

2018-2019 School Improvement Plans  
Little Rock School District: High School Plans  
Central High School



Diagnostic Analysis Update  
Districts and Schools  
**COMPREHENSIVE PROGRESS  
MONITORING REPORT DRAFT**

2018 – 2019 School Year

**SCHOOL IMPROVEMENT LEADERSHIP TEAM MEMBERS:**

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**SUMMER VAUGHT**

**KIM WILLIAMS**

**REVISED 8.27.18**

The **data** shows we need to influence \_\_\_\_\_ (Lagging Indicator)

**Specific Data point:**

We average 30% Ds and Fs in Algebra I and Geometry. This is for all Algebra I and Geometry students. Our data is not separated by Pre-AP and grade level, but based on the grade distribution reports reviewed by the MIF and principal at the end of each quarter. This percentage is much higher in our grade level courses. We would like our report data to be broken out by Pre-AP and grade level nine weeks grades. We will present our unit test data in the same manner.

Variables impacting \_\_\_\_\_:

- Lack of prerequisite skills
- Multi-part standards and curriculum pace
- Lack of an established RTI program
- Scope and sequence of the standards
- Student Engagement
- Lack of Study skills and habits
- Lack of Note taking skills

The variable(s) that will be our focus for improvement:

- Lack of an Established RTI program
- Multi-part standards and curriculum pace

Initiatives, Interventions, Strategies:

- Vertical team evaluation of the standards in Algebra I and Geometry (RTI)
- Selection of Power standards by the Algebra I and Geometry teams
- Planned interventions of power standards based on pre-testing
- Pullouts and push ins based on student needs (RTI) by the math interventionists
- Algebra I and Geometry Team collaboration (RTI)
- AVID / Kagan (include core teachers for cross-curricular support] strategies
- Common assessments
- Common curriculum

Leading Indicators:

**Data** point(s) anchoring the daily steps toward goal:

- Pre-/Post-test data
- Unit test grades in grade level Algebra I and Geometry
- Nine weeks grades in grade level Algebra I and Geometry
- Semester grades in grade level Algebra I and Geometry

Step 4: Create a goal statement based on the lagging indicator you want to influence (increase or decrease):

**Goal Statement: To plan to decrease by five percent the number of students with Ds and Fs in grade level Algebra I (35%) and Geometry (45%).** [Please see on the last page of the DAU the detailed SMART Goal descriptor / 3 Year Central D/F Data Chart.]

**I. What will you do to influence the lagging indicator?**

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. **Vertical team evaluation of the standards in Algebra I and Geometry (IIA01 / Wise Ways 88 & IID11 / Wise Ways 109)**
  - a. **Selection of Power standards by all Algebra I and Geometry teams based on the evaluation**
  - b. **Planned interventions of power standards based on pre-/post testing, common assessments and common curriculum**
2. **Employ math interventionists (RTI)**
3. **Algebra I and Geometry Team collaboration to analyze common data (RTI) (IID08 / Wise Ways 106)**
4. Train, implement, and monitor the use of math specific Avid strategies (Central embraces AVID schoolwide.)
5. Train, implement and monitor the use of Kagan strategies with core teachers

**II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?**

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (1 – 5) listed above:

- Pre-/post-testing in grade level Algebra I and Geometry**
- Unit test grades in grade level Algebra I and Geometry**
- Nine weeks grades in grade level Algebra I and Geometry**
- Semester grades in grade level Algebra I and Geometry**
- Comparable data for the core teachers**

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (1-3) listed above:

- Identify essential standards
- Universal Screening and diagnostic assessment (NWEA for Math and Reading)

**Linking assessment and instruction**

**Implement multi-tiered system of support**

**The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (4) listed above:**

**(All will be utilized for Algebra I and Geometry teachers and core teachers may use for cross-curricular support.)**

**4 corners**

**GIST**

**Quick writes**

**Reflective journals**

**Collaborative Groups**

**The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (5) listed above:**

**(See the initial statement under Section II, page 3.)**

**Cooperative learning structures**

**Team structures**

**III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resource and expected effect size)**

**The expected improvement/gains include the following holistically:**

- 1. To increase the number of students that are successfully completing grade level Algebra I (237) and Geometry (228).**
- 2. To increase the number of students that are completing grade level Algebra I (219) and Geometry (218) with the skills to be successful in Algebra II. (multi-year)**

**The expected improvements or gains by implementing RTI (I.:5 above) are based on John Hattie research (please see NOTE below) \* and the effect size is +1.07.**

The expected improvements or gains by implementing AVID math-specific strategies (I.:3-4 above) are based on John Hattie research (please see NOTE below) \* and the effect size is +.32. (Average of strategies)

The expected improvements or gains by implementing Kagan strategies (I.:1-2 above) are based on John Hattie research (please see NOTE below) \* and the effect size is +.62. (Average effect size based on cooperative learning vs individual learning and so forth.)

\*NOTE: Our effect size is pulled from the research of John Hattie as published in Visible Learning (updated 2016). Hattie’s study was designed as a “meta-meta-study” that collects, compares and analyzes the findings of nearly 50,000 previous studies in education and represents the achievement of over 80 million students. Not only does the effect size indicate if an intervention will work, it also predicts how much impact to expect. The calculation of the effect size is the standardized mean difference between the two groups (group that receives the intervention and the group that does not). For example, an effect size of 0.7 means that the score of the average student in the intervention group is 0.7 standard deviations higher than the average student in the control group, and hence exceeds the scores of 69% of the similar group of students that did not receive the intervention. For a reference Hattie states that 1.0 Standard Deviation is approximately; 1 to 2-year grade equivalents, 30 plus percentile points on the ITBS, six ACT score points, and 200 SAT score points.

**Step 5: School Rationale for District Support**

\*Please indicate the district supports and/or resources that will be needed to effectively address all components of the selected initiatives, interventions, strategies, or theories of action (i.e., technical support, materials, personnel, estimated cost), even if funding is not needed.

Initiative/Intervention/ Strategy*	District Supports/Resources Needed	Estimated Cost	Funding Source	District Amount Approved	ADE Approval
1. Implement Response to Intervention program	Please refer to Step 4, II above and Appendix RTI pages 8-10.	\$ 8,782.56	<b>District Use Only</b>		
2. Infuse AVID strategies, procedures Revision Assistant: Turn It In Software for Writing Programs	Please refer to Step 4, II above and Appendix AVID pages 11-13.	\$ 15,250.00			
3. Implement Kagan strategies, procedures	Please refer to Step 4, II above and Appendix Kagan pages 14 - 16.	\$ 8,782.56			
<b>TOTAL:</b>	Programs	\$ 32,815.12			

Have any of the initiatives/interventions/strategies listed above been used before? (Provide an explanation for numbers of years implemented and previous funding amount received)

- 1. Algebra I and Geometry Collaboration Teams: They have met during the summer when time has been available to work on curriculum / standards and throughout the school year when common planning has not been available during the school day.**

**Approximation: \$3,000.00.**

- 2. Common Classroom Assessments: This will be our second year to implement.**

**Approximation: \$500.00.**

- 3. Common Curriculum: This will be our second year to implement.**

**Approximation: \$500.00.**

- 4. AVID Initiative: This initiative began in 2007 working with around 2 teachers per core area. The district pays for the summer training registration as well as provides certified staff to work with the students. The high school pays for the classified tutors, materials and transportation to the summer training.**

**Approximately: \$187,053.20**

- 5. RTI Initiative: Training will occur in August during the pre-service days and during September in the PLC and the next day follow-up. Before / After school collaboration affiliated with these trainings is being requested. Additional collaboration opportunities include the following: PLCs, faculty meetings, department meetings, possible RTI coaching days, etc.**

**Approximately: \$27,500.00****2018-2019 School Improvement Plans**

- 6. Kagan Initiative: After the district provided one-day training for district level, facilitator, etc. personnel, Central provided one-day training for teachers across the curricular areas in June, 2017. Additional Day One and Day Two trainings were provided on May 31 and June 1, 2018. Collaboration (See item 5 above.) affiliated with these trainings is being requested.**

**Approximately: \$40,086.25**

How will the initiative/intervention/strategy be expanded if it has been implemented in the past?

