

2025-2026 Central High School Needs Assessment for 2026-2027 Budget Considerations

Due Date: 12/19/2025

Board Presentation: 1/27/2026



School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Structures: Reinforce lead indicators and sustain fundamentals within the system: resource allocation; education evaluations; professional learning; professional collaboration; tiered system of supports; and family, community and business partnerships.

For each data review section include data that is important for your building. Highlights areas of success and growth as well as data that indicates areas of concern or need. You can use narrative statements and/or quantitative representations depending on data type.

- **Current State:** identify data trends, highlight successes, and concerns. Include references to achievement gaps for subgroups where applicable.
- **Desired State:** include goals and/or actions to address aggregate and subgroups when applicable.

Communication Goals – Data Review:

	Current State:	Desired State:
KSA ELA	Central High School (CHS) had a decrease of 6.86% from our baseline data of students scoring a 1 (36.07%) to our 2024-2025 data (29.21%) CHS had a 8.81% increase of students performing at Level 3 & 4 from our baseline data (24.19%) to our 2024-2025 data (33.00%).	CHS would like to decrease our students performing at Level 1 to 25% while increasing the number of students performing at level 3 & 4 to 40%. We would like CHS students who qualify for free and reduced lunch and students in special education to perform at the same level as their peers.
Complex Communication Rubric	CHS had a 11.4% increase in student performance at the demonstrating level in the Complex Communication Rubric from our baseline school year (33.7%) to school year 2024-2025 (45.1%).	CHS would like to increase student performance at the demonstrating level in the Complex Communication Rubric to 50%.
Other Data	On the I-Ready diagnostic 18% of students are above grade level. 13% are on grade level and 26% are one grade below and 6% are two grade levels below, 38% of the students assessed are more than three or more grades levels below.	The goal would be to have 100% of our students on grade level or to be only one level below grade level. We will continue to administer the I-Ready Diagnostic in the fall and work with students to get them to grade level.

Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	CHS had a decrease of 25.44% from baseline data of students scoring a 1 (63.44%) to 2024-2025 data (38.00 %) CHS had a 23.69% increase of students performing at Level 3 & 4 from baseline data (9.31%) to 2024-2025 data (33.00%).	CHS would like to decrease our students performing at Level 1 to 25% while increasing the number of students performing at level 3 & 4 to 45% . We would like CHS students who qualify for free and reduced lunch and students in special education to

		perform at the same level as their peers. We would also like to see an increase in the performance of our Hispanic students.
KSA Science	CHS had a decrease of 2.66% from baseline data of students scoring a 1 (46.03%) to 2023-2024 data (43.37 %). CHS had a 5.01% increase of students performing at Level 3 & 4 from baseline data (27.77%) to 2023-2024 data (32.87%). NO data was available for the 2024-25 school year.	CHS would like to decrease our students performing at Level 1 to 35% while increasing the number of students performing at level 3 & 4 to 40% . We would like CHS students who qualify for free and reduced lunch and students in special education to perform at the same level as their peers. We would also like to see an increase in the performance of our Hispanic students.
Critical Thinking Rubric	CHS had a 25.2 % increase in student performance at the demonstrating level in the Critical Thinking Rubric from our baseline school year (10.5%) to school year 2024-2025(35.7%).	CHS would like to increase student performance at the demonstrating level in the Critical Thinking Rubric to 40%.
Other Data	On the I-ready math intervention diagnostic we assessed 77 students. Everyone assessed for math intervention is below grade level.	The goal would be to have all students on grade level or to be only one level below grade level. We will continue to administer the I-Ready Diagnostic in the fall and work with students to get them to grade level.

Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional Behavior Offenses	CHS had a decrease of 267 in the number of social-emotional behavior offenses from our baseline (635 offenses) to school year 2024-2025 (368 offenses). We are very concerned about the number of students who are vaping and using marijuana.	We are pleased with the improvement in our Social Emotional Behavior offenses.

