

Central High School

School Improvement Plan Prepared in Compliance with Indiana Public Law 221 2008-2011

I. Introduction

A. Narrative description of the school, and educational program

Located on the far North side of Evansville, Indiana, Central High School (one of the five public high schools) has a current enrollment of 1465 students. The Central Attendance District (CAD) is currently comprised of four elementary (K-5) schools and two middle schools (6-8). Two elementary schools (Lincoln and Cedar Hall) are both to be reorganized and become K-8 schools under the proposed Strategic Agenda of the new superintendent. Harwood Middle School will become the site of the corporation's comprehensive alternative school by 2011.

Central High School is an urban school with the following racial composition: Caucasian, 89 %; African American, 7 %; other races 2.3%. The student population also includes special needs students (16%). Forty-one percent (41%) of Central's students qualify for reduced/free lunch.

Central High School is an HSTW site and follows many of the HSTW practices recommended for school improvement such as the block schedule, senior project, providing extra help and tutoring, and focusing on literacy across the curriculum.

Professional and support staff includes 98 certified staff members (77 general education teachers, 12 special education teachers, and 9 administrative and counseling staff members).

B. Curriculum

The Central High School Curriculum is closely tied to the curriculum of the total school district. It is based and aligned with the standards adopted by the Indiana State Board of Education. Central provides students and parents with the information needed to develop a four-year academic program that provides students with the knowledge for success in post-secondary education and the workforce. Central relays this information to parents and students through the following methods: A copy of the curriculum is given to every student during the yearly enrollment procedures: copies are available at the school, at the administration building at 1SE9th Street, and on the school corporation website; counselors provide a "parent night" for each grade level during the enrollment process and invite parents to attend by using automated calls and marquis announcements. Copies of the curriculum are available at the school, at the administration building, at 1 SE 9th Street, and on the Internet at www.evsc.k12.in.us.

Classes include honors courses, specialized vocational and technology training, (both at the school and at the Southern Indiana Career and Technical Center), cooperative work-study programs, comprehensive academic offerings, and a diverse special education program that is inclusive and provides a community-based transitional program. The inclusion plan has progressed to include collaborative classes in all core subjects during the 2007-2008 school year. Central High School's schedule is an eight-block schedule that includes four 90-minute class periods each day with an enrichment period every other day. Central High School is also a *High Schools That Work* site and strives to incorporate *HSTW* recommended practices to improve overall student achievement.

C. Assessments used in addition to the ISTEP+

Central High School offers a variety of assessments to evaluate students and their progress, in addition to the ISTEP+. We offer the PSAT, PLAN, ACT, SAT, AP Exams, and the *HSTW* Assessment, which is given to seniors every other year.

The school focuses on providing a wide variety of additional assessments with rubrics to measure student achievement. CORE 40 assessments are required at the end of the English 11, Algebra I, and Biology. These assessments will become the essential components of the "Graduation Qualifying Exam" for the Class of 2012. And site-generated readings with writing prompt assessments are administered to all students twice per semester as a diagnostic literacy assessment. These assessments are scored with faculty-coordinated use of rubrics to ensure consistent evaluation.

In the Fall of 2008, a standardized diagnostic literacy assessment will be administered to all incoming freshmen to assess reading comprehension and vocabulary skills. Evaluation of data from this assessment will help guide the school's continuous effort to improve student literacy.

Additional in-school assessments include departmentally-generated and coordinated semester final exams and assessments in the following assignments: visual projects, oral and written presentations, technology-based exhibitions, cooperative group projects, and teacher-generated tests. The majority of these assignments are based on and scored with rubrics.

II. Statement of Mission, Vision, and Beliefs

A. Central High School Mission Statement

Central High School promotes student success by engaging all members of our diverse community in an atmosphere of higher learning, building upon achievements and replacing inequities with opportunities. Benefiting from individual choice, guided direction, and career preparation, the Central High

School student will connect, contribute, and compete in today's changing global society.

B. Beliefs

We also support and endorse the EVSC Core Beliefs:

We Believe:

- Every person is important and is entitled to respect, understanding and appreciation for his/her uniqueness.
- Every person is entitled to a safe, caring, learning environment.
- The core business of schools is to ensure that every student, every day is provided challenging, engaging and satisfying work.
- Education of our students is the shared responsibility of everyone - the home, the school and the community.

III. Summary of Data, Derived from an Assessment of the Current Status of Educational Programming

A. Graphs of data from the SAT

Central High School strives to enable learners and to be able to assess their current status of educational programming. The following list includes data from the SAT. The number of students taking the SAT has increased the past year. Overall scores reflect state averages. Central's scores have generally exceeded the state average for the past ten years.

SAT Composite Score College-Bound Seniors

Year	95th Percentile	State Average (Public and Nonpublic)	Central High School 8241
2006-07	<u>1062</u>	1004	<u>1010</u>
2005-06	<u>1068</u>	1007	<u>1022</u>
2004-05	<u>1073</u>	1012	<u>1045</u>
2003-04	<u>1059</u>	1007	<u>1011</u>
2002-03	<u>1072</u>	1004	<u>1010</u>
2001-02	<u>1063</u>	1001	<u>1065</u>
2000-01	<u>1068</u>	1000	<u>1046</u>
1999-00	<u>1061</u>	999	<u>1061</u>
1998-99	<u>1060</u>	994	<u>1047</u>
1997-98	<u>1070</u>	997	<u>1074</u>

B. Data from the ISTEP+

The following is the ISTEP+ data that shows the percentage of Central students meeting the state standards. The overall significance of the data implies the need for improvement in both math and English.

Year	Grade	Pupils Tested	<u>ISTEP Test Performance</u>	
			<u>Percent</u>	<u>State Avg</u>
			<u>Meeting State Standard</u>	<u>Meeting Standard</u>
1994-95	9	333	62.9%	59.2%
1995-96	10	318	83.9%	81.9%
1996-97	10	319	54.0%	57.8%
1997-98	10	352	48.6%	54.8%
1998-99	10	334	65.3%	56.1%
1999-00	10	331	65.1%	58.3%
2000-01	10	319	66.8%	67.9%
2001-02	10	350	62.3%	66.7%
2002-03	10	307	62.2%	68.2%
2003-04	10	334	65.3%	68.4%
2004-05	10	386	61.9%	71.7%
2005-06	10	388	60.8%	72.9%
2006-07	10	388	58.4%	72.6%
2007-08	10	355	58.7%	73.3%

C. Disaggregation of ISTEP+ Data into Significant Subgroups

The data below for three significant subgroups reflects a need for improvement in both math and language arts.

