LITTLE ROCK SCHOOL DISTRICT

School Improvement Plan 2026-2027

School: Little Rock Central High School
Address: 1500 Little Rock Nine Way
ESSA Score Current Year:
ESSA Score Previous Year: 418

Principal: April Rike
Phone: 501-447-1400
ESSA Letter Grade Current Year:
ESSA Letter Grade Previous Year: C

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	Parent	
	Community Member	

SCHOOL MISSION	
Central High School graduates will achieve their full potential to become creative, productive, and responsible citizens in a globally competitive society. Our students will develop the skills necessary to be goal-oriented, critical thinkers, and problem-solvers who can communicate and work effectively in diverse situations and contexts.	

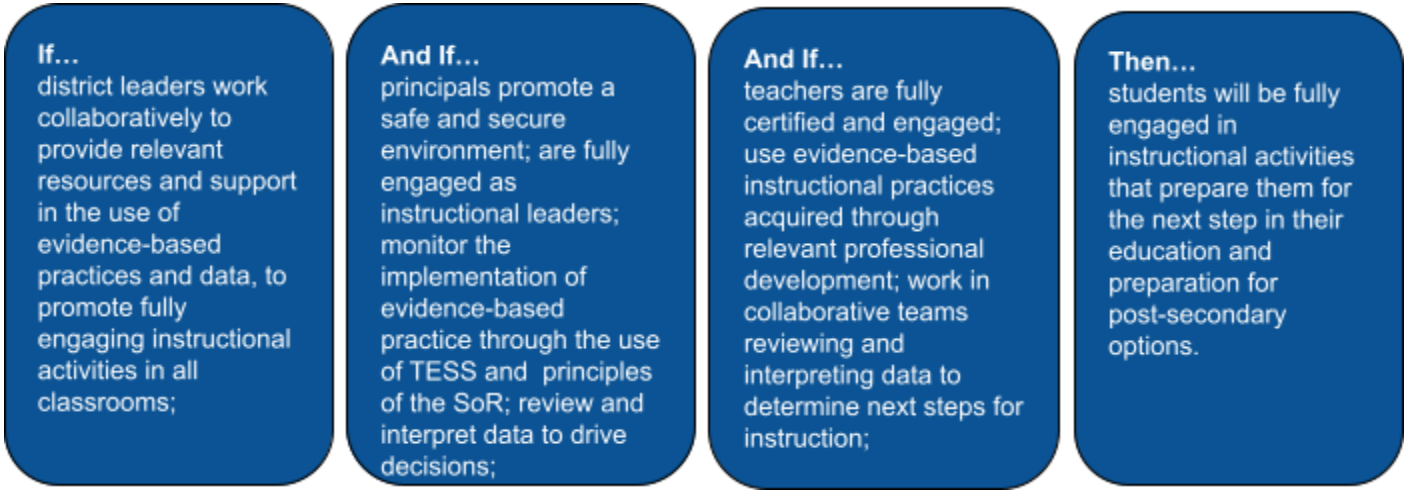
SCHOOL VISION	
Provide an inviting classroom environment for students—an environment with clear expectations, consistent consequences, and specific, articulated academic goals. Ensure all students achieve the intended outcomes of the curriculum by addressing their individual needs and learning styles**.**	

PLAN: NEEDS ASSESSMENT (LIST 2-3 FOR EACH)	
Academics (Literacy & Math)	
Strengths	**Challenges**
• Overall strength of the AP program. • All disciplines are focusing on literacy in their instruction.	• Enrolling more minority students in AP courses. • Algebra I proficiency rate • Graduation Rate is 85.39%
Culture & Climate	
Strengths	**Challenges**
• School identity • Opportunities for extracurricular activities • Previous years of stability in staff (low teacher turnover) • Academic Activity/Athletic Program success • Stakeholder support (Alumni, PTSA, and Tiger Foundation)	• Conflict resolution (de-escalation and remediation). • Average daily attendance is **88%** this school year • Tardiness/skipping class • Teaching all students the Code of Conduct • Calibration of sanctions across all administrators • Uniformity in maintaining and addressing dress code

Parent/Family Engagement, Partnerships, Operations	
Strengths	**Challenges**
• Communication between the school and parents. • Parent perceptions of strong student experiences with their current and former students who attend/attended Central High. • Strong academic and extra-curricular opportunities.	• Address College Admissions and scholarship processes. • Communicating with parents (grades uploaded weekly, good and constructive calls to parents).

Implementation Categories
Literacy
Math
School Culture
Recruitment & Retention
Parent Engagement
Magnet Programs & Academies

THEORY OF ACTION:



LITERACY (LRSD Board Goals)	
Current Data (add data that supports the priorities and SMARTIE goal outlined below):	
LRCH 3 year data-ELA **ACT Data**	
SMARTIE Goal:	**By the end of the year, increase 9th and 10th grade academic achievement and growth in literacy by five percent or more for all students based on ATLAS assessments and increase 11th grade ACT average by 2 points.**
Priority 1	**Priority 2**
Implement, monitor, and track network non-negotiables for teaching and planning to ensure high-quality instruction in every class, every day	**Grade Level Meaningful Writing Instruction** Strengthen elaboration in student writing
End of the Year Outcomes: ● 85% + walkthroughs show standards aligned learning targets clearly driving instruction ● 80-85% of walkthroughs show effective high-yield instructional strategies and checks for understanding with responsive teaching. ● 85% + of walkthroughs show HQIM-aligned instruction and grade -level rigor in student tasks ● 80%+ of walkthroughs show evidence of strong lesson internalization (instruction reflects intentional planning, embedded assessment, and coherent sequencing)	**End of the Year Outcomes:** ● Increase the percentage of students scoring at or above proficient in the "Elaboration" domain on ATLAS end-of-year assessments by at least 5%. That means that roughly 70 or more students will score at or above proficient. ● 100% of ELA and Social Studies PLCs will analyze student writing samples monthly with a focus on elaboration ● Increase ACT composite school average from 19.4 to 21.4

