

School Plan

CENTRAL HIGH SCHOOL
1500 PARK ST.,LITTLE ROCK, AR 72202

Arkansas Comprehensive School Improvement Plan

2010-2011

LRCH ACSIP Mission Statement

The mission of Little Rock Central High School is to facilitate the acquisition of those skills including student achievement in the areas of math, literacy and technology that are requisite to our students' personal success and to their success in fulfilling their obligation to society. We, therefore, pledge ourselves to meet the challenges of the Twenty-first Century by providing a comprehensive educational program in an atmosphere that is open, concerned, and responsive to the needs of our students and our community.

LRCH Ninth Grade Academy Mission Statement

To teach and model the academic and social skills necessary for success in high school, career and community.

LRCH Ninth Grade Academy Motto

It's not where you start, it's where you finish.

Grade Span: 9-12 Title I: Not Applicable

School Improvement: SI_M

Table of Contents

Priority 1: Mathematics Skills and Strategies

Goal: To improve the teaching of mathematical content (number sense, properties, operations, measurement, geometry, spatial sense, data analysis, and algebra functions). To increase mathematical abilities (conceptual understanding, procedural knowledge and problem solving). To improve mathematical reasoning, connections and communication. To decrease the number of low-level math classes and increase the number of students enrolled in math classes above the geometry level. To increase the percent of African-American Male and Female students who score proficient.

Priority 2: Literacy Across the Curriculum

Goal: To improve students' written responses on open-ended questions. To use reading and writing strategies in all core and non-core classes. To improve the use of contexts for reading, i.e., reading for literacy experience, reading for information and reading to perform a task. To improve "process" writing. To increase the percent of African-American Male and Female students who score proficient.

Priority 3: Wellness

Goal: To promote activities in nutrition and physical activity designed to improve student wellness. To promote student health literacy through improved health education instruction. To promote a healthy school environment for students through faculty and staff wellness and through parent involvement.

Priority 4: Scholastic Audit

Goal: To further the development of an effective learning community and support a climate conducive to performance excellence.

Priority 1: To improve mathematics skills and strategies across the curriculum.

Supporting Data:

1. ACSIP CRT Data Source for CENTRAL HIGH SCHOOL EOC-Algebra Exam 2008-# Tested and Percent of Students Scoring Proficient/Advanced: 272 Students: 42.3% of Combined Students: 32.8% of African American Students: 69.2% of Caucasian Students: 28.1% of Econ. Disadvantaged Students. 2009-# Tested and Percent of Students Scoring

Proficient/Advanced: 346 Students: 49.1% of Combined Students: 43.6% of African American Students: 70.1% of Caucasian Students: 40.1% of Econ. Disadvantaged Students. 2010-# Tested and Percent of Students scoring Proficient or Advanced: 159 Students: 54.5% of Combined Students: 48.5% of African-American Students; 70.6% of Caucasian Students: 46.8% of Economically Disadvantaged Students. The lowest identified areas for the entire subgroup populations are the open response items for Non-linear functions and Data Interpretation and Probability. The sub-populations of Hispanic, LEP and IEP students are not sufficient to produce data. EOC-Geometry Exam 2008-# Tested and Percent of Students Scoring Proficient/Advanced: 689 Students: 47.9% of Combined Students: 28.5% of African American Students: 75.8% of Caucasian Students: 24.9% of Econ. Disadvantaged Students: 2009-# Tested and Percent of Students Scoring Proficient/Advanced: 535 Students: 60.9% of Combined Students: 39.1% of African American Students: 88.3% of Caucasian Students: 36.76% of Econ. Disadvantaged Students. 2010-# Tested and Percent of Students Scoring Proficient/Advanced: 315 Students: 60.6% of Combined Students: 41.6 % of African-American Students: 87.8% of Caucasian Students: 40.8% of Economically Disadvantaged Students. The lowest identified areas for every one of the subgroups were the open response sections of Relationships between 2 and 3 dimensions and Coordinate Geometry and transformations. In the same order, African-American students were 10% and 11.3% and Caucasian students scored 41.3% and 35%. Again, the sub-population of Hispanic, LEP and IEP students are not sufficient to produce data.

2. 2. Arkansas Comprehensive School Improvement Data Source for CENTRAL HS NORM REFERENCE TEST – COMBINED POPULATION – Number tested: 589, SAT 10 (2008); 682 SAT 10 (2009); 653 SAT 10 (2010). % At/Above 50th NPR in Math Problem Solving, in order by year: 65.3%, 60%, 93%.. AFRICAN-AMERICAN POPULATION - % At/Above 50% NPR in Math Problem Solving, in order by year, 50.2, 49, 69. CAUCASIAN POPULATION – % At/Above 50% NPR in Math Problem Solving, in order by year, 836.6, 78, 97. The LEP, IEP and Hispanic populations do not have sufficient numbers for data. The data for ECONOMIC DISADVANTAGED students was not reported. For the COMBINED POPULATION there was no content sub-skill or skill cluster that fell below the 50% BPR.
3. 3. Over the past three years, students at Central High School have favorably compared on the ACT exam (20.9) with the National (21.0) and State (20.3) levels. 2009-10; 20.9: 2008-09 (21.0) : 2007-08 (22.3). Disparities between Caucasian and African-American students continue to exist with Caucasian students scoring higher than African-American students over the past three years. 2008-09: Caucasian students scored 24.3 and African-American students scored 17.3. 2006-07: Caucasian students scored 24.7 and African-American students scored 17.2.
4. 4. The Little Rock Central High School Graduation Rate in 2009 was 91.9%.
5. 5. The three-year history of available student data strongly encourages priority concerns for African American and Economically Disadvantaged students. The low performance of these subgroups is in Algebra I and Geometry. The lowest identified content areas over a three year period in geometry are Triangles, Open Response and Measurement. The same two subgroups also emerge as priority concerns for Algebra I. The lowest identified content areas over a three year period in the African American subgroup are Language of Algebra, Open Response, and Data Interpretation and Probability. The lowest identified content areas for the Economically Disadvantaged emerge also as Language of Algebra, Open Response, and Data Interpretation and Probability. Upon analysis of the data, our plan has been developed around interventions and actions that include the following. 1) The Math coach model is in the classrooms. 2) Algebra 1 is “double blocked” for incoming 9th grade students based on their math scores on the 8th Grade Benchmark Exam. Those who score Basic or Below Basic are placed in Algebra everyday to help them overcome deficiencies brought with them from elementary and middle school. 3) The large amount of tutorial hours show the effort being made across the curriculum to positively influence students in their efforts to succeed. 5) The emphasis on differentiated instruction and high yield teaching strategies focuses increased attention on the sub-populations that need greater understanding and effort. 6) The material from the SOAR exams, developed through The Learning Institute, is examined, discussed and changes and/or corrective measures are taken based on that data to better prepare the students for the End of Course exams.

Goal

To improve the teaching of mathematical content (number sense, properties, operations, measurement, geometry, spatial sense, data analysis, and algebra functions). To increase mathematical abilities (conceptual understanding, procedural knowledge and problem solving). To improve mathematical reasoning, connections and communication. To decrease the number of

low-level math classes and increase the number of students enrolled in math classes above the geometry level. To increase the percent of African-American Male and Female students who score proficient.

In 2010 the Combined Population scored 59.9%, African-American Population scored 48.0%, Caucasian Population scored 83.6%, and Economically Disadvantaged Population scored 47.0%. For LEP and Hispanic Populations math scores were not reported as the population size was insignificant. For 2011 the Math Benchmark is 73.45. To reach the 2011 goal, the Combined Population must increase scores by 13.55%; African-American Population must increase by 25.45%; Economically Disadvantaged Population must increase by 26.45%.

Benchmark

1.1	Intervention: To improve students' mathematical skills and knowledge through the use of extra help sessions.	
	Actions	Person Responsible
1.1.1	Assign students who scored below proficient and marginally proficient on the 8th grade Mathematics Benchmark Exam to a double-blocked Algebra 1 class. The class will be designed and taught to remediate 8th grade deficiencies and teach the full Algebra 1 curriculum according to State Standards. Evaluate the efficacy of double-blocking Algebra 1 classes. Longitudinally compare students' 8th grade mathematics benchmark exam performance with their Algebra 1 End-of-course exam performance. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	James Gilson, Math Coach
1.1.2	Develop and implement a tutoring plan evaluation through the use of tutoring sign-in sheets. Tutoring effectiveness will be measured by process and results as follows: Number of students participating. Data collected for each semester of the 2009-10 school year showed that 41% of enrolled students received tutorial assistance (45% of African-American students and 35% of Caucasian students). Disaggregated data by gender and race as well as for Economically Disadvantaged students is available. Action Type: Program Evaluation	James Gilson, Math Coach
1.1.3	Continue an incentive program that will be used to reward students for performing proficient and advanced on standardized tests and portfolio assessments. Incentives include Prom tickets. Action Type: AIP/IRI Action Type: Collaboration	James Gilson, Math Coach
1.1.4	Appoint a parent involvement facilitator who will be responsible for organizing meaningful training for staff members and parents and for developing and working with an advisory committee. The facilitator will promote a welcoming atmosphere and implement action plans to increase parental involvement and to develop and implement a LRCHS School Parental Involvement Plan. This is a paid stipend. Code 6-15-1702 Action Type: Parental Engagement	Nancy Rousseau, Principal / Beth Davis, Parental Involvement Facilitator
1.1.5	Develop and implement staff development training of teachers and administration on the topics of parental involvement. Code 6-15-1702 Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Beth Davis, Parental Involvement Facilitator
1.1.6	Develop informational packets to be given to families of all students at Central. The packets will provide information about Central including the following: the LRCHS Parental Involvement Component of the ACSIP document, upcoming school and district events, an illustration of two-way communication and strategies for successful parental involvement. Code 6-15-1702 Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Beth Davis, Parental Involvement Facilitator
1.1.7	Develop a parenting library in the parent center and through the school library that includes parenting books, magazines and other materials as well as access to computer sites regarding responsible parenting that can	Beth Davis, Parental Involvement Facilitator