By Ethnicity - Black

Year	<u>% Passing Lang Arts</u>	<u>% Passing Math</u>
2001-2002	31%	25%
2002-2003	23%	23%
2003-2004	22%	22%
2004-2005	25%	20%
2005-2006	37%	20%
2006-2007	30%	30%
2007-2008	32%	32%

By SES – Free/Reduced Lunch

Year	% Passing <u>Lang Arts</u>	% Passing <u>Math</u>
2001-2002	40%	35%
2002-2003	34%	38%
2003-2004	34%	38%
2004-2005	39%	36%
2005-2006	47%	29%
2006-2007	39%	30%
2007-2008	32%	38%

By Special Needs

Year	% Passing <u>Lang Arts</u>	% Passing <u>Math</u>
2001-2002	18%	16%
2002-2003	15%	20%
2003-2004	13%	20%
2004-2005	18%	13%
2005-2006	14%	15%
2006-2007	12%	14%
2007-2008	9%	15%

D. Annual School Report

ISTEP Test Performance					
Year	Grade	Pupils Tested	Percent Passing English/LA and Math	Total Battery NCE	Test of Cognitive Skill
2000-01	10	319	60%		
2001-02	10	350	52%		
2002-03	10	307	52%		
2003-04	10	334	57%		
2004-05	9	380	55%		
2004-05	10	342	51%		
2005-06	9	424	55%		
2005-06	10	386	47%		
2006-07	9	370	49%		
2006-07	10	388	46%		
2007-08	9	395	50%		
2007-08	10	355	51%		

E. Other Information about Educational Programming and the Learning Environment

- Central High School is on a modified block schedule. Class size average is 25 students. The student-to-teacher ratio is 15. We have a free and reduced lunch population of 41%.

Enrollment Data		
Year	Total Enrollment	College Attendance Rate
1996-97	1,473	52% Class of 1996
1997-98	1,444	64% Class of 1997
1998-99	1,396	66% Class of 1998
1999-00	1,374	59% Class of 1999
2000-01	1,347	68% Class of 2000
2001-02	1,387	80% Class of 2001
2002-03	1,287	62% Class of 2002
2003-04	1,347	67% Class of 2003
2004-05	1,354	63% Class of 2004
2005-06	1,467	79% Class of 2005
2006-07	1,473	79% Class of 2006
2007-08	1,465	81% Class of 2007

Class of 2007 Post Graduate Ed		2007-08 Ethnic Breakdown	
Four Year College	180	White	1304
Two Year College	63	Black	109
Voc, Tech School	10	Hispanic	15
Military	3	Asian	9
No Higher Ed	45	Native American	4
		Multi-racial	24

F. Data Related to other Performance Indicators

As of 1999, Central High School had 52 new members on staff.

<u>Year</u>	<u>Teacher Data</u>		<u>Average Experience</u>
	<u>Number (Full Time Equivalent)</u>	<u>Average Age</u>	
1994-95	94.5	43.8	17.4
1995-96	93.7	43.4	16.4
1996-97	95.6	44.2	17.0
1997-98	97.3	43.3	16.1
1998-99	97.8	43.8	16.8
1999-00	92.6	43.5	16.3
2000-01	93.1	43.6	16.4
2001-02	93.3	41.7	13.6
2002-03	91.7	43.2	14.9
2003-04	89.8	43.8	15.5
2004-05	90.5	42.9	14.6
2005-06	95.4	43.6	15.0
2006-07	89.8	43.5	14.5
2007-08	88.6	43.9	15.4

One hundred percent of the teachers at Central High School are categorized as “highly qualified”, and 100% of the classes are taught by “highly qualified” teachers.

IV. Conclusions about educational programming derived from an assessment of the current status of educational programming

A. Curriculum – Indiana Academic Standards

B. Instruction that supports the achievement of Indiana Academic Standards (A & B combined)

Each department has aligned its curriculum to the new standards. The English curriculum is aligned to the standards, and power indicators have been selected and are in place. Teachers incorporate the standards into the curriculum and lesson planning. This process started in the spring of 2000. Aware that these standards will be the foundation for future ISTEP+ testing, the staff prepares students for the type of testing they will undergo annually.

The science department has aligned its curriculum to the national benchmarks and present state standards. It has designed standard based activities such as labs, demonstrations and other activities. It has also marked power indicators and emphasized those in activities and lesson planning. A primary goal is to create questions that deal with terminology and concepts and the practical application of the two.

The math department has aligned the Algebra I curriculum with state standards and has incorporated the standards for geometry and Algebra II. It has also chosen their power indicators.

In addition the *DEAR* Program (Drop Everything and Read) was implemented school-wide every other day for twenty minutes. The goal is to encourage students to read on their own and to gain an interest in reading.

School-wide writing prompts are presented, practiced, assessed, and scored each grading period utilizing a standardized rubric.

C. Assessments of student achievement – ISTEP+ and other assessment strategies

In addition to ISTEP+ assessment, students in freshman English classes take a diagnostic test; and teachers use the scores to tailor instruction. We realize the importance of tracking student progress as essential to improving student achievement and instruction. Four times a year school-developed reading comprehension samples and writing prompts are administered to all students in all grades. Writing prompts are scored by teachers using the ISTEP+ writing rubric. Other strategies implemented are the *HSTW* assessment and literacy across the curriculum.

D. Parental participation in the school

Central High School welcomes and greatly appreciates parent involvement. Central High School's PTSA sponsors numerous events which benefit the school, students, faculty, parents, and the community. PTSA holds monthly meetings to facilitate open communication between students, parents, faculty and administration. It functions as an ongoing support group for Central High School. Some specific activities include:

- mini – grants available to teachers for supplies
- fundraisers such as apple sales, candy sales, and Target Give-Back program
- assistance with Scholarship E
- FAFSA Night
- annual PTSA Open House
- clothing drives
- freshman transition/LINK Crew
- chaperoning after school activities and dances
- sponsoring after prom and after graduation activities
- serving on the Public Law 221 Committee
- creating and publishing a quarterly school newsletter

Central High School's parents have created several Booster Club organizations to assist numerous athletic teams, band, choir, drama club, and others. These organizations provide support and assistance for the successful operation of these valuable activities. Many of these clubs have developed scholarships that provide opportunities for students beyond high school.