- 1. Algebra I and Geometry Collaboration Teams: Teams will have a more specific focus based on the RTI practices and procedures, the vertical team evaluation and the selection of the power standards.**

- 2. Common Classroom Assessments: This initiative began during the 2016-2017 school year. It involves creating**

**common classroom assessments during collaboration and also discussing common scoring. There was partial participation last year. This year with effective communication, transparency and focus we will be able to develop full participation.**

- 3. Common Curriculum: During math collaboration the teams select curriculum items to be used in the classroom. The follow-up phase is to determine the method of delivery for the curriculum items.**
- 4. The current program includes all the staff including math teachers. This approach will provide the entire math department with training which will expand it to a department-wide initiative.**
- 5. RTI training will provide a system through which teachers will be able to differentiate instruction based upon individual student needs. Teachers will collaborate to further strengthen the practice to support student growth.**
- 6. Kagan trained teachers will be able to diversify their instruction and link to RTI training to support student growth through multiple cooperative strategies.**

### **Program Description:**

#### **RTI at Work Institute**

**The underlying premise of RTI is that schools should not delay in providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, and systematic interventions to all students who demonstrate the need. With unprecedented access to a nationally recognized RTI coach who has successfully worked with RTI in a variety of settings—often with limited personnel and dwindling resources—you will learn how to create a tiered system of support that includes: Tier 1 - core instruction that ensures all students have access to a rigorous, essential grade-level curriculum, highly effective teaching, and embedded academic and behavioral support. Tier 2 - supplemental interventions that support students in a grade-level curriculum, immediate prerequisite skills, and academic and social behavior expectations. Tier 3 - intensive interventions that develop foundational**

**prerequisite academic skills (reading, numeracy, writing, and English language) and behaviors without removing students from essential grade-level curriculum. With a drill-down breakout approach full of hands-on activities, this training explores how to build an intervention system by looking at the four essential elements of a successful RTI model: collective responsibility, concentrated instruction, convergent assessment, and certain access. Learn how to create a proactive process to identify students who need help, place them in the proper intervention, monitor their progress, revise interventions as needed, and determine when students no longer need additional support. The presenter matches theory with practice and offers strategies that can immediately increase effectiveness for students and staff.**

**Build a highly effective, collaborative core program. Focus core instruction on rigorous core curriculum. Unpack standards into focused student learning targets. Design, analyze, and utilize common assessments to improve core instruction and guide interventions. Plan for embedded intervention time. Engage and empower students in the learning process. Target interventions to meet individual student needs. Understand the critical components and implementation of a behavioral RTI system. Utilize a site leadership and intervention team to support school wide interventions. Identify effective Tier 3 interventions for students struggling with reading, writing, numeracy, and English language. Determine the best ways to utilize school wide support staff in the RTI process, including psychologists, counselors, special education teachers, and intervention specialists. Use intervention time to extend learning for students who have already mastered grade-level expectations. These various approaches will be tailored to Central's needs.**

### **RTI Institute – Program Mechanics**

- **Provide workshop training to the entire Central staff including Algebra I and Geometry teachers and during collaboration periods create plans and monitor implementation**

- **Program Evaluation –**

**The program will be evaluated using the following data:**

**Pre-/ post test results in Algebra I and Geometry**

**Unit Test Data results in Algebra I and Geometry**

**Nine weeks grades in Algebra I and Geometry**

**Semester grade results in Algebra I and Geometry**

**Monitor other content areas for effectiveness**



**1003a Budget Request  
Central High School  
Response to Intervention Initiative**

Expenditure Categories	Justification/Description	Total Amount
1. Personnel (Vertical / Collaborative Teaming)	\$25./hr x 24 teachers x 12 hrs	\$ 7,200.00
<b>Subtotal: Registration</b>		<b>\$ 7,200.00</b>
2. Fringe Benefits		
Social Security Match	7.65% x \$7,200.00	\$ 550.80
Teacher Retirement	14% x \$7,200.00	\$ 1,008.00
Workman's Comp	0.0033 x \$7,200.00	\$ 23.76
<b>Subtotal:</b>		<b>\$ 1,582.56</b>
<b>7. Total Direct Costs (1-2)</b>		<b>\$ 8,782.56*</b>

\*Training has been schedule for an August pre-service day at Central to involve the entire faculty with follow-up training/coaching in September.

**Program Description:**

**Avid Training for Mathematics Teachers**

**Avid math strategies are an essential component of the AVID College Readiness System and are designed to enable school-wide implementation of AVID's proven instructional methodologies and content area best practices to improve**

**outcomes for all students. AVID math strategies go beyond the AVID Elective course to affect an entire campus by creating a college-going culture that increases the number of students who enroll and succeed in higher level math courses. It targets students in the academic middle–B, C, and even D students–with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality. We plan to have our AVID trained faculty train the entire math department; this will provide the opportunity for students to receive consistent AVID-based instruction in all math classrooms. Funding will provide the license to use Revision Assistant: Turn It In Software for Writing Programs to utilize technology to enhance writing revisions in real time.**

#### **Program Mechanics:**

- **Schedule training with AVID**  
Provide a tiered training schedule to release a percent of math teachers at one time
- **Schedule substitutes as needed**
- **Select a meeting location**
- **Professional Development leave forms completed by participants if appropriate**

#### **Program Evaluation:**

- **The program will be evaluated utilizing teacher surveys.**
- **The program will be evaluated using the following data:**
  - Pre-/ post test results in Algebra I and Geometry**
  - Unit Test Data results in Algebra I and Geometry**
  - Nine weeks grades in Algebra I and Geometry**
  - Semester grade results in Algebra I and Geometry**
  - Monitor other content areas for effectiveness**

**1003a Budget Request**

**Central High School**

**Avid Initiative**

Expenditure Categories	Justification/Description	Total Amount
1. Personnel		
<b>Subtotal: Personnel</b>		\$
2. Fringe Benefits Social Security Match Teacher Retirement Workman’s Comp		
<b>Subtotal: Fringe Benefits</b>		\$
3. Materials: software license	\$ 15,250.00	\$ 15,250.00
<b>Subtotal: Materials</b>		<b>15,250.00</b>
		\$
<b>5. Total Direct Costs (3)</b>		<b>\$15,250.00</b>

## **Program Description:**

### **Kagan Cooperative Learning Training**

**Kagan Structures are scientifically research based as well as backed by classroom evidence from district, schools, and teachers experiencing success with Kagan. Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field of research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations and increased liking for self, others and school. The Kagan Structures have proven themselves effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning and emotional intelligence. Early research on cooperative learning showed that cooperative learning was a promising intervention for closing the achievement gap (Kagan, 1994). Both minority and majority students' achievement levels were greater with cooperative learning than with traditional teaching methods. Most impressive was the fact that minority students gained at an accelerated rate, narrowing the achievement gap. Recent school performance corroborates early research. Cooperative learning closes the achievement gap.**

**Kagan training was held at Central High School on May 31<sup>st</sup> and June 1<sup>st</sup>, 2018 to train the math and English departments along with 9<sup>th</sup> and 10<sup>th</sup> grade teachers from grade level science and social studies classes and other curricular areas as space allows. The follow-up request is for before and after school collaborative meeting financing as well as other meeting times during the school day to fully plan the implementation of the strategies.**

### **Program Mechanics**

- **Scheduled training with Kagan.**
- **Training is planned for the summer (May 31 and June 1, 2018) (Teachers will be paid Article 8 if not on contract and may use professional development hours to promote their PGP or other options as appropriate.).**
- **Training will be held in the Central High Jess W. Matthews Media Center.**

- **All materials will be either brought with the trainer or shipped in advance.**
- **Determine Kagan trainer logistics for travel, materials, etc.**
- **Provide collaboration opportunities for teachers to be able to further implement their Kagan training.**

### **Program Evaluation**

- **The program will be evaluated utilizing teacher surveys.**
- **The program will be evaluated using the following data:**
  - Pre-/ post test results in Algebra I and Geometry**
  - Unit Test Data results in Algebra I and Geometry**
  - Nine weeks grades in Algebra I and Geometry**
  - Semester grade results in Algebra I and Geometry**
  - Monitor other content areas for effectiveness**

### **1003a Budget Request**

#### **Central High School**

#### **Kagan Cooperative Learning Initiative**

<b>Expenditure Categories</b>	<b>Justification/Description</b>	<b>Total Amount</b>
1. Personnel (Vertical / Collaborative Teaming)	\$25./hr x 24 teachers x 12 hrs	\$ 7,200.00
<b>Subtotal: Registration</b>		<b>\$ 7,200.00</b>
2. Fringe Benefits		\$ 550.80
Social Security Match	7.65% x \$7,200.00	\$ 1,008.00
Teacher Retirement	14% x \$7,200.00	\$ 23.76
Workman's Comp	0.0033 x \$7,200.00	

<b>Subtotal:</b>		<b>\$ 1,582.56</b>
<b>7. Total Direct Costs (1-2)</b>		<b>\$ 8,782.56</b>

**2017 -18 1003(a) Funds (Awarded) / Diagnostic Analysis Update Districts and Schools  
Little Rock Central High School (LRCH)**

From the original LRCH 2017 – 2018 budget, the district combined the trainings into a district-wide budget effort. As seen above, LRCH received funding for collaborations that will take place after the respective trainings as well as providing assistance with Focus on the Freshmen materials subsequent to a team attending that training (Summer 2017) and piloting the program along with software to assist our English students receiving feedback in real time thus aiding the English teachers in more thorough and layered revisions of student work.

