

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

April 12, 2016

Central High School Little Rock NCES - 50900000607

Little Rock School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)

Status Full Implementation

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| Assess | Level of Development: | Initial: Full Implementation 06/24/2013 |
| | Evidence: | School leadership team meets bi-weekly, content area teams meet monthly, department chairs meet monthly. School wide decisions are developed within the school teams and presented to the entire faculty during monthly faculty or professional development meetings (PLC's). |
| | Added date: | |

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

Status Objective Met 12/15/2015

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| Assess | Level of Development: | Initial: Limited Development 06/24/2013 |
| | | Objective Met - 12/15/2015 |
| | Index: | 9 (Priority Score x Opportunity Score) |
| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| | Describe current level of development: | To prepare agendas, distribute and maintain minutes of team meetings. a. LRCH ISFA (Insure Success for ALL) School Improvement Team has prepared and distributed agendas, and maintains notes (minutes) in a LRCH school-wide meetings notebook in the office of SIS Barbara Stafford. b. LRCH Department Heads Leadership Team has prepared and distributed agendas, maintains notes (minutes) in a LRCH school-wide meetings notebook in the office of SIS Barbara Stafford. c. LRCH Math collaborative instruction team has prepared and distributed agendas, maintains notes (minutes) in a LRCH math collaborative team notebook (Algebra I / Geometry) in the office of Math Facilitator Heather Jenkins. d. LRCH English collaborative instruction team has prepared and distributed agendas, maintains notes (minutes) in a LRCH literacy collaborative team notebook in the office (third floor) of Literacy Facilitator Brenda Bankston. e. LRCH Special Education / 504 collaborative team has prepared and distributed agendas, maintains note (minutes) in a LRCH Special Education / 504 collaborative team notebook in the office (fifth floor) of Literacy Facilitator Brenda Bankston. f. LRCH L-PAC team has prepared agendas and distributed, maintains notes (minutes) in a LRCH L-PAC notebook in the office of ESL Coordinator Heather Rainbolt. |
| Plan | Assigned to: | Barbara Stafford |
| | How it will look when fully met: | Effective team process reflects pre and post organizational steps as well as operational focus during the meeting. The manager will collaboratively develop the agenda and any pre-work that needs to be accomplished, oversee roles (timekeeper, note-taker, etc.), manage and monitor the process including the distribution and maintenance of records, follow-up / next-step activities and initiate the cyclical process throughout the academic year. Meetings reflect continuous improvement initiatives throughout the year. |
| | Target Date: | 10/30/2015 |
| Tasks: | | |
| | 1. 1. Maintain the ISFA School Leadership Team standing operational procedures (preparing and distributing agendas, keeping notes [minutes], pre/post flow of information, maintain records...). | |
| | Assigned to: | Barbara Stafford |
| | Added date: | 09/27/2015 |
| | Target Completion Date: | 10/01/2015 |
| | Frequency: | twice monthly |
| | Comments: | Allow the data to drive instruction decisions. |
| | Task Completed: | 10/1/2015 12:00:00 AM |
| | 2. 2. Maintain the Department Heads Leadership Team standing operational procedures (preparing and distributing agendas, keeping notes [minutes], pre/post flow of information, maintain records...). | |
| | Assigned to: | Barbara Stafford |
| | Added date: | 09/27/2015 |
| | Target Completion Date: | 10/01/2015 |

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| | | Frequency: | monthly |
| | | Comments: | Maintain pre / post e-mails. |
| | | Task Completed: | 10/1/2015 12:00:00 AM |
| | 3. 3. Maintain the LRCH Math collaborative instruction team standing operational procedures (preparing and distributing agendas, keeping notes [minutes], pre/post flow of information, maintain records...). | | |
| | | Assigned to: | Heather Jenkins |
| | | Added date: | 09/27/2015 |
| | | Target Completion Date: | 10/01/2015 |
| | | Frequency: | weekly |
| | | Comments: | |
| | | Task Completed: | 10/1/2015 12:00:00 AM |
| | 4. 4. Maintain the LRCH English collaborative instruction team standing operational procedures (preparing and distributing agendas, keeping notes [minutes], pre/post flow of information, maintain records...). | | |
| | | Assigned to: | Brenda Bankston |
| | | Added date: | 09/27/2015 |
| | | Target Completion Date: | 10/01/2015 |
| | | Frequency: | weekly |
| | | Comments: | |
| | | Task Completed: | 10/1/2015 12:00:00 AM |
| | 5. 5. Maintain the LRCH Special Education / 504 collaborative team standing operational procedures (preparing and distributing agendas, keeping notes [minutes], pre/post flow of information, maintain records...). | | |
| | | Assigned to: | Brenda Bankston |
| | | Added date: | 09/27/2015 |
| | | Target Completion Date: | 10/01/2015 |
| | | Frequency: | twice monthly |
| | | Comments: | |
| | | Task Completed: | 10/1/2015 12:00:00 AM |
| | 6. 6. Maintain the LRCH L-PAC team standing operational procedures (preparing and distributing agendas, keeping notes [minutes], pre/post flow of information, maintain records...). | | |
| | | Assigned to: | Heather Rainbolt |
| | | Added date: | 09/27/2015 |
| | | Target Completion Date: | 10/30/2015 |
| | | Frequency: | monthly |
| | | Comments: | |
| | | Task Completed: | 10/1/2015 12:00:00 AM |
| Implement | Percent Task Complete: | | 100% |
| | Objective Met: | | 12/15/2015 |