The CHS staff communicates with parents about student performance, behavior, and school activities in a number of ways. Teachers use individual websites that provide additional information about classes, lessons, support materials, and much more. Central High School uses an on-line grading system that parents have access to, progress reports, report cards, conferences, and notification by email and phone contact to inform parents of academic performance. Parents can take advantage of the school website, daily bulletin, the EVSC website, and school-generated correspondence to stay informed about various activities in the school community.

The parental involvement goes above and beyond what can be listed here, and Central High School needs and depends on parental involvement in the future.

E. Technology as a learning tool

Central High School currently provides technology as a learning supplement to both educators and students in the following ways:

- **Classroom/School Facilities** – Currently all classrooms are equipped with at least one computer with the corporation standard operating system, Ed-Ease on-line grading system and Microsoft office suite software. All PCs within the school environment have Internet access and on-site local networking capabilities. Many classrooms and/or departments have the ability to accommodate electronic presentations through a varied form of mobile or permanently mounted presentation equipment (i.e. AverKey, LCD projectors, TV/VCRs, etc.) Individual teacher-based web pages have been created and maintained to accommodate teacher/parent/student communication in the areas of assignments, parent contact information, and classroom calendar of events. All teachers have access to an e-mail account designated specifically for the use of school related information concerning classes, school operations, parent/student communication and department management. Throughout the school multiple “open” lab areas have been established to accommodate the growing use of technology within individual subjects.
- **Staff Development** – Currently Central High School has a technology plan that provides staff development to help acclimate teachers to technology that is available to them. A technology committee comprised of teachers from each department guides the development and implementation of the technology plan. Through a program entitled ICATS (Integrating Curriculum and Technology Specialist) the school corporation provides many opportunities for professional development on topics ranging from software utilization to hardware maintenance.

Individual curricular areas also provide additional professional development activities that help teachers identify and develop projects using technology in the classroom. In the spring of 2008, all teachers will receive a new computer with the most recent version of Microsoft software. The acquisition of new computers and software will necessitate additional training for the entire faculty. Additionally, the EVSC is committed to investing nearly \$10 million to upgrade the technology in all schools. With the addition of new equipment such as LCD projectors and “smart board,” it will be necessary to provide more professional development for staff. Through the utilization of Professional Development Days (PDPs) opportunities will be provided to teachers to assist in learning new software or in enhancing their skills in software, which is already implemented and utilized within their departments.

- **Student Opportunities** – Through a variety of course content, students within Central High School have several opportunities to learn information through assisted technology. With the implementation of block scheduling, students have available time resources to utilize “open” lab areas to research information via the Internet or complete assignments. Career and college applications are also available through the PCs located in the career lab. Throughout many of the classrooms, technology is used by students to give presentations, research topics or develop materials for assignments.

Although Central High School is dedicated to preserving current technological implementations within the learning environment, it also recognizes that advancement of those technologies and future technologies are essential to provide a roadmap and skills for our students’ future and for teacher development.

F. Safe and disciplined learning environment

Central High School’s administration and staff work together to provide and safe and disciplined learning environment. One of the two assistant principals is directly responsible for the day-to-day infractions of the discipline code. Safety and discipline policies prescribed by law and the Evansville-Vanderburgh School Corporation are followed. A crisis team consisting of the principal, two assistant principals, five department chairs, school counselor, school nurse, and teachers, review and revise emergency procedure annually. Elements of this program include the following:

- A police liaison officer is available at all times
- A corporation approved emergency plan
- Social worker on staff
- On site defibrillator
- Corporation’s security officer conducts periodic security checks
- All halls and key areas are monitored through video surveillance

- ID badges identify teachers and guests in the building
- Halls are monitored before school by department heads and school administration
- Discipline procedures are outlined and reviewed annually, and whenever needed
- Monthly fire drills are held
- Disaster drills are held twice per semester
- Evacuation drills are held each semester
- Administrators and front office personnel communicate by multi-channel two-way radios
- Outside doors are locked to prevent unwanted guests
- School events and activities are monitored by the administration, and in most cases, additional security is provided through the police or sheriff's department
- Central High School students are encouraged by teachers and administrators to "Be a Better Bear." This motto reminds students of the virtues of respect, responsibility, caring, honesty, courage, and self discipline

G. Professional Development

Central High School has continuous and developmental improvement of staff members. One goal is to provide teachers with professional development opportunities aimed at cultural competency. The Central High School staff strives to develop strategies aimed at eliminating the achievement gap between high-performing students and those who are in cultural or socio-economic groups who are achieving below state standards. The following professional development activities should benefit these and all students:

- During professional development days to train teachers in scoring writing prompts.
- Block Scheduling – The Block Scheduling committee meets at least annually to address any issues as they arise.
- Rubric Training provided to score writing prompts
- Professional Reading Groups will study *Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12*.
- Several staff members have participated in the corporation-sponsored leadership academies.
- A freshman transition committee, funded by a grant from DOE, allowed teachers to be trained and create a LINK CREW. The LINK CREW, composed of upperclassmen who have been trained to mentor freshmen, has had a dramatic impact on the success rate of freshmen students.
- Inclusion Plan – During the 2004-2005 school year, an inclusion team was formed, and an inclusion plan was created. During the 2007-2008 school year, Central High School has inclusive classes available in all core subjects.

- Investigate “small learning communities,” “freshman academies,” and “career academies” as a means to deliver and improve instruction.
- **The Indiana Department of Education, in compliance with NCLB, has mandated the EVSC and all schools within the corporation, to map the English/Language Arts curriculum beginning in the fall of 2008.**

The previous efforts are supported by an allocation of money from grants and money from the state.

The school anticipates professional development funds that will be available to facilitate the implementation of PL 221. A professional development program developed in compliance with PL 221 is attached to this plan. The staff and administration believe that targeted professional development activities will be the key to tracking student achievement and focusing instruction more specifically on the needs of the students. The extent to which professional development can be provided will, of course, depend on the funding provided by the state.

The state is obligated under NCLB to provide training in curriculum mapping to all teachers. At this time the school corporation plans to send a team to be trained in curriculum mapping to return to train teachers at all levels.

V. Student achievement objectives, derived from an assessment of the current status of educational programming

A. Attendance Rate

Central High School believes that if students are to achieve an education that will enable them to succeed in today’s society, they must be present for classroom instruction. Classroom time lost has a detrimental consequence on the learning process. Central High School complies with the EVSC attendance policy and encourages good attendance and academic achievement by allowing the exemption of two final exams each semester. Central High School’s overall attendance rate has met or exceeded the state rate consistently.