Chronically Absent	Current state: CHS ended 2024-25 with 33.63% Chronically Absent (CA), which was a decrease of 6.3% from the baseline year (39.93)%. We are concerned that our Chronic Absentee data has flatlined around 30%. To improve the chronic absentee rate CHS started doing early interventions with all students who had two or more absences during the first month of the school year. Our student support teams continue to meet weekly to review students' attendance and implement interventions for students who are struggling with attendance.	Our goal for the 2025-26 school year is to decrease our chronic absentee rate to 25% or less.
Self-Directed Learning Rubric	CHS had an 6.5 % increase in student performance at the demonstrating level in the Self-Directed Learning Rubric from our baseline school year (36.5%) to school year 2024-2025 (43%).	CHS would like to increase student performance at the demonstrating level in the Self-Directed Rubric to 50%.
Other Data		

State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/ IPS	The social studies curriculum is designed to give the students the skills they need to be civically engaged students. Career and Technical Education provides internships and volunteer opportunities. Through CHS's partnership with Big Brothers Big Sisters High School students apply to mentor Lakewood Middle school students as their Big. This program is facilitated by Big Brothers Big Sister and helps meet a community need by reducing Lakewood students on the waitlist for a Big. Bigs/Littles meet during school time once a week.	We would like to continue to increase our community connections to provide opportunities for our students and increase civic engagement.

Graduation Rate	The five year graduation rate at CHS is 84.9%, after hitting a five year low of 78.8% for 2024 our federal 4 year graduation rate calculation rose to 82.9% and our state 4 year graduation rate calculation rose to 87.8% .	Our goal is to reach the state KESA target for a graduation rate of 95%. In order to reach this goal we continue to focus on improving the transition from 8th grade to high school. We hold a spring 8th grade orientation day and have the Link program. We are also doing an additional orientation day for Special Education Students and students in Tier 2 and 3 programs. We are also focusing on reducing our Chronic Absentee Rate because there is a direct link between student attendance and academic success. We have increased the frequency of our monitoring and interventions of student academic success so we can try to intervene earlier. Students continue to meet the unique academic needs in our PBD (Performance Based Academy) program, PBD Academy program and early summer academic intervention program.
Postsecondary Effectiveness	Our Five Year Post-Secondary success average in 2023 was 42.6%. Our Five year Effective Average was 42.6%.	Our desired state would be to reach the state target of an Effective Rate of 70%-75%.

Use the chart below to record needs and/or actions for each area that will support your school improvement work and impact student performance. The needs assessment for each school will be reviewed by the Board of Education as part of the annual budget decision process.

KESA Fundamental & SI Structures	Need Areas		
	Academics	Behavior	SEL
Standards Alignment (KESA Focus Fundamental)	Science,Bus/Media, SPED: Continue to collaborate with our counterparts across town regarding curriculum, learning intentions, and success criteria. Review and reevaluate the		Counseling: Time to align SEL standards to current activities/initiatives

	Competencies on Skyward for State Standards. Math: Consistent implementation of the district curriculum map ELA: Reevaluate Skyward competencies Media Center: Include other state standards in Skyward Counseling: Training for IPS scope and sequence and Visible Learning to support building initiatives. We need a district level system in place to organize and monitor post secondary assets.		
Professional Learning	Science: Skyward changes as they roll out, Process Guided Inquiry Learning (POGIL) training, how to use AI in science classrooms, SPED: Professional Learning/Professional Development geared toward the specific needs of different departments. Skyward training during Inservice Days is based on the needs of each department. Bus/Media: Skyward PD during the continued transition to the new version, continued PD with crosstown counterparts for textbook and curriculum updates. Opportunities to attend professional conferences, training with specific equipment and software. More time built into		ELA & Media Center: Training dealing with behaviors we are seeing: trauma-informed work, Central Kansas Mental Health (CKMH) presentations, community professionals who can give us tangible device to address the whole student WL: training opportunities for trauma responses and the need for self-care.