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| | Experience: | 12/15/2015 Concrete, sequential notification with agenda attached is important when establishing agendas for all meetings. |
| | Sustain: | 12/15/2015 A consistent calendar outlining the pre-work that is necessary to establish an agenda for each meeting must be maintained. Awareness of pre-planning must continue. |
| | Evidence: | 12/15/2015 We maintain copies of the agendas from the ISFA school improvement team, Department Head leadership team, Faculty meetings, Department meetings and Instructional Team meetings with the various responsibility persons. |
| Indicator | ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority) | |
| Status | Full Implementation | |
| Assess | Level of Development: | Initial: Full Implementation 06/24/2013 |
| | Evidence: | Leadership team meets bi-monthly, agendas and minutes are kept and maintained. |
| | Added date: | |
| Indicator | ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43) | |
| Status | Full Implementation | |
| Assess | Level of Development: | Initial: Full Implementation 06/24/2013 |
| | Evidence: | School leadership team meets and reviews data, makes decisions based on input from teams and faculty, presents information to faculty. |
| | Added date: | |
| Indicator | ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45) | |
| Status | Full Implementation | |
| Assess | Level of Development: | Initial: Full Implementation 06/24/2013 |
| | Evidence: | Data is presented at leadership meetings and all decisions are made based on that data. Principal keeps a record of all data submitted and discussed. |
| | Added date: | |
| Indicator | ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46) | |
| Status | Full Implementation | |
| Assess | Level of Development: | Initial: Full Implementation 06/24/2013 |
| | Evidence: | All teachers are on instructional teams based on content areas and meet monthly with agendas and minutes kept. |
| | Added date: | |

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| Indicator | ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48) | | |
| Status | Full Implementation | | |
| Assess | Level of Development: | Initial: Full Implementation 06/24/2013 | |
| | Evidence: | Instruction teams meet monthly, as well as, during the summer to develop instructional plans and review data. | |
| | Added date: | | |

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

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| Indicator | IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus) | | |
| Status | Tasks completed: 6 of 10 (60%) | | |
| Assess | Level of Development: | Initial: Limited Development 09/08/2015 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| | Describe current level of development: | <p>1. The principal’s distributive leadership approach supports constructive communication among all stakeholders—teachers, parents, students and community along with district-level personnel. 2. Collaborative team interaction and communication is illustrated through the team infrastructure, i.e., ISFA (Insure Success for All) School Improvement Leadership Team, Department Head Leadership Team, Department Teams, horizontal / vertical Math and English Instructional Teams, Professional Learning Communities and the Parent Teacher Student Association. 3. The principal has an open door policy as well as a virtual open door through her extensive use of the internet, cell phone and texting capabilities. 4. The principal maintains an extensive e-mail distribution list that is utilized in conjunction with the monthly calendar and letters home to the parents along with responsive phone and e-mail modes of communication to encourage parents / community to dialogue. 5. Throughout events during the year, the principal invites commentary and questions such as the evening of Open House when the principal concluded her remarks by requesting questions from the audience. 6. The principal heads a Principal’s Cabinet comprised of seniors with whom she conducts lunch meetings monthly. Numerous high interest opportunities challenge the students’ perspectives. 7. The principal utilizes her numerous infrastructural opportunities to establish a transparent culture. 8. The principal encourages stakeholders to revise and review the mission statement and encourages the freshman academy to maintain a motto relevant to its goals. 9. Through the organizational structure of the PTSA, the principal provides a plethora of volunteer positions to assist the school while allowing all stakeholders to have intimate insight into the school’s day-to-day operations and extended activities. 10. The LRSB and principal work together to enhance parental /family engagement through the various activates chronicled in the statewide CRATE system. Multi-school-based programs focus on family involvement (Tiger Academy, TASC [Tiger Academy Support Center], Parent Science Night, Freshman Academy Night, Career Technology Parent Night, Science Fair Open House, etc.)</p> |
| Plan | Assigned to: | Nancy Rousseau |
| | How it will look when fully met: | Effective principal leadership to encourage transparent access and constructive communication is at the center of each healthy organization that discusses goals, plans and data to further continuous school improvement. Teachers, students, parents and the community are asked to think “out of the box.” The establishment of a mission, goals and working through the process of school improvement with all school partners reinforces and elevates the school culture. Specified strategies / practices validate the stakeholders’ ownership in the process and enhances the educational environmental for all. |
| | Target Date: | 05/31/2016 |
| Tasks: | | |
| | 1. Manage through the principal a distributive leadership approach supporting constructive communication among all stakeholders. | |