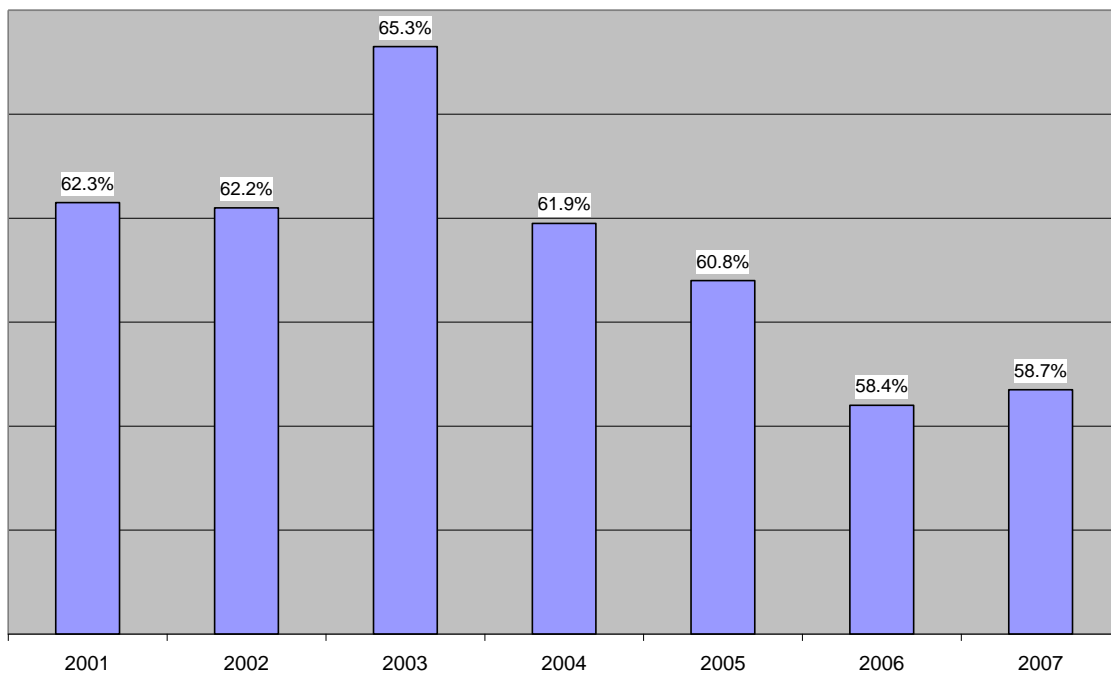
Year	Attendance Rate		
	95th Percentile	State Average (Public and Nonpublic)	Central High School 8241
2006-07	<u>97.7%</u>	95.8%	<u>95.1%</u>
2005-06	<u>98.2%</u>	96.0%	<u>96.3%</u>
2004-05	<u>97.7%</u>	95.9%	<u>97.0%</u>
2003-04	<u>97.8%</u>	95.9%	<u>97.1%</u>
2002-03	<u>97.5%</u>	95.8%	<u>96.1%</u>
2001-02	<u>97.6%</u>	95.9%	<u>96.2%</u>
2000-01	<u>97.6%</u>	95.7%	<u>96.1%</u>
1999-00	<u>97.7%</u>	95.9%	<u>96.3%</u>
1998-99	<u>97.6%</u>	95.7%	<u>96.6%</u>

B. Percentage of students meeting academic standards – passing ISTEP+

Although our scores have increased over the years, we continue to strive to achieve higher scores to ensure success for our students, realizing that much work needs to be done.

Year	Pupils Tested	% Meeting Standard
2001	350	62.3%
2002	307	62.2%
2003	334	65.3%
2004	342	61.9%
2005	386	60.8%
2006	388	58.4%
2007	355	58.7%

ISTEP+ % Meeting the State Standard



ISTEP Avg Pct Pass - All Tested Grades E/LA and Math

Year	95th Percentile	State Average (Public and Nonpublic)	Central High School 8241
2007-08	<u>92.9%</u>	73.3%	<u>58.7%</u>
2006-07	<u>92.5%</u>	72.6%	<u>58.4%</u>
2005-06	<u>92.6%</u>	72.9%	<u>60.8%</u>
2004-05	<u>92.5%</u>	71.7%	<u>61.9%</u>
2003-04	<u>92.0%</u>	71.0%	<u>65.3%</u>
2002-03	<u>90.4%</u>	68.7%	<u>62.2%</u>
2001-02	<u>88.7%</u>	65.4%	<u>62.3%</u>
2000-01	<u>88.8%</u>	65.4%	<u>66.8%</u>
1999-00	<u>89.7%</u>	66.4%	<u>65.1%</u>
1998-99	<u>88.5%</u>	66.2%	<u>65.3%</u>
1997-98	<u>88.7%</u>	66.6%	<u>59.2%</u>

C. Secondary school graduation rate
Graduation Rate

Year	95th Percentile	State Average (Public)	Central High School 8241
2004-05	<u>100.0</u>	89.8	<u>96.0</u>
2003-04	<u>100.0</u>	89.8	<u>96.7</u>
2002-03	<u>100.0</u>	91.2	<u>99.1</u>
2001-02	<u>100.0</u>	91.1	<u>98.5</u>
2000-01	<u>100.0</u>	90.1	<u>98.2</u>
1999-00	<u>100.0</u>	89.5	<u>98.6</u>
1998-99	<u>100.0</u>	89.7	<u>97.2</u>
1997-98	<u>100.0</u>	88.3	<u>97.3</u>
1996-97	<u>100.0</u>	88.2	<u>94.5</u>
1995-96	<u>100.0</u>	86.4	<u>89.7</u>

VI. Specific areas where improvement is needed immediately

- A. Based on ISTEP+ data and other assessments, literacy skills, particularly reading comprehension, vocabulary, and writing skills, remain a concern.
- B. Based on ISTEP+ data and other assessments, math computation skills remain a concern.
- C. The graduation rate is a concern.
- D. The unique and diverse learning needs of all students remain a concern.

VII. Benchmark for academic progress

See attached English/Language Arts, Mathematics, and graduation goals.

VIII. Academic Honors Diploma and Core 40

Central High School provides the instruction and opportunity for students to earn honors diplomas and to complete Core 40 diplomas. Central High School encourages its students to take the most rigorous courses offered. The percentage of students earning Academic Honors and Core 40 diplomas continues to be high. Thirty-three percent of our 2003 graduates earned Academic Honors Diplomas. Sixty-four percent of the 2004 graduates completed requirements for a Core 40 diploma.