Benchmarks:

Baseline (August- September)

- 45–55% of walkthroughs show standards aligned learning targets clearly driving instruction
- 40–50% of walkthroughs show effective high-yield instructional strategies and checks for understanding with responsive teaching.
- 45–55% of walkthroughs show HQIM-aligned instruction and grade -level rigor in student tasks
- 35–45% of walkthroughs show evidence of strong lesson internalization (instruction reflects intentional planning, embedded assessment, and coherent sequencing)

Mid-Year Benchmark (December- January)

- 70–75% of walkthroughs show standards-aligned learning targets clearly driving instruction
- 70–75% of walkthroughs show effective high-yield instructional strategies and checks for understanding with responsive teaching.
- 70–75% of walkthroughs show HQIM-aligned instruction and grade -level rigor in student tasks
- 65–70% of walkthroughs show evidence of strong lesson internalization (instruction reflects intentional planning, embedded assessment, and coherent sequencing)

End-of-Year Target (April-May)

- 85%+ of walkthroughs standards aligned learning targets clearly driving instruction
- 80–85% of walkthroughs show effective high-yield instructional strategies and checks for understanding with responsive teaching.
- 85%+ of walkthroughs show HQIM-aligned instruction and

Benchmarks:

By the end of the first quarter:

- 100% of English and Social Studies PLCs will be analyzing student work samples monthly, collecting student baseline data

By the end of second quarter (or post winter interim)

- Increase in elaboration in writing proficiency from Winter 2025 to Winter 2026 interim assessment.

Winter 2025	Argumentation Proficiency	Info/Explanatory Proficiency	Narrative Proficiency
9th	7%	6%	27%
10th	20%	8%	24%

Goal Winter 2026	Argumentation Proficiency	Info/Explanatory Proficiency	Narrative Proficiency
9th	12%	11%	32%
10th	25%	13%	29%

grade-level rigor in student tasks • 80%+ of walkthroughs show evidence of strong lesson internalization (instruction reflects intentional planning, embedded assessment, and coherent sequencing)	**By the end of the third quarter:** • 75% of collected work samples show measurable growth from baseline data

	Priority	Drivers	Success Metrics
1	Implement, monitor, and track network non-negotiables for teaching and planning to ensure high-quality instruction in every class, every day	**Teaching Non-negotiables**	☐ Teacher observation data will indicate effectiveness ratings in 70% of observations by the end of the school year (TESS 3a, 3c, 3d) ☐ Improve ATLAS Interim 1 proficiency rate as compared to Fall 2025 rate of 37% for ELA 9 and 40% for ELA 10
		Planning Non-Negotiable	☐ Instruction will reflect evidence of planning through teacher observation data indicating effectiveness ratings in 70% of observations (1c, 1d, 1f)
2	**Grade Level Meaningful Writing Instruction** Strengthen elaboration in student writing	**Establish school-wide protocols for writing across content areas**	☐ 80% of English teachers will incorporate Jane Schaffer terminology and organizational structures in paragraph and essay instruction. ☐ 100% of English teachers can identify grade-level expectations for CRE.

			☐ 100% of English teachers will use shared instructional language when teaching CRE ☐ Improve ATLAS Interim 1 proficiency rate as compared to Fall 2025 rate of 37% for ELA 9 and 40% for ELA 10 ☐ Increase Summative performance on ELA 9 from 41 to 46% proficient and ELA 10 from 44 to 49% proficient. ☐ Increase in average ACT score from 19.4 to 21.4
		Implement Targeted Writing Focus for 9th- and 10th-grade English and Social Studies.	☐ 100% of English courses will include writing tasks that require CRE. ☐ 80% of writing tasks across English courses will reflect consistent expectations for CRE in argumentative writing. ☐ Improve ATLAS Interim 1 proficiency rate as compared to Fall 2025 rate of 37% for ELA 9 and 40% for ELA 10 ☐ Increase Summative performance on ELA 9 from 41 to 46% proficient and ELA 10 from 44 to 49% proficient.

Priority	Drivers	Action Steps	Deliverables	Budget/Staffing Allocations	Progress
Implement, monitor, and track network non-negotiables for teaching and planning to ensure high-quality instruction in every class, every day	Teaching Non-negotiables	• Provide Professional Development to all teachers and leaders on teaching non-negotiables	☐ Slide Deck ☐ Sign In Sheets ☐ PD Survey		Not Started
		• Provide look-fors to teachers for what each non-negotiable *looks like* when implemented correctly.	☐ Look for 1-pagers (TESS aligned)		Not Started
		• Schedule and conduct walkthroughs with specific targets aligned with non-negotiables.	☐ Observation Data ☐ Observation Schedule		Not Started
		• Analyze observation data to determine appropriateness of feedback and action steps during weekly admin meetings.	☐ Observation Data ☐ Data Analysis Tool		Not Started
		• Identify teachers who can serve as exemplars and those who need additional support during weekly admin meetings.	☐ Teacher Tiering document		Not Started
		• Develop and implement a coaching cycle for teachers - implemented by lead	☐ Coaching Cycle Plans		Not Started

		teachers, ILTs, and administrators.			
		• Assess teacher progress at the end of each quarter to determine next steps for accountability and/or support.	☐ Observation Data ☐ Coaching Cycle Plans		Not Started
	Planning Non-negotiables	• Provide Professional Development to all teachers and leaders on teaching non-negotiables.	☐ PD Agenda ☐ PD Presentation ☐ PD Sign-in Sheets		Not Started
		• Provide look-fors to teachers for what each non-negotiable *looks like* when implemented correctly.	☐ Monthly emails with look-fors ☐ PLC Agendas		Not Started
		• Schedule and conduct walkthroughs with specific targets aligned with non-negotiables.	☐ Walk-through calendars ☐ Observation Feedback Forms		Not Started
		• Analyze observations to determine appropriateness of feedback and action steps.	☐ Observation Data ☐ Data Analysis Tool		Not Started
		• Identify teachers who can serve as exemplars and those who need additional support.	☐ Teacher Tiering document		Not Started
		• Develop and implement a coaching cycle for teachers - implemented by lead	☐ Coaching Cycle Plans		Not Started