	<p>be checked out through the library or read on the Tiger Parent Conference Center computers respectively. Code 6-15-1702</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p>	
1.1.8	<p>Maintain a parent center location overseen by the parent involvement facilitator that provides school literature, parent handbooks and contact information as well as strategies for parental involvement in hard copy and/or electronically. Code 6-15-1702</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p>	Beth Davis, Parental Involvement Facilitator
1.1.9	<p>Schedule regular parent involvement meetings twice a year at which time ALL parents are given a report on the state of the school and an overview (Act 397) including: (a)What students will be learning; (b) How students will be assessed; (c)What parents should expect for their child's education; and (d) How a parent can assist and make a difference in his or her child's education. Code 6-15-1702</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Professional Development</p>	Nancy Rousseau, Principal / Beth Davis, Parental Involvement Facilitator
1.1.10	<p>Coordinate and implement seminars to inform parents of high school students about how to be involved in the decisions affecting course selections, career planning and preparation for post-secondary opportunities. Additional personnel in the community will be involved to stress the importance of this engagement. Code 6-15-1702</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p>	Nancy Keyes, Guidance Department Chair
1.1.11	<p>Develop and implement a monthly parenting newsletter and calendar to be distributed to families through students and placed on Central's website. The information will be sent through the principal's electronic parental distribution list and the PTSA e-newsletter. Both avenues including parental meetings at school will be the venue by which written notification will be made of Central's school improvement identification level. Code 6-15-1702</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Technology Inclusion</p>	Nancy Rousseau, Principal
1.1.12	<p>Implement a comprehensive student progress report process recommended to be disseminated to each student and required for students performing at the D and F level during the middle of each nine weeks. Train new staff in the use of Grade Quick to accommodate the creation of the reports. Documentation will be kept in the guidance department.</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p>	Nancy Rousseau, Principal / Nancy Keyes, Guidance Department Chair / Randy Renaud, Technology Specialist
1.1.13	<p>Maintain a parental contact "log" process through the front office that includes all contacts made with parents throughout the year during open houses, parent conferences, etc. Data collection will be provided. The PTSA reports that 101,287 volunteer hours were provided to Central High School during the 2008-09 school year.</p> <p>Action Type: Collaboration</p> <p>Action Type: Program Evaluation</p>	Regina Ezell, Vice-Principal
1.1.14	<p>Develop and implement a Volunteer Resource Book, including names of parents who are available to volunteer, for various activities, and provide this list for usage numbers. (ACT 397) Record and make available a record of the number of VIPS service hours provided by the PTSA at LRCH. Direct parent involvement has a positive influence on the intellectual growth of our students. The PTSA reports that 103,777 volunteer hours were provided to Central High School during the 2007 -</p>	Nancy Rousseau, Principal / Beth Davis, Parental Involvement Facilitator

	<p>2008 school year. The PTSA reports that 103,777 volunteer hours were provided to Central High School during the 2007-08 school year, with 105,271 hours provided in 2008-09. For the 2009-10 school year the PTSA increased those numbers to 115,724. Code 6-15-1702</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	
1.1.15	<p>Develop and implement parent involvement meetings for parents to receive updates on their child and the school's programs for increased student achievement. Code 6-15-1702</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Nancy Rousseau, Principal / Beth Davis, Parental Involvement Facilitator
1.1.16	<p>Review by teachers, parents, students and community the parent involvement plan annually and implement changes to improve the plan. Code 6-15-1702</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Beth Davis, Parental Involvement Facilitator
1.1.17	<p>Develop and implement an Alumni component that is a part of the PTSA and Campus Leadership Team that will provide advice and guidance for increased student achievement.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Nancy Rousseau, Principal / Beth Davis, Parental Involvement Facilitator
1.1.18	<p>Maintain parental engagement actions, as stipulated in Code 6-15-1702, that include the following: School/Parent Compact; informational packets; no less than two parent/teacher conferences; parenting books, magazines and other materials regarding responsible parenting through the library or parent center, advertise the current selection, and give parents an opportunity to borrow these materials in the parent center (Tiger Parent Center); engage parents in other activities that promote responsible parenting; engage parents in other activities that promote responsible parenting; Parent Involvement meetings – a report is given on the state of the school and an overview of what students will be learning, how students will be assessed, what parents should expect for their child's education and how parents can assist and make a difference; volunteer resource book, listing the interests and availability of volunteers for school staff members' use including parent survey; statements attesting to the school district's commitment to parental involvement and distribute the statements to parents of students; school's process for resolving parental concerns in the district handbook; parental meetings to inform high school parents about how to be involved in decision making, engagement in PTA and its activities, alumni advisory committee and parent facilitator as a stipend position (Act 397). Code 6-15-1702</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Nancy Rousseau, Principal; Beth Davis, Parental Involvement Facilitator
1.1.19	<p>Provide extra help for minorities in pre-AP and AP courses after school on Thursdays. UALR will collaborate with Central High School and pay for four peer tutors. The MAP program provided peer tutoring for 57 minority students during the 2009-10 school year.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Debbie Bonds, Counselor
1.1.20	<p>Write AIP's in alignment with the Arkansas State Standards through collaboration with teachers and instructional coaches in consultation with parents for all students who did not reach proficiency on the Benchmark exams. Provide teachers with appropriate professional development in writing and facilitating the process.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	James Gilson / Math Coach

1.1.21	Incorporate teacher mentoring activities and programs that foster professional development opportunities across the academic spectrum of math for ALL teachers. Mentoring activities include: school-based, district, state, regional and national conferences. The Southern Regional Education Board High Schools That Work will provide site-based, team-based and regional training for the staff at Central High School. Teachers will interact with another school's staff that has shown improvement over the past three years. Teachers will interact with the Central High School math coach as well as the Central High Vice-Principal for Instruction. Action Type: Collaboration Action Type: Professional Development	Dr. Suzanne Ross, Vice-Principal for Instruction / James Gilson, Math Coach
1.1.22	Plan and implement parental engagement training for the faculty at Central High School. The parental involvement facilitator will provide approved professional development at least two hours of parental engagement training. The Little Rock School District will provide one hour of parental engagement professional development for administrators. Teachers who are required to have 2 hours of Arkansas History will be provided with the professional development at the district level. Six hours of professional development for teachers/administrators are provided by the district throughout the year for technology. Code 6-15-1702 Action Type: Parental Engagement Action Type: Professional Development	Nancy Rousseau, Principal / Beth Davis, Parental Involvement Facilitator / Dr. Lloyd Sain, Director of Secondary and Lea
1.1.23	Implement the LRSD Computers 4 Kids program that allows LRCH to offer refurbished computers for a minimal price to students who otherwise could not purchase computers. The students must be enrolled at Central High School and not have a computer at home. Action Type: Collaboration Action Type: Technology Inclusion	Dr. Suzanne Ross, Assistant Principal for Instruction
1.1.24	Implement a program of mathematics peer tutoring during school lunch periods, utilizing skilled math students as tutors. The sponsor will have a preparation period during 2nd block to accommodate both lunch periods. Action Type: Collaboration Action Type: Equity	Summer McFarland, Math Teacher / James Gilson, Math Coach
1.1.25	Organize and offer Pre-EOC (End-of-Course Exam) in-school workshops targeted toward "borderline" students. Offer, during the school day, one class period workshops on major topics covered by the EOC Exams in Algebra and Geometry. Action Type: Collaboration Action Type: Equity	James Gilson, Math Coach / Respective Math Teachers
1.1.26	Implement a system of more frequent formal remediation for students, including before- and after-school sessions, and Saturday workshops for students. Students will be selected based on their performance on regular classroom examinations. Action Type: Collaboration Action Type: Equity	James Gilson, Math Coach / Dr. Kathy Gates, Math Department Chair
1.1.27	Develop and distribute a commitment contract (compact) among parents, students, teachers and the school that states the mutual commitment of all parties to make a concerted effort to increase students' academic achievement. Code 6-15-1702 Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Dr. Suzanne Ross, Assistant Principal for Instruction / Beth Davis, Parental Involvement Facilitator
1.1.28	Develop and incorporate lessons using statistics and other mathematical principles in Social Studies classes such as Economics, Psychology AP and Human Geography AP. (Gifted / Talented) Action Type: Collaboration	Chris Dorer, Social Studies Department Chair / Requisite Department Members
1.1.29	Develop and incorporate high yield strategy instruction and assignments that use Statistics, Geometry, Algebra and other mathematical principles in all Career and Technical courses such as ROTC, Family and Consumer Science, Accounting, SQL Database, Programming, Computer	Xerlotta Sanders, Career & Technical Department Chair / Requisite Department Members

	Applications, and all work study programs and internships. Action Type: ADE Scholastic Audit Action Type: Collaboration	
1.2	Intervention: to actively engage students in challenging mathematics assignments.	
	Actions	Person Responsible
1.2.1	Model best practice instructional strategies, provide appropriate professional development and coordinate mathematics interventions through the Mathematics Department and Math Coach. Action Type: Collaboration Action Type: Professional Development	James Gilson, Math Coach / Dr. Kathy Gates, Math Department Chair
1.2.2	Prioritize the mathematics curriculum encompassing curriculum mapping, essential questions, open response questions, common semester exam questions, etc. Progress will be monitored by the math coach, Vice-Principal for math and the Principal. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	James Gilson, Math Coach / Regina Ezell, Vice-Principal / Nancy Rousseau, Principal
1.2.3	Register teachers into the district-level AP Strategies for Success training in core areas: English, Math, Science, and Social Studies. Gifted / Talented Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Barbara Stafford, Gifted & Talented Facilitator
1.2.4	Order, disseminate and design class instruction to include Science World magazine activities that emphasize mathematical constructs.	Melissa Donham, Science Department Chair
1.2.5	Observe the active engagement of students in challenging mathematics assignments through administrative walk-throughs. Reinforce teachers' efforts through feedback. Action Type: Collaboration Action Type: Program Evaluation	Nancy Rousseau, Principal
1.2.6	Create and implement a Problem-Solving and Open-Response strategy that will be used across the curriculum to help raise the open response scores in the EOC Algebra I and Geometry end of course exams. The strategy will be modeled during professional development to the faculty by the Math Coach. The teachers will disseminate the information to the students using the same strategy. The strategy will align with the state standards. The strategy will be evaluated by the Math Coach using EOC data. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	James Gilson, Math Coach
1.2.7	Provide College Board approved Advanced Placement professional development for teachers, counselors and administrators to incorporate in-depth content knowledge and best-practice instructional strategies for Gifted and Talented designated students. Teachers will develop collaborative teaching units, formative assessments and semester exams. Advanced Placement exam results will be examined by the building administrators, department heads and teachers for program improvement. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Barbara Stafford, Gifted / Talented Facilitator
1.2.8	Implement the LRCH Tardy policy utilizing the Tiger Turtle Tardy passes. After the tardy bell rings, teachers will refer late students who do not have authorized passes to the administration on each floor to obtain a	Nancy Rousseau, Principal / Dr. Suzanne Ross, Assistant Principal for Instruction