<b>2017-18 1003(a) Funds</b>				
	Rtl Collaborative and vertical team planning	24 teachers x 12 hrs x \$25/hr		
	fringe	21.95% for FICA, AR Teacher Retirement, and Worker's Compensation	7,200.00	
	Focus on the Freshman - Study Skills/College and Career Readiness	Materials & supplies for career readiness/9th Grade Transition materials from Academic Innovations	1,580.40	
		Making the Most of High School professional resource	5,000.00	
		Study skills book	3,263.00	
	Turn it in Software for Writing programs		2,493.00	
	Kagan follow-up PD sessions	30 teachers x 4 hrs x \$25/hr	6,036.00	
	Fringe	21.95% for FICA, AR Teacher Retirement, and Worker's Compensation	3,000.00	Central
			658.50	29,230.90

**Title I**  
**Academic Improvement Programs\***  
**2018-2019**

**Title I programs are on-going and revised annually. They reflect Central’s on-going comprehensive needs assessment data. These programs have a cross-curricular, multi-grade focus. They span the five focus areas along with the previous Indicators / Wise Ways that have been assessed and completed. Pertinent Indistar indicators / Wise Ways are reflected in each program descriptor.**

**Program/Budget Overview**

**TUTORING / ADVISEMENT / ACADEMIC SUPPORT PROGRAMS**

<b>AVID: Tutors (\$9,148.50), Summer Institute 2019 (\$5,986.54)</b>	<b>\$ 15,910.00</b>
<b>COLLEGE AND CAREER READINESS.....</b>	<b>\$ 590.00</b>
<b>ESL COLLEGE &amp; CAREER READINESS.....</b>	<b>\$ 3,040.00</b>
<b>TITLE I PARENT NIGHT.....</b>	<b>\$ 220.00</b>
<b>Title I Parental Involvement</b>	
<b>AP Parent Night (No budget at this time.)</b>	
<b>ENGLISH INSTRUCTIONAL MATERIALS: READ 180 .....</b>	<b>\$ 2,081.25</b>
<b>TIGER ACADEMIC SUPPORT CENTER (TASC).....</b>	<b>\$ 80,697.56</b>
<b>(Includes English, Math, Science, Social Studies, Foreign Language)</b>	

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<b>SUBTOTAL</b>	<b>\$ 102,538.81</b>
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**TRAINING SUPPORT INITIATIVES**

**ENGLISH INSTRUCTIONAL MATERIALS PLANNING /**

**PD: COLLABORATION ..... \$ 19,868.80**

**ENGLISH INSTRUCTIONAL PLANNING / PD: NCTE..... \$ 1,546.00**

**MATH INSTRUCTIONAL PLANNING / PD: SUMMER**

**COLLABORATION ..... \$ 8,782.56**

**MATH INSTRUCTIONAL PLANNING / PD: RTI Institute..... \$ 3,570.00**

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<b>SUBTOTAL</b>	<b>\$ 33,767.36</b>
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**FRESHMAN ACADEMY INITIATIVES**

**TIGER ACADEMY (July, 2018) ..... \$ 19,256.82**

**(Includes Math, Literacy, Science, Social Studies Special Needs)**

**FRESHMAN ACADEMY TEACHER RETREAT..... \$**

**No Budget at this time**

**FRESHMAN STUDENT / PARENT ORIENTATION ..... \$ 548.92**



**Title I Parental Involvement**

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<b>SUBTOTAL</b>	<b>\$ 19,805.74</b>
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**SCIENCE INITIATIVES**

**SCIENCE FAMILY / PARENT NIGHT / OPEN HOUSE.....** \$ 2,805.74

**Title I Parental Involvement**

**LRCH JUNIOR ACADEMY of SCIENCES.....** \$ 842.98

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<b>SUBTOTAL</b>	<b>\$ 3,648.72</b>
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**PERSONNEL (Salaries: TBA)**

**DOUBLE-BLOCKED ALGEBRA I (.66) .....** \$ 50,024.35

**DOUBLE-BLOCKED ALGEBRA I (.66) .....** \$ 44,779.49

**DOUBLE-BLOCKED ALGEBRA I (.66) .....** \$ 44,374.86

**MATH INTERVENTIONIST (.05) .....** \$ 37,672.97

**MATH INTERVENTIONIST (.05) .....** \$ 30,895.12

**INSTRUCTIONAL STAFF ADVISOR (1.0) .....** \$ 93,025.52

**STUDENT ACHIEVEMENT & INTERVENTION SPECIALIST (.75).....** \$ 82,209.91

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<b>SUBTOTAL</b>	<b>\$ 382,982.22</b>
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**EDUCATIONAL TECHNOLOGY SUPPORT**

**ASSISTIVE TECHNOLOGY (TI-84PLUS CE TEACHER PACK w/ EZ SPOT)**

..... \$ 26,510.00

**ASSISTIVE TECHNOLOGY ([School-wide Labs] Chrome Books) .. \$ 59,991.09**

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<b>SUBTOTAL</b>	<b>\$ 86,501.09</b>
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**TITLE I BUDGET TOTAL** \*\* **\$ 626,239.56**

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**\*\*Budget totals will vary based on the 2018-2019 Title I school allotment.**

**LRCH Title I Budget-at-a-Glance Proposal (Last page)**

**Central High School SMART Goal**

**Central High School 3 Year Percent D/F: Algebra I / Geometry**

**Diagnostic Analysis Update Districts and Schools COMPREHENSIVE PROGRESS MONITORING REPORT DRAFT**

## **Title I / Parental Involvement Detailed Program Descriptors:**

### **Program Descriptor:**

#### **AVID**

**AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaning and motivational professional learning, and acts as a catalyst for systemic reform and change. Indistar Indicator: HS04 The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. Wise Ways: 4541**

### **Program Mechanics:**

**AVID tutoring is conducted during the academic school day via the AVID Elective class. The tutors are hired to assist first-time college bound students with their academic course work. This is a required component of the AVID program. Indistar Indicator: HS06 The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation. Wise Ways: 5516**

### **Program Evaluation:**

**AVID is evaluated annually by completion of the CCI (Certified Coaching Instrument). The CCI is a tool to help schools successfully implement the AVID Elective as the foundation of a successful AVID system, while also monitoring AVID Schoolwide implementation in order to benefit more students on a campus. It is organized into four sections that correspond to the four AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture. It is completed twice a year (early in the school year and at the end of the school year). Throughout the school year authentic evidence to document progress is collected and revisited regularly to sustain growth. The data is submitted to the AVID Center in the spring after a certification visit and explanation of artifacts to and by the Regional AVID Director to determine the overall AVID certification rating based on the level of implementation of each Domain. Indistar 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. Wise Ways: 4541.**

**Title I 2018-2019  
Central High School  
AVID: Tutoring Program, Summer Institute 2019**

<b>Expenditure Categories</b>	<b>Justification/Description 2018 – 2019</b>	<b>Total Amount of Funds</b>
<b>1. Personnel</b>  AVID Tutors	\$10/per hour x 750 hrs	\$ 7,500.00
<b>Sub Total/Personnel</b>		<b>\$ 7,500.00</b>
<b>2. Fringe Benefits</b>	Workers Comp (\$24.75) +Teachers Retirement (\$1050) + Social Security (\$573.75)	\$ 24.75 \$ 1,050.00 \$ 573.75
<b>Sub Total/Fringe</b>		<b>\$ 1,648.50</b>
<b>3. Transportation/ Summer Institute</b>	\$1,078.56 for mileage, \$1,647 for per diems, \$3087.75 for lodging, And \$173.23 for parking for a team of 8 people for 2019 Summer Inst.	\$ 5,986.54
		<b>\$ 5,986.54</b>
<b>4. Supplies</b>	3” Binders, dividers, paper, etc.	\$ \$ 775.00

Sub Total/Supplies		\$ 775.00
5. Total Direct Costs (1-4)		\$15,910.04

**Program Descriptor:**

**College and Career Readiness**

**Career and College Readiness addresses the skills needed when students graduate from High school. They need to be able to enter the workforce or continue their post-secondary education. The counseling department doesn't receive funds to cover the massive number of responsibilities that require Schoolwide financial support. We need support from Title I funds to continue to provide the dynamic service that the school and community have come to expect. We will provide, counseling sessions, parent/student workshops, and invite college and company representatives to visit. (Indistar Indicators FE04, HS04 Wise Ways 3983, 4541)**

**Program Mechanics:**

**SACAC allows us to stay in tune with colleges and universities in our region. The counseling office is in need of resources to make our office more career and college ready. NACAC's award-winning publications and other media resources, professional development programs and practical research efforts have all been designed to give counseling and admission professionals the tools they need to improve the counseling services we provide to students.**

**Program Evaluation:**

**The College & Career Readiness/Guidance Program evaluations contain several pieces: an End of the Year report which contains our graduation, college going, and military/career rates. We also track awarded/accepted scholarships for all college bound seniors. This year the LRSD implemented a new College and Career Readiness tool called Naviance, which will also be used to evaluate our programs. We also employ a full-time college and career coach, who assists students in their post-secondary pursuits such as college campus visits, resume building, and career exploration. Senior surveys are conducted in Naviance which is also another evaluative tool for the effectiveness of our programs. We also adhere to the ASCA standards for school guidance counseling, which are re-evaluated every 3 to 5 years. Yearly needs assessment surveys are given to teachers to gather feedback on what concerns our program will need to focus on to better serve our students.**

**Title I Parental Involvement 2018-2019**  
**Central High School**  
**Career & College Readiness: Counseling Program**

<b>Expenditure Categories</b>	<b>Justification/Description</b>	<b>Total Amount of Funds</b>
Books for scholarships	The counseling department replenishes books for the scholarship and resume library.	5 books at 25.00 and 9% tax.
	<b>Book Awards</b>	<b>\$136.25</b>
SACAC Annual Fees	Approximately 1,600 members from Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and the Caribbean work to promote high professional standards and preparing counselors to serve students in the transition from high school to college. (Institutional)	
	<b>SACAC Fee Total</b>	<b>\$245.00</b>
NACAC Annual Fees	National Association for College Admissions Counseling. Keeps counselors abreast of the newest trends in counseling. (Institutional)	
	<b>NACAC Fee Total</b>	<b>\$205.00</b>
<b>Grand Total</b>		<b>\$586.25</b>

**Program Descriptor:**

**ESL College & Career Readiness**

**The Central High School ESL Coordinator and committee will develop a series of programs and interventions for our ESL students. The committee will research and provide applications for appropriate ESL scholarships and will create an ACT initiative focusing upon our ESL students. (Indistar Indicator CL12, Wise Ways 5197)**