		teachers, ILTs, and administrators.			
		● Assess teacher progress at the end of each quarter to determine next steps for accountability and/or support.	☐ Observation Data ☐ Coaching Cycle Plans		Not Started
		● Create a structure in PLCs where teachers can intentionally plan for ○ Exit tickets at the end of each lesson. ○ Frequent CFUs throughout the lesson. ○ Identification of skills/standards assessed in unit assessment to drive instructional decisions.	☐ PLC Agenda ☐ Sample Exit Tickets ☐ Lesson plan internalization documents		Not Started
		● Teachers use identified CFUs during lessons to create academic monitoring laps.	☐ Lesson plans with monitoring-laps embedded ☐ Monitoring lap data with next steps		Not Started
		● CRUX will model student work analysis protocols for teachers and leaders ● Analysis protocols will be implemented in PLCs during monthly writing analysis	☐ Site visit feedback ● CRUX		

		• Mashburn will provide professional development and coaching around the inclusion model • Observation data will be used to support the coaching cycle to improve co-teaching practices	☐ Site visit feedback • Mashburn		

Priority	Drivers	Action Steps	Deliverables	Budget/ Staffing Allocations	Progress
Grade Level Meaningful Writing Instruction Strengthen elaboration in student writing	Establish school-wide protocols for writing across content areas	Model Jane Schaffer terminology and organizational structures for paragraph and essay writing during professional learning.	☐ Professional learning agendas and sign-in sheets ☐ Jane Schaffer instructional materials and handouts ☐ PD slide decks and teacher planning artifacts		Not Started
		Engage English teachers in professional learning focused on grade-level expectations for CRE.	☐ Professional learning agendas and sign-in sheets ☐ CRE instructional materials and handouts ☐ PD slide decks and teacher		Not Started

			planning artifacts		
		Support teachers through the PLC process and coaching cycles, including support from district ELA ILT, in applying CRE strategies to grade-level argumentative writing.	☐ Feedback forms ☐ Coaching cycle form related to writing initiative ☐ PLC agendas ☐ Lesson plans and instructional materials		Not Started
	Implement Targeted Writing Focus for 9th- and 10th-grade English and social studies.	Teachers will implement grade-level argumentative writing tasks across English and Social Studies courses.	☐ Grade-level writing task prompts ☐ Data analysis of Student work samples ☐ Data analysis from interim I to Interim II		Not Started
		Teachers will require students to revise writing to strengthen CRE.	☐ Revision protocols and student-facing revision guides ☐ Pre- and post-revision student writing samples		Not Started
		PLCs will review revised student work and identify strategies to strengthen CRE.	☐ PLC agendas and annotated student samples		Not Started
		PLCs will develop and use a data analysis plan to review student writing and assessment data related to	☐ Data analysis plan		Not Started

		CRE.			
		PLCs will analyze classroom writing samples using writing analysis protocols (developed with CRUX) to evaluate growth in CRE from initial drafts to revised drafts.	☐ Data analysis of student work samples		Not Started
		Based on data analysis of student work samples, PLCs determine instructional adjustments focused on CRE.	☐ PLC data review notes and next-steps planning documents ☐ Data analysis of student work samples		Not Started
		In a department meeting, teachers will review ATLAS assessment data within the "Elaboration" domain to identify trends and instructional needs.	☐ ATLAS elaboration domain data reports ☐ Evaluation of ATLAS scores within the domain of elaboration		Not Started

MATH (LRSD Board Goals)	
Current Data (add data that supports the priorities and SMARTIE goal outlined below):	
LRCH 3 year data-Math	
SMARTIE Goal:	• By the end of the year, increase 9th grade academic achievement in math by 6% or more for all students based on ATLAS assessments. • By the end of the year, increase 9th grade growth in math by 3% or more for all students based on ATLAS assessments. • By the end of the year, increase 10th grade academic achievement in math by 6% or more for all students based on ATLAS assessments. • By the end of the year, increase 10th grade growth in math by 3% or more for all students based on ATLAS assessments.

Priority 1	Priority 2
Implement, monitor, and track network non-negotiables for teaching and planning to ensure high-quality instruction in every class, every day.	**Tier II Math Support** Implement a structured Tier 2 intervention plan to identify, support, and monitor students who are not meeting grade-level math expectations.
End of the Year Outcomes: • 85% + walkthroughs show standards aligned learning targets clearly driving instruction • 80-85% of walkthroughs show effective high-yield instructional strategies and checks for understanding with responsive teaching. • 85% + of walkthroughs show HQIM-aligned instruction and grade -level rigor in student tasks • 80%+ of walkthroughs show evidence of strong lesson internalization (instruction reflects intentional planning, embedded assessment, and coherent sequencing)	**End of the Year Outcomes:** • Students receiving Tier 2 interventions demonstrate measurable growth on progress monitoring assessments • 70% of Tier 2 students meet mastery on targeted standards by the end of the year • Increased proficiency rate on ATLAS EOC exams in Algebra 1 from 10% to 16% and Geometry from 27% to 33% • ATLAS summative assessment data shows an overall 5% increase in the percentage of students scoring at or above proficient