	Tiger Turtle Tardy Pass in order to return to class. Progressive discipline will be administered with student and parental involvement. Administration will monitor the number of passes issued throughout the year. Tardiness data will be analyzed with other discipline data. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement	
1.2.9	Design and incorporate real world applications in career technology courses that are a synthesis of the mathematical courses that a student has experienced through high school, i.e., simulation, tax preparation and projected budgets. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Kathryn Evans, JAG Coordinator / Brenda Futrell, Marketing Coordinator / April Rike, Internship Coordinator
1.2.10	Develop a Gifted and Talented committee review process for identified G/T students. Follow the students' progress and develop procedural practices that reflect the Arkansas Department of Education Gifted and Talented best practices. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Barbara Stafford, Gifted and Talented Facilitator
1.2.11	Provide high yield strategy Advanced Placement training that includes technology training for teachers who instruct Gifted and Talented students that aligns with the Arkansas Department of Education Gifted and Talented Division guidelines. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Barbara Stafford, Gifted and Talented Facilitator / Dr. Suzanne Ross, Assistant Principal of Instruction / AP Incentive
1.3	Intervention: Upgrade curriculum and instruction to more rigorous standards.	
	Actions	Person Responsible
1.3.1	Develop expectations and protocols such as the re-do policy, homework policy, homework re-do policy, parent conferencing, discipline, etc. by the Ninth Grade Academy staff. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Kim Burleson, Freshman Academy Facilitator
1.3.2	Expand upon the district HSTW transitions program from middle to high school that identifies and encourages increased minority participation in pre-AP and AP courses. Action Type: Collaboration Action Type: Equity	Nancy Keyes, Guidance Counselor Department Chair / Kim Burleson, Freshman Academy Director / Nancy Rousseau, Principal
1.3.3	Evaluate the use of Pre-AP, AP strategies with administrative walk-throughs. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	Nancy Rousseau, Principal / Dr. Suzanne Ross, Vice-Principal for Instruction
1.3.4	Expand instructional strategies by department through the common course meetings that will enhance pre-AP, AP skills and, as a result, encourage more students to enroll in the pre-AP, AP courses. Cornell Note-taking will be one of the organizational tools implemented in the Freshman Academy along with interactive notebooks in ninth grade science classes. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Nancy Rousseau, Principal / Kim Burleson, Freshman Academy Director
1.3.5	Implement a yearly science initiative (Science Fair) requiring an	Melissa Donham, Science

	<p>individual or group science research project and an individual or group science experiment aligned with the Arkansas Frameworks. Community resources will be mentors and judges. Use of pertinent technology and numeracy skills is required (graphing calculators, computer graphing programs, data on graphs and tables, etc.)</p> <p>Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Department Chair
1.3.6	<p>Refine standardized common semester exams per course aligned with the Arkansas Frameworks. Study guides and post-exam results will be discussed. Parents will be informed through the Principal's monthly newsletter that goes home in print with the student through the English classes, is sent through the Principal's distribution list and is sent through the PTSA e-newsletter. Administrators will emphasize the importance of semester exams to parents. Exam data will be analyzed by the staff through the mean score by teacher and course and the disaggregating of data on the exam. The percentage of A's, B's, etc. for each teacher (and by department), based on common semester exams has been calculated. The data shows more A's than F's, with the middle ground tending toward B's rather than D's. The "Bell Curve" is apparent, but it is one leaning toward the upper end of the grade scale.</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Nancy Rousseau, Principal / Barbara Stafford, HSTW Site Coordinator / James Gilson, Math Coach
1.3.7	<p>Develop the language of algebra including specialized vocabulary, symbols, and operations with special needs students. Through professional development, review and adapt Thinkfinity lessons that align with the State Standards in these areas.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>	Betsy Hall / Terri Medcalf, Special Needs Department Co-Chair
1.3.8	<p>Work with appropriate technology, equivalent forms of equations, inequalities and systems of equations and solve with fluency with special needs students, as well as analyze functions by investigating rates of changes and compare the properties in the family functions. Align with the Arkansas State Standards.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Betsy Hall / Terri Medcalf, Special Needs Department Co-Chair
1.3.9	<p>Develop the language of algebra including specialized vocabulary, symbols, and operations with special needs students that aligns with the state standards. Incorporate PLATO in double-blocked Algebra I classes to accelerate learning.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Betsy Hall / Terri Medcalf, Special Needs Department Co-Chair / James Gilson, Math Coach
1.3.10	<p>Develop and distribute common course syllabi and SLE (Student Learning Expectations) Checklists for students and parents. Materials will be based on the State Standards and District Curricula Maps. Priority in year 1 will be given to Algebra 1 and Geometry.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	James Gilson, Math Coach / Dr. Kathy Gates, Math Department Chair

1.3.11	Schedule Algebra 1, Geometry, and Algebra 2 teaching loads to allow for a common planning period among teachers of each subject. Action Type: Collaboration	Nancy Rousseau, Principal / Keely Easter, Registrar / James Gilson, Math Coach
1.3.12	Establish and maintain subject area teacher workgroups for Algebra 1, Geometry, and Algebra 2 teachers. Workgroups will meet regularly during preparation periods and other times outside of the teaching day to plan curriculum, plan activities, share teaching strategies, and prepare common assessments for each subject. Teachers will be paid a stipend for time spent outside the teaching day. Priority in year 1 will be given to Algebra 1 and Geometry. Action Type: Collaboration	James Gilson, Math Coach / Respective Math Teachers
1.3.13	Develop and maintain a common computer network drive for math department staff. The drive space will be maintained like a library, with materials, assignments, assessments, etc. for all teachers to use and to share. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	James Gilson, Math Coach / Dr. Kathy Gates, Math Department Chair
1.3.14	Develop and implement a system of formal student feedback to teachers. Anonymous student surveys will be used to collect data. The data will be compiled and forwarded to each teacher to help each teacher address student needs and improve instruction. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	James Gilson, Math Coach
1.3.15	Implement Tools for Transition comprised of three components: 1. Pre-vocational Assessment Screening, 2. Learning / Working Styles Inventory, and 3. Vocational Training and Interest Survey. Students with IEPs will be assessed to identify major career transition needs in a non-reading format. This complies with the IDEA transition assessment requirements. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Betsy Hall, Special Education Department Co-Chair / Terri Medcalf, Special Education Department Co-Chair
1.3.16	Develop and conduct staff development training that has arisen from the Central High School Professional Development Survey for teachers to utilize the latest technology and adapt strategies to improve literacy and math performance in the sessions such as, Smartboard, Office 2007, Edline, Exam View, Thinkfinity and Kuder. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Xerlotta Sanders, Career & Technology Chair
1.4	Intervention: Improve the transition from middle school to high school through the implementation of a Ninth Grade Academy	

	Actions	Person Responsible
1.4.1	Plan and implement a LRCH Freshman Orientation for parents and rising ninth graders. The event will be posted on the website. Rising tenth grade students, administrators, teachers, guidance counselors and other staff will collaborate to provide the ninth graders with a smooth transition from middle school to high school. Parents will learn about Edline, a code-protected access for parents to view students' grades on-line. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	April Rike, Freshman Academy Technology Coordinator
1.4.2	Develop and implement an intensive mathematics summer program that will transition students from the 8th to the 9th grade. The 6th grade end of course scores will be correlated with the 8th grade math score and teacher recommendation. Invitations will be sent to the parents of the selected	James Gilson, Math Coach

	<p>students. Using the framework for Smart Start (a mathematics transition program being used by the district), students will be invited to participate in a one week mathematics workshop.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	
1.4.3	<p>Develop and implement Freshman Academy Career Planning incorporated into the civics and speech curriculum areas through the use of the Kuder Inventory and the American Career Magazines. This is aligned with the Arkansas Department of Workforce Education Kuder program.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>	April Rike, Freshman Academy Technology Coordinator
1.4.4	<p>Develop and implement in the Freshman Academy a Keystone program in the communications course that incorporates note-taking skills, test-taking skills, and organizational skills that rotate through each of the core courses. Character education will also be incorporated into the instruction.</p> <p>Action Type: Equity</p>	Stacey McAdoo, AVID Coordinator / Kim Burleson, Freshman Academy Facilitator
1.4.5	<p>Design and implement Career Focus Pathways that will be phased into the program offerings as the Freshmen move through the Tenth Grade and remaining senior high grades through the incorporation of the Kuder program aligned with the Arkansas Department of Career Education and the LRSD Guidance Department Career Focus Scheduling Program. Parental approval is required. Code 6-15-1702</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	April Rike, Freshman Academy Technology Coordinator / Nancy Keyes, Guidance Department Chair
1.4.6	<p>Develop and implement a GRADUATE (Group to Reduce Alcohol and Drugs Among Tigers) initiative that is parent sponsored and led to educate and support parents and students concerning substance abuse. This initiative will use low and high technology for communication purposes. Committee members will be comprised of community, parents, students, and staff.</p> <p>Action Type: Parental Engagement</p>	Robin Hicks, GRADUATE Chair
1.4.7	<p>Provide incentives and positive motivation through AVID for students to participate more fully in the school atmosphere and extracurricular activities. Provide out-of-school experiences to local universities, art museums, Repertory Theater, etc. in an effort to broaden the intellectual and cultural awareness of the AVID students. Invite motivational guest speakers to campus who can be real world role models for the AVID students. Strong parental involvement is required. The results from the EOC exams for 2009-10 show the following: 50% of the AVID students were Proficient or Advanced in Algebra 1 (School was 58.5%), 51.51% Proficient or Advanced in Geometry (School was 62.65%), 68.75% were Proficient or Advanced in Literacy (School was 68.4%). Data collected from the EOC exams for 2008-09 illustrate the following: 46.6 % of AVID students were Proficient or Advanced in Algebra 1 (School was 46.3%); 60.5% Proficient or Advanced in Geometry (School was 46.3%); 50% were Proficient or Advanced in Literacy (School was 54.3%).</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	Stacey McAdoo, AVID Coordinator / Kim Burleson, AVID Team Member
1.4.8	<p>Identify students for several science project-based learning summer camps, i.e., UALR Summer Instruction and Research Institute, Audubon, STEM camp, BioNanotomy and Transportation Institute through the LRCH science department.</p> <p>Action Type: Collaboration</p>	Melissa Donham, Science Department Chair
1.4.9	<p>Implement the LRCH Tardy Policy utilizing the Tiger Turtle Tardy Passes. After the tardy bell rings, teachers will refer late students who do not have authorized passes to the administrator in the center of the building on each</p>	Donna Muldrew, Assistant Principal / All Assistant Principals

<p>respective floor to obtain a Tiger Turtle Tardy Pass in order to return to class. Progressive discipline will follow based upon amount of tardies received.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Collaboration</p>	
---	--

Priority 2: To improve literacy across the curriculum.