Percent Honor Diplomas

	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07
▪ <u>Top Schools (95th Percentile)</u>	36	39	39	49	46	46	45	51	52	56
▪ <u>State Average</u>	19	21	24	26	27	29	29	31	31	32
▪ Central High School	35	28	33	38	33	33	32	29	36	31

Percent Core 40 Diplomas

	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07
▪ <u>Top Schools (95TH Percentile)</u>	71	81	85	89	91	90	84	95	96	99
▪ <u>State Average</u>	43	49	55	58	62	63	65	68	68	71
▪ Central High School	63	63	73	77	75	62	64	61	61	59

IX. Proposed interventions based on school improvement

A. Transition program for freshmen

1. Revision and improvement of program in place to assist incoming freshman adjustment to high school; incorporating lessons on peer relations, behavior/respect, teachers mentoring students, career path plans, tutoring services (peers, parents, and community leaders), graduation checklist, and a sense of pride and belonging.
2. Committee is currently being formed to provide professional development to assist teachers in teaching study skills, especially teachers new to the building.
3. Collaboration with middle schools to address needs of incoming freshmen and preparation needed for high school work, as defined by *HSTW*.
4. Continue to refine the LINK Crew.

B. Improving literacy

The staff of Central High School recognizes that one area it would like to improve is student literacy encompassing both reading and writing. In an effort to improve student literacy, teachers will implement methods presented during professional development, including *Write Traits*, Writing Across the Curriculum, and activities recommended in SREB's *Literacy Across the Curriculum*. In order to assess student improvement, the staff will do the following:

1. Develop a series of reading and writing prompts to be administered in all grades. These will require students to demonstrate the ability to construct meaning, make inferences, and develop written responses.
2. Develop rubrics to evaluate the above prompts. These rubrics will target specific skills set by state standards for reading comprehension and writing development.
3. Administer these evaluations sequentially four times each year. The first evaluation will provide baseline data and allow teachers to analyze students' weaknesses and provide remediation.
4. In order to address cultural competency, teachers will identify weaknesses of students in those target groups and devise research based strategies to address those weaknesses with all students.
5. English teachers will share this data with the rest of the faculty and advise on ways to improve deficiencies through writing across the curriculum and reading in content areas.
6. After each evaluation, overall progress will be assessed, and results will be prominently displayed.
7. The final evaluation will allow teachers to assess student progress.
8. Strategies will be assessed for effectiveness, and adjustments will be made for continuous improvement.

C. Weekly Drop Everything and Read (DEAR) program

1. Already in place
2. Recently expanded to every other day with the implementation of block scheduling
3. Continue to foster an environment that encourages *DEAR*.

D. Use extra help/Enrichment

1. During Enrichment extra help is available for students in any curricular area.
2. Continue a peer tutoring program to assist students during Enrichment period.

E. Cultural Competency

For ethnic minority and SES students:

1. Provide access to extra help and tutoring through ISTEP+ Remediation Labs and Enrichment period.
2. Peer tutoring available in Math
3. All staff members will participate in staff development to foster understanding of cultural diversity

For Special Needs students:

1. Central High School has formed an inclusion committee whose primary goal is to implement an inclusion plan that shifts students from self-contained special needs classrooms to inclusion in the general education curriculum.
2. Provide professional development to broaden teachers understanding of the needs of our students and the implementation of inclusion.

For Gifted and Talented students:

1. Students will be exposed to teaching strategies such as Socratic Seminar, Soap-Box Debates, and Four-Corner Debates.
2. CHS offers multiple Advanced Placement and dual credit courses in a number of subject areas.
3. Students are provided the opportunity to participate in SAT/ACT preparation sessions and in 2008-2009 may enroll in a semester long SAT/ACT preparation class for credit.

X. Interventions to be made pending availability of funds

We will continue to use:

1. Paid tutors within the building for students within or after the school day
2. Paid trainers for specialized teacher training
3. Half-day waiver days offered by the state for professional development
4. Stipends for professional development outside the teacher contract to encourage teachers to seek opportunities for professional growth

XI. Professional Development

Every teacher will participate in professional study groups that address literacy and differentiating instruction to meet the learning needs of all students.

A. Goal #1: Seventy-two and one-half percent (72.5%) of Central High School students in the 10th grade will pass the 2008 English/Language Arts ISTEP+, and the sub-groups of Free and Reduced Lunch and Special Education will attain Safe Harbor.

1. Teacher/administrator driven professional study groups will address reading skills across the curriculum.
2. Teachers will receive additional training in integrating literacy skills into content areas.
3. Train teachers to modify instruction by using data for continuous improvement and “targeted” groups.

4. Organize study teams to review the results of the *HSTW* assessment, etc.
5. Address the cultural competency component, with professional development to broaden teachers' understanding of the needs of our students and the implementation of inclusion.
6. Teachers will be offered additional training or "refreshers" for the following instructional strategies: higher order thinking skills such as Socratic Seminar, Soap-Box Debate, and Four-Corner Debate
7. English/Language Arts teachers will be trained to "map" the English curriculum.

B. Goal #2: Seventy-one and one-half percent (71.5%) of Central High School students in grade 10 will pass the 2008 Mathematics ISTEP+, and the sub-groups of Free and Reduced and Special Education will attain Safe Harbor.

1. Mathematics teachers will be provided professional development activities on differentiating instruction in mathematics to meet the needs of all students.
2. Teacher will be provided professional development for incorporating reading, writing, listening, and discussing mathematic ideas into instruction.
3. Teachers will be provided professional development activities which support the use of mathematical concepts in all content areas.

C. Goal # 3: Ninety-five percent (95%) of Central High School students will graduate with their cohort in the Class of 2011.

1. A committee will collect and analyze data regarding roadblocks to graduation.
2. The school will implement a motivational program such as "Why Try" with the target group.
3. The school will further develop and implement a "mentoring" program for the target group.
4. Working with students and parents, school counselors will assist students in mapping out the path for graduation.

XII. Annual Review/Three Year Timeline (2008-2011)

- The achievement of students will be reviewed annually by the principal, school improvement committee, teachers, parents and other stakeholders at Central High School.
- The data used for assessment will include ISTEP+ data, *HSTW* assessment, diagnostic tests, SAT/ACT scores, and other indicators of student performance and achievement.
- Data collected from school generated writing and reading prompts will be reviewed quarterly, and instructional practices will be modified as needed.
- *HSTW* assessments will be reviewed every two years as they are administered.