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| | | Assigned to: | Nancy Rousseau |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 11/02/2015 |
| | | Frequency: | daily |
| | | Comments: | Continue efforts. |
| | | Task Completed: | 11/2/2015 12:00:00 AM |
| | 2. Continue through the principal collaborative team interaction and communication illustrated through the team infrastructure. | | |
| | | Assigned to: | Nancy Rousseau |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 11/02/2015 |
| | | Frequency: | weekly |
| | | Comments: | Continue efforts. |
| | | Task Completed: | 11/2/2015 12:00:00 AM |
| | 3. Continue the principal's open door policy. | | |
| | | Assigned to: | Nancy Rousseau |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 11/02/2015 |
| | | Frequency: | daily |
| | | Comments: | Continue efforts. |
| | | Task Completed: | 11/2/2015 12:00:00 AM |
| | 4. Maintain a diverse e-mail distribution list and monthly calendar / newsletter along with other technological forms of communication as available. | | |
| | | Assigned to: | Nancy Rousseau |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 11/02/2015 |
| | | Frequency: | daily |
| | | Comments: | Continue efforts. |
| | | Task Completed: | 11/2/2015 12:00:00 AM |
| | 5. Continue programs and presentations that illicit community commentary. | | |
| | | Assigned to: | Nancy Rousseau |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 02/12/2016 |
| | | Frequency: | weekly |
| | | Comments: | Continue efforts. |
| | | Task Completed: | 2/12/2016 12:00:00 AM |
| | 6. Enhance the Principal's Cabinet and Student Council contribution to the school community. | | |
| | | Assigned to: | Nancy Rousseau |
| | | Added date: | 10/22/2015 |

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| | | Target Completion Date: | 11/02/2015 |
| | | Frequency: | monthly |
| | | Comments: | Continue efforts. |
| | | Task Completed: | 11/2/2015 12:00:00 AM |
| | 7. Operate the school through a transparent environment. | | |
| | | Assigned to: | Nancy Rousseau |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 05/31/2016 |
| | | Frequency: | daily |
| | | Comments: | Continue efforts. |
| | 8. Utilize a cyclical review of the schools' mission and goal statement involving all stakeholders. | | |
| | | Assigned to: | Barbara Stafford |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 05/31/2016 |
| | | Frequency: | once a year |
| | | Comments: | Continue efforts. |
| | 9. Reinforce and refine the PTSA volunteer Infrastructure to reflect the needs of the school while providing educational and operational insight for the volunteers. | | |
| | | Assigned to: | Nancy Cole |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 05/31/2016 |
| | | Frequency: | monthly |
| | | Comments: | Continue efforts. |
| | 10. Continue engagement with the CRATE system to encourage parental involvement. | | |
| | | Assigned to: | Gregory Hodges |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 05/31/2016 |
| | | Frequency: | weekly |
| | | Comments: | Continue efforts. |
| Implement | Percent Task Complete: | | 60% |
| School Leadership and Decision Making | | | |
| Expanded time for student learning and teacher collaboration | | | |
| Indicator | IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 3 of 9 (33%) | | |
| Assess | Level of Development: | Initial: Limited Development 12/14/2015 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |

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| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>1. Double-blocked Algebra 1 classes for incoming 9th graders below grade level in math give students twice the instructional time in the deficient area. 2. Math teachers offer individual tutoring hours/sessions for struggling students or to provide special sessions of review material. 3. Math teacher are on duty after school Monday through Thursday in the Tiger Academic Support Center to provide assistance to struggling students. 4. ACT Super Saturday sessions are offered to help reinforce math skills and concepts along with offering assistance with test taking strategies to help students before the school-wide ACT. 5. Read 180 classes for incoming 9th graders provide reading instruction for students identified as not being proficient in 8th grade literacy. 6. English teachers offer individual tutoring hours/sessions for struggling students or to provide special sessions of review material. 7. English teachers are on duty Monday-Thursday in the Tiger Academic Support Center to provide additional assistance to struggling students. 8. Reading Interventionist provides after school support, along with pull-out and push-in reading interventions during the school day for struggling students.</p> | |
| Plan | Assigned to: | Nancy Rousseau | |
| | How it will look when fully met: | <p>Schools monitor progress of extended learning time programs and strategies being implemented as well as utilize data to inform modifications. Time structures may be altered to include block scheduling, "double dosing" of core subjects, elimination of elective classes, elimination of study halls or "guided" study halls, and the use of advisories. Extending the timeframe of school is another strategy that schools have found effective with approaches such as expanding the day with an emphasis of additional time in the core courses, implementing transition programs and/or credit recovery along with providing after school services. Another approach has been extending / altering the school year with such programs as summer internship/leadership programs, summer camp and short J terms. For these approaches to be a priority, the state, district and school must, at their own levels, establish policies / practices that promote innovative thinking.</p> | |
| | Target Date: | 06/30/2016 | |
| | Tasks: | | |
| | | <p>0. 8. Continue to have reading Interventionist provide after school support, along with pull-out and push-in reading interventions during the school day for struggling students. (After school support will be included in the TASC binder in room 420 and teacher pull-out and push-in calendar created by the reading specialist can be viewed.)</p> | |
| | | Assigned to: | Melanie Williams |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 05/30/2016 |
| | | Frequency: | daily |