1. 1. ACSIP CRT Data Source for CENTRAL HIGH SCHOOL Literacy-11th Exam 2008-# Tested & Percent of Students Scoring Proficient/Advanced: 519 Students: 54.5% of Combined Students: 30.3% of African American Students: 81.4% of Caucasian Students: 25.9% of Econ. Disadvantaged Students: 2009-# Tested & Percent of Students Scoring Proficient/Advanced: 578 Students: 59.5% of Combined Students: 36.5% of African American Students: 89.5% of Caucasian Students: 30.6% of Econ. Disadvantaged Students 2010-# Tested and Percent of Students Scoring Proficient/Advanced: 488: 68.4% of Combined Students: 45% of African-American Students: 91.3% of Caucasian Students: 45.8% of Economically Disadvantaged Students. The lowest identified areas for the entire subgroups were the open response sections of both Literary and Content. For African-American students the scores in the same order were 52.5% and 50.6%. Caucasian students scored 79.4% in Literary and 79.4% in Content. There are not enough students in the following sub-populations for data inclusion: Hispanic Students, LEP or IEP.
2. 2. Arkansas Comprehensive School Improvement Data Source for CENTRAL HS NORM REFERENCE TEST – COMBINED POPULATION – Number tested: 589, SAT 10 (2008); 682 SAT 10 (2009); 653 SAT 10 (2010). % At/Above 50th NPR in Reading Comprehension, in order by year: 57.8, 54, 79.. AFRICAN-AMERICAN POPULATION - % At/Above 50% NPR in Reading Comprehension, in order by year, 34.5, 38, 68. CAUCASIAN POPULATION – % At/Above 50% NPR in Reading Comprehension, in order by year, 87.7, 78, 96. % At/Above 50th NPR in Reading Comprehension, in order by year: 57.8, 54, 79.. % At/Above 50th NPR in Language, in order by year, 49, 50, 83. AFRICAN-AMERICAN POPULATION - % At/Above 50% NPR in Language, in order by year, 31, 34, 71. CAUCASIAN POPULATION – % At/Above 50% NPR in Language, in order by year, 72, 72, 98. The LEP, IEP and Hispanic populations do not have sufficient numbers for data. The data for ECONOMIC DISADVANTAGED students was not reported. For the COMBINED POPULATION there was no content sub-skill or skill cluster that fell below the 50% BPR.
3. 3. Over the past three years, students at Central High School have favorably compared on the ACT exam (20.9) with the National (21.0) and State (20.3) levels. 2009-10; 20.9: 2008-09 (21.0) : 2007-08 (22.3). Disparities between Caucasian and African-American students continue to exist with Caucasian students scoring higher than African-American students over the past three years. 2008-09: Caucasian students scored 24.3 and African-American students scored 17.3. 2006-07: Caucasian students scored 24.7 and African-American students scored 17.2.
4. The Little Rock Central High School Graduation Rate in 2009 was 91.9%.
5. The three-year history of available student data strongly encourages priority concerns for African American and Economically Disadvantaged students in Literacy. The lowest identified content areas over a three year period in Literacy for the African American subgroup are Practical Passage and Oral Response. The lowest identified content areas over a three year period in Literacy for the Economically Disadvantaged subgroup are Literary Passage and Content Passage. Upon analysis of the data, our plan has been developed around interventions and actions that include the following. 1) Literacy coach with open response interventions is in every classroom. 2) READ 180 is combined with English 1 for those students who scored Basic or Below Basic on the Literacy sections of the 8th Grade Benchmark Exam. 3) The large amount of tutorial hours show the effort being made across the curriculum to positively influence students in their efforts to succeed. 4) Instruction on differentiation will be presented in the faculty meetings. We will use the Central High Professional Development Survey to determine other high yield strategy professional development sessions. 5) The material from the SOAR exams, developed through The Learning Institute, is examined, discussed and changes and/or corrective measures are taken based on that data to better prepare the students for the Literacy Exam as well as for “writing across the curriculum”. 6) The TLI Proficiency Forecast is used along with the Skill Based Report to target individual students for interventions.

Supporting Data:

Goal

To improve students' written responses on open-ended questions. To use reading and writing

strategies in all core and non-core classes. To improve the use of contexts for reading, i.e., reading for literacy experience, reading for information and reading to perform a task. To improve "process" writing. To increase the percent of African-American Male and Female students who score proficient.

In 2010 the Combined Population scored 68.4%, making AYP, African-American Population scored 45%, Caucasian Population scored 91.3% (AYP), Economically Disadvantaged Population scored 45.8%. For LEP and Hispanic Populations Literacy scores were not reported as the3 population size was insignificant. For 2011 the Literacy Benchmark is 75.81%. To reach the 2011 Benchmark goal, the Combined Population must increase by 7.41%, the African-American Population must increase by 30.81%, the Caucasian Population must maintain performance levels at or above 75.81%, the Economically Disadvantaged Population must increase by 30.01%, and the LEP and Hispanic Populations must reach 75.81% when a significant number is tested.

Benchmark

2.1	Intervention: To improve literacy (reading and writing) instruction through curriculum analysis and modifications and teachers' consistent use of "best practices" teaching strategies.	
	Actions	Person Responsible
2.1.1	Develop and implement Freshman Academy cross-curricular lesson plans following the Arkansas Standards per semester combining Science/Communications and English/Social Studies. Action Type: Alignment Action Type: Collaboration	Kim Burleson, Ninth Grade Academy Facilitator
2.1.2	Develop and implement a school-wide program of vocabulary study (Arkansas Frameworks, content-specific and ACT oriented). Website links facilitate parents and students downloading of vocabulary lists through the school-based website. Data is collected, analyzed, and distributed to the faculty. Parents and students access the data on the school website. The "Tiger Words" program has shown the following average growth per year for Central High School students, pre-test to post-test, by percentage: 09-10, 9.83%.....Growth for 2009-10, Pre-Test to Post Test, shows 2.3 more words correct 1st quarter, 3.1 words 2nd quarter, 3.3 words 3rd quarter and 3.8 words for the 4th quarter. 07-08, 6.75%; 06-07, 10.5%; 05-06, 13.75%. Data was gathered for the Tiger Words each quarter. The words tested were taken from AP- and ACT-level vocabulary and the tests were administered to every student at Central High School. Growth, Pre-Test to Post-Test, shows 1.39 more words correct 1st quarter, 4.39 words 2nd quarter, 1.45 words 3rd quarter and 2.33 words for the 4th quarter in 2008 - 2009. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Tina Hayley, Literacy Coach / Amanda Zraick, Speech Pathologist
2.1.3	Expand the Jane Schaffer method of generative writing throughout the curriculum. Provide Professional Development for Central's new employees. Develop and implement a school-wide Tiger Writing Campaign. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Alison Hargis, English Department Chair / Tina Hayley, Literacy Coach
2.1.4	Select and train faculty on one new literacy strategy once per nine weeks during faculty meetings and/or department meetings. Provide handouts to be placed in Assessment Notebooks (white Grade Quick notebook) behind Literacy tab. Target use of strategies both vertically and horizontally by departments, courses, and grades. Communicate use of strategies during parent meetings and through the use of appropriate technology. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Tina Hayley, Literacy Coach / Alison Hargis, English Department Chair
2.1.5	Develop a comprehensive social studies and science program that will	Chris Dorer, Social Studies

	engage all students in the use of primary source documents aligned with the Arkansas Frameworks (document based questions {dbqs}, summary statements, note-taking). Teachers will receive professional development. Students will access documents from multiple websites. Develop partnerships with the Clinton Library that will provide primary sources, outside speakers, and on-site programs. Collaborate with outside sources in such programs as Science Day, History Day, Federal Reserve Challenge, etc. in order to extend the students' experiences. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Department Chair / Melissa Donham, Science Department Chair
2.1.6	Focus the Read 180 program to serve students reading below grade level in the ninth grade. Teachers will receive professional development and will collaborate with other Read 180 teachers across the district. There will be pre and post-testing of students' reading levels. Examine and continue to collect data concerning the READ 180 program to determine strengths and areas for improvement. The focus of data is lexile reading levels and gains therein. The 2007-2008 data collected by the LRSD shows a mean lexile gain of 62, which is the equivalent of 1.2 grade levels. 65% of students showed positive gains and 34% had a 2+ year growth. The highest gains were seen in the male population, followed almost equally by the gains in the African-American, Economically Disadvantaged and IEP sub-populations. Updated data is available in our distinct English office and READ 180 classrooms. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Suzi Davis, Secondary English Director / Angel Nash and Laura Elrod, English Teachers
2.1.7	Develop and implement a cross-curricular open-response question writing program aligned with the Arkansas Frameworks. Imbed teacher-constructed open-response questions. Provide additional Professional Development in writing open-response questions by department. Create a Literacy Committee composed of parents, teachers, administrators and students to coordinate literacy initiatives across the curriculum. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development	Alison Hargis, English Department Chair / Tina Hayley, Literacy Coach
2.1.8	Develop and implement common English semester exams. Re-teaching strategies will be incorporated into lesson plans where appropriate based upon data interpreted from these exams. The percentage of A's, B's, etc. for each teacher (and by department), based on common semester exams has been calculated. The data shows more A's than F's, with the middle ground tending toward B's rather than D's. The "Bell Curve" is apparent, but it is one leaning toward the upper end of the grade scale. Action Type: Program Evaluation	Alison Hargis, English Department Chair / Nancy Rousseau, Principal
2.1.9	Evaluate each writing requirement through using the school rubric by the teachers within the English department and the Special Education department. Writing samples and grades will be kept in a student portfolio as required by the district and state. To be checked quarterly with grading rubric attached including teacher's comments and grades. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Alison Hargis, English Department Chair / Betsy Hall, Special Education Department Chair / Tina Hayley, Literacy Coach
2.1.10	Expand upon an incentive program that will be used to reward students for performing Proficient and above on standardized tests. Incentives include prom tickets. Action Type: AIP/IRI	Nancy Rousseau, Principal
2.1.11	Develop Information Packets to be given to each family of all students. The packets will provide information about Central High School including Central's Parental Involvement Component of the ACSIP document, upcoming events, illustration of a system of two-way communication.	Beth Davis, Parental Involvement Facilitator