Central High School PL 221 Plan 2008-2011

XIII. Action Plan/Three-Year Time Plan:

Goal #1: Seventy-two and one-half percent (72.5%) of Central High School students in grade 10 will pass the 2008 English/Language Arts ISTEP+, and the sub-groups of Free and Reduced Lunch and Special Education will attain Safe Harbor.

Goal #1 Strategy A

	Baseline Data	Indicators of Success	Documentation
<p>Identify and implement research-based instructional strategies in E/LA (reading comprehension, language conventions, and writing process) to address the needs of all students, including the sub-groups of Free/Reduced Lunch and Special Education.</p>	<ul style="list-style-type: none"> • 2007 ISTEP+ data identifies E/LA deficiencies for sub-groups. • Central Attendance District E/LA ISTEP+ data identifies achievement deficiencies district-wide for all students • AYP Data • PL 221 category • HSTW data 	<ul style="list-style-type: none"> • The achievement gap will decrease in the sub-groups of Free/Reduced Lunch and Special Education. • Teachers will use literacy strategies addressing reading comprehension, language conventions, etc. in their instruction. • Teachers will incorporate the writing process across all content areas in their planning and instruction. 	<ul style="list-style-type: none"> • Lesson plans from general and special education teachers. • Observations of classroom instruction. • Collaborative planning sessions. • ISTEP+ E/LA scores for sub-groups.
<p>Challenges</p> <ul style="list-style-type: none"> • Monitoring instruction on a regular basis. • Providing professional development for Central staff. 	<p>Supports</p> <ul style="list-style-type: none"> • District supervisor of English/Language Arts • Department Heads • Central Administrative Staff 		

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Goal #1: Seventy-two and one-half percent (72.5%) of Central High School students in grade 10 will pass the 2008 English/Language Arts ISTEP+, and the sub-groups of Free and Reduced Lunch and Special Education will attain Safe Harbor.

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort (C), New Effort (N), Modified Effort, (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
1.A.1	N	Develop and implement monthly school-wide writing prompts/oral responses and discussions based on literary selections generated from content areas. (<i>Classroom Instruction That Works</i> : Marzano)	Develop Implement Monitor (2008-2011)	Implement Monitor Evaluate (2008-2011)			Principal Department Heads Central teachers
1.A.2	N	Develop and implement a literacy skills program targeted for students within 10 points of passing the E/LA ISTEP+. (<i>Classroom Instruction That Works</i> : Marzano)	Develop Implement Monitor (2008-2011)	Implement Monitor Evaluate (2008-2011)			Principal Department Heads Central teachers
1.A.3	M C	Develop and implement reading/literacy skills instruction across content areas. (<i>Read Up; I Read It, But I Don't Get It</i> : Tovani)	Develop Implement Monitor (2008-2009)	Implement Monitor Evaluate (2008-2009)			Principal Department Heads Central teachers
1.A.4	N	Develop and implement curriculum mapping in English/Language Arts. (<i>Getting Results with Curriculum Mapping</i> : H.H. Jacobs.2004)	Develop Implement Monitor (2008-2011)	Develop Implement Monitor (2008-2011)			Principal Department Head Supervisors Central Teachers

Central High School PL 221 Plan 2008-2011

Goal # 1: Seventy-two and one-half percent (72.5%) of Central High School students in grade 10 will pass the English/Language Arts ISTEP+, and the sub-groups of Free/Reduced Lunch and Special Education will attain Safe Harbor.

Goal #1 Strategy B

<p>Identify and provide high quality research-based professional development needed by teachers to incorporate literacy skills in content areas.</p>	<p>Baseline Data</p> <ul style="list-style-type: none"> • PL 221 plan • Staff survey • HSTW data • AYP data 	<p>Indicators of Success</p> <ul style="list-style-type: none"> • Teachers incorporate reading strategies in their planning and instruction in all content areas. • Teachers incorporate writing in their planning and instruction in all content areas. 	<p>Documentation</p> <ul style="list-style-type: none"> • Teacher lesson plans • Classroom observations • Samples of student work
	<p>Challenges</p> <ul style="list-style-type: none"> • Scheduling professional development sessions • Monitoring instruction and planning 		<p>Supports</p> <ul style="list-style-type: none"> • Supervisor of E/LA • Principals • Assistant principals • Department Heads

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Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
1.B.1	C N	Provide reading-across-the-curriculum (literacy skills) professional development to all teachers and administrators. (<i>Read Up; I Read It But I Don't Get It: Tovani</i>)	Develop Implement (2008-2009)	Implement Monitor Evaluate (2008-2009)		PL221 funds	Principal Department Heads Central teachers
1.B.2	C N	Provide high quality professional development focusing on across-the curriculum writing strategies, writing prompts and rubrics. (<i>Write Traits; SREB Literacy Across the Curriculum</i>)	Develop Implement (2008-2011)	Implement Monitor Evaluate (2008-2011)		PL221 funds	Principal Department Heads Central teachers
1.B.3	N	Provide professional development for staff conducting "targeted" students program. (<i>Classroom Instruction That Works: Marzano</i>)	Develop Implement (2008-2009)	Implement Monitor Evaluate (2008-2009)		PL221 funds	Principal Department Heads Central teachers
1.B.4	N	Provide professional development for "Curriculum Mapping" to all English/Language Arts teachers. (<i>Getting Results with Curriculum Mapping; H.H. Jacobs.2004</i>)	Develop Implement Monitor (2008-2011)	Develop Implement Monitor (2008-2011)		PL 221 funds	Principal Department Head Supervisors Central teachers

Central High School PL 221 Plan 2008-2011

Goal #1: Seventy-two and one-half percent (72.5%) of Central High School students will pass the English/Language Arts ISTEP+, and the sub-groups of Free/Reduced Lunch and Special Education will attain Safe Harbor.

Goal #1: Strategy C

Measure student progress in English/Language Arts: reading comprehension, language conventions, and writing process.	Baseline Data	Indicators of Success	Documentation
Challenges <ul style="list-style-type: none"> • Monitoring/assessing writing prompts/reading samples • Providing professional development to train teachers to accurately assess writing/reading samples. 			Supports <ul style="list-style-type: none"> • District Supervisor of English/Language Arts • Department heads • Central teachers • Administrative staff

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Goal #1: Seventy-two and one-half percent (72.5%) of Central High School students in grade 10 will pass the 2008 English/Language Arts ISTEP+, and the sub-groups of Free/Reduced Lunch will attain Safe Harbor.

