Freshman Seminar .....	\$ 2,634.76
b. Freshman Student Orientation (P.I.).....	\$ 988.03
6. Guidance Dept. (College / Career Ready (Review in the spring) .....	
7. Literacy: .....	\$ 20,580.05
English Instructional Materials Planning/PD: Collaboration.....	\$ 20,580.05
8. Math: .....	\$ 20,965.38
Math Instructional Planning/PD: Collaboration.....	\$ 20,965.38
9. Science .....	\$16,418.57
a. Science Collaborative Planning / Materials (Star Lab)	\$8,693.33
b. Science Family/Parent Night/Open House (P.I.).....	\$6,588.79
c. LRCH Junior Academy of Sciences .....	\$1,136.45
10. Technology.....	\$ TBA
Chrome Books.....	\$ TBA
11. Parent Involvement (Parent Center, other parent meetings, etc.).....	\$ 6,839.34
<b>Program Total</b>	<b>\$226,790.85</b>
12. Personnel: .....	<b>\$392,116.10 (21-22)</b>
1 FTE (1.0) Mathematics Interventionist	\$ TBA
2 FTEs (0.5 / 0.5 / 1.0) Double-blocked Algebra I Teachers	\$ TBA
<b>TITLE I / PARENTAL INVOLVEMENT TOTAL (Estimated) \$618,906.95</b>	

**LRCH ESSER Budget-at-a-Glance**  
**ESSER Budget Initiatives 2022 – 2023**

1. Tiger Academy.....	\$ 47,535.07
2. Pre-preservice Teacher Collaboration (English, Math, Science) .....	\$ 48,468.73
3. Tiger Academic Support Center (TASC) .....	\$140,123.93

**LRCH ESSER TOTAL      \$236,127.73**