Benchmarks: **Baseline (August- September)** ● 45–55% of walkthroughs show standards aligned learning targets clearly driving instruction ● 40–50% of walkthroughs show effective high-yield instructional strategies and checks for understanding with responsive teaching. ● 45–55% of walkthroughs show HQIM-aligned instruction and grade -level rigor in student tasks ● 35–45% of walkthroughs show evidence of strong lesson internalization (instruction reflects intentional planning, embedded assessment, and coherent sequencing) **Mid-Year Benchmark (December- January)** ● 70–75% of walkthroughs show standards aligned learning targets clearly driving instruction ● 70–75% of walkthroughs show effective high-yield instructional strategies and checks for understanding with responsive teaching. ● 70–75% of walkthroughs show HQIM-aligned instruction and grade -level rigor in student tasks ● 65–70% of walkthroughs show evidence of strong lesson internalization (instruction reflects intentional planning, embedded assessment, and coherent sequencing)	**Benchmarks:** **Baseline (August- September)** ● 0-15% of students are proficient on ATLAS interim Assessments for Algebra I and Geometry. ● 100% of the teachers are trained on intervention platforms. **Mid-Year Benchmark (December- January)** ● 15-20% of Tier 2 students are proficient on ATLAS interim assessment for Algebra I and Geometry **End-of-Year Target (April-May)** ● 25-35% of Tier 2 students are proficient on the ATLAS summative assessment for Algebra I and Geometry

	Priority	Drivers	Success Metrics

1	Implement, monitor, and track network non-negotiables for teaching and planning to ensure high-quality instruction in every class, every day.	**Instructional non-negotiable** **Instructional Delivery:** Teachers will utilize high-yield instructional methods within each period while conducting frequent formal and informal checks for understanding.	☐ Improve ATLAS Interim 1 proficiency rate as compared to Fall 2025 rate of 5%(from 13% to 18%) for Alg I and 12% for Geometry (from 15% to 27%) ☐ Algebra I EOC proficiency rate will increase from 29% to 35% and Geometry EOC proficiency rate will increase from 29% to 35%
		Planning non-negotiable **Assessment:** Daily planning will include specific assessments of learning and the creation of teacher exemplars to effectively model expected student outcomes.	☐ 100% of Lesson Plans reflecting summative and formative assessments aligned to units of instruction. ☐ Instruction would reflect evidence of planning through teacher observation data indicating effectiveness ratings in 80% +of observations (1c, 1d, 1f)
		Targeted Professional Development PD focused on enhancing the skills and knowledge of teachers to support student learning outcomes.	☐ 100% of math teachers engage in year-long professional learning around identified content standards. ☐ 100% of math teachers will receive professional learning and job-embedded support for HQIM and the curriculum map. ☐ 100% of math classroom observations will indicate the use of HQIM (1c, 1d, 1f)
2	**Tier II Math Support** Implement a structured Tier 2 intervention plan to identify, support, and monitor students who are not meeting grade-level math expectations.	Develop and implement a structure for Tier II Interventions ● Embedded Math Support for Algebra I	☐ **80%+ of Algebra I and Geometry classrooms** will consistently embed Tier II-aligned scaffolds and supports within core instruction ☐ **70%+ of students in Tier II math support will close at least one identified skill gap** in Algebra I or Geometry priority standards, as measured through standards-based progress monitoring and intervention tracking tools. ☐ **70–75%+ of students receiving Tier II math**

			interventions (Algebra I and Geometry) will demonstrate measurable growth in conceptual understanding and procedural fluency, as evidenced by progress monitoring data, common assessments, and intervention pre/post data.

Priority	Drivers	Action Steps	Deliverables	Budget/Staffing Allocations	Drivers
Implement, monitor, and track network non-negotiables for teaching and planning to ensure high-quality instruction in every class, every day.	**Instructional non-negotiable** **Instructional Delivery:** Teachers will utilize high-yield instructional methods within each period while conducting frequent formal and informal checks for understanding.	• Implement SAVVAS EnVision HQIM curriculum with fidelity, with explicit modeling, guided, and independent practice.	☐ Lesson plans with HQIM alignment and CFUs		Not Started

		• Embed checks for understanding
		  ○ Academic monitoring
		  ○ Exit Tickets
			☐ Student work samples and exit ticket data		Not Started

		• Align instruction to grade-level standards and rigor, ensuring tasks reflect ATLAS expectations	☐ Walkthrough data demonstrating strategy implementation ☐ PLC notes and reteach plans based on data		Not Started
	Planning	• Teachers will use assessments to track	☐ Exit tickets ☐ Curriculum		Not Started

	non-negotiable **Assessment:** Daily planning will include specific assessments of learning and the creation of teacher exemplars to effectively model expected student outcomes.	and monitor student progress, including exit tickets, informal, formative, and summative assessments, and conduct student work analysis in PLCs	assessments ☐ Interim assessments ☐ Summative assessments		
		• Teachers will implement academic monitoring-laps that provide feedback on student engagement and learning	☐ Lesson plans with monitoring-laps embedded ☐ Monitoring lap data with next steps		Not Started
		• Leadership conducts student work analysis in academic team meetings	☐ HQIM Data analysis tool ☐ ATLAS Interim Data Analysis Tool ☐ Notes and next steps planning		Not Started
	Targeted Professional Development PD focused on enhancing the skills and knowledge of teachers to support student learning	• Teachers will engage in professional learning around network practices and instructional leadership	☐ Slide Decks for Sessions ☐ Feedback Surveys ☐ Collected evidence from PDs ☐ Unit Internalization • Algebra 1 • Algebra 2 • Geometry		Not Started

	outcomes.	• The District Instructional Support Team will provide training to support the successful implementation of the math HQIM curriculum resources.	☐ Network I Professional Learning Schedule		Not Started
		• SchoolKit will provide professional development on instructional strategies, lesson implementation, and the HQIM curriculum for 9th and 10th-grade math teachers.	☐ Site visit feedback • SchoolKit		Not Started
		• Arkansas AIMS - Gear Up will continue to support Algebra I and will expand services to include Geometry in the upcoming school year.	☐ Site visit feedback • Arkansas AIMS Gear Up		Not Started
		• CRUX will model student work analysis protocols for teachers and leaders	☐ Site visit feedback • CRUX	$80,000 for MOU 26-27	Not Started

