



Central High School Plan of Support 2021 - 2022

PLAN

Needs Assessment:

The Central High ISFA (Insure Success for All) Leadership Team utilized a Diagnostic Analysis approach to determine the areas of focus. The other focus area was a component of our previous plan:

- 2019 Students Scoring in Need of Support in Reading - 465/1254 or 37.4%
- 2019-2020 Student Attendance (through March 2020)
- Beginning in 2019- 2020 a Central team began participating in PLC training which will continue throughout this academic year. In 2019 the Leadership Team (ISFA) read the book High Reliability and reviewed the Marzano HRS survey provided by the ADE from the High-Reliability Schools (HRS) Framework which support the Professional Learning Community.

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 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.
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.

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.

ACTIONS (Do)	POSITION(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Due to Covid 19 the focus will be on utilizing Schoology and blended learning for academic instruction.	Principal Assistant Principals Leadership Teams Faculty	2021-2022	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.	Principal Leadership Team	December	Central High Plan of Support Continued study connected with PLCs and High Reliability school literature "Virtual" PLC documentation Performance Matters Transcripts
Provide training and monitoring implementation for staff in-- <ul style="list-style-type: none"> ● Professional Learning Communities (PLC) ● Cultural Responsiveness ● Conscious Discipline ● Restorative Justice ● Crisis Prevention Intervention (CPI). ● Response to Intervention ● Social Justice 	Executive Director of Secondary Leadership Principal Assistant Principals Leadership Team Student Achievement/ Intervention Specialist Academic Staff Advisor	October January April June	Focus Walks / Informal Observations (TESS/LEADS) Discipline Reports Attendance Reports Meeting Attendance Master Schedule
Plan and facilitate school-based leadership team meetings to support vertical alignment (Guiding Coalition Committee, ISFA [Insure Success for All] / 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.	Principal Assistant Principals Leadership Team Student Achievement/ Intervention Specialist (SAIS) Academic Staff Advisor Teacher Leaders	Monthly	Focus Walks / Informal Observations (TESS/LEADS) Artifacts from collaborative meetings such as agendas, team goals, essential standards, collective commitments, common formative assessments, etc. Master Schedules

Expand the Arkansas Grade-Level Reading Campaign with an emphasis on school attendance through the “Feet to the Seat” Initiative. Delayed due to Covid 19 circumstances.	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.	Exe Dir of C & I Principal Assistant Principals Teachers	June - August	Documents posted online Focus Walks

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.

ACTIONS (Do)	POSITION(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Establish structures for literacy instruction by-- <ul style="list-style-type: none"> clarifying the roles and responsibilities of staff in respect to the Science of Reading. 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. ensuring an appropriate amount of administrators complete the R.I.S.E. Assessor Training at the school level. 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. utilizing year at a glance and pacing guides. continuing to implement the LRSD RTI initiative. (Year 2) 	Director of K-12 Literacy District Dyslexia Specialist LRCH Dyslexia Specialist Director of RTI / PD Principal SAIS Academic Staff Advisor Teachers	Monthly update	LRSD SoR Training Transcripts LRSD Literacy Assessment Plan Focus Walks / Informal 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"> conducting weekly focus walks/informational observations (TESS/LEADS) based on identified Science of Reading strategies. ensuring that purchased literacy materials are available to teachers prior to the start of school. ensuring the instructional day allows for adequate time to teach all literacy components, collaborative team meetings and providing required interventions. Implementing a process by which NWEA testing is done with fidelity. reviewing NWEA data after each test administration. 	<p>Principal Assistant Principals LRCH Dyslexia Specialist SAIS Academic Staff Advisor Math Interventionist Test Coordinator Teachers</p>	<p>Weekly focus walks Materials review NWEA</p>	<p>LRSD Adopted Literacy Materials Focus Walk/Information Observation (TESS/LEADS) Data Master Schedule Schedule Review Review of NWEA MAP and Reading Fluency Data</p>
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<p>Provide support in literacy by--</p> <ul style="list-style-type: none"> prioritizing the use of ESSA, Title I and II and other funds to provide additional coaching, tutoring and support. Implementing and monitoring the district literacy plan of support for all stakeholders. establishing model classrooms for Just Words and Wilson Reading System. prioritizing the schedule of the Math Interventionist as to time spent in classrooms supporting teachers and student pull outs; providing continual literacy focus during school-based meetings. Continuing the comprehensive tutoring program (TASC). 	<p>District Dyslexia Principal Assistant Principals Math Interventionist LRCH Dyslexia Specialist SAIS Academic Staff Advisor LRCH Title I Facilitator Title I Program Managers</p>	<p>Prioritize funds District Reading Monthly Department / Faculty Meetings April Title I budget process</p>	<p>Title I Budget Title II District Support LRSD Literacy Support Plan Math Interventionist Google Calendar School-based meeting agendas TASC Evaluation Tool Focus Walk / Informal Observation (TESS/LEADS)</p>
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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 power standards by the Algebra I and Geometry teachers with planned interventions based on pre-testing.</p>	<p>Teachers</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
Conduct NWEA testing, review the findings and place evidence-based practices into remediation / acceleration for Algebra I and Geometry students.	Testing Coordinator Math Interventionist Teachers SAIS Academic Staff Advisor	Weekly	Testing Coordinator Google Calendar NWEA Test Findings Teacher Collaboration PLC meeting agendas / notes / lesson plans Focus Walk / Informal Observation (TESS/LEADS) data
Create re-start classes for those students in Algebra I and Geometry who did not pass the first semester. The classes meet daily.	Principal SAIS Math Interventionist Teachers	Second Semester	Formative / Summative Test Results Nine Weeks / Semester Grades
Conduct regular focus walks/informal observations (TESS/LEADS) to provide data to teachers indicating the evidence-based practices being utilized in their buildings.	Principal Assistant Principals SAIS	Weekly	Focus Walk / Informal Observation (TESS/LEADS) data (8 – 10 per week)