	and strategies for successful parental involvement. Code 6-15-1702 Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	
2.1.12	Maintain a parenting library that includes parenting books, magazines and other materials regarding responsible parenting that can be checked out through the Tiger Parent Center or the school library. Code 6-15-1702 Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Beth Davis, Parental Involvement Facilitator
2.1.13	Develop and implement a record-keeping system to determine the number of times the Parent Center is used. Code 6-15-1702 Action Type: Parental Engagement Action Type: Program Evaluation	Beth Davis, Parental Involvement Facilitator
2.1.14	Maintain the Tiger Conference Parental Involvement Center overseen by the parental involvement facilitator that provides computer access, school literature and contact information as well as strategies for parental involvement. Code 6-15-1702 Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Beth Davis, Parental Involvement Facilitator
2.1.15	Develop and implement a monthly parenting newsletter and calendar to be distributed to families through students and placed on Central's website. The information will be sent through the principal's electronic parental distribution list and the PTSA e-newsletter. Both avenues including parental meetings at school will be the venue by which written notification will be made of Central's school improvement identification level. Code 6-15-1702 Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Nancy Rousseau, Principal / Cathy Rose, PTSA Corresponding Secretary
2.1.16	Implement a comprehensive student progress report process recommended to be disseminated to each student and required for students performing at the D and F level during the middle of each nine weeks. Train new staff in the use of GradeQuick to accommodate the creation of the reports. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Nancy Rousseau, Principal / Randy Renaud, Technology Specialist
2.1.17	Develop and implement a parental contact "log" process through teachers that includes all contacts made with parents throughout the year during open houses, parent conferences, etc. Parental contact information will be collected and evaluated by the Administration and Department Chairs. Code 6-15-1702 Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Angela Camp, Principal's Secretary / Beth Davis, Parental Involvement Facilitator
2.1.18	Maintain a Volunteer Resource list, including names of parents who are available to volunteer, for various activities, and provide this list for usage numbers. The PTSA, Administration and Department Chairs will review and make future recommendations. Code 6-15-1702 Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Lori Conley, PTSA President / Dr. Suzanne Ross, Vice-Principal for Instruction / Nancy Rousseau, Principal
2.1.19	Develop and implement Parent Involvement Meetings for parents to receive updates on their child and the school's programs for increased	Stacey McAdoo, AVID Coordinator / Beth Davis,

	<p>student achievement. AVID Family Nights and Family Science Night are two types of such meetings at Central.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Parental Involvement Facilitator / Melissa Donham, Science Department Chair</p>
2.1.20	<p>Develop and implement a commitment contract between parents and the school that states the mutual commitment of both parties to students' increased academic achievement. ACT 397 Code 6-15-1702</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Dr. Suzanne Ross, Assistant Principal of Instruction</p>
2.1.21	<p>Review the parent involvement plan annually and implement changes to improve the plan. Request feedback from the Campus Leadership Team, PTSA, and a committee of parents, teachers, students and administration. Code 6-15-1702</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Beth Davis, Parental Involvement Facilitator</p>
2.1.22	<p>Develop and implement an Alumni component of the Campus Leadership Team that will provide advice and guidance for increased student achievement. Code 6-15-1702</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Beth Davis, Parental Involvement Facilitator / Nancy Rousseau, Principal</p>
2.1.23	<p>Develop and implement staff development training of teachers and administration on the topics of parental involvement and Arkansas Code 6-15-1702.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Beth Davis, Parental Involvement Facilitator</p>
2.1.24	<p>Schedule district-determined parent-teacher conference days during the second semester parent-teacher conference day. ACT prep summer program information will be provided to the parents. Code 6-15-1702</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	<p>Nancy Rousseau, Principal</p>
2.1.25	<p>Coordinate and implement seminars to inform parents of high school students about how to be involved in the decisions affecting course selections, career planning and preparation for post-secondary opportunities.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Nancy Keyes, Guidance Department Chair</p>
2.1.26	<p>Develop and implement professional development focusing upon the Jane Schaffer method of writing (generative paragraph) incorporating the use of technology and Marzano's hierarchy of instructional strategies. Instruction will be given to the department. Implementation will be evaluated by the English Department.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Alison Hargis, English Department Chair / Tina Hayley, Literacy Coach</p>
2.1.27	<p>Align by health and physical education teachers their "best practice" teaching curriculum which incorporates writing about health and safety issues to the Arkansas Frameworks. Wellness</p> <p>Action Type: Alignment Action Type: Wellness</p>	<p>Joanne McLendon / Chairperson: Health P.E.</p>
2.1.28	<p>Order, disseminate and design class instruction around the Science World magazine activities emphasizing scientific terminology and real-world issues.</p>	<p>Melissa Donham, Science Department Chair</p>
2.1.29	<p>Maintain the Central High School Memory Project and website through an oral history and essay process by ninth grade Civic classes.</p>	<p>George West, Social Studies Teacher</p>
2.1.30	<p>Develop collaborative ties with UALR Public History Department as well</p>	<p>George West, Social Studies</p>

	<p>as Central High school museum staff in order to design an elective class in Public History. Establish contacts for student internships in Public History.</p> <p>Action Type: Collaboration</p>	Teacher
2.1.31	<p>Write AIP's through collaboration with teachers and instructional coaches in consultation with parents for all students who did not reach proficiency on the Benchmark exams. Provide teachers with appropriate professional development in order to facilitate the process.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Professional Development</p>	Beth Davis, Math Coach Tina Hayley, Literacy Coach
2.1.32	<p>Incorporate teacher mentoring activities and programs that foster professional development opportunities across the academic spectrum of literacy for ALL teachers. Mentoring activities include: school-based, district, state, regional and national conferences. The Southern Regional Education Board High Schools That Work will provide technical assistance for the staff at Central High School as needed. Teachers will interact with another school's staff that meets AYP in this area. Teachers will interact with the Central High School literacy coach as well as the Central High Vice-Principal for Instruction.</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p>	Dr. Suzanne Ross, Vice-Principal for Instruction / Tina Hayley, Literacy Coach
2.1.33	<p>Analyze the improvement of literacy (reading and writing) instruction through professional development curriculum analysis and modifications and teachers' consistent use of "best practices" teaching strategies through the collaboration of district curriculum specialists and The Learning Institute (TLI) reflected in the district pacing guides in alignment with the State Curriculum Guides, the Professional Teacher Assessment System (PTAS) and, as a consequence, the district SOAR tests and Benchmark results.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p>	Suzi Davis, LRSD English Curriculum Director / Alison Hargis, English Department Chair / Tina Hayley, Literacy Coach
2.1.34	<p>Plan and implement parental engagement training for the faculty at Central High School. The parental involvement facilitator will provide approved professional development with at least two hours of parental engagement training. The Little Rock School District will provide one hour of parental engagement professional development for administrators. Teachers who are required to have 2 hours of Arkansas History will be provided with the professional development at the district level. Six hours of professional development for teachers/administrators are provided by the district throughout the year for technology. Code 6-15-1702</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Professional Development</p>	Beth Davis, Parental Involvement Facilitator / Dr. Lloyd Sain, Secondary and Leadership Professional Development Director
2.1.35	<p>Implement mentoring activities for new teachers to LRCH.</p> <p>Action Type: Professional Development</p>	Dr. Suzanne Ross, Assistant Principal for Instruction
2.1.36	<p>Monitor the planning and selection of teaching methods, learning activities and instructional materials by the novice teacher as appropriate for students to acquire content skills. Mastery of teaching domains established by the Pathwise Mentoring program is reflected in student learning</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p>	Dr. Suzanne Ross, Assistant Principal for Instruction / Barbara Stafford, Pathwise Coordinator
2.1.37	<p>Develop and implement the High Schools that Work Literacy Across the Curriculum initiative in order to strengthen Central High School literacy</p>	James Gilson, Math Coach / Tina Hayley, Literacy Coach /

	<p>capacity with the assistance of HSTW outside consultants providing professional development that is aligned with the State Curriculum Standards.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Barbara Stafford, HSTW Site Coordinator
2.1.38	<p>Increase the rigor and relevance of the research of literature by Drama I students as they select literature to analyze and perform in class as well as in competition with the Troubadours that will also enhance their preparation for upper level Drama courses.</p> <p>Action Type: Collaboration</p>	Helen Strickland, Drama Teacher
2.1.39	<p>Maintain parental engagement actions, as stipulated in Arkansas Code 6-15-1702, that include the following: School/Parent Compact; informational packets; no less than two parent/teacher conferences; parenting books, magazines and other materials regarding responsible parenting through the library, advertise the current selection, and give parents an opportunity to borrow these materials; publish notice in the newspaper at the end of the school year honoring parents who attend all parent-teacher conferences scheduled by the school; parent center [Tiger Parent Center]; engage parents in other activities that promote responsible parenting; Parent Involvement meetings – a report is given on the state of the school and an overview of what students will be learning, how students will be assessed, what parents should expect for their child's education and how parents can assist and make a difference; volunteer resource book, listing the interests and availability of volunteers for school staff members' use including parent survey; statements attesting to the school district's commitment to parental involvement and distribute the statements to parents of students; school's process for resolving parental concerns in the district handbook; parental meetings to inform high school parents about how to be involved in decision making, engagement in PTA and its activities, alumni advisory committee and parent facilitator as a stipend position (Code 6-15-1702). Act 397</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Beth Davis, Parental Involvement Facilitator / Nancy Rousseau, Principal
2.1.40	<p>Implement the LRCH Tardy policy utilizing the Tiger Turtle Tardy passes. After the tardy bell rings, teachers will refer late students who do not have authorized passes to the administration on each floor to obtain a Tiger Turtle Tardy Pass in order to return to class. Progressive discipline will be administered with student and parental involvement. Administration will monitor the number of passes issued throughout the year. Tardiness data will be analyzed with other discipline data.</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement</p>	Nancy Rousseau, Principal / Dr. Suzanne Ross, Assistant Principal for Instruction
2.1.41	<p>Utilize The Learning Institute's (TLI) Proficiency Forecast Report to create a list of approximately 200 students from 9th grade, 10th grade, and 11th grade, who need additional support to attain proficiency. Send the list to all Central High School teachers. All teachers check rosters to determine if they teach students who are on the list of students who need additional support to attain proficiency. Teachers will use TLI's Skills Based Report to determine areas of weakness for intervention for each student they matched to their rosters from the list of students who need additional support. Teachers will provide additional practice in weak skills within their content area for students who need additional support.</p> <p>Action Type: ADE Scholastic Audit Action Type: Technology Inclusion</p>	Tina Hayley, Literacy Coach / Nancy Rousseau, Principal
2.1.42	<p>Develop and implement lessons/projects that incorporate Career & Technology and English Departments' collaboration through engaging common students in high yield strategies with Open Response, higher</p>	Alison Hargis, English Department Chair / Xerlotta Sanders, Career & Technology