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| | | Comments: | None |
| | | 1. 7. Continue scheduling English / Literacy teachers for TASC center and promoting it with students when the opportunity presents. (Student/teacher sign-in sheets are on record and a schedule of teachers is on file in the TASC binder in room 420.) | |
| | | Assigned to: | Brenda Bankston |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 06/30/2016 |
| | | Frequency: | daily |
| | | Comments: | None |
| | | 2. 1. Continue scheduling practices for incoming transfer students in Algebra 1. (Student scores on ACT Aspire/Explore tests are used for placement of incoming 9th grade students in the appropriate math class. This is shown in the master schedule showing double-block classes and student schedules that match their scores in state databases. Team instructional planning ensures a high level of rigor and remediation to address deficiencies and move students forward.) | |
| | | Assigned to: | Heather Jenkins |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 08/03/2015 |
| | | Frequency: | daily |
| | | Comments: | None |
| | | Task Completed: | 8/3/2015 12:00:00 AM |
| | | 3. 2. Continue team instructional meetings to help teachers plan to use instructional time efficiently. (2. An updated copy of the tutoring schedule is uploaded to the school website each year. Student sign-in sheets are on record with individual teachers and turned in bi-annually to the Testing / Data Coordinator to compile hours.) | |
| | | Assigned to: | Heather Jenkins |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 03/31/2016 |
| | | Frequency: | weekly |
| | | Comments: | None |
| | | 4. 3a. Continue scheduling teachers for TASC center and promoting it with students when the opportunity presents. (Student/teacher sign-in sheets are on record and a schedule of teachers is on file in the TASC binder in room 420.) | |
| | | Assigned to: | Heather Jenkins |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 04/29/2016 |
| | | Frequency: | daily |
| | | Comments: | None |
| | | 5. 3b Maintain tutoring hours by individual teachers and continue allowing them to conduct special review sessions as needed. (Students sign-up sheets are maintained by teachers and turned into the Testing / Data Coordinator.) | |
| | | Assigned to: | Heather Jenkins |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 04/29/2016 |

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| | | Frequency: | daily |
| | | Comments: | None |
| | 6. 4. Coordinate and implement the ACT Super Saturday sessions and promote it through English and math classes for 11th graders according to the NSLA budget descriptor. (ACT Super Saturday session agendas and sign-in sheets are available in the Head Counselor's office in the Guidance office) | | |
| | | Assigned to: | Lequieta Grayson |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 09/24/2015 |
| | | Frequency: | three times a year |
| | | Comments: | None |
| | | Task Completed: | 9/24/2015 12:00:00 AM |
| | 7. 5. Continue scheduling practices for incoming transfer students in Read 180 reading support class. (Student scores on ACT Aspire/Explore tests are used for placement of incoming 9th grade students in Read 180 reading support class. This is shown in the master schedule showing English Reinforcement classes and student schedules that match their scores in state databases. Team instructional planning ensures a high level of rigor and remediation to address deficiencies and move students forward.) | | |
| | | Assigned to: | Brenda Bankston |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 08/17/2015 |
| | | Frequency: | four times a year |
| | | Comments: | None |
| | | Task Completed: | 8/17/2015 12:00:00 AM |
| | 8. 6. Maintain tutoring hours by individual teachers and continue allowing them to conduct special review sessions as needed. (An updated copy of the tutoring schedule is uploaded to the school website each year. Student sign-in sheets are on record with individual teachers and turned in bi-annually to the Testing/Data Coordinator to compile hours.) | | |
| | | Assigned to: | Brenda Bankston |
| | | Added date: | 12/14/2015 |
| | | Target Completion Date: | 06/30/2016 |
| | | Frequency: | monthly |
| | | Comments: | None |
| Implement | Percent Task Complete: | | 33% |
| Opportunity to Learn | | | |
| Post-Secondary School Options | | | |
| Indicator | VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 0 of 6 (0%) | | |
| Assess | Level of Development: | Initial: Limited Development 10/26/2015 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |

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| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>Each grade receives information and hands-on opportunity to receive guidance to prepare them for college/career readiness. •Students 10-12 took the Kuder Interest Inventory in the 9th grade. Current 9th graders will be given the inventory by our career coach in the spring. •Job Shadowing Day will occur in February. •Career speakers from varied fields are invited to speak to teachers at least 5 times a year. •Career Coach was hired to work with students on career paths and workplace readiness. •Career Center will be fully available to students by the end of the semester. •Counselors complete a 4 year plan on each student that includes current classes and future career goals. Plans are updated twice a year. •Counselors go into the classroom at least twice a year for grade level meetings. •College admission officers from colleges across the country speak to our students about college. Juniors and seniors are invited to attend. •Central students are strongly encouraged to attend the LRSD College Fair held in September. It is open to 9-12th graders and financial aid workshops are available. •Seniors meet with their counselors in small groups in the month of September. College, military and work is discussed as options after graduation. A senior handbook is given to each senior so that they have all the information they need to make post-secondary options. •College Goal Saturday will be provided on October 17, 2015 and November 14, 2015. Students will be given assistance to complete college admission scholarship applications. •Students with an ACT score of 16-18 are placed in Math readiness and Literacy courses to help improve their ACT score and therefore their college acceptance.</p> | |
| Plan | Assigned to: | Lequieta Grayson | |
| | How it will look when fully met: | When this objective is fully met then all students will have a plan for post-secondary aspirations. They will know how to implement their plan and who to contact to put the plan in motion. We will use sign-up sheets, four year plans, announcements and reports to prove that all of the tasks have been completed. | |
| | Target Date: | 07/01/2016 | |
| | Tasks: | | |
| | 1. Students with low basic skills may lack the "social capital" to navigate the postsecondary system on their own or may not pursue further education because they do not believe they are college material. | | |
| | Assigned to: | Lequieta Grayson | |
| | Added date: | 10/26/2015 | |
| | Target Completion Date: | 07/01/2016 | |
| | Frequency: | monthly | |