**Program Mechanics:**

**The ACT prep materials and ACT test (where FRL documentation is not available) will be provided to 40 students. ACT prep sessions will be held for 40 students over 2 different days where refreshments will be provided. There will be 2 College Visits scheduled along with 2 peer mentoring sessions at local LRSD elementary sites.**

**Program Evaluation:**

**The programs will show success through the ESL scholarships, awards, etc. that recognize achievement that are received at the end of each year.**

**Title I 2018-2019**

**Central High School**

**ESL Programs: ESL College & Career Readiness**

Expenditure Categories	Justification/Description	Total Amount of Funds
1. ACT <ul style="list-style-type: none"> <li>• Test</li> <li>• Prep Materials</li> </ul>	\$35 x 40 students  \$25 x 40 students	\$1400.00  \$1000.00
Sub Total/Personnel		\$2400.00
2. Transportation <ul style="list-style-type: none"> <li>• College visits</li> <li>• Peer mentoring at elementary schools</li> </ul>	\$20 per hour 5 hours X2  \$20 per hour 5 hours X2	\$200.00  \$200.00
Sub Total/Fringe		\$400.00
3. Supplies <ul style="list-style-type: none"> <li>• Refreshments</li> </ul>	40 students X 2 days X \$3.00	\$240.00



	BUDGET	\$3,040.00

**Program Descriptor / Mechanics:**

**Title I Parent Night**

**Title I Parent Night will take place on (Date to be determined) beginning at 5:30 pm in the library. The purpose of this meeting is to inform parents about Title I and the resources that are available to them. AVID students and their parents will be in attendance. Refreshments will be served. (Indistar Indicator FE06 Wise Ways\_ 5500)**

**Program Evaluation: Title I Parent Night will be evaluated through the programs / personnel through which Title I is served.**

Title I 2018-2019  
 Central High School  
 Title I Parent Night

<b>Expenditure Categories</b>	<b>Justification/Description</b>	<b>Total Amount of Funds</b>
Refreshments (Food) – Title I Parent Night	Title I Parent Night meeting will be held after school hours. Refreshments needed to insure maximum parent participation.	\$ 220.00
	<b>Refreshment Total</b>	<b>\$ 220.00</b>
Handouts & Materials		\$ 0.00

	<b>Total</b>	<b>\$ 0.00</b>
<b>Grand Total</b>		<b>\$ 220.00</b>

**Program Descriptor/Mechanics:**

**AP Parent Night**

**AP Parent Night will take place on (Date to be determined) beginning at 6:00 pm in the library. The purpose of this meeting is to inform parents about Advanced Placement courses, along with the benefits and expectations involved in enrolling his/her student in an AP course. AVID students and their parents will be in attendance. AP teachers from all core subject areas will present briefly about their course offerings, along with informative handouts, and questions from parents will be answered. If there is a student who is currently enrolled or will be enrolling in an AP course next year, this meeting is for that student. Refreshments will be served so please make plans to attend. Indistar Indicator FE06 Wise Ways 5500**

**Program Evaluation:**

**AP Parent Night will be evaluated based upon the amount of students schoolwide who successfully negotiate PAP and AP courses.**

Title I 2018-2019  
 Central High School  
 AP Parent Night\*

<b>Expenditure Categories</b>	<b>Justification/Description</b>	<b>Total Amount of Funds</b>
Refreshments (Food) –AP Parent Night	AP Parent Night meeting will be held after school hours. Refreshments needed to insure maximum parent participation.	\$ 0.00
	<b>Refreshment Total</b>	<b>\$ 00.00</b>

Handouts & Materials	AP Parent, GT, and Title I literature will be dispersed to parents.	\$ 0.00
	<b>Total</b>	<b>\$ 0.00</b>
<b>Grand Total</b>		<b>\$ 00.00</b>

**\*No budget at this time.**

**Program Descriptor:**

**English Instructional Materials: READ 180**

**READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development designed to raise reading achievement for struggling readers in grades 4-12. Read 180 is designed for any student reading two or more years below grade level. READ 180 uses adaptive technology to individualize instruction for students and provide data for differentiation to teachers. READ 180 is filled with multimedia science and social studies content as well as literature.**

**Indistar Indicators:**

**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.**

**IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhance learning opportunities for others.**

**IIIA10 All teachers stimulate interest in the topics.**

**Program Mechanics:**

**READ 180 provides English language learners with the academic vocabulary and essential knowledge required for success in the content areas. The program supports English language learners at multiple language proficiency levels by providing explicit, sequential, linguistically logical, and systematic instruction and practice.**

**Program Evaluation:**

**READ 180 requires each site to secure training and additional support. Students will progress using the Scholastic Reading Inventory (SRI) quarterly to determine reading progress. Students will also be monitored weekly through usage reports emailed directly to teachers and the principal. Quarterly reading assessments are also optional. The Assistant principal of curriculum and instruction works closely with teachers to identify READ 180 students based on test scores, grades, attendance, teacher recommendations, and past interventions.**

Title I 2018-2019  
 Central High School  
 Read 180-Grade 9/10 Tier II Interventions  
**Read 180: rbooks & Program Materials**

Expenditure Categories	Justification/Description	Total Amount of funds
1. Supplies	Reading Counts Quiz Bank—50 Licenses for access to all READ 180 Quizzes and updates	
	Classroom Libraries for READ 180	\$281.25
	rBooks	\$375.00
	Scholastic Magazine Subscriptions	\$450.00
		\$975.00
Sub Total/Supplies		\$2,081.25

**Program Descriptor:**

**Tiger Academic Support Center (TASC)**

**TASC (Tiger Academic Support Center) is a free comprehensive tutoring program/homework center/test make up center to students which occur both before and after school. In order to support graduation requirements and the graduation rate, Central High School is offering this to students. Students can receive tutoring in different subjects including English, Math, Science, Social Studies, Foreign Language, and access to the computer lab for cross-curricular activities with certified teachers and student tutors. Special tutoring sessions that are also offered to assist students include ACT Super Saturday, Pre-AP Chemistry summer tutoring, and Saturday tutoring in credit recovery. (Indistar Indicator HS05 Wise Ways 5515)**

#### **Program Mechanics:**

**Central's tutoring programs run weekly for 28 weeks beginning in September and running through April. They are staffed by 12 teachers and up to 6 student volunteer tutors and the teachers who work approximately 6 hours per week over 4 days each week Monday through Thursday. The ACT Super Saturday is run by 10 teachers working one 6-hour day and is held in February. The Pre-AP Chemistry tutoring session is a 2-day session held in the summer and is covered by 4 teachers working 6 hours each. A 6 hour prep day for 4 teachers will be implemented to prepare for the classes. The Saturday tutoring will take place 7 Saturdays and will be covered by 4 teachers working 4 hours each of the 7 days. Two paraprofessionals will also be needed for all 7 of the 4 hour days to track attendance, run grade reports, prepare snacks, etc.**

#### **Program Evaluation:**

**Programs will be evaluated by student progress and/or completion in the Plato/Edmentum system. Seniors who finish will be allowed to graduate. Freshmen who finish will gain access to skills and concepts needed to complete Algebra I, which is required for graduation and a leading indicator of high school success, and other expanded academic core areas. Students will register in the TASC webpage via the Communications Information Services (CIS) portal for attendance and the data connected with this process may also be used for evaluative purposes.**

**Title I 2018-2019**

**Tutoring / Advisement / Academic Support Programs:  
TASC (Tutoring year round)**

Expenditure Categories	Justification/Description	Total Amount
<b>1. Personnel</b>		
Tutoring	\$25/hr x 6.0 hrs x 28 wks x 12 teachers	\$ 50,400.00
	\$25/hr x 6 hrs x 10 teachers (ACT)	\$ 1,500.00
	\$25/hr x 12 hrs x 4 teachers (Pre-AP Chem)	\$ 1,200.00
	\$25/hr x 4 hrs x 7 wks x 4 teachers	\$ 2,800.00
	\$25/hr x 2 hrs x 10 days x 2 teachers	\$ 1,000.00
	\$16/hr x 4 hrs x 7 wks x 2 para pro	\$ 896.00
<b>Sub Total/Personnel</b>		<b>\$ 57,796.00</b>
<b>2. Fringe Benefits</b>		
Social Security Match	7.65% x \$57,796	\$ 4421.39
Teacher Retirement	14% x \$57,596	\$ 8091.44
Workman's Comp	0.0033 x \$57,796	\$ 190.73
<b>Sub Total/Fringe</b>	(Use Excel fringe calculator to calculate)	<b>\$ 12,703.56</b>
<b>3. Transportation</b>		

Buses	None Provided	\$ 8,000.00
Buses		\$ 8,000.00
<b>4. Supplies</b>		
Materials <sup>[SB1]</sup> /supplies		\$ 1,428.00
Refreshments	85 students x \$.15/per person x 4 days/wk x 28 weeks 200 students x \$3.50/person	\$ 770.00
<b>Sub Total/Supplies</b>		\$ 2,198.00
<b>5. Total Direct Costs (1-4)</b>		\$ 80,697.56

**Program Descriptor:**

**English Instructional Materials Planning / PD: Collaboration**

**English teachers meet annually to collaborate to plan and pace the curriculum for grades 9-12. Teachers use ACT Aspire and future interim assessments and ACT test scores, content frameworks, Central curriculum maps as well as unit templates from Literacy Design Collaborative to plan rigorous and appropriate instruction. Class sets of curriculum-aligned reading materials are purchased to supplement curricular resources.**