		• Mashburn will provide professional development and coaching around the inclusion model	☐ Site visit feedback • Mashburn	$15,000 for MOU 26-27	Not Started
	Observation, Feedback, and Coaching Cycle Structured processes to instructional practices and provide professional growth.	• Administration and ILTs will conduct coaching cycles and observations with feedback to enhance instructional practices, improve student engagement, and increase academic achievement	☐ Monthly School visit/coaching schedule ☐ Observation Data ☐ Notes, reflections, and next steps planning ☐ Observational Key Levers for Instructional Leaders ☐ Observation Tool ☐ Algebra 1 Key Levers ☐ Geometry Key Levers ☐ Slide Decks around real-time coaching and feedback.ATLAS Interim Data Analysis Tool		Not Started
		• Teachers will receive timely and actionable feedback from observational data.	☐ One Pager on Effective Feedback ☐ Coaching Cycle Document		Not Started

Priority	Drivers	Action Steps	Deliverables	Budget/Staffing Allocations	Drivers
Tier II Math Support Implement a structured Tier 2 intervention plan to identify, support, and monitor students who are not meeting grade-level math expectations.	Develop and implement a structure for Tier II Interventions ● Embedded Math Support for Algebra I	Determine the structure for intervention ● Duration (days and times) ● Platform ● Classes (Teachers) ● Students ● Targeted skills	☐ Tier I Intervention Plan with all components		Not St…
		PD -Establish clear expectations for intervention platforms and provide teacher training and ongoing support on effective use of intervention tools	☐ PD Agenda ☐ PD Sign-In Sheets ☐ PD Slideshow ☐ Observation Data Post PD		Not St…
		Establish a weekly progress monitoring cycle and track student performance by standard and skill deficit using data trackers	☐ Weekly reports from Aleks		Not St…
		Analyze intervention data during weekly PLC meetings to: ○ Identify trends and	☐ Weekly PLC agenda and minutes ☐ Intervention data analysis reports ☐ Intervention		Not St…

		misconceptions ○ Determine the effectiveness of interventions	effectiveness summary		
		Adjust instruction, grouping, and intervention strategies based on data	☐ Data-driven grouping and intervention plans ☐ PLC data analysis ☐ Progress monitoring reports		Not St…
		Communicate with parents process for intervention in Algebra I course	☐ Parent meeting or information session document ☐ Parent contact logs		Not St…

SCHOOL CULTURE (LRSD Board Goals)	
Current Data (add data that supports the priorities and SMARTIE goal outlined below):	
Average Daily Attendance 25-26 **Discipline Data for Attendance- Tardies, Leaving Class/Skipping, Attendance Policy Violation**	
SMARTIE Goal:	By the end of the 2026–2027 school year, the leadership team will implement a comprehensive, data-informed attendance and behavior management system that ensures 100% of weekly meetings review attendance data with documented follow-up actions, establishes schoolwide Tier 1 routines to reduce hallway movement, and provides professional development for all staff on culturally responsive communication and effective student behavior responses, resulting in: ● A 5% increase in Average Daily Attendance (ADA), ● A 25% reduction in chronic absenteeism, ● Observable increases in respectful and culturally responsive adult-student interactions as measured by classroom walkthroughs and staff/student surveys.
Priority 1	
MTSS for Student Behavior: Implement a Tier I system/framework to provide tiered behavior support for all students. Create, teach, implement, and monitor behavior expectations for all students.	
End of the Year Outcomes: ● At the end of the year, we will know we are successful if we have a 93% ADA. ● At the end of the year, we will know we are successful if 50% of students attend at least one incentive event. ● At the end of the year, we will know we are successful if we have a decrease in infractions for skipping/leaving class and tardies by 10%	

Benchmarks:

- August/September
  - 100% of staff will receive training on the Tier 1 incentive plan.
  - Tier 1 incentive plan will be taught to all students.
- End of First Semester
  - Increase in average daily attendance to 90%
  - Fewer than 200 infractions related to attendance.
- End of the second semester,
  - Increase average daily attendance to 93%
  - Fewer than 375 infractions related to attendance.

	Priority	Drivers	Success Metrics
1	Implement Tier I of a system/framework to provide tiered behavior support for all students. Create, teach, implement, and monitor behavior expectations for all students.	Establish a systematic process for monitoring and respond.ing to student attendance	☐ 80% of staff are implementing the plan 100% of the time. ☐ Increase ADA by 5% as measured annually in comparison to the previous year
		Establish a Tier 1 plan for student attendance and behavior	☐ 100% of the staff will receive training on the Tier 1 incentive plan ☐ 100% of students will be informed of the incentive plan ☐ 70% of the targeted students will participate in one or more incentives

Priority	Drivers	Action Steps	Deliverables	Budget/Staffing Allocations	Drivers
Implement Tier I of a system/framework to provide tiered behavior support for all students. Create, teach, implement, and monitor behavior expectations for all students	Establish a systematic process for monitoring and responding to student attendance	**Utilize the Attendance Dashboard** ● The attendance clerk will compile ADA, chronic absenteeism, and 5%, 10%, 15% absence threshold data weekly and submit to the admin team and social workers. Social workers and Interventionists will follow up.	☐ Abre data platform ☐ Leadership Team Agenda ☐ SBIT tracking report		Not…
		Implement Intervention Protocols ● Grade-level admin and the SBIT team will apply tiered interventions: parent contact at 5%, conference at 10%, and formal plan at 15%.	☐ SBIT Progress Monitoring		Not…
	Establish a Tier 1 plan for student	Administrative leadership team weekly meetings to	☐ Agenda and sign-in sheets		Not…