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort (C), New Effort (N), Modified Effort, (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
1.C.1	C N	Collect and analyze ISTEP+ data to track student improvement in English/Language Arts.	Develop Implement (2008-2011)	Develop Implement Evaluate (2008-2011)		PL 221 funds	Principal Department heads Central teachers
1.C.2	N	Collect and analyze data from school-wide writing prompts to determine student achievement in language conventions, writing process, and reading comprehension.	Develop Implement (2008-2011)	Develop Implement Evaluate (2008-2011)		PL221 funds	Principal Department Heads Central Teachers
1.C.3	N	Develop and administer end of course exams based on Indiana standards in English/Language Arts.	Develop Implement (2008-2011)	Develop Implement Evaluate (2008-2011)		PL221 funds	Principal Department Heads Central Teachers
1.C.4	N	Analyze data from writing prompts, reading samples, and end of course exams to revise instruction.	Develop Implement (2008-2011)	Develop Implement Evaluate (2008-2011)		PL221 funds	Principal Department heads Central Teachers

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Goal #2: Seventy-one and one-half percent (71.5%) of Central High School students in grade 10 will pass the 2008 Mathematics ISTEP+, and the sub-groups of Free and Reduced Lunch and Special Education will attain Safe Harbor.

Goal #2 Strategy A

Identify and implement research-based instructional strategies in mathematics to improve the achievement in number sense and computational skills for all students, including the sub-groups of Free and Reduced Lunch and Special Education.	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • 2007 ISTEP+ identifies deficiencies for all students and sub-groups. • Central Attendance District Mathematics ISTEP+ data identifies achievement deficiencies for all students. • HSTW data 	<ul style="list-style-type: none"> • The achievement gap will decrease in the sub-groups of Free and Reduced and Special Education. • Teachers incorporate differentiated instruction techniques to meet the needs of all students into every mathematics class. • Teachers collaborate in teams to plan instruction and assessments. • Teachers incorporate reading, writing, listening, and discussing mathematical ideas as a routine part of instruction. 	<ul style="list-style-type: none"> • Teacher lesson plans • Classroom observations • Collaborative planning
Challenges <ul style="list-style-type: none"> • Monitoring instruction on a regular basis. • Providing professional development. • Time and resources needed for professional development. 		Supports <ul style="list-style-type: none"> • Supervisor of mathematics • Department Head • Mathematics department staff 	

Central High School PL 221 Plan 2008-2011

Goal #2: Seventy-one and one-half percent (71.5%) of Central High School students in grade 10 will pass the 2008 Mathematics ISTEP+, and the sub-groups of Free and Reduced Lunch and Special Education will attain Safe Harbor.

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
2.A.1	N	Implement instruction focusing on math computation and number sense skills in all 9 th and 10 th grade math classes. (<i>Dimensions 2000: Algebra by Style</i>)	Implement Monitor (2008-2009)	Implement Monitor Evaluate (2009-2011)		PL221 funds	Principal Department Head Mathematics department
2.A.2	N	Implement critical thinking/problem solving activities in all 9 th and 10 th grade math classes. (<i>Dimensions 2000: PC3R Paired Learning Activities</i>)	Implement Monitor (2008-2009)	Implement Monitor Evaluate (2009-2011)		PL 221 funds	Principal Department Heads Mathematics department
2.A.3	N	Develop and implement a numeracy program for students targeted within 10 points of passing the ISTEP+ mathematics. (ISTEP+: GQE-past exams)	Develop Implement (2008-2009)	Implement Monitor Evaluate (2008-2011)		PL221 funds	Principal Department Heads Mathematics department
2.A.4	N	Provide opportunities for using language to communicate mathematical ideas. (<i>Best Practice: New Standards for Teaching and Learning in America's Schools: Zemelman, Daniels, Hyde</i>)	Develop Implement (2008-2009)	Implement Monitor Evaluate (2008-2011)		PL221 funds	Principal Department Heads Mathematics department

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Goal # 2: Seventy-one and one-half percent (71.5%) of Central High School students in grade 10 will pass the Mathematics ISTEP+, and the sub-groups of Free/Reduced Lunch and Special Education will attain Safe Harbor.

Goal #2 Strategy B

Provide high quality research-based professional development activities designed to enhance the strategies used for the instruction of mathematics.	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • School PL221 plan 	<ul style="list-style-type: none"> • Teachers collaborate in teams to plan lessons focusing on computation and number sense skills. • Teachers differentiate instruction to meet the needs of all students. • Teachers incorporate numeracy skills in all content areas. • Teachers administer common end-of-course assessments. • Teachers incorporate opportunities for reading, writing, listening, and discussing mathematical ideas in their instruction. 	<ul style="list-style-type: none"> • Teacher lesson plans • Classroom observations • Team meetings' agendas • Student work
Challenges <ul style="list-style-type: none"> • Time needed for collaborative planning • Monitoring instruction 		Supports <ul style="list-style-type: none"> • Supervisor of mathematics • Principal • Department heads 	

Central High School PL 221 Plan 2008-2011

Goal #2: Seventy-one and one-half percent (71.5%) of Central High School students in grade 10 will pass the 2008 Mathematics ISTEP+, and the sub-groups of Free and Reduced Lunch and Special Education will attain Safe Harbor.

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
2.B.1	C	Provide professional activities focusing on differentiating instruction in the mathematics to meet the needs of all students. (<i>Styles and Strategies for Teaching High School Mathematics</i>)	Implement (2008-2009)	Implement Monitor (2008-2011)		PL221 funds	Principal Department heads
2.B.2	N	Provide professional development for incorporating reading, writing, listening, and discussing mathematical ideas into instruction. (<i>Read Up; SREB Literacy Across the Curriculum; Best Practices: Zemelman, Daniels, Hyde</i>)	Implement (2008-2009)	Implement Monitor (2008-2011)		PL221 funds	Principal Department heads
2.B.3	N	Provide professional development opportunities which support the use of mathematical concepts in all content areas. (<i>Best Practice: New Standards for Teaching and Learning in America's Schools: Zemelman, Daniels, Hyde</i>)	Develop Implement (2008-2009)	Implement Monitor (2009-2011)		PL221 funds	Principal Department heads Mathematics teachers

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Goal #2: Seventy-one and one-half percent (71.5%) of Central High School students in grade 10 will pass the Mathematics ISTEP+, and the subgroups of Free/Reduced Lunch and Special Education will attain Safe Harbor.