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| | | Comments: | NSLA funding is being used to provide College Goal Saturdays in the months of October and November. Seniors will be able to receive help on how to fill out college and scholarship applications. AR Rehab representatives are invited to talk to students that may benefit from their services. They help with job skills and vocational training at their school in Hot Springs. Math/literacy readiness courses are offered to seniors who don't do well on the ACT. Students are encouraged to attend Metropolitan Vocational school for interest in areas that they offer. Some of the courses they offer have pathways to degrees at Pulaski Tech. |
| | 2. Engage and assist student in completing critical steps for college entry. | | |
| | | Assigned to: | Erica Moore |
| | | Added date: | 10/26/2015 |
| | | Target Completion Date: | 07/01/2016 |
| | | Frequency: | twice monthly |
| | | Comments: | Senior graduation meeting is done each year the first of September. Students receive a senior handbook and hand outs on financial aid, how to select colleges and important deadlines. Seniors are given a senior checklist and scholarship bulletin so that they can make valuable deadlines. NSLA funding is being used to provide College Goal Saturdays in the months of October and November. Seniors will be able to receive help on how to fill out college and scholarship applications. |
| | 3. Provide hands-on opportunities for students to explore different careers and assist them with aligning postsecondary plans with their career aspirations- | | |
| | | Assigned to: | Kim Braisfield |
| | | Added date: | 10/26/2015 |
| | | Target Completion Date: | 07/01/2016 |
| | | Comments: | Kuder Interest Inventory is done through history courses for every 9th grade student by the career coach. Counselors often request that seniors complete the Kuder exam again to see if interests have changed and to help find areas of interest for future majors and work related fields. Career Coach, with help of school counselors creates job shadowing opportunities in February of each year. Career speakers from varied fields are invited to come and speak to students at least five times annually. |
| | 4. Engage and assist students with career awareness and workplace readiness. | | |
| | | Assigned to: | Kim Braisfield |
| | | Added date: | 10/26/2015 |
| | | Target Completion Date: | 07/01/2016 |
| | | Frequency: | monthly |
| | | Comments: | Career speakers from varied fields are invited to come and speak to students at least 5 times annually. Career coach has been hired to work with students on career paths and workplace readiness NSLA funds have been requested to fund a career center. Career Coach, with help of school counselors, creates job shadowing opportunities each year. |

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| | | 5. Ensure that students understand what constitutes a college ready curriculum. | |
| | | Assigned to: | Lequieta Grayson |
| | | Added date: | 10/26/2015 |
| | | Target Completion Date: | 07/01/2016 |
| | | Frequency: | twice a year |
| | | Comments: | Counselors complete a 4-yr plan on each student assigned to them that includes high school courses and post-secondary plans. Classroom visits are done for each grade level first and second semester. Counselors discuss scholars' curriculum, college entrance exams and what is needed to get into college. A bulletin with information is placed in the student's hand. |
| | | 6. Engage and assist student in completing critical steps for college entry. | |
| | | Assigned to: | Pamela Langston |
| | | Added date: | 10/26/2015 |
| | | Target Completion Date: | 07/16/2016 |
| | | Frequency: | twice monthly |
| | | Comments: | A counselor is assigned to ACT/SAT fee waivers. The job is to make sure any student eligible is given access to fee waiver and help with how to register for the exam. Fee waivers can be used in 11th and 12th grade. Students are encouraged to start exams in the 10th grade. LRSD provides a free ACT to all juniors. College admission officers are invited into the guidance office to give out information on their college. Juniors and seniors are invited to attend. Students are invited to attend college fairs. LRSD has over 105 vendors from in/out of state colleges. Historically Black Colleges/Universities college fair vendors offer admission and scholarships on-site in December. |
| Implement | Percent Task Complete: | 0% | |