**Indistar Indicator: IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Wise Ways: 88**

**Program Mechanics:**

**During the school term, English Instructional Teams meet before school, after school, and during school day to prepare units of instruction.**

**Special Education Literacy Team meets bi-monthly during the school day to plan lessons, curriculum and assess student data. This group will utilize the Orton-Gillingham curriculum to supplement literacy strategies.**

**Program Evaluation:**

**Both programs will be evaluated by student progress on summative ACT Aspire assessments. Students who at least score “Ready” will not have to be remediated. Teachers will also use information from the unit pre and post-tests to determine the instructional needs of their students. This data is collected and recorded for information that both teachers and the leadership team can use for evaluation purposes.**

**Title I 2018-2019  
Central High School  
English Instructional Materials & Planning / PD: Collaboration**

Expenditure Categories	Justification/Description	Total Amount of Funds
1. Instructional Team Meetings	\$25 per hour X 1 hour X 12 days X 20 teachers	\$ 6,000.00
<b>Sub Total/Personnel</b>		<b>\$ 6,000.00</b>
2. Social Security Match	7.65% x \$6,000	\$ 459.00
3. Teacher Retirement	14% x \$6,000	\$ 840.00
4. Workman’s Comp	.0033 x \$6,000	\$ 19.80
<b>Sub Total/Fringe</b>		<b>\$ 1,318.80</b>
5. Supplies	Book Orders for Instructional Units Literacy Ready Binders:100 2” binders Miscellaneous Supplies Scantrons for ACT prep	\$ 11,250.00  \$ 750.00 \$ 250.00



		\$ 300.00
Sub Total/Supplies		\$ 12,550.00
Total Direct Costs (1-5)		\$ 19,868.80

**Program Descriptor:**

**English Instructional Planning / PD: NCTE**

**English teachers meet annually to collaborate, to plan, and pace the curriculum for grades 9-12. Teachers use ACT Aspire and ACT test scores, content frameworks, Central curriculum maps as well as unit templates from Literacy Design Collaborative to plan rigorous and appropriate instruction. Indistar Indicator: 11A01 Wise Ways 88**

**Program Mechanics:**

**During the end of the first semester, two representative teachers from the department go to a national English conference with an organization called NCTE for professional development and to share their professional expertise with other teachers from around the nation.**

**NCTE amplifies the voice of educators through personal connection, collaboration, and a shared mission to improve the teaching and learning of English and language arts at all levels.**

**Program Evaluation:**

**This professional development will provide teachers with the tools necessary for them to innovatively teach their students how to successfully communicate in the 21<sup>st</sup> century. The professional development that these teachers receive will help them prepare students for the ACT Aspire assessments as well as cumulative assessments throughout the school year. Teachers will also use information from the unit pre and post-tests to determine the**

**instructional needs of their students. This data is collected and recorded for information that both teachers and the leadership team can use for evaluation purposes.**

Title I 2018-2019

Central High School

English Instructional Planning / PD: NCTE

Expenditure Categories	Justification/Description	Total Amount of Funds
1. NCTE Conference 2019 Houston, Texas	\$300 registration X 2 teachers	\$ 600.00
	\$89 X 4 nights for lodging	\$ 356.00
	\$264 plane tickets X 2 teachers	\$ 528.00
<b>Sub Total/Personnel</b>		<b>\$ 1,484.00</b>
Incidentals/baggage		\$ 62.00
<b>Total Direct Costs (1)</b>		<b>\$ 1,546.00</b>

**Program Descriptor:**

**Math Instructional Planning / PD: Summer Collaboration**

**LRCH teachers will spend 12 hours collaborating and planning for the upcoming school year. Teachers will create and develop lesson plans that will successfully implement the new math standards designed by the Arkansas Department of Education. Teachers will meet with common disciplines and develop common formative assessments and lessons based on power standards identified by vertical teams. Teachers will identify what standards will be remediated, what mastery looks like, when these standards will be taught and what will be done if students do not meet mastery. This will establish an RTI program in Algebra I and Geometry at Central High School. Teacher collaboration on planning not only increases the rigor and efficacy in all classrooms, but also increases teacher retention and morale. Teachers have a shared responsibility in the success of all students at LRCH.**

**Indistar Indicator ID13 Wise Ways 48**

**Program Mechanics:**

**Teachers will meet before the calendar year for 2018 – 2019 on July 30<sup>th</sup> and 31<sup>st</sup> at the Butler Center (utilizing their conference space) and spend 6 hours each day refining the units of instruction, developing strategies and activities to actively engage students, and developing common unit assessments. Teachers will receive stipend pay (“Article 8” at \$25.00 per hour) for 6 hours each day for 2 days (as well as the fringe benefits associated).**

**Program Evaluation:**

**The program will be evaluated through the products produced (unit plans, activities, common assessments) as well as student data collected throughout the year (interim assessments, common assessments, and ACT Aspire Early High School Mathematics Exam).**

Math Instructional Planning / PD  
 Central High School  
 Summer 2018 English Curriculum Planning

Expenditure Categories	Justification/Description 2018 - 2019	Total Amount of Funds
<p><b>1. Personnel</b></p> <p>Planning</p>	<p>\$25/per hour x 12hrs x 24 teachers</p>	<p>\$ 7,200.00</p>
<p><b>Sub Total/Personnel</b></p>		<p><b>\$ 7,200.00</b></p>
<p><b>2. Fringe Benefits</b></p> <p>Social Security Match</p> <p>Teacher Retirement</p> <p>Workman's Comp</p>	<p>7.65% x \$7200</p> <p>14% x \$7200</p> <p>.0033 x 7200</p>	<p>\$ 550.80</p> <p>\$ 1,008.00</p> <p>\$ 23.76</p>
<p><b>Sub Total/Fringe</b></p>		<p><b>\$ 1,582.56</b></p>
<p><b>3. Total Cost</b></p>		<p><b>\$ 8,782.56</b></p>

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**Program Descriptor:**

**Math Instructional Planning / PD: RTI Institute**

Central has developed a math intervention program that uses student data and teacher recommendations to target students who are in need OF intervention in their math classes. We have assisted over 200 students in our 2017-2018 intervention program, but the two math interventionists need help in identifying students for intervention as well as training teachers to complete in class interventions before the students are selected to work with the interventionists. For the interventionists to better understand how to develop an intervention program and train teachers for in class interventions more training is needed. Solution Tree hosts multiple Response to Intervention Conferences across the country and the two math interventionists will attend this training which includes the following goals:

- **Build a highly effective, collaborative core program.**
- **Focus core instruction on rigorous core curriculum.**
- **Unpack standards into focused student learning targets.**
- **Design, analyze, and utilize common assessments to improve core instruction and guide interventions.**
- **Plan for embedded intervention time.**
- **Engage and empower students in the learning process.**
- **Target interventions to meet individual student needs.**
- **Understand the critical components and implementation of a behavioral RTI system.**
- **Utilize a site leadership and intervention team to support school wide interventions.**
- **Design master schedules that provide core instruction, interventions, and elective options for students at risk.**
- **Identify effective Tier 3 interventions for students struggling with reading, writing, numeracy, and English language.**
- **Determine the best ways to utilize school wide support staff in the RTI process, including psychologists, counselors, special education teachers, and intervention specialists.**
- **Use intervention time to extend learning for students who have already mastered grade-level expectations.**

**Indistar Indicator IIID02 Wise Ways 5194**

**Program Mechanics:**

The two math interventionists will attend the RTI at work in New Orleans, LA November 7<sup>th</sup> – 9<sup>th</sup> or in Plano, TX November 28<sup>th</sup> – 30<sup>th</sup>. Airfare, Hotel (shared room), per diem, and conference registration are included in the proposed budget. The date will be based on the availability of the interventionists.

**Program Evaluation:**

The program will be evaluated through the students’ grades in their math classes for first and second semester, their scores on standardized tests (specifically the ACT Aspire Early High School mathematics exam), and the evaluation of students in the intervention program by the students’ teachers and the interventionists.