Goal #2 Strategy C

	Baseline Data	Indicators of Success	Documentation
Measure student progress in mathematics, specifically number sense and computational skills.	<ul style="list-style-type: none"> • 2007 ISTEP+ mathematics data • CAD math data 	<ul style="list-style-type: none"> • ISTEP+ mathematics scores improve in all subgroups or subgroups attain Safe Harbor. • Pre/post test scores improve in the target groups. 	<ul style="list-style-type: none"> • ISTEP+ scores • Pre/post tests
Challenges <ul style="list-style-type: none"> • Student attendance and participation 		Supports <ul style="list-style-type: none"> • EVSC Supervisor of Mathematics • Central teachers • Central administrative staff 	

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Goal #2: Seventy-one and one-half percent (71.5%) of Central High School students in grade 10 will pass the Mathematics ISTEP+, and the sub-groups of Free/Reduced Lunch and Special Education will attain Safe Harbor.

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort (C), New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
2C.1	C N	Continue to administer pre/post tests of ISTEP+ mathematics standards	Develop Implement (2008-2011)	Monitor Evaluate (2008-2011)			Principal Department Head Central teachers
2C.2	C N	Analyze pre/post test data to revise curriculum and instructional strategies.	Implement (2008-2011)	Monitor Evaluate (2008-2011)			Principal Department Head Central teachers
2C.3	C N	Collect and analyze ISTEP+ scores to track progress	Implement (2008-2011)	Monitor Evaluate (2008-2011)			Principal Department Head Central teachers
2C.4	N	Administer and analyze end of course exams based on Indiana mathematics standards	Implement (2008-2010)	Monitor Evaluate (2009-2011)			Principal Department Head Central teachers

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Goal #3: Ninety-five percent (95%) of Central High School students will graduate with their cohort in the Class of 2011.

Goal #3 Strategy A

	Baseline Data	Indicators of Success	Documentation
Identify 9 th grade students who have failed math, English, and social studies. Implement a research based program to encourage and educate on the importance of graduating.	<ul style="list-style-type: none"> • 2006-2007 graduation rate 86.7%. • 2006-2007 attendance rate. • Percent of 9th grade students failing math, Eng. and Social Studies 	<ul style="list-style-type: none"> • Graduation rate of target group will increase. • Attendance rate of target group will improve. 	<ul style="list-style-type: none"> • Drop out rate • Attendance rate • Suspension and expulsion rate. • Graduation rate
Challenges <ul style="list-style-type: none"> • Getting target group students to participate. • Providing valuable information for Central Staff. 		Supports <ul style="list-style-type: none"> • Evansville-Vanderburgh School Corp. MESA Coordinator • Central Social Worker • Central Staff 	

Central High School PL 221 Plan 2008-2011

Goal #3: Ninety-five percent (95%) of Central High School students will graduate with their cohort in the Class of 2011.

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort (C), New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
3.A.1	N	Collect and analyze data regarding roadblocks to graduation.	Develop Implement (2008-20011)	Monitor Evaluate (2008-2011)			Principal Counselors Central teachers
3.A.2	N	Implement "Why Try" motivation program with target group	Implement Monitor (2008-2011)	Monitor Evaluate (2008-2011)			Principal Counselors Central teachers Parents
3.A.3	N	Develop and implement a mentoring program for target group. (<i>What Works in School: Translating Research into Action: Marzano</i>)	Develop Implement (2008-2011)	Monitor Evaluate (2008-2011)			Principal Counselors Teachers Parents
3.A.4	C N	Counselors will meet with targeted group and parents to map out path for graduation.	Develop Implement (2008-2011)	Monitor Evaluate (2008-2011)			Principal Counselors Parents

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Goal # 3: Ninety-five percent (95%) of Central High School students will graduate with their cohort in the Class of 2011.

Goal #3 Strategy B

	Baseline Data	Indicators of Success	Documentation
Provide research based professional development to staff members focusing on graduation rates, roadblocks to graduation, and mentoring skills.	2006-2007 graduation rate: 86.7% 2006-2007 attendance rate	<ul style="list-style-type: none"> • Staff and community volunteers will mentor target students and provide support during their high school experience. • Link crew students will mentor target students to provide support and a positive peer relationship. • Counselors will meet with target student and parent to map out a plan to graduation. 	<ul style="list-style-type: none"> • Survey of target groups • Graduation rates • Data collected on failure rates, attendance rates, and graduation rates
Challenges <ul style="list-style-type: none"> • Monitoring student progress. • Finding staff volunteers • Convincing parents to participate, contacting parents. 		Supports <ul style="list-style-type: none"> • Link Crew students • Counselors • Central Administrative Staff 	

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Goal #3: Ninety-five percent (95%) of Central High School students will graduate with their cohort in the Class of 2011.

3.B.1	N	Use professional development opportunities to inform staff about graduation rates, attendance rates, and failure rates.	Develop Implement (2008- 2011)	Monitor Evaluate (2008- 2011)			Principal Central staff
3.B.2	N	Provide professional development to staff participating in the mentoring program.	Develop Implement (2008- 2011)	Monitor Evaluate (2008- 2011)			Principal Central staff
3.B.3	N	Provide professional development for staff members participating in LINK CREW.	Develop Implement (2008- 2011)	Monitor Evaluate (2008- 2011)			Principal Central staff

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Goal # 3: Ninety-five percent (95%) of Central High School students will graduate with their cohort in the Class of 2011 (a 9% increase from 2007).

Goal #3 Strategy C

Utilize student data to measure progress of targeted student group towards graduation.	Baseline Data	Indicators of Success	Documentation
Challenges <ul style="list-style-type: none"> • Collection and disaggregation of data • Tracking of target group 			Supports <ul style="list-style-type: none"> • Student services • MESA director

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Goal #3: Ninety-five percent (95%) of Central High School students will graduate with their cohort in the Class of 2011.

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
3.C.1	C N	Utilize student data, including attendance, discipline, and academic data, to determine progress of targeted group.	Develop Implement (2008-2011)	Monitor Evaluate (2008-2011)			Principal Central staff
3.C.2	N	Survey targeted group and mentors to determine the effectiveness of mentoring program.	Develop Implement (2008-2009)	Monitor Evaluate			Principal Central staff
3.C.3	C N	Track graduation rates of all students	Monitor (2008-2011)	Monitor Evaluate (2008-2011)			Principal Central staff

Central High School PL 221 Plan 2008-2011

School Improvement Plan

In compliance with P.L. 221

Central High School
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