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

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| Indicator | IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 4 of 5 (80%) | | |
| Assess | Level of Development: | Initial: Limited Development 12/15/2015 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| | Describe current level of development: | 1. Meet formally with math instructional teams on a weekly basis to plan standards-aligned units of instruction. 2. Collaboratively develop and analyze math pre and posttests. 3. Meet formally with English instructional teams before school and on a monthly basis to plan standards-aligned units of instruction. 4. Collaboratively develop and analyze English pre and posttests. 5. Collaboratively develop and give English common semester exams. |
| Plan | Assigned to: | Nancy Rousseau |
| | How it will look when fully met: | Teacher instructional teams decide, monitor and implement the school's instructional program. Data analysis is displayed throughout the school. Professional development, teacher mentoring and overall capacity building are integral to the teacher instructional team process. Inclusion areas (Special Education, ELL) are a part of the teams which include the principal in its structural membership. The horizontal teams (grade-level / subject oriented) utilize all resources to develop units of instruction around standards, objective descriptors, concepts, principles and skills as well as pre and post-tests. Differentiated materials are developed to address diversity. Teacher teams create, implement and critique the units as they are modeled in the classroom. |
| | Target Date: | 06/30/2016 |
| | Tasks: | |
| | 1. 1. Continue conducting weekly collaborative planning meetings with teachers. (Math instructional team sign-in sheets, agendas and minutes.) | |
| | Assigned to: | Heather Jenkins |
| | Added date: | 12/15/2015 |
| | Target Completion Date: | 08/17/2015 |
| | Frequency: | weekly |
| | Comments: | None |
| | Task Completed: | 8/17/2015 12:00:00 AM |
| | 2. 2. Continue developing pre/post tests and analyzing data with teachers. (Math instructional team data analysis sheets and pre/posttests.) | |
| | Assigned to: | Heather Jenkins |
| | Added date: | 12/15/2015 |
| | Target Completion Date: | 08/17/2015 |
| | Frequency: | weekly |
| | Comments: | None |
| | Task Completed: | 8/17/2015 12:00:00 AM |
| | 3. 3. Continue to meet formally with English instructional teams before school and on a monthly basis to plan instruction. (English instructional team sign-in sheets, agendas and minutes.) | |
| | Assigned to: | Brenda Bankston |
| | Added date: | 12/15/2015 |
| | Target Completion Date: | 12/11/2015 |
| | Frequency: | monthly |

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| | | Comments: | None |
| | | Task Completed: | 12/11/2015 12:00:00 AM |
| | 4. 4. Continue to collaboratively develop and analyze English pre and posttests. (English instructional team data analysis sheets and pre/posttests.) | | |
| | | Assigned to: | Brenda Bankston |
| | | Added date: | 12/15/2015 |
| | | Target Completion Date: | 12/11/2015 |
| | | Frequency: | monthly |
| | | Comments: | None |
| | | Task Completed: | 12/11/2015 12:00:00 AM |
| | 5. 5. Continue to collaboratively develop and give English common semester exams. (English horizontal team sign-in sheets, agendas and minutes as well as common semester exam artifacts.) | | |
| | | Assigned to: | Sarah Schutte |
| | | Added date: | 12/15/2015 |
| | | Target Completion Date: | 12/18/2015 |
| | | Frequency: | monthly |
| | | Comments: | None |
| Implement | Percent Task Complete: | | 80% |

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

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| Indicator | IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority) | | |
| Status | Objective Met 1/25/2016 | | |
| Assess | Level of Development: | Initial: Limited Development 10/26/2015 | |
| | | Objective Met - 01/25/2016 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| | Describe current level of development: | To create, administer, analyze, and differentiate instruction to meeting learning outcomes using pre/post test cycle: a. LRCH Math Instructional Teams (Algebra I and Geometry) collaborate weekly to analyze data, create pre/post tests, and modify instruction for students not meeting with success and students needing more challenging instruction. b. LRCH English Instructional Teams (grade 9-12) collaborate bi-monthly to analyze data, create pre/post tests, and modify instruction for students not meeting with success and students needing more challenging instruction c. LRCH Special Education Literacy Instructional Team collaborates bi-monthly to analyze data, create pre/post tests, and modify instruction for students not meeting with success and students needing more challenging instruction. Pre/post tests meet individual student needs based on approved modifications and accommodations. | |
| Plan | Assigned to: | Nancy Rousseau | |
| | How it will look when fully met: | Effective team process reflects pre and post cycle: •Teachers determine a topic for assessment, •Items are selected in collaboration meetings and the pre/post test is created with emphasis on specific answers providing feedback about process and misconceptions, •The pre/post test is administered, •Pre-test items are desegregated during collaboration to determine misconceptions, •Teachers provide instruction on the specified topic and •Post test is administered •Post test growth determined and data desegregated •Re-teaching is provided if necessary •Process begins again for next instructional unit. | |
| | Target Date: | 11/02/2015 | |
| | Tasks: | | |
| | 1. Maintain the LRCH Math Instructional Teams (Algebra I and Geometry) operational procedures from collaborations (agendas, pre/post test data, minutes from meetings, copies of assessments, and flow of information). | | |
| | Assigned to: | Heather Jenkins | |
| | Added date: | 10/26/2015 | |
| | Target Completion Date: | 10/01/2015 | |
| | Frequency: | daily | |
| | Comments: | Allow the data to drive instruction decisions | |
| | Task Completed: | 10/1/2015 12:00:00 AM | |
| | 2. Maintain the LRCH English Instructional Teams (grade 9-12) operational procedures from bi-monthly collaborations (agendas, pre/post test data, minutes from meetings, copies of assessments, and flow of information). | | |
| | Assigned to: | Brenda Bankston | |
| | Added date: | 10/26/2015 | |
| | Target Completion Date: | 11/02/2015 | |
| | Frequency: | monthly | |
| | Comments: | Allow the data to drive instruction decisions | |
| | Task Completed: | 11/2/2015 12:00:00 AM | |