Math Instructional Planning / PD

Central High School

Math Instructional Planning / PD: RTI Institute

RTI at Work Institute

Expenditure Categories	Justification/Description	Total Amount
		of Funds
1. Conference Registration	2 @ \$689.00	\$ 1,378.00
2. Air Line Fair	2 @ \$400	\$ 800.00
3. Hotel Room	(1) for 4 nights @ 153 + tax	\$ 680.00
4. Meals	2 ( 4 @ \$64)	\$ 512.00
5. Taxi Shuttle	4 @ \$50.00	\$ 200.00
TOTAL		\$ 3,570.00

### **Program Descriptor:**

#### **Tiger Academy**

**According to the National High School Center, “the transition from middle school to high school represents a significant event in the lives of adolescents, one that necessitates support from and collaboration among teachers, parents, counselors, and administrators at both educational levels. Successful transitions place particular emphasis on ninth-grade initiatives and can create one of strongest bridges from middle to high school and beyond. Students’ experiences in their first year of high school often determine their success throughout high school and beyond. However, more students fail ninth grade than any other grade.” The LRCH Tiger Academy is a 3 day program designed to meet the needs of our students making a transition to high school. This summer program lasts 3 days and incorporates a curriculum that will address a nuance of student needs to include but not limited to: digital citizenship, conflict resolution, goal setting, GPA workshops, graduation planning, building tours with scavenger hunts, LRCH math and literacy student resources, planning on an A/B schedule, how to get involved at LRCH, and senior mentor workshops. This action directly impacts school improvement as indicated in Wise Ways indicator #IG01.**

### **Program Mechanics:**

**To get Tiger Academy implemented, 17 teachers will work 5 days each (2 prep days at 6 hours plus the 3 day Tiger Academy itself for 4 hours each day) for a total of 408 hours worked. They will help oversee the approximately 400**

**incoming freshmen plus the approximately 50 student volunteers. A Science day will be held for 3 hours on the last day and will be manned by 5 teachers working 4 hours.**

**Program Evaluation:**

**The program evaluation piece will be ongoing throughout the year and will include student volunteer reflections, sign-ins via the Communication Information Services (CIS) portal, as well as surveys.**

**Freshman Academy Initiatives  
Central High School  
Tiger Academy, Summer Bridge**

<b>Expenditure Categories</b>	<b>Justification/Description 2018 - 2019</b>	<b>Total Amount of Funds</b>
<b>1. Personnel</b>  Certified Teachers  Science Fair day   <b>Sub Total/Personnel</b>	  \$25/per hour x 24 hrs. x 17 teachers  \$25/per hour x 6 hrs. x 5 teachers    	  \$ 10,200.00  \$ 750.00    <b>\$ 10,950.00</b>
<b>2. Fringe Benefits</b>  Teacher	Fringe calculator for salary 10,200  Fringe calculator salary 750	\$ 2,241.96  \$ 164.86

<b>Sub Total/Fringe</b>		<b>\$ 2,406.82</b>
<b>3. Supplies</b>		
Materials/supplies/T-shirts	400 students x \$10.00	\$ 3,500.00
Refreshments	400 students x 3 days x \$2.00	\$ 2,400.00
<b>Sub Total/Supplies</b>		<b>\$ 5,900.00</b>
<b>5. Total Direct Costs (1-4)</b>		<b>\$ 19,256.82</b>

**Program Descriptor:**

**Freshman Student/Parent Orientation**

**Freshmen Orientation is a program to introduce freshmen and their parents/guardians to the rules, regulations, daily procedures, layout of Little Rock Central High to help ensure academic success. It is part of the school-wide initiative to help drive academic achievement by also introducing tutoring programs to parents that are available for kids throughout the year.**

**Program Mechanics:**

**One teacher will plan in July for 3 days (6 hours each day) to prepare for the program and will meet with PTSA leadership, school administrators, and 40 student volunteers to get the program organized in preparation for the event on Thursday afternoon of pre-service days.**

**Program Evaluation:**

**Student/parent booklet handouts will be prepared and given out. Students will sign in via the TASC webpage of the Communications Information Services (CIS) portal to record hours and provide evaluative feedback as it is**



connected to the students' local and state academic performance. Random surveys will be given to help measure success.

**Title I Parental Involvement Funding 2018-2019**  
**Central High School**  
**Tutoring / Advisement Programs:**  
**Freshmen Student / Parent Orientation**

Expenditure Categories	Justification/Description	Total Amount
<b>1. Personnel</b>  Tutoring	\$25/per hour x 6.0 hrs x 3 days x 1 teacher	\$ 450.00
<b>Sub Total/Personnel</b>		<b>\$ 450.00</b>
<b>2. Fringe Benefits</b>  Social Security Match	7.65% x \$50400	\$ 34.43 \$ 63.00

Teacher Retirement	14% x \$50400	
Workman's Comp	0.0033 x \$50400	\$ 1.49
<b>Sub Total/Fringe</b>	(Use Excel fringe calculator to calculate)	<b>\$ 98.92</b>
<b>3. Transportation</b>		
Buses	None Provided	\$
Buses		
<b>4. Supplies</b>		
Materials/supplies		\$
Refreshments		\$
<b>Sub Total/Supplies</b>		<b>\$</b>
<b>5. Total Direct Costs (1-4)</b>		<b>\$ 548.92</b>

**Program Descriptor:**

**Science Family / Parent Night / Open House**

**Science Parent / Family Night will be held Tuesday, August 21, 2018. Science Family Night is designed to jump start the STEM initiative. The parents and students will be informed of the scientific process and goals of the scientific research paper. Examples of papers, data books and displays will be shown, along with tips on how to be successful. Each teacher will have a role to share information about this important aspect of our Gifted /Talented program. Parental Involvement funding (2171) will support this effort. Friday, February 1, 2019 approximately 75 professionals from the community will assess the student work and assign place awards. Some awards will be solicited from the community. Follow up will include a Family/ Community Open House Saturday, February 2, 2019 and a formal award ceremony on February 4. Parental Involvement funding will support this effort.**

**Indistar Indicator FE05 Wise Ways: 5499**

**Program Mechanics:**

A stipend will be paid for 13 teachers to participate in the after school and Saturday events. Name badges for the students and labels for the table set up are also included. We will have old trophies renovated and purchase new ribbons for the displays through other funding. Tables will be rented after securing as many as possible at Central. Party time will rent the tables to us for 5 days at the one-day rate. Students will display their work starting Friday, February 1 through February 4, 2019 to the community.

**Program Evaluation:**

Growth and maintenance of this ongoing project can be evaluated by the number of successfully completed, quality projects that will be displayed and the student score sheets and rubrics. It is expected that these events will impact more than 500 students and their families. Student success can be measured by the number of awards students receive at the local and regional levels of competition. The program will also be reviewed through parent survey feedback.

Title I Parental Involvement 2018-2019

Central High School

Science Family Parent Night Open House: STEM Initiative / Project-based Learning

Expenditure Categories	Justification/Description	Total Amount
1. Personnel	13 teachers @\$25.00 per hour 4 hours	\$ 1,300.00
Sub Total/Personnel		\$ 1,300.00
2. Fringe Benefits		
Social Security Match	7.65% x \$1,300.00	\$ 99.45
Teacher Retirement	14% x \$1,300.00	\$ 182.00
Workman's Comp	0.0033 x \$1,300.00	\$ 4.29
Sub Total/Fringe		\$ 285.74

<b>3. Transportation</b>		
Buses	None Provided	\$ 0.00
Buses		<b>\$ 0.00</b>
<b>4. Supplies</b>		
	Name Badges	\$ 120.00
Materials/supplies	Table Rental	\$ 800.00
Refreshments	Refreshments	\$ 300.00
<b>Sub Total/Supplies</b>		<b>\$1,220.00</b>
<b>5. Total Direct Costs (1-4)</b>		<b>\$2,805.74</b>

**Program Descriptor:**

**LRCH Junior Academy of Sciences**

**The LRCH Junior Academy of Sciences is a competition based within Little Rock Central High for LRCH students to promote science, reasoning, literacy, mathematics and communications skills. Student participation is voluntary. Students will meet in classrooms in February to present their independent research projects to a panel of externally recruited judges. Projected costs are assumed for 80 students participating in thirteen categories, each with four judges. Indistar Indicator HS05 Wise Ways 5515**

**Program Mechanics:**

**Funding for this program allows for students to present their independent research and receive valuable feedback from judges on how to alter methods, presentations, and questioning to fulfill their objectives. Advanced strategies assist with student growth, and demonstrating school improvement. Teachers are also able to watch the presentations, providing them with perspective and experience in independent research.**

**Judges for this program are impressed with the student presentations and offer mentorship opportunities to students in the future. Data can be collected from ACT Aspire science performance evaluations. This event is possible through the support and organization of the teachers involved and the Title I funding.**

**Program Evaluation:**

**Evaluative Questions: How did the program improve student participation and performance in independent research? How did it impact school improvement?**

**Title I 2018-2019  
Central High School  
Science Initiatives: Junior Academy of Sciences**

<b>Expenditure Categories</b>	<b>Justification/Description 2018 - 2019</b>	<b>Total Amount of Funds</b>
<b>1. Personnel</b>  Planning	\$25/per hour x 3 teachers x 2 hours	\$ 150.00
<b>Sub Total/Personnel</b>		<b>\$ 150.00</b>
<b>2. Fringe Benefits</b>		

Social Security Match	7.65% x \$150	\$ 11.48
Teacher Retirement	14% x \$150	\$ 21.00
Workman's Comp	0.0033% x \$150	\$ 0.50
<b>Sub Total/Fringe</b>		<b>\$ 32.98</b>
<b>3. Supplies</b>		
Equipment	80 Students x \$5 average equipment cost	\$ 400.00
Refreshments	52 judges x \$5 average snack	\$ 260.00
<b>Sub Total/Supplies</b>		<b>\$ 660.00</b>
<b>4. Total Direct Costs (1-4)</b>		<b>\$ 842.98</b>

**The Assistive Technology: TI-84PLUS CE TEACHER PACK w/ EZ SPOT**

**Teacher Pack of ten (10) each TI-84Plus CE™ color-display graphing calculators with 'EZ SPOT' school property markings and a 10-bay Docking Station for battery recharging.**

Assistive Technology  
Educational Support: TI84 Plus CE Teacher Pack

<b>Expenditure Categories</b>	<b>Justification/Description</b>	<b>Total Amount of Funds</b>
<b>1. Personnel</b>		\$
<b>Sub Total/Personnel</b>		\$
<b>2. Fringe Benefits</b>		