	order thinking skills and document construction. Students will receive credit in both classes for the joint project. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Chair
2.2	Intervention: Upgrade curriculum and instruction to more rigorous standards.	
	Actions	Person Responsible
2.2.1	Develop expectations and protocols such as the re-do policy, homework policy, homework re-do policy, parent conferencing, discipline, etc. by the Ninth Grade Academy staff. Action Type: Collaboration	Kim Burleson, Academy Facilitator
2.2.2	Continue curriculum mapping and prioritizing standards-based curriculum. Construct curriculum maps for each course using the Arkansas standards-based curriculum. Provide curriculum templates to each teacher. Department Chairs and LRSD Department Supervising Administrators will review the materials generated. The Learning Institute SOAR tests will monitor the effectiveness of the pacing guides in the critical content areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Nancy Rousseau, Principal
2.2.3	Implement a yearly research paper in all English classes aligned with the Arkansas Frameworks. Evaluate papers based upon a common rubric at each level based upon the English Language Arts Curriculum Frameworks. The research paper will be generated by using computer technology. Papers may be related to such project oriented areas as service learning, science fair, career/college research, etc. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Alison Hargis, English Department Chair / Tina Hayley, Literacy Coach
2.2.4	Integrate reading and writing units on nutrition and physical activity into the one semester required health course offered in grades 9-12. Action Type: Collaboration Action Type: Wellness	Joanne McLendon / Health P.E. Department Chair
2.2.5	Expand applied course offerings to provide additional Career Clusters and Pathways as listed in the Arkansas Department of Career Education Guide such as Database Applications; and to expand upper level course offerings and opportunities for concurrent credit in courses such as Computer Applications and Accounting. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Xerlotta Sanders, Career & Technology Department Chair
2.2.6	Develop effective oral communication skills to express ideas and to present information following the oral and visual communication Standard I (Speaking) with non- and special needs students. Through professional development, utilize Verizon Foundation Thinkfinity resources, Target Teach, etc. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Betsy Hall and Terri Medcalf, Special Needs Department Co-Chairs
2.2.7	Develop a variety of strategies to read and comprehend printed material for non- and special needs students following Reading Standard 9 in English Language Arts. Through Professional Development, utilize resources through the Verizon Foundation's Thinkfinity website, Target Teach lessons, etc. Action Type: Alignment	Betsy Hall and Terri Medcalf, Special Needs Department Co-Chairs / Tina Hayley, Literacy Coach

	Action Type: Professional Development Action Type: Special Education	
2.2.8	Acquire and apply skills for special needs students through Professional Development in vocabulary development and word analysis to be able to read fluently according to Reading Standard 9 in English Language Arts. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Betsy Hall and Terri Medcalf, Special Needs Department Co-Chairs / Tina Hayley, Literacy Coach
2.2.9	Write and implement a directed studies curriculum aligned with the Arkansas Department of Education Standards to enhance special needs students' achievement. Demonstrate knowledge of strategies that will teach the students steps to organize study time, materials and surrounding environment. Through Professional Development demonstrate knowledge of learning style strategies that will assist students to better understand their learning patterns. Demonstrate knowledge of reading comprehension strategies, note taking, memorization and test taking strategies Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education	Betsy Hall and Terri Medcalf, Special Needs Department Co-Chairs / Tina Hayley, Literacy Coach
2.2.10	Analyze the upgrading of curriculum and instruction to more rigorous standards through the collaboration of district curriculum specialists and the Vice-Principal for Instruction as well as other Vice-Principals through the district pacing guides in alignment with the State Curriculum Guides and the Professional Teacher Assessment System (PTAS) system. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Nancy Rousseau, Principal / Dr. Suzanne Ross, Vice-Principal for Instruction
2.2.11	Plan and implement parental engagement training for the faculty at Central High School. The parental involvement facilitator will provide approved professional development with at least two hours of parental engagement training. The Little Rock School District will provide one hour of parental engagement professional development for administrators. Teachers who are required to have 2 hours of Arkansas History will be provided with the professional development at the district level. Six hours of professional development for teachers/administrators are provided by the district throughout the year for technology. Code 6-15-1702 Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Nancy Rousseau, Principal / Beth Davis, Parental Involvement Facilitator
2.2.12	Maintain an Open-Response strategy that will be used across the curriculum to help raise the open response scores on the EOC Literacy Exam. The strategy will be modeled to the faculty by the Literacy Coach. The teachers will disseminate the information to the students using the same strategy. The strategy will align with the state standards. The strategy will be evaluated by the Literacy Coach using EOC data. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Tina Hayley, Literacy Coach
2.2.13	Schedule regular parent involvement meetings twice a year at which time ALL parents are given a report on the state of the school and an overview of (Act 397): (a) What students will be learning; (b) How students will be assessed; (c) What parents should expect for their child's education; and (d) How a parent can assist and make a difference in his or her child's education. Arkansas Code 6-15-1702 Action Type: Equity Action Type: Parental Engagement	Nancy Rousseau, Principle / Beth Davis, Parental Involvement Facilitator
2.2.14	Provide College Board approved Advanced Placement professional development for teachers, counselors and administrators to incorporate in-depth content knowledge and best-practice instructional strategies for	Barbara Stafford, Gifted / Talented Facilitator

	<p>Gifted and Talented designated students. Teachers will develop collaborative teaching units, formative assessments and semester exams. Advanced Placement exam results will be examined by the building administrators, department heads and teachers for program improvement.</p> <p>Gifted / Talented Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	
2.2.15	<p>Implement Tools for Transition comprised of three components: 1. Pre-vocational Assessment Screening, 2. Learning / Working Styles Inventory, and 3. Vocational Training and Interest Survey. Students with IEPs will be assessed to identify major career transition needs in a non-reading format. This complies with the IDEA transition assessment requirements.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Betsy Hall, Special Education Department Co-Chair / Terri Medcalf, Special Education Department Co-Chair
2.2.16	<p>Develop and conduct staff development training that has arisen from the Central High School Professional Development Survey for teachers to utilize the latest technology and adapt strategies to improve literacy and math performance in the sessions such as, Smartboard, Office 2007, Edline. Exam View, Thinkfinity and Kuder</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Xerlotta Sanders, Career & Technology Chair
2.2.17	<p>Develop a Gifted and Talented committee review process for identified G/T students. Follow the students' progress and develop procedural practices that reflect the Arkansas Department of Education Gifted and Talented best practices.</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	Barbara Stafford, Gifted and Talented Facilitator
2.2.18	<p>Provide high yield strategy Advanced Placement training that includes technology training for teachers who instruct Gifted and Talented students that aligns with the Arkansas Department of Education Gifted and Talented Division guidelines.</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Barbara Stafford, Talented and Gifted Facilitator / Dr. Suzanne Ross, Assistant Principal of Instruction
2.3	<p>Intervention: Improve the transition from middle school to high school through the implementation of a Ninth Grade Academy.</p>	

	Actions	Person Responsible
2.3.1	<p>Develop and implement a Freshman Academy Tiger Time Keystone Curriculum through the communications courses. Professional development will be provided for the Freshman Academy Faculty.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Susan Nichols, Academy Lead Teacher
2.3.2	<p>Develop and implement a service learning program with the community that follows the ADE and USDE requirements for credit.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	Kirby Shofner, EAST Lab Instructor and Service Learning Facilitator
2.3.3	<p>Plan and implement a LRCH Freshman Orientation for parents and rising ninth graders. Students and parents will learn about Central High School culture and</p>	April Rike, Freshman Academy Technology

	<p>expectations. Students will take a tour of the building and follow a copy of their schedule. The event will be posted on the website. Rising tenth grade students, administrators, teachers, guidance counselors and other staff will collaborate to provide the ninth graders with a smooth transition from middle school to high school. Code 6-15-1702 (ACT 397)</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Coordinator
2.3.4	<p>Implement and review Career Focus Pathways that will be phased into the programmatic offerings as the Freshmen move through the various senior high grades through the Kuder Career Assessment Tool and the Guidance Department Career Focus Scheduling Program.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Nancy Keyes, Guidance Department Chair
2.3.5	<p>Maintain a GRADUATE (Group to Reduce Alcohol and Drugs Among Tigers) initiative that is parent sponsored and led to educate and support parents and students concerning substance abuse. This initiative will use low and high technology for communication purposes. Committee members will be comprised of community, parents, students, and staff.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Robin Hicks, GRADUATE Chair
2.3.6	<p>Initiate and develop the AVID program using The College Path materials. Teachers and counselors will help students develop early awareness of the college acceptance process, with an emphasis on the admissions process, college study skills, goal setting, time management, and organization. Parents will also be active participants in the process and will agree to actively support their student. Growth on state exam scores over the duration of AVID will be combined with changes in GPA, discipline referrals, attendance and dropout rates. These criteria will be used to determine program and student strengths and challenges. All data will be disaggregated by identified sub-groups. Data collected for the current year (2007 - 2008) illustrated the following: 80% of the students were Proficient or Advanced in Literacy, 61% in Math on the Benchmark exams. 68% were Proficient or Advanced on the EOC Algebra I and 90%, on the EOC Geometry exam. The results from the EOC exams for 2009-10 show the following: 50% of the AVID students were Proficient or Advanced in Algebra 1 (School was 58.5%), 51.51% Proficient or Advanced in Geometry (School was 62.65%), 68.75% were Proficient or Advanced in Literacy (School was 68.4%). Data collected from the EOC exams for 2008-09 illustrate the following: 46.6 % of AVID students were Proficient or Advanced in Algebra 1 (School was 46.3%); 60.5% Proficient or Advanced in Geometry (School was 46.3%); 50% were Proficient or Advanced in Literacy (School was 54.3%).</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Stacey McAdoo, AVID Coordinator
2.3.7	<p>Review the Eighth Grade English Benchmark results and place the rising freshmen who have scored basic or below basic in double blocked regular and pre-AP English and Read 180 that includes a self-paced computer analysis program. Growth in lexile reading scores will be compared between inception of Read 180 and the end of the program. Program data is at the district and READ 180 classroom levels.</p> <p>Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Tina Hayley, Literacy Coach / Nancy Keyes, Guidance Department Chair
2.3.8	<p>Provide incentives and positive motivation through AVID for students to participate more fully in the school atmosphere and extracurricular activities. Provide out-of-school experiences to local universities, art museums, Repertory Theater, etc. in an effort to broaden the intellectual and cultural awareness of the AVID students. Invite motivational guest speakers to campus who can be real world role models for the AVID students.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Stacey McAdoo, AVID Coordinator Kimberly Burlison, AVID Team Member
2.3.9	<p>Design and implement a Literacy Bridge Summer Camp for rising ninth graders who are just below proficient on the eighth grade ACTAAP scores to improve</p>	Tina Hayley, Literacy Coach

	<p>their literacy and analytical skills. Students' TLI, SAT 10 and Literacy Test results will be monitored to determine their performance.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	
2.3.10	<p>Provide professional development to the teachers on the Jane Schaffer method of writing so that their students will use this format for writing in all their content areas of the Freshman Academy. English teachers will provide support and help with the development of "generative paragraph" writing.</p> <p>Action Type: Alignment Action Type: Professional Development</p>	<p>Tina Hayley, Literacy Coach / Alison Hargis, English Department Chair</p>
2.3.11	<p>Implement the LRCH Tardy Policy utilizing the Tiger Turtle Tardy Passes. After the tardy bell rings, teachers will refer late students who do not have authorized passes to the administrator in the center of the building on each respective floor to obtain a Tiger Turtle Tardy Pass in order to return to class. Progressive discipline will follow based upon amount of tardies received.</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration</p>	<p>Donna Muldrew, Assistant Principal / All Assistant Principals</p>

Priority 3: To improve student wellness.