	attendance and behavior	review discipline and attendance data	☐ Data Analysis		
		Teach Tier I Expectations for Students and Staff ● Administration delivers PD to all staff regarding minute-by-minute plan expectations.	☐ Updated Minute-by-Minute plans ☐ Agenda and sign-in sheets ☐ Walkthrough data		Not…
		● Administration and teachers review attendance expectations and effectiveness of Minute-by-Minute plans including consequences and incentives for students at the beginning of the year and throughout.	☐ Number of students eligible for incentives. ☐ Attendance report ☐ PBIS incentive tracking system		Not…
		Utilize MINGA as a pass system and PBIS program	☐ Implementation and usage reports ☐ PBIS recognition and incentive tracking system	$9370 for MINGA ● Teacher training ● Hall Pass and PBIS tracking	Not…
		Tiger Academy will be held in the summer for incoming Freshman and students who are new to Central. The	☐ Teacher training sign-in ☐ Student sign-in ☐ Daily agenda	$35,244.47 for 3-day summer program	Not…

		program will teach students about rituals, routines, academics, school culture, and behavior expectations.	☐ Feedback form		
		Freshmen Orientation (Title I Parent Engagement supported) Freshmen parents will be informed of the attendance program protocols. ● Parents will be taken on school tours to orient them to the areas in which their students will primarily be taking classes, etc. ● Parents will be emailed a copy of the program protocols and asked to participate by calling in excused absences and communicating with teachers about attendance. ● Monthly/quarterly reports will be used to document attendance. ● Administrators will analyze Freshman	☐ Parent communication ☐ Sign in sheets ☐ Agenda ☐ Data Day documentation/ reports		Not…

		absence data with teachers of freshmen students during Data Day and develop next-step strategies.			
		• Each student will be trained and receive an electronic copy of Code of Conduct Handbook	☐ Signed student acknowledgement of code of conduct		Not…
		• Students will be taught the updated school dress code policy.	☐ Grade-level Presentation		Not…

Quarterly Analysis Document

RECRUITMENT & RETENTION (LRSD Board Goals)	
Current Data (add data that supports the priorities and SMARTIE goal outlined below):	
Graduation Rate Credit Recovery Data	
SMARTIE Goals:	By the end of the 2026-2027 school year, increase the graduation rate by 3%, from 85.4% to 88.4% while reducing the amount of students enrolled in credit recovery and developing a criteria for sending students to ACC to improve student success rate.

Priority 1
Increase the school's four-year graduation rate by strengthening systems that identify off-track students early and provide targeted interventions, credit recovery opportunities, and ongoing progress monitoring
End of the Year Outcomes ● Increased graduation rate. ● Reduction in the percentage of students classified as off-track. ● Increased credit attainment rates each semester. ● Improved attendance rates among identified students. ● Increased completion rates in credit recovery programs including ACC. ● Increased percentage of students meeting graduation requirements by the end of their junior year
Benchmarks **August Baseline (Early Identification & Off-Track Reduction)** ● Identify students, through graduation audits, who are off-track ● 100% of students who are off-track have courses established in Edugenuity ● 100% of students who qualify for ACC have been identified and provided information about the program ● 100% of students who have courses to complete in Edugenuity have met with counselor or assigned mentor teacher

End of the First Semester

- 80% of students who were determined to be off-track have earned credits needed to be on-track for May 2027 graduation
- 75% of 10th and 11th grade students who were determined to be off-track have earned credits needed to be on-track by second semester of the 26-27 school year
- 100% of students who qualify for ACC and elect to complete this pathway to graduation have completed the application process and are attending ACC

End of Third Quarter

90% of students who were off-track to graduate in May 2027 have completed course to be on-track for graduation
75% of students who failed a first semester course are enrolled in Edgunity and are on-track to complete the course by district's established deadline

	Priority	Drivers	Success Metrics
1	Increase the school's four-year graduation rate by strengthening systems that identify off-track students early and provide targeted interventions, credit recovery opportunities, and ongoing progress monitoring	Early Identification and Monitoring of Off-Track Students	☐ Increase the school's four-year graduation rate from the 2025–2026 baseline by at least 5 percentage points by the end of the 2026–2027 school year. ☐ Identify 100% of students who are off track for graduation based on credit attainment, attendance, behavior, and course performance indicators within the first six weeks of each semester. ☐ Develop and maintain individualized graduation plans for 100% of identified off-track students, with plans reviewed and updated at least every nine weeks. ☐ Decrease in the number of credits needed to recover during summer school

		Enhanced Credit Recovery and Academic Support Systems.	☐ By the end of the first semester, at least 88% of seniors will be on track to graduate based on credit completion and required graduation benchmarks. ☐ Increase the school's four-year graduation rate from the 2025–2026 baseline by at least 5 percentage points by the end of the 2026–2027 school year. ☐ Decrease in the number of credits needed to recover during summer school
		Student, Family, and Staff Engagement	☐ Increase in positive responses for student and parent survey related to supports for graduation and post-secondary planning ☐ Decrease in the number of credits needed to recover during summer school

Priority	Drivers	Action Steps	Deliverables	Budget/Staffing Allocations	Drivers
Increase the school's four-year graduation rate by strengthening systems that identify off-track students early and provide targeted	Early Identification and Monitoring of Off-Track Students	Conduct quarterly cohort reviews to identify students who are behind in credits, attendance, or graduation requirements.	☐ Credit recovery progress monitoring logs ☐ Edgenuity courseware reports ☐ Semester review of credits earned/credits needed ☐ Attendance reports	Counselors and Credit Recovery Teacher	Not…
		Create individualized graduation plans for all identified off-track students. (Perhaps part of new LAUNCH	☐ Credit review worksheets are created and communicated to students and parents each		Not…

interventions, credit recovery opportunities, and ongoing progress monitoring		platform)	semester.		
		Monitor student progress through monthly intervention team meetings.	☐ Agenda and supporting documentation of intervention team meetings.	Counselors, Career Counselor, and Credit Recovery Teacher	Not…
	Enhanced Credit Recovery and Academic Support Systems	Expand access to credit recovery opportunities during and outside the school day. (TASC)	☐ Provide a list of credit recovery students to teachers of the students enrolled in Edgenuity. ☐ Create communication to recruit students enrolled in credit recovery to attend TASC and Saturday School. ☐ Parent communication log from credit recovery teacher(s)	Credit recovery teacher and TASC Coordinator	
		Monitor credit recovery completion rates and student performance throughout each semester.	☐ Monthly data presented in spreadsheet of units started and units completed.	Credit recovery teacher, AP over Credit Recovery, and TASC Coordinator	