Social Security Match		\$	
Teacher Retirement			
<b>Sub Total/Fringe</b>		<b>\$</b>	
<b>3. Supplies: Technology</b>			
<b>TI84 Plus CE Teacher Pack</b>	21 TPs x \$1,260.00 per unit shipping	\$	26,460.00
		\$	50.00
<b>Sub Total/Supplies</b>		<b>\$</b>	<b>26,510.00</b>
<b>4. Total Direct Costs (1-4)</b>		<b>\$</b>	<b>26,510.00</b>

**The Assistive Technology: Chrome Book Lab initiative provides assistive technology across the school. Students and teachers will use the labs in their classrooms to support instruction through increasing technological usage in connection with their content—a major component of Common Core instruction. Traditional classrooms become computer labs where space is at a premium.**

**Assistive Technology**

**Budget Justification**

**Educational Support: School-wide Chrome Book Labs**

<b>Expenditure Categories</b>	<b>Justification/Description</b>	<b>Total Amount of Funds</b>	
<b>1. Personnel</b>			
		\$	
<b>Sub Total/Personnel</b>		<b>\$</b>	

<b>2. Fringe Benefits</b>		
Social Security Match	7.65% x \$375	\$
Teacher Retirement	14% x \$375	
<b>Sub Total/Fringe</b>		<b>\$</b>
<b>3. Supplies: Technology</b>		
Chrome Books/Carts	145 Chrome Books/Carts	\$ 59,991.09
<b>Sub Total/Supplies</b>		<b>\$ 59,991.09</b>
<b>4. Total Direct Costs (1-4)</b>		<b>\$ 59,991.09</b>

**LRCH will employ two FTE math across 3 teachers to teach 2 sections of double block Algebra I each. (2 FTE)**

Expenditure Categories		Total Amount of Funds
1. Personnel:		\$ 139,178.70
		<b>Total Direct Costs:</b> <b>\$ 139,178.70</b>

**This budgeted personnel line item supports Central's identified students who need additional support in Algebra I.**



**LRCH will employ two .5 Math Interventionists. (1 FTE).**

Expenditure Categories		Total Amount of Funds
2. Personnel:		\$ 68,568.09
		<b>Total Direct Costs:</b> \$ 68,568.09

**This budgeted personnel line item supports Central's efforts as described in Central's DAU. The interventionists utilize pertinent teacher pre/post testing and other data to push in and pull out working with identified students who need accelerated assistance.**

**LRCH will employ 1.0 FTE Instructional Staff Adviser. (1 FTE).**

Expenditure Categories		Total Amount of Funds
3. Personnel:		\$ 93,025.152
		<b>Total Direct Costs:</b> \$ 93,025.52

**2214: Instructional Staff Advisory Services. Activities designed to aid teachers and program supervisors in developing, monitoring and evaluation curriculum and specialized learning experiences**

**LRCH will employ .75 FTE Student Achievement & Intervention Specialist. (.75 FTE).**

Expenditure Categories		Total Amount of Funds
4. Personnel:		\$ 82,209.91
		<b>Total Direct Costs:</b> \$ 82,209.91

**Central's Student Achievement and Intervention Specialist will assist the school to improve student performance which will support various levels of intervention throughout the school.**

**LRCH Title I Budget-at-a-Glance Proposal**

**Title I Budget Initiatives 2018 – 2019**

1. AVID: Tutoring / Training .....	\$ 15,910.00
2. Tiger Academic Support Center (TASC) .....	\$ 80,697.56
3. Title I Parent Night .....	\$ 220.00
AP Parent Night	
4. ESL College Initiatives .....	\$ 3,040.00
5. Tiger Academy/Freshman Academy/Freshman Orientation .....	\$ 19,805.74
a. Tiger Academy.....	\$ 19,256.82
b. Freshman Academy: Teacher Retreat – Planning.....	\$
c. Freshman Student Orientation.....	\$ 548.92
6. Guidance Dept. (College / Career Ready) .....	\$ 590.00

7. Literacy: .....		\$ 23,496.05
a. English Instructional Materials: READ 180.....	\$ 2,081.25	
b. English Inst'l Materials Planning/PD: Collaboration.....	\$ 19,868.80	
c. English Inst'l Planning/PD: NCTE.....	\$ 1,546.00	
8. Math: .....		\$ 12,352.56
a. Math Instructional Planning/PD: Summer Collaboration.	\$ 8,782.56	
b. Math Inst'l Planning/PD: RTI Institute	\$ 3,570.00	
9. Science .....		\$ 3,648.72
a. Science Family/Parent Night/Open House .....	\$ 2,805.74	
b. LRCH Junior Academy of Sciences .....	\$ 842.98	
10. Computer Labs (2) .....		\$ 86,501.09
a. TI84 PLUS CE w/charging docking station.....	\$ 26,510.00	
b. Chrome Books / Chromebook Carts) .....	\$ 59,991.09	

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**Program Total** **\$246,261.72**

<b>11. Personnel:</b> .....		<b>\$382,982.22</b>
1 FTE (.5 each) Mathematics Interventionists .....	\$ 68,568.09	
1 FTE (1.0) Instructional Staff Adviser .....	\$ 93,025.52	
.75 FTE (.75) Student Achievement & Intervention Specialist .....	\$ 82,209.91	
3 FTEs (.66 each) Double-blocked Algebra I Teachers (TBA) .....	\$ 139,178.70	

**TITLE I TOTAL \$629,243.94 PROPOSED**

**PARENTAL INVOLVEMENT TOTAL \$ 3,025.74 PROPOSED**

**TITLE I / PARENTAL INVOLVEMENT TOTAL \$632,269.68 PROPOSED**

## **Central High School SMART Goal**

### **Specific**

Our goal for the mathematics department at Little Rock Central High for the 2018 – 2019 school year is to decrease the percent of students with grades of D or F in Grade Level Algebra 1 and Geometry compared with the previous 3 school years. After reviewing the data from the school years from 2015 to 2018. For our students to be college and career ready they must have the problem-solving skills that are required for these two courses. Students who are not scoring a C or higher in these courses are not meeting with success and not gaining these necessary skills.

### **Measurable-**

The student quarterly grades in grades level algebra 1 and geometry will be reviewed after each quarter 1-3 for preliminary findings. The semester grades for first and second semester of the 2018-2019 will be compared to the 3 previous years at the beginning of the 2019-2020 school year.

### **Attainable –**

The goal will be met if the percent of students with a D or F in grade level Algebra 1 and Geometry has decreased in the 2018 – 2019 school year compared to any of average of the 3 previous years. If goal is not met, the strategies will be revisited for the 2019-2020 school year and adapted. The data for the 2019-2020 school year will be compared again at the beginning of the 2020-2021 school year to see if there is an increase.

**Realistic –**

Goals are realistic and using the average of the 3 previous years will account for the natural variation of the data.

**Timely –**

The timeline is addressed in the above points.

**Central High School 3 Year Percent D / F: Algebra I / Geometry**

	2015-2016		2016-2017		2017-2018		Averages
	Algebra 1 Grade Level		Algebra 1 Grade Level		Algebra 1 Grade Level		
Sem 1	79/230	34%	78/197	40%	114/236	48%	41%
Sem 2	79/237	33%	88/221	40%	107/235	46%	40%
	Geometry Grade Level		Geometry Grade Level		Geometry Grade Level		
Sem 1	124/214	58%	135/259	52%	88/208	42%	51%
Sem 2	133/231	58%	153/259	59%	127/216	59%	59%
	Algebra 1 PAP		Algebra 1 PAP		Algebra 1 PAP		
Sem 1	34/161	19%	28/170	16%	23/172	13%	16%
Sem 2	24/166	14%	24/169	14%	16/171	9%	12%
	Geometry PAP		Geometry PAP		Geometry PAP		

Sem 1	60/299	20%	30/307	10%	15/283	5%	12%
Sem 2	60/299	20%	37/305	10%	32/286	11%	14%

Courtesy of Math Department Chairperson and LRSD Computer Information Services (CIS).

**DISTRICT: LITTLE ROCK**  
**SUPERINTENDENT: MICHAEL POORE**  
**SCHOOL: CENTRAL HIGH**  
**PRINCIPAL: NANCY ROUSSEAU**  
**DISTRICT SCHOOL IMPROVEMENT LIAISON: DANYELL CUMMINGS**  
**SCHOOL IMPROVEMENT LEADERSHIP TEAM MEMBERS:**  
**KIM BURLESON                      NANCY ROUSSEAU**  
**TERRI DELONEY                    JERRI SHERTZER**  
**CHRIS DORER                        BARBARA STAFFORD**  
**TIPPI MCCOLLOUGH                SUMMER VAUGHT**  
**HEATHER RAINBOLT                 KIM WILLIAMS**



# Diagnostic Analysis Update and Schools

Districts

## COMPREHENSIVE PROGRESS MONITORING REPORT DRAFT

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2018 – 2019 School Year

The **data** shows we need to influence \_\_\_\_\_ (Lagging Indicator)

**Specific Data point:**

We average 30% Ds and Fs in Algebra I and Geometry. This is for all Algebra I and Geometry students. Our data is not separated by Pre-AP and grade level, but based on the grade distribution reports reviewed by the MIF and principal at the end of each quarter. This percentage is much higher in our grade level courses. We would like our report data to be broken out by Pre-AP and grade level nine weeks grades. We will present our unit test data in the same manner.