1. 1. SY 09-10: out of 2355 students enrolled, the BMI was assessed for 577 of the 651 required to be assessed. Of the 266 males assessed, 70.7% were identified as healthy or underweight, 29.4% as overweight or obese. Of the 309 females assessed, 65% were identified as healthy or underweight, 24.9% as overweight or obese. Overall classification results for Central High School in 2009-2010 showed approximately 16.7% of all children measured were in the overweight category, and approximately 15.7% of all children measured were identified as obese. SY 08-09: out of 2414 students enrolled, the BMI was assessed for 498 of the 607 students required to be assessed. 191 males were assessed as: 70.7% were assessed as healthy or underweight, 29.4% as overweight or obese. 307 females were assessed as: 65.8% as underweight or healthy, 34.2% as overweight or obese. Overall classification results for Central High School in '08-'09 showed approximately 14.3% of all children measured were in the overweight category, and approximately 18.1% of all children measured were identified as obese. SY 07-08: out of 2343 students enrolled, the BMI was assessed for 396 of the 627 students required to be assessed. 191 males were assessed as: 64.9% healthy or underweight, 35.1% at risk or overweight. 205 females were assessed as: 64.4% healthy or underweight, 35.6% at risk or overweight. Due to government recommendations on reporting sensitive health information, BMI categories have been combined as noted because of small numbers of children in individual categories. Overall classification results for Central High School in '07-'08 showed approximately 15.9% measured were at risk for overweight and approximately 19.4% of all children measured were identified as overweight.
2. 2. School Health Data. SY 09-10: diabetes-type 1 (10), diabetes-type 2 (5), asthma (249), ADHD/ADD (165), hypertension (6), pregnancy (26). SY 08-09: diabetes-type 1 (8), diabetes-type 2 (NA), asthma (239), ADHD/ADD (83), hypertension (8), pregnancy (23). SY 07-08: diabetes-type 1 (2), diabetes-type 2 (1), asthma (237), ADHD (109), hypertension (4), pregnancy (35).
3. 3. Economic Indicator by Free/Reduced Lunches. SY09-10: 989 students, or 41.1% of the enrollment (2404) were on free (822) or reduced (167) lunches. SY 08-09: 833 students, or 34.56% of the enrollment (2410), were on free (708)/reduced (125) lunches. SY 07-08: 793 students, or 33.65 % of the enrollment (2357), were on free (663)/reduced (130) lunches.
4. 4. School Health Index. SY 09-10: Module 1 (86%) School Health Policies and Environment; Module 2 (100%) Health Education; Module 3 (84%) Physical Education and Other Physical Activity; Module 4 (83%) Nutrition; Module 8 (100%) Family and Community Involvement. SY 08-09: Module 1 (88%); Module 2 (100%) Health Education; Module 3 (84%); Module 4 (86%); Module 8 (100%). SY 07-08: Module 1 (83%); Module 2 (100%); Module 3 (83%); Module 4 (89%); Module 8 (94%).
- 5.

Supporting Data:

Goal

To promote activities in nutrition and physical activity designed to improve student wellness. To promote student health literacy through improved health education instruction. To promote a healthy school environment for students through faculty and staff wellness and through parent involvement.

Benchmark By SY 10-11 Central High School will work to reduce the overall overweight category of the BMI.

Benchmark By SY 10-11 80% students enrolled in health will be proficient in five health skills as demonstrated by a C or better on the semester exam.

Benchmark By SY 10-11 seventy faculty and staff will participate in the Arkansas Fitness Challenge.

3.1	Intervention: To implement guidelines on nutrition and physical activity, according to Act 1220, to promote student health and reduce childhood obesity.	
	Actions	Person Responsible
3.1.1	Comply with guidelines for student-accessible food and beverage vending machines. Training was provided to the vending machine company and to school administrators through ADE written materials. The school vending machines are mostly in compliance with the guidelines, as evidenced by administrative observations. This initiative is in compliance with ACT 1220 and in collaboration with the Alliance for a Healthier Generation. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Dr. Suzanne Ross, Assistant Principal for Instruction
3.1.2	Comply with guidelines for the use of non-food alternatives for fund-raisers during the school day. Training was provided to school employees through district and state written materials. Teachers and students are following the guidelines, as evidenced by club activities on the school calendar. This initiative is in compliance with ACT 1220 and in collaboration with the Alliance for a Healthier Generation. Action Type: Wellness	Dr. Suzanne Ross, Assistant Principal
3.1.3	Complete an analysis and review of the School Health Index (SHI) annually, in compliance with ACT 1220. The lead teacher has received training through the school district. Based on the online submission of data, the Central High School Health Action Plan is assessed yearly and receives high marks. Action Type: Program Evaluation Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.1.4	Establish & maintain a working and effective school nutrition and physical activity advisory committee that meets at least twice a year. This initiative is in compliance with ACT 1220 and in collaboration with the Alliance for a Healthier Generation. Having received training through the Alliance for a Healthier Generation, the committee reports through minutes on the effectiveness of programs involving nutrition and physical activity of students, faculty and families. Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.1.5	Measure annually and make available the Body Mass Index (BMI) of 10th grade students to their parents and/or guardians. Conducted by trained nurses, this initiative is to identify students who are at risk for being overweight and who are overweight. The school is in compliance with ACT 1220 and in collaboration with the Alliance for a Healthier Generation. Results will be analyzed for effectiveness of programs. Parents will receive screening results through their students. (ACT 1220) Action Type: Collaboration Action Type: Wellness	Nancy Rousseau, Central High School Principal
3.1.6	Incorporate nutrition education into the required one-semester health course offered in grades 9-12, in accordance with the Arkansas Health Education Frameworks and in compliance with ACT 1220. The licensed health teachers will monitor this process. Semester exams will reflect these standards. Semester exams will be reviewed within the Health and P.E. Department. This initiative is in collaboration with the Alliance for a Healthier Generation. Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.1.7	Make available daily opportunities for physical activity on the school campus through physical education and athletics. Led by certified and trained coaches, fifteen athletic programs are available throughout the school year. Administrators and coaches monitor the season. Taught by licensed and trained physical education teachers, physical education also provides vigorous activity time with an emphasis on lifetime sports and recreation as well as physical fitness. Semester exams will be reviewed within the Health and P.E. Department. This initiative is in compliance	Nancy Rousseau, Central High School Principal

	with ACT 1220 and in collaboration with the Alliance for a Healthier Generation. Action Type: Alignment Action Type: Wellness	
3.1.8	Develop and maintain a Team Nutrition School. In August, 2009, Central High School began year four in a four-year grant with the American Heart Association, the William Jefferson Clinton Foundation and the Robert Wood Johnson Foundation. As of April 2010, Central High School has completed the pilot program and has transitioned to being a sustaining member of the Alliance. A school wellness council has been formed; a school action plan has been established; a staff wellness interest survey has been distributed. A staff wellness information board has been established and is regularly maintained. Trained by the Alliance for a Healthier Generation, the school team meets and reports its efforts through minutes. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.1.9	Analyze the implementation of guidelines on nutrition and physical activity, according to Act 1220, to promote student health and reduce childhood obesity through the collaboration of the Alliance for a Healthier Generation Coordinator, the Wellness Committee at Central High School, Central High Wellness Center, resources available on www.thinkfinity.com and HealthyTeacher.com. Trained by the Alliance for a Healthier Generation, the wellness committee works to implement and document the criteria for the Bronze Award. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.1.10	Measure annually the health risk behaviors of 10th & 12th grade students through the Arkansas Prevention Needs Assessment. Training for the survey administrator is provided by the school district. The yearly APNA results provide data for implementing strategies to improve student decision-making & to reduce student risk behaviors. Action Type: Program Evaluation Action Type: Wellness	Nancy Rousseau, Principal, Central High School
3.1.11	Promote healthier decisions through a variety of community speakers offered at the annual health fair in the Central Wellness Center. Led by a trained social worker, the health fair provides a variety of speakers to the school. Positive feedback is yearly provided by speakers, students and teachers. Action Type: Collaboration Action Type: Wellness	Evelyn Allen, Social Worker, LRCH Wellness Center
3.2	Intervention: To develop health enhancing behaviors through selected health skills of students enrolled in health education.	
	Actions	Person Responsible
3.2.1	Implement a health curriculum that has been aligned with Arkansas Health Education Frameworks and the National Health Standards with an emphasis on health skills. Licensed health teachers at Central High have been trained in the Health Education Assessment Project (HEAP) through the Arkansas Department of Education in collaboration with the school district over a period of five years. Evaluation by students and teachers indicate that focusing on health skills increases health literacy. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.2.2	Enhance health skills of students through daily supervised, reinforced and assessed practice in health class. Certified health teachers will facilitate student-centered learning that engages students in real-world application of content. Principal will monitor lesson plans for inclusion of nutrition and physical activity standards. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Nancy Rousseau, Central High School Principal

3.2.3	Evaluate the ability of students to demonstrate a health skill based on a rubric. All students will have equal access to assessments that accurately measure what they know and are able to do. Trained health teachers will monitor the successful adherence to the rubric of the health skills. Action Type: Program Evaluation Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.2.4	Supplement the health curriculum with lesson plans and other materials in coordination with www.thinkfinity.com. Trained and coordinated by Central High School administration and Verizon, health teachers will be able to access www.thinkfinity.com effectively and engage students in real-world application of content, using health skills. Principal will monitor lesson plans for inclusion of nutrition and physical activity standards. Verizon will monitor access to the website. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.3	Intervention: To improve wellness among the faculty and staff and to increase awareness of wellness in parents.	