		Develop a criteria for students who are recommended to ACC to improve student success rate.	☐ Contract between school and student that requires progress monitoring to ensure student success at ACC.		
	Student, Family, and Staff Engagement	Communicate graduation status and credit needs regularly with students and families.	☐ Credit review worksheet reviewed and communicated with parent and student each semester.	Counselors, Career Counselor, and Credit Recovery Teacher	
		Train counselors, teachers, and administrators on intervention protocols and graduation monitoring processes.	☐ Agenda and sign-in sheets from training. ☐ Established protocols that are created and distributed to staff and families.	Head counselor	
		Conduct student and family workshops focused on graduation requirements, credit recovery options, and postsecondary planning.	☐ Sign-in sheets from College-Career night. ☐ Presentation slides that include information about graduation and post-graduation options.	Counselors and Career Coach	

PARENT & FAMILY ENGAGEMENT (LRSD Board Goals)	
Current Data (add data that supports the priorities and SMARTIE goal outlined below):	
• Parent Registration Survey (Fall 2025): Of the 267 surveys, 57% were submitted by the targeted population compared to 41% the previous year. • Schoology/HAC Parent Workshop (Fall 2025): Of the 11 parents, 5 were of the targeted population. (45%) • Financial Aid Parent Workshop (Sp. 2025): Of the 41 parents, 3 were of the targeted population. (13%) • African American and Hispanic students are our most challenging sub-population as it relates to low test scores and grades, high discipline referrals, and low positive school engagement	
SMART Goals	**By the end of the 2026-2027 school year, we will increase African American and Hispanic parent engagement by five percent.** (Rationale: Studies consistently show that when parents are actively involved in their child's education, students tend to have higher grades, better attendance, and improved social skills. Parental involvement also fosters a stronger home-school connection, which can lead to better communication and collaboration between parents and teachers.)
Priority 1	
Increase engagement of African American and Hispanic parent engagement by 5% throughout the 2026-2027 school year.	
End of the Year Outcomes: Increased attendance by 5% of African American/Hispanic parents from Fall to Spring Parent Conference Days and School-wide Events.	
Benchmarks: Attendance at Fall Parent Conference Attendance at Fall College Career Night/FASFA	

	Priority	Drivers	Success Metrics

1	**Increase engagement of African American and Hispanic parent engagement by 5% throughout the 2026-2027 school year.**	Family and Student Engagement	☐ 5% increase of attendance of African American and Hispanic student's families at Parent Conferences using sign-in data. ☐ 100% of families will receive communication in their native language about engagement opportunities.
		Academic Support and Student Success Systems	☐ 100% of staff will conduct documented parent communication with a focus on the invitation of African American and Hispanic families to participate in-person.

Priority	Drivers	Action Steps	Deliverables	Budget/Staffing Allocations	Drivers
Increase engagement of African American and Hispanic parent engagement by 5% throughout the 2026-2027 school year.	Family and Student Engagement	Host Parent Engagement Events with directed communication to all families.	☐ The Parent Engagement calendar is planned with diverse learning opportunities.		Not…
		Create communication tools using multiple languages to ensure diverse demographics are included.	☐ Flyers and other communication is created in multiple languages.		Not…
		Create and use a tracking tool to measure engagement for targeted parent groups.	☐ Sign-in sheets that ask attendees for demographic information.		Not…
		Analyze attendance data after each engagement event and plan additional outreach initiatives.	☐ Charts/graphs that summarize the data from sign-in sheets.		Not…
	Academic	Identify students who have not had	☐ Google Form from		Not…

	Support and Student Success Systems	two-way parent communication with each teacher.	teachers to list students who have not had parent contact.		
		Establish required communication protocols for teachers to use when a student is demonstrating a need for support.	☐ Referral form for students who are in need of support. ○ SBIT referral		Not…

MAGNET PROGRAM/ACADEMIES (LRSD Board Goals) Current Data (add data that supports the priorities and SMARTIE goal outlined below):	
LRCH CTE Completers Data AP Data	
SMART Goal	By the end of the 2026-2027 school year, we will increase the number of CTE Completers by 5% from 91 to 96. By the end of the 2026–2027 school year, increase the retention rate of Black/African American and Hispanic/Latino students enrolled with qualifying AP scores in Advanced Placement (AP) courses from 25% to 35%

Priority 1	Priority 2
Implement a comprehensive CTE pathway support system that ensures students are informed about pathway opportunities, appropriately scheduled into sequential courses, and provided with academic and career-readiness support throughout their high school experience.	Increase enrollment and qualifying scores of Black/African American and Hispanic/Latino students enrolled in Advanced Placement (AP) courses
End of the Year Outcomes: ● Increased percentage of students completing a three-course CTE pathway by 5%. ● 60% of 10th grade students will be enrolled in their selected Level 1 CTE course ● 90% of all 9th grade students will select a pathway by the end of 2nd semester ● 25% increase in Platinum performance on WorkKeys from 16 to 20 students	**End of the Year Outcomes:** ● Increased number of Black/African American and Hispanic/Latino students enrolled in Advanced Placement (AP) courses from 25% to 35% ● Increased number of Black/African American and Hispanic/Latino students scoring 3+ on AP tests

Benchmarks: **End of First Semester** ● 75% of all 9th grade students will have selected a pathway ● 30% of all 10th, 11th, and 12th grade students will be passing their CTE courses **End of Third Nine Weeks** ● 100% of CTE students will be enrolled in their next CTE Level course through the course selection process ● 100% of students who qualify for the ACT WorkKeys are enrolled to complete the test	**Benchmarks** **End of First Semester 1** ● 70% passing rate for all Black.African American and Hispanic/Latino students in their AP courses ● 10% Increase of Black/African American and Hispanic/Latino students enrolled in AP courses from 25% to at least 35%, as measured by course enrollment data from course selection **End of Third Nine Weeks** ● 80% passing rate for all Black.African American and Hispanic/Latino students in their AP courses at the end of the 3rd nine weeks. ● 60% of Black/African American and Hispanic/Latino AP students are **projected to score a 3 or higher** on AP practice exams, benchmarks, or interim assessments by **10 percentage points**, as measured by mock AP exams or formative assessment data.