	inservice days for learning new content related software / technology. The administrative team is working with all staff to improve Teacher Clarity. All staff are to provide a clearly stated Learning Intention with Success Criteria for each lesson. We are also working with the faculty to ensure the stated Learning Intentions and Success Criteria are tied to evaluations.		
Professional Collaboration	Business/Media, Visual Arts, CTE, Science, SPED and ELA: More meeting time with South in grade-level PLC for horizontal alignment and with Lakewood ELA for vertical alignment. Science: Really need a science coach to help with new strategies that teachers are trying to use. Media Center: More meetings with all district librarians to collaborate. WL: continued opportunities to attend KSWLA conference Performing Arts: District-wide Performing Arts PD and PLC time.		Counseling: Time to collaborate with Lakewood counterparts to identify strengths/weaknesses/gaps so we are more effective and efficient when students transition to Central.
Tiered System of Support	Science: Peer tutors in the actual classroom with students. These students would get credit for being in the room. Need for more para's and ESL support.	Math: Motivating student to take advantage of ELO time and Peer Tutoring Center	WL: training on de-escalation strategies when conflict arises Counseling: Ability to use the Communities That Care survey for

	SPED: Peer Tutors in the actual classrooms with students in both general education classes and modified classes. Bus/Media: Para / ESL support for students in our business and media classes specifically for semester introductory electives		baseline SEL data that includes student voice. An additional staff member to teach the Teen Builder and Partners for Success curriculum that is currently only taught at South High. Specific examples or templates of different tiered interventions (not general ideas) that will work for students and staff in our building and how to implement them.
Family, Community and Business Partnerships	Bus/Media: Continued internship opportunities for students in different pathways, continued concurrent college credit opportunities, pathway promotion with new updated posters (some students & even teachers don't know what classes are in what pathway) Science: Struggling to find community? business and industry? groups to work with a large number of students that are associated with the different levels of science courses SPED: Continued partnerships with outside agencies (i.e. Pre-ETS, Independent Connections, Choices) and within the school district 18-21 programs (i.e. Transitions, Project Search).		ELA & Media Center: Having CKMH present on their community and family side. Advertising the Salina Public Library the Community Resource Showcase. Science: Continuing to have CKHMC and CKF partnerships within our building. Also, continuing to maintain Bulleigh's position. Counseling: Family Support Worker to coordinate outside of school supports allowing our support counselor more time for targeted interventions in school. Include more community and business members in our site council to have a more well-rounded perspective of community and school needs.

	Visual Arts: We need to reevaluate current and potential community partnerships for showing student artwork and community involvement (murals, sculpture tour, SAHC) Science: Additional science instructor position needs to return to Central. Maintaining successful lab-based science is very difficult with the class numbers. Struggling to find groups to work with a large number of students that are associated with the different levels of science courses Performing Arts: Continue to build relationships and partnerships with Kansas Wesleyan, Bethany College, Salina Symphony, Theatre Salina, and other community performing arts organizations and stakeholders. Counseling: Additional apprenticeship and job shadowing opportunities that align with more students' IPS. Current partnerships are focused in the manufacturing and building trades.		
Resource Allocation	Science: Need for more para's and ESL help. Gizmos back! Bus/Media: Paras, ESL, and technology support for translation		

	within the classroom for ESL students SPED: Need more full-time para help. Need a SPED-Tech. Math: More teachers to decrease class size WL: Replace loaner chromebooks & provide USB - C chargers for homerooms		
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Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	SPED: Students are provided consistent opportunities to meet speaking, listening, and writing standards at their instructional level. Social Studies: We have a variety of instructional strategies and projects that are used in each classroom to help students learn skills that are transferable and support their learning. For example, students will answer a data based question (DBQ) in each class. Bus/Media: We provide opportunities like (Youth Entrepreneurship Challenge) YEC where students work on oral and written skills, KSPA competitions, students promoting pathways at the middle school pathway fair and building bridges, creating the yearbook, the newspaper, and social media advertising products to promote writing. Create video productions where students work on oral communication skills. Promoting oral communications skills through project presentations and discussions. World Languages: Listening, speaking and writing activities help students practice their vocabulary and overall communication skills in the target language. Media Center: Our students practice oral and written communication with activities such as book spine poetry, scavenger hunts, book club, oral book reports, book report presentations, and face-to-face interactions with library patrons. ELA: We provide consistent opportunities to meet speaking and listening standards. Our formative and /or common assessments include a speaking and listening component as well as writing. Narrative, informational, and argumentative essays are written across grade-level. There is an emphasis on citing evidence from complex texts. In workshopping essays, students orally record their essays. Students participate in collaborative group discussions.