EVALUATION (Check)

Method used to Evaluate the Effectiveness of School Improvement Plans	Position(s) Responsible	Target Date
Goal 1 - Review of year-end discipline, attendance, focus walks/information observations (TESS/LEADS) and professional development data.	Administrators Guiding Coalition ISFA Leadership Team Department Heads Leadership Team Respective Departments	April 2022 July 2022

<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 ISFA Leadership Team Guiding Coalition Department Heads Leadership Team Respective Departments</p>	<p>ESSA Index Reports - October 2020 Review Unit test grades/Nine Weeks Grades/ Semester Grades (Algebra I / Geometry) Review Nine Weeks / Semester Grades NWEA Data - April 2021 ACT Aspire - July 2021</p>
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LRCH Title I Budget-at-a-Glance Draft Proposal
Title I/Parent Involvement Budget Initiatives 2021 – 2022

1. AVID: Tutoring / Training	\$ 20,415.53
2. Tiger Academic Support Center (TASC)	\$113,678.67
3. Title I Parent Night	\$ 200.00
AP Parent Night (Parent Involvement [P. I.]	
4. ESL College Initiatives	\$ 1,330.00
5. Tiger Academy Pathways: Freshman Seminar / /Freshman Orientation	\$ 3,110.50
a. Tiger Academy Pathways: Freshman Seminar	\$ 2,561.58
b. Freshman Student Orientation.....	\$ 548.82
6. Guidance Dept. (College / Career Ready (Review in the spring)	
7. Literacy:	\$ 19,564.95
English Instructional Materials Planning/PD: Collaboration.....	\$ 19,564.95
8. Math:	\$ 19,073.36
Math Instructional Planning/PD: Collaboration.....	\$ 19,073.36
9. Science	\$ 5,077.05
a. Science Family/Parent Night/Open House (P.I.).....	\$ 4,243.87
b. LRCH Junior Academy of Sciences	\$ 833.18
10. Technology.....	\$125,898.39
Chrome Books / Chromebook Carts)	\$125.898.39
11. Parent Involvement (Parent Center, other parent meetings, etc.).....	\$ 7,612.85
Program Total	\$315,961.30
12. Personnel:	\$400,000.00
1 FTE (.5 each) Mathematics Interventionists	
1 FTE (1.0) Instructional Staff Advisor	
.75 FTE (.75) Student Achievement & Intervention Specialist	
3 FTEs (.66 each) Double-blocked Algebra I Teachers	
TITLE I / PARENTAL INVOLVEMENT TOTAL	\$715,961.30