	Priority	Drivers	Success Metrics
1	Implement a comprehensive CTE pathway support system that ensures students are informed about pathway opportunities, appropriately scheduled into sequential courses, and provided with academic and career-readiness support throughout their high school experience.	Strategic Recruitment and Career Awareness	☐ 100% of Freshman Seminar students will receive exposure to all pathways offered by LRCH and LRSD (Metro).
		Student Scheduling and Pathway Monitoring	☐ 30% of all rising 10th grade students are enrolled in a career pathway.
		Student Support and Retention	☐ 100% of all students who begin a pathway are enrolled in the next pathway course (in sequence).

2	Increase enrollment and qualifying scores of Black/African American and Hispanic/Latino students enrolled in Advanced Placement (AP) courses.	Academic Support and Student Success Systems	☐ An increase enrollment of Black/African American and Hispanic/Latino ☐ An increase in qualifying AP Scores on Spring 2027 tests ☐ Increase in TASC attendance of Black/African American and Hispanic/Latino for AP support
		Family and Student Engagement	☐ An increase enrollment of Black/African American and Hispanic/Latino ☐ Increase in positive responses for student and parent survey related to academic supports and academic confidence in AP courses

	Drivers	Action Steps	Deliverables	Budget/Staffing Allocations	Drivers
Implement a comprehensive CTE pathway support system that ensures students are informed about pathway opportunities, appropriately scheduled into sequential courses, and provided with academic and	Strategic Recruitment and Career Awareness	Conduct annual career interest surveys for students. (LAUNCH-Freshman Seminar)	Survey Results	Freshman Seminar teachers.	Not …
		Provide pathway awareness presentations during course selection and grade-level meetings.	Presentation	Kim Brasfield Kim Mayberry	Not …
		Host CTE showcases, career fairs, and industry partner presentations.	Sign-In Sheets	CTE Teachers Career Coach	Not …

career-readiness supports throughout their high school experience.		Engage 9th grade school students and families in pathway exploration opportunities.	Presentation Lesson Plans Parent Night Agendas	Freshmen Seminar Teachers, CTE Teachers	Not …
		Promote pathway success stories and industry certifications earned by students.	Videos Social Media Posts	EAST students	Not …
	Student Scheduling and Pathway Monitoring	Create pathway completion tracking systems for all students enrolled in CTE programs beginning in Freshman Seminar.	Google Sheets Data	Counselors, Freshman Seminar Seminar Teachers	Not …
		Prioritize pathway sequencing during course selection and master schedule development.	Course Selection Data	Counselors CTE Teacher	Not …
	Student Support and Retention	Expand opportunities for industry certifications, internships, job shadowing, and work-based learning experiences. 9th grade- College Visit and Career Exposure 10th grade- IndustryTour 11th grade- Job Shadow 23th Grade- Internships	List of Business Partners List of Students	S. Montgomery Career Coach CTE Teachers	Not …
		Recognize students who reach pathway milestones and completion benchmarks.	Ceremony Program Photos List of Completers	S. Montgomery Career Coach CTE Teachers	Not …

		Collaborate with business and community partners to strengthen real-world connections to pathway coursework.	List of Business Partners	S. Montgomery ViPs Career Coach CTE Teachers	Not …
Increase enrollment and qualifying scores of Black/African American and Hispanic/Latino students enrolled in Advanced Placement (AP) courses.	Academic Support and Student Success Systems	Identify students who scored L3/L4 in 8th grade English and Math and cross-reference to ensure the are enrolled in advanced coursework.	☐ ATLAS data report ☐ Course enrollment report		Not …
		Provide professional learning for AP teachers focused on culturally responsive instruction, relationship building, and equitable grading and support practices.	☐ PD centered on culturally responsive teaching with an emphasis on AP		Not …
		Conduct nine-week data review and progress-monitoring meetings to develop intervention plans for students needing additional academic or social-emotional support.	☐ AP Classroom Progress monitoring checks		Not …
		Provide tutoring, study sessions, and academic enrichment opportunities through the **TASC program.**	☐ TASC sign in sheets ☐ Flyers to promote TASC	$111,652.82	Not …
		Through AVID, students will receive supports for academic success in AP courses.	☐ AVID Lesson Plans ☐ AVID Program Guides		Not …
	Family and Student	Host AP family information nights focused on course expectations,	☐ Network I support ☐ AP teachers		Not …

	Engagement	supports, college readiness, and exam preparation.	☐ AP course information		
		Increase proactive communication with families regarding student progress, attendance, tutoring opportunities, and available supports.	☐ AP course information ☐ Documented on-going communication with families ☐ Communication of available supports		Not …
		Administer student voice and belonging surveys to identify barriers to AP success and improve the student experience.	☐ Student voice and belonging surveys		Not …
		Create student recognition programs that celebrate AP enrollment, persistence, academic growth, and exam participation.	☐ Quarterly student recognition ☐ End of year celebration		Not …
		Partner with counselors, student organizations, and community stakeholders to promote AP access and encourage underrepresented student participation.	☐ Develop a targeted recruitment campaign that includes all stakeholders ☐ Participate in college/career night ☐ AP Night		Not …