Variables impacting \_\_\_\_\_:

- Lack of prerequisite skills
- Multi-part standards and curriculum pace
- Lack of an established RTI program
- Scope and sequence of the standards
- Student Engagement
- Lack of Study skills and habits
- Lack of Note taking skills

The variable(s) that will be our focus for improvement:

- Lack of an Established RTI program
- Multi-part standards and curriculum pace

Initiatives, Interventions, Strategies:

- Vertical team evaluation of the standards in Algebra I and Geometry (RTI)
- Selection of Power standards by the Algebra I and Geometry teams
- Planned interventions of power standards based on pre-testing
- Pullouts and push ins based on student needs (RTI) by the math interventionists
- Algebra I and Geometry Team collaboration (RTI)
- AVID / Kagan (include core teachers for cross-curricular support) strategies
- Common assessments
- Common curriculum

Leading Indicators:

- Data** point(s) anchoring the daily steps toward goal:
- Pre-/Post-test data
  - Unit test grades in grade level Algebra I and Geometry
  - Nine weeks grades in grade level Algebra I and Geometry
  - Semester grades in grade level Algebra I and Geometry

# CENTRAL HIGH SCHOOL IMPROVEMENT LEADERSHIP TEAM PROGRESS MONITORING REPORT

## Goal(s)

Create a goal statement based on the lagging indicator you want to influence (increase or decrease):

**Goal Statement: To plan to decrease by five percent the number of students with Ds and Fs in grade level Algebra I (35%) and Geometry (45%).**

### **I. What will you do to influence the lagging indicator?**

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. **Vertical team evaluation of the standards in Algebra I and Geometry (IIA01 / Wise Ways 88 & IID11 / Wise Ways 109)**
  - a. **Selection of Power standards by all Algebra I and Geometry teams based on the evaluation**
  - b. **Planned interventions of power standards based on pre-/post testing, common assessments and common curriculum**
2. **Employ math interventionists (RTI)**
3. **Algebra I and Geometry Team collaboration to analyze common data (RTI) (IID08 / Wise Ways 106)**
4. Train, implement, and monitor the use of math specific Avid strategies (Central embraces AVID schoolwide.)
5. Train, implement and monitor the use of Kagan strategies with core teachers

### **II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?**

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (1 – 5) listed above:

**Pre-/post-testing in grade level Algebra I and Geometry**

**Unit test grades in grade level Algebra I and Geometry**

Identify essential standards

Universal Screening and diagnostic assessment (NWEA for Math and Reading)

Linking assessment and instruction

### **Implement multi-tiered system of support**

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (4) listed above:

(All will be utilized for Algebra I and Geometry teachers and core teachers may use for cross-curricular support.)

4 corners

GIST

Quick writes

Reflective journals

Collaborative Groups

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (5) listed above:  
(See the initial statement under Section II, page 3.)

Cooperative learning structures

Team structures

**III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resource and expected effect size)**

The expected improvement/gains include the following holistically:

**1. To increase the number of students that are successfully completing grade level Algebra I (237) and Geometry (228).**

**2. To increase the number of students that are completing grade level Algebra I (219) and Geometry (218) with the skills to be successful in Algebra II. (multi-year)**

The expected improvements or gains by implementing RTI (I.:5 above) are based on John Hattie research (please see NOTE below) \* and the effect size is +1.07.

The expected improvements or gains by implementing AVID math-specific strategies (I.:3-4 above) are based on John Hattie research (please see NOTE below) \* and the effect size is +.32. (Average of strategies)

The expected improvements or gains by implementing Kagan strategies (I.:1-2 above) are based on John Hattie research (please see NOTE below) \* and the effect size is +.62. (Average effect size based on cooperative learning vs individual learning and so forth.)

\*NOTE: Our effect size is pulled from the research of John Hattie as published in Visible Learning (updated 2016). Hattie's study was designed as a "meta-meta-study" that collects, compares and analyzes the findings of nearly 50,000 previous studies in education and represents the achievement of over 80 million students. Not only does the effect size indicate if an intervention will work, it also predicts

how much impact to expect. The calculation of the effect size is the standardized mean difference between the two groups (group that receives the intervention and the group that does not). For example, an effect size of 0.7 means that the score of the average student in the intervention group is 0.7 standard deviations higher than the average student in the control group, and hence exceeds the scores of 69% of the similar group of students that did not receive the intervention. For a reference Hattie states that 1.0 Standard Deviation is approximately; 1 to 2-year grade equivalents, 30 plus percentile points on the ITBS, six ACT score points, and 200 SAT score points.

**Step 5: School Rationale for District Support**

\*Please indicate the district supports and/or resources that will be needed to effectively address all components of the selected initiatives, interventions, strategies, or theories of action (i.e., technical support, materials, personnel, estimated cost), even if funding is not needed.

Initiative/Intervention/Strategy*	District Supports/Resources Needed
1. Implement Response to Intervention program	Please refer to Step 4, II above and Appendix RTI pages 8-10.
2. Infuse AVID strategies, procedures Revision Assistant: Turn It In Software for Writing Programs	Please refer to Step 4, II above and Appendix AVID pages 11-13.
3. Implement Kagan strategies, procedures	Please refer to Step 4, II above and Appendix Kagan pages 14 - 16.

# CENTRAL HIGH SCHOOL IMPROVEMENT LEADERSHIP TEAM PROGRESS MONITORING REPORT

## Math Data

**Math Data by quarter: Algebra I, Algebra II and Geometry (Regular, Pre-AP) (Charts below may vary according to school-based efforts.)**

Grade Level	Number of Students with D and F in Math by Four Week Period (Smaller incremental check points to monitor progress)*						Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter based on the amount of units taught**  Lower Case Letters: Report the number of D and F grades on each post-unit assessment**												Percent of D or F grades on all unit assessments administered each quarter  $\frac{a+b+c+d}{A+B+C+D}$  $\times 100$		
	1Q D	1Q F	2Q D	2Q F	3Q D	3Q F	Unit 1	Unit 1 D	Unit 1 F	Unit 2	Unit 2 D	Unit 2 F	Unit 3	Unit 3 D	Unit 3 F				1Q	2Q	3Q
Alg I Total																					
Alg I – Reg																					
Alg I PAP																					
Geometry Total																					
Geo Reg																					
Geo PAP																					

\*Computer Information Services (CIS) will provide reports that break down data by teacher and student.

\*\*Teachers will enter data into the LRSD Math portal that all teachers have access to view.

# CENTRAL HIGH SCHOOL IMPROVEMENT LEADERSHIP TEAM PROGRESS MONITORING REPORT

## Math Data

### (Continued)

**Comments/Clarifications:** *(Questions below may vary according to school-based efforts.)*

- In what way are you influencing the lagging indicators based on the interventions/strategies utilized? What data illustrates this effect?
- Please provide additional data that is collected & monitored quarterly (or as incrementally reviewed) to ensure the fidelity of the evidenced-based initiative, intervention or strategy.
- Provide feedback as to monitoring efforts related to the expected improvements or gains by implementing your plan's evidenced-based initiative intervention or strategy.
- Is there alignment between unit grades and quarterly grades? If not, please explain. Indicate what modifications will occur to address the discrepancies.
- As Ds and Fs are reviewed, what modifications will occur to address individual teacher and/or student acceleration?

# CENTRAL HIGH SCHOOL IMPROVEMENT LEADERSHIP TEAM PROGRESS MONITORING REPORT

## English/Language Arts Data

**ELA Data by quarter: English 9, English 10 (Regular, Pre-AP) (Charts below may vary according to school-based efforts.)**

Grade Level	Number of Students with D and F in ELA by _____ Period  (Smaller incremental check points to monitor progress)						Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter based on the amount of units taught**									Percent of D or F grades on all unit assessments administered each quarter  $\frac{a+b+c+d}{A+B+C+D} \times 100$		
							Lower Case Letters: Report the number of D and F grades on each post-unit assessment*			A	a	a	B	b	b			
	1Q	1Q	2Q	2Q	3Q	3Q	Unit 1	Unit 1	Unit 1	Unit 2	Unit 2	Unit 2	Unit 3	Unit 3	Unit 3	Unit 1	Unit 2	Unit 3
	D	F	D	F	D	F		D	F		D	F		D	F			
English 9 TOTAL																		
English 9 Regular																		
English 9 PAP																		
English 10 TOTAL																		
English 10 Regular																		
English 10 PAP																		

\*Computer Information Services (CIS) will provide reports that break down data by teacher and student.

\*\*Teachers will enter data into the LRSD Math portal that all teachers have access to view.



# CENTRAL HIGH SCHOOL IMPROVEMENT LEADERSHIP TEAM PROGRESS MONITORING REPORT

## English/Language Arts Data

(continued)

**Comments/Clarifications:** *(Questions below may vary according to school-based efforts.)*

- In what way are you influencing the lagging indicators based on the interventions/strategies described above? What data illustrates this effect?
- Please provide additional data that is collected & monitored quarterly (or as incrementally reviewed) to ensure the fidelity of the evidenced-based initiative, intervention or strategy.
- Provide feedback as to monitoring efforts related to the expected improvements or gains by implementing your plan's evidenced-based initiative intervention or strategy.
- Is there alignment between unit grades and quarterly grades? If not, please explain. Indicate what modifications will occur to address the discrepancies.
- As Ds and Fs are reviewed, what modifications will occur to address individual teacher and/or student acceleration?

# CENTRAL HIGH SCHOOL IMPROVEMENT LEADERSHIP TEAM PROGRESS MONITORING REPORT

## Optional Data

**Do you have other data sources that support and/or identify that you are making gains in student outcomes?** *You may include a chart to describe other leading indicator data that align to the school's Theory of Action, but do not include raw data or student names.*