	Actions	Person Responsible
3.3.1	Recruit and encourage faculty and staff to participate in aerobic activity and self-report online for ninety days in The Arkansas Fitness Challenge sponsored by Blue and You. Trained by Blue and You, participants report online. The number of participants has increased the past two years. Action Type: Wellness	Joanne McLendon, Health and P.E. Department Chair
3.3.2	Recruit and encourage faculty and staff to participate in Race for the Cure in October by registering with the district trained staff liaison. Monitored by observation, participation increases yearly. Action Type: Collaboration Action Type: Wellness	Jennie Cooper, Central High School Race for the Cure Coordinator
3.3.3	Display in the Parent Involvement area of the Tiger Conference Room a variety of information through pamphlets and folders on common illness and diseases in children, as well as information on self-management of diet and physical activity. Maintained by a trained health teacher and the Parent Involvement Coordinator and monitored by the use of the pamphlets, the parent information center is well-received. Action Type: Professional Development Action Type: Wellness	Joanne McLendon, Health and P.E. Department
3.3.4	Recruit and encourage faculty and staff to assess their risk for heart disease through Heart Aware, an online program sponsored by St. Vincent Health Center, with follow-up by St. Vincent for people at risk. Led by trained health professionals from St. Vincent Health, the faculty and staff report that there is a need for the assessment and follow-up. Action Type: Collaboration Action Type: Wellness	Nancy Rousseau, Central High School Principal
3.3.5	Encourage faculty and staff to answer the annual online Health Risk Assessment through Employee Benefits Division of the Arkansas Finance Department. Input by the faculty and staff is monitored by the trained staff of the state. Action Type: Collaboration Action Type: Wellness	Nancy Rousseau, Principal / Joanne McLendon, Health and P.E. Department Chair
3.3.6	Recruit and encourage faculty and staff to participate in aerobic activity and self-report online for ninety days in The Arkansas Fitness Challenge sponsored by Blue and You. Trained by Blue and You, participants report online. School liaison will administratively monitor online progress. The number of participants has fluctuated the past three years ('08 - 39; '09 - 71; '10 - 49). Action Type: Wellness	Joanne McLendon, Helath and P.E. Department Chair
3.3.7	Offer healthier alternatives in food and drink at faculty meetings and events as evidenced by water, fruit and low-calorie food items being provided.	Nancy Rousseau, Principal

	Assisted by informed PTSA hostesses, faculty and staff report positively on the healthier food alternatives. Action Type: Collaboration Action Type: Wellness	
3.3.8	Offer financial incentives by the principal to faculty and staff with perfect attendance each month to be distributed at the monthly faculty meetings. Encouraged by the principal to be healthy and to fulfill professional responsibilities, teachers try to be eligible for the monthly financial incentive. Action Type: Collaboration Action Type: Wellness	Nancy Rousseau, Principal
3.3.9	Provide health information to students, faculty, and parents through the daily intercom announcements, through the daily bulletin, monthly newsletter from the principal, through the PTSA monthly agenda and the daily PTSA electronic newsletter. Written by a trained health teacher, the information is read daily by students, faculty and parents. The information is monitored by the administration and PTSA officers. Action Type: Collaboration Action Type: Wellness	Nancy Rousseau, Principal
3.3.10	Recruit and encourage faculty and staff to receive annual flu shots by signing up with the nurse in the Wellness Center, in partnership with the Little Rock School District, and Arkansas Department of Health Encouraged by the trained school nurses to get the shots, the faculty and staff report less illness. Action Type: Collaboration Action Type: Wellness	Nancy Rousseau, Principal / Joanne McLendon, Health and P.E. Department Chair

Priority 4: To utilize the Scholastic audit report to guide effective and continuous building level school improvement practices.

1. The Arkansas Department of Education conducted a Scholastic Audit of Central High School during the period of 10/18/2009 to 10/23/2009. Based on the Scholastic Performance levels (i.e., Performance Level 4-Exemplary level of development and implementation; Performance Level 3 – Fully functional and operational level of development and implementation; Performance Level 2 – Limited development or partial implementation; and Performance Level 1 – Little or no development and implementation), the level of performance for each of the 9 Standards for school improvement for Central High School is as follows: Standard 1-Curriculum: Level 4 _0_, 3 _0_, 2 _71_, 1 _29_ Standard 2-Classroom Evaluation/Assessment: Level 4 _0_, 3 _0_, 2 _50_, 1 _50_ Standard 3-Instruction: Level 4 _0_, 3 _0_, 2 _87_, 1 _13_ Standard 4-School Culture: Level 4 _0_, 3 _0_, 2 _73_, 1 _27_ Standard 5-Student, Family and Community Support: Level 4 _0_, 3 _20_, 2 _80_, 1 _0_ Standard 6-Professional Growth, Development and Evaluation: Level 4 _0_, 3 _0_, 2 _67_, 1 _33_ Standard 7-Leadership: Level 4 _0_, 3 _0_, 2 _82_, 1 _18_ Standard 8-School Organization and Fiscal Resources: Level 4 _0_, 3 _0_, 2 _90_, 1 _10_ Standard 9-Comprehensive and Effective Planning: Level 4 _0_, 3 _0_, 2 _50_, 1 _50_ Central High School will address the recommendations of the report over a period of 3 to 5 years; however, the focus for THIS year (10 – 11) will address THE FOLLOWING standard: Standard 4: School Culture
2. Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded: -Most students and parents feel safe in the school (see 4.1a). -School protocol needs to be consistently followed to provide continuing safety (see 4.1a). -School leadership voices a commitment to high academic expectations for students and staff (see 4.1b) -All staff must produce continuous improvement in student learning (see 4.1b). -Teacher expectations for student academic and social behaviors are inconsistent across content areas and grade levels (See 4.1c). -Students must be encouraged to move to class (see 4.1h). -School leadership and teachers state that student achievement is highly valued (see 4.1j). -Incremental academic and social growth and accomplishments are seldom formally recognized and celebrated (see 4.1j). -Within the last two years, teachers received training on socio-economic barriers to learning (see 4.1k). -Not all instructional or organizational practices reflect attention to the removal of physical, cultural or socio-economic barriers to learning (see 4.1k). -The school's mission's statement was not collaboratively developed by all staff members and stakeholders and does not guide decision-making (see 4.1d). -Decisions concerning instructional strategies must include the diverse needs of all students (see 4.1e). -There is no local school board policy requiring a flexible master schedule that adjusts teacher assignments in order to impact teacher strengths on student learning (see

Supporting Data:

4.1F).

Goal To further the development of an effective learning community and support a climate conducive to performance excellence.

Benchmark All staff will promote a culture of high expectations for all students at Central High School.

4.1	Intervention: To promote a culture of high expectations for all students.	
	Actions	Person Responsible
4.1.1	<p>Implement the LRCH Tardy policy utilizing the Tiger Turtle Tardy passes. After the tardy bell rings, teachers will refer late students who do not have authorized passes to the administration on each floor to obtain a Tiger Turtle Tardy pass in order to return to class. Progressive discipline will be administered with student and parental involvement. Administration will monitor the number of passes issued throughout the year. Tardiness data will be analyzed with other discipline data (see 4.1a, 4.1h).</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement</p>	Nancy Rousseau, Principal / Dr. Suzanne Ross, Assistant Principal for Instruction
4.1.2	<p>Evaluate the use of pre-AP, AP strategies that address the diverse needs of Central's students with administrative walk-throughs at all levels (see 4.1b, 4.1e).</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Equity</p>	-Nancy Rousseau, Principal / Dr. Suzanne Ross, Assistant Principal for Instruction
4.1.3	<p>Refine standardized common semester exams per course aligned with the Arkansas Frameworks. Study guides and post-exam results will be discussed. Parents will be informed through the Principal's monthly newsletter that goes home in print with the student through the English classes, is sent through the Principal's distribution list and is sent through the PTSA e-newsletter. Administrators will emphasize the importance of semester exams to parents. Exam data will be analyzed by the staff through the mean score by teacher and course and the disaggregating of data on the exam. The percentage of A's, B's, etc. for each teacher (and by department), based on common semester exams has been calculated. The data shows more A's than F's, with the middle ground tending toward B's rather than D's. The "Bell Curve" is apparent, but it is one leaning toward the upper end of the grade scale (see 4.1c).</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Nancy Rousseau, Principal / Barbara Stafford, HSTW Site Coordinator / James Gilson, Math Coach / Tina Hayley, Literacy C
4.1.4	<p>Action: Analyze the improvement of literacy (reading and writing) instruction through professional development curriculum analysis and modifications and teachers' consistent use of "best practices" teaching strategies through the collaboration of district curriculum specialists and The Learning Institute (TLI) reflected in the district pacing guides in alignment with the State Curriculum Guides, the Professional Teacher Assessment System (PTAS) and, as a consequence, the district SOAR tests and Benchmark results. Recognize and celebrate student incremental academic and social growth accomplishments accordingly (see 4.1j).</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Suzi Davis, LRSD English Curriculum Director / Alison Hargis, English Department Chair / Tina Hayley, Literacy Coach
4.1.5	Expand instructional strategies by department through the common course meetings that will enhance pre-AP, AP skills, focus on the removal	Nancy Rousseau, Principal / Kim Burleson, Freshman

	<p>of physical, cultural or socio-economic barriers to learning and encourage more students to enroll in the pre-AP, AP courses. Cornell Note-taking will be one of the organizational tools implemented in the Freshman Academy along with interactive notebooks in ninth grade science classes (see 4.1k).</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development</p>	<p>Academy Director / Department Chairs</p>
<p>4.1.6</p>	<p>Develop and implement a comprehensive review of the Central High School mission statement involving all stakeholders in the revision process. Documentation will be collected and recommendations will be reviewed and final editing will be completed through the department heads and their respective departments and other representative staff (see 4.1d).</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Nancy Rousseau, Principal / Barbara Stafford, HSTW Site Coordinator</p>
<p>4.1.7</p>	<p>The ninth grade academy English teachers will tutor in their specialized areas to maximize the teachers' strengths on student learning and to provide an opportunity for students to work with different instructor styles; such as, grammar, rhetoric, literary devices, formats used for responding to literature (thematic charts, etc.)(see 4.1f).</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration</p>	<p>Sarah Schutte, English Teacher / All Freshmen English Teachers</p>