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| | 3. Maintain the LRCH Special Education Literacy Instructional Team operational procedures from bi-monthly collaborations (agendas, pre/post test data, minutes from meetings, copies of assessments, and flow of information). |
| | Assigned to: Brenda Bankston |
| | Added date: 10/26/2015 |
| | Target Completion Date: 11/02/2015 |
| | Frequency: monthly |
| | Comments: Allow the data to drive instruction decisions |
| | Task Completed: 11/2/2015 12:00:00 AM |
| | 4. LRCH Math Instructional Teams (Algebra I and Geometry) collaborate weekly to analyze data, create pre/post tests, and modify instruction for students not meeting with success and students needing more challenging instruction. Math Collaboration binder located in PT 12. |
| | Assigned to: Heather Jenkins |
| | Added date: 10/26/2015 |
| | Target Completion Date: 10/01/2015 |
| | Frequency: weekly |
| | Comments: |
| | Task Completed: 10/1/2015 12:00:00 AM |
| | 5. LRCH English Instructional Teams (grade 9-12) collaborate bi-monthly to analyze data, create pre/post tests, and modify instruction for students not meeting with success and students needing more challenging instruction. English Instructional Team binder located in 3rd floor English office. |
| | Assigned to: Brenda Bankston |
| | Added date: 10/26/2015 |
| | Target Completion Date: 11/02/2015 |
| | Frequency: twice monthly |
| | Comments: |
| | Task Completed: 11/2/2015 12:00:00 AM |
| | 6. LRCH Special Education Literacy Instructional Team collaborates bi-monthly to analyze data, create pre/post tests, and modify instruction for students not meeting with success and students needing more challenging instruction. Pre/post tests meet individual student needs based on approved modifications and accommodations. Special Education Instructional Team binder located on 5th floor. |
| | Assigned to: Brenda Bankston |
| | Added date: 10/26/2015 |
| | Target Completion Date: 11/02/2015 |
| | Frequency: twice monthly |
| | Comments: |
| | Task Completed: 11/2/2015 12:00:00 AM |
| Implement | Percent Task Complete: 100% |
| | Objective Met: 1/25/2016 |

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| Experience: | 1/25/2016 We (Math / English / SPED Collaboration) continue to work with instructional teams to create pre/post-tests, common unit tests and use the data from these tests to drive instruction and design interventions for students in need. Please see weekly reports from instructional leaders, and quarterly reports. |
| Sustain: | 1/25/2016 Continued support of common planning. Continued valuable professional development for teachers. |
| Evidence: | 1/25/2016 We continue to work to build capacity in our teachers during collaboration to create effective assessments that help to drive instruction. Pre/Post-Testing is labeled in the teachers' Edline Grade books. This is an ongoing process. Please see weekly reports from instructional leaders, and quarterly reports along with the TIP. |

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)

Status Tasks completed: 8 of 12 (67%)

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| Assess | Level of Development: | Initial: Limited Development 10/22/2015 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| | Describe current level of development: | <p>1. The PTSA builds strong working relationships among parents and teachers in support of students (parent events, monthly newsletters, coordinating extensive programmatic volunteerism, etc.). 2. Central maintains communication with parents through e-mail blasts, a PTSA site on the school's website, first block communication through students, etc. 3. The school encourages parental engagement through the Edline / Grade quick program to monitor their students' grades where at least 2 grades per week are entered. (District policy, Edline activations, phone logs, e-mails.) 4. The Parental Involvement facilitator coordinates the distribution of Parent Information Packets during the August registration period. (Packets include information such as resources, organizational information, networking, etc.) (Anecdotal information, copy of packet, timeline in the CRATE) 5. Through the Parental Involvement facilitator the guidance department will sponsor a "Parents Make a Difference" night along with parent surveys as well as sponsoring additional activities (College Going Saturdays) that will be most beneficial in supporting students. (Activity agendas and sign-ins, counselor responsibilities list, guidance department agendas and sign-in sheets.) 6. Through the Parental Involvement facilitator, the school provides a Parent Center where parents can come and feel welcome, have a sense of belonging and be reassured that their ideas, concerns and other opinions are valued. (Parent Center, parental anecdotal interviews) 7. Central High provides parents multiple avenues of awareness for volunteer opportunities (volunteer resource book, main office sign-ups, PTSA e-mail blasts, etc.). 8. Central High provides a user-friendly website that communicates information about activities, events, Edline, tutoring, etc. (www.lrcentralhigh.net) 9. Central High advertises through multiple mediums school meetings, events and activities in which parents can become involved (Freshman Orientation, Open House, Parent Night, Open Enrollment, PTSA meetings, etc.). (Agendas, sign-in sheets and district advertisement) 10. Central through the district continues to partner with the National Network of Partnership Schools (NNPS) to organize and sustain excellent programs of family and community involvement that can positively affect student achievement (6 KEYS). (District CRATE submissions, agendas, minutes, advertisements, e-mails) 11. Central through the Parental Involvement facilitator and the School-based Intervention Team (SBIT) utilizes the 4 phases of the Response to Intervention approach to design measurable intervention plans to target students' decision-making skills. (SBIT minutes, intervention plans, anecdotal information) 12. Central continues to disseminate important information (tips) for parents to know through various mediums (Edline, mailed Interim reports, report cards, principal's monthly calendar / newsletter, LRCH website, parental involvement packets, etc.)</p> |
| Plan | Assigned to: | Nancy Rousseau |

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| | How it will look when fully met: | "The school is most effective when the home does its part" provides the basis for the compact that embraces the stakeholders: the students, their teachers, the families of the students, the school's staff and active volunteers. Parents' active engagement in their student's learning completes the circle of support. When all stakeholders support a common purpose through communication, education and interaction; the student, teacher and parent can support the comprehensive learning opportunities and social / emotional support provided their students. |
| | Target Date: | 06/03/2016 |
| <p>Tasks:</p> | | |
| | 1. Maintain he PTSA designed to build strong working relationships among parents and teachers in support of students (parent events, monthly newsletters, coordinating extensive programmatic volunteerism, etc.). | |
| | Assigned to: | Nancy Rousseau |
| | Added date: | 10/22/2015 |
| | Target Completion Date: | 09/01/2015 |
| | Frequency: | monthly |
| | Comments: | Continue practices. |
| | Task Completed: | 9/1/2015 12:00:00 AM |
| | 2. Continue communication with parents through e-mail blasts, a PTSA site on the school's website, first block communication through students, etc. | |
| | Assigned to: | Nancy Rousseau |
| | Added date: | 10/22/2015 |
| | Target Completion Date: | 09/01/2015 |
| | Frequency: | monthly |
| | Comments: | Continue practices. |
| | Task Completed: | 9/1/2015 12:00:00 AM |
| | 3. Continue to encourage parental engagement through the Edline / Grade quick program to monitor their students' grades where at least 2 grades per week are entered. | |
| | Assigned to: | Allen Morton |
| | Added date: | 10/22/2015 |
| | Target Completion Date: | 10/15/2015 |
| | Frequency: | twice monthly |
| | Comments: | Continue practices. |
| | Task Completed: | 10/15/2015 12:00:00 AM |
| | 4. Continue to distribute through the Parental Involvement facilitator Parent Information Packets during the August registration period. (Packets include information such as resources, organizational information, networking, etc.) | |
| | Assigned to: | Gregory Hodges |
| | Added date: | 10/22/2015 |
| | Target Completion Date: | 08/04/2015 |
| | Frequency: | once a year |

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| | | Comments: | Continue practices. |
| | | Task Completed: | 8/4/2015 12:00:00 AM |
| | | 5. Maintain through the guidance department a "Parents Make a Difference" night along with parent surveys as well as sponsoring additional activities (College Going Saturdays) that will be most beneficial in supporting students. | |
| | | Assigned to: | Lequieta Grayson |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 10/30/2015 |
| | | Frequency: | once a year |
| | | Comments: | Continue practices. |
| | | Task Completed: | 10/30/2015 12:00:00 AM |
| | | 6. Maintain through the Parental Involvement facilitator a Parent Center where parents can come and feel welcome, have a sense of belonging and be reassured that their ideas, concerns and other opinions are valued. | |
| | | Assigned to: | Gregory Hodges |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 08/17/2015 |
| | | Frequency: | daily |
| | | Comments: | Continue practices. |
| | | Task Completed: | 8/17/2015 12:00:00 AM |
| | | 7. Provide parents multiple avenues of awareness for volunteer opportunities (volunteer resource book, main office sign-ups, PTSA e-mail blasts, etc.). | |
| | | Assigned to: | Nancy Cole |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 08/04/2015 |
| | | Frequency: | daily |
| | | Comments: | Continue practices. |
| | | Task Completed: | 8/4/2015 12:00:00 AM |
| | | 8. Maintain a user-friendly website that communicates information about activities, events, Edline, tutoring, etc. | |
| | | Assigned to: | Kirby Shofner |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 10/01/2015 |
| | | Frequency: | four times a year |
| | | Comments: | Continue practices. |
| | | Task Completed: | 10/1/2015 12:00:00 AM |
| | | 9. Continue to advertise through multiple mediums school meetings, events and activities in which parents can become involved (Freshman Orientation, Open House, Parent Night, Open Enrollment, PTSA meetings, etc.). | |
| | | Assigned to: | Gregory Hodges |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 06/01/2016 |

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| | | Frequency: | weekly |
| | | Comments: | Continue practices. |
| | 10. Continuing through the district to partner with the National Network of Partnership Schools (NNPS) to organize and sustain excellent programs of family and community involvement that can positively affect student achievement (6 KEYS). | | |
| | | Assigned to: | Gregory Hodges |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 06/01/2016 |
| | | Frequency: | four times a year |
| | | Comments: | Continue practices. |
| | 11. Continue through the Parental Involvement facilitator and the School-based Intervention Team (SBIT) to utilize the 4 phases of the Response to Intervention approach to design measurable intervention plans to target students' decision-making skills. | | |
| | | Assigned to: | Gregory Hodges |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 06/01/2016 |
| | | Frequency: | weekly |
| | | Comments: | Continue practices. |
| | 12. Continue to disseminate important information (tips) for parents to know through various mediums (Edline, mailed Interim reports, report cards, principal's monthly calendar / newsletter, LRCH website, parental involvement packets, etc.) | | |
| | | Assigned to: | Nancy Rousseau |
| | | Added date: | 10/22/2015 |
| | | Target Completion Date: | 06/01/2016 |
| | | Frequency: | four times a year |
| | | Comments: | Continue practices. |
| Implement | Percent Task Complete: | | 67% |