	Science: We are using Claim-Evidence-Reasoning (CER) for the written component. For discussion, we are using process-oriented-guided-inquiry-learning (POGIL) components. CTE: In our content areas, we give students opportunities to learn and practice content specific vocabulary. We also do career exploration within our specific pathways. We also take students on tours of different areas. Math: Our curriculum incorporates word problems and math application Visual Arts: Students practice oral and written critique skills using content specific vocabulary regularly.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	CTE: We discuss subject matter aligned with our curriculum. The economy plays a huge role in our area such as discussing budgets, economic changes affecting wages and job opportunities. SPED: We teach lessons on current events, tie historic eras to current issues, and provide relevant geography skills. Social Studies: We teach each of these topics in all classes and work to ensure that current events are discussed in class to help students make informed choices. Health: we talk about making good choices and the consequences of decisions. We also talk about where and how to get help. Bus/Media: We discuss subject matter along with economic, social and political systems in a variety of our classes like financial literacy, business essentials, marketing, etc. Creating appropriate posts on social media as well as creating content in the yearbook and newspaper that speaks to the social climate today. World Languages: Students are provided the opportunity to compare cultures in relation to current events by reading media sources and literature in the target language. Social Studies: We teach each of these topics in all classes and work to ensure that current events are discussed in class to help students make informed choices. Media Center: We offer books and resources on history, politics, and political figures. Staff also present on database usage and research for students to make informed opinions. ELA: Our students read diverse literature, choose argumentative topics for research, discuss social issues with texts related to this theme, and hold mock trials and debates with literature. Science: We integrate ways to learn to make informed, data-based decisions when addressing renewable resources, human impact, and climate awareness. SPED: We teach lessons on current events, tie historic eras to current issues, and provide relevant geography skills. Math: Our curriculum specifically teaches data and statistics literacy to help students make informed choices.

	Visual Arts: Students discuss and research cultural, social, and political issues as they pertain to art making. Students create work that emphasizes, critiques, evaluates, and analyzes significant cultural, social, and political issues. Counseling: We provide information on volunteer opportunities to get involved in and informed about our community.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	CTE: We discuss the issues of current events that are currently affecting our specific content area including laws etc. SPED: Our students read primary source documents (i.e. Declaration of Independence and the Constitution). We discuss CNN10, World A to Z, and podcasts regarding current issues that affect our community, state, and nation. Social Studies: The curriculum is designed to give the students the skills they need to be civically engaged students. Students are taught the history of our electoral process and the role of each level of government. Additionally, students are encouraged through discussion and current events to be well informed and learn to critically analyze information about world events so they can make informed decisions when they vote. Bus/Media: We use Bell ringers that relate to current events, and we incorporate current events into the curriculum. We are publishing and posting things for the school and the public following freedom of speech laws.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	CTE: We have students do self-assessments as one example. Students need to know where they stand with soft skills regarding employability etc. Social Studies: Classroom discussions are a part of most classes. Comparisons of struggles from historical issues to current issues students may be facing are made in order to promote understanding, resilience, and empathy. SPED: We have social-emotional lessons with our students. Executive Functioning Skills are taught in Study Skills classes. Weekly check-ins with our students during ELO. Students have access to Counseling and Central Kansas Mental Health. PE/Health: This is a big part of our curriculum. We spend the first 2 months talking about our emotional/mental, social, and physical health Bus/Media: Students participate in classroom discussions, bell ringers, and journal entries. We discuss financial strategies to budget and reduce stress in financial literacy. We are teaching students how to manage their time through working in groups to meet deadlines. World languages: Our students are provided the opportunity to hold one-on-one conversations and complete self-reflection activities to help develop face-to-face communication skills and reflective practices.

	Media Center: Media center offers books and resources over mental and physical wellness. The media center offers presentations on conducting research to find relevant information on these topics. ELA: Students write narratives and journals. We facilitate discussions over values and beliefs and independent reading for self-reflection and interest. Science: Our curriculum incorporates overall wellness through addressing biological factors, addiction tendencies, and other mental health issues. Math: We model and encourage growth mindset practices in the classroom. Counseling: The Counseling Department does health class mental health presentations, supports link leaders activities, creates a monthly social-emotional focus posted to Google Classroom and shared in parent newsletter, provides the Project Alert substance use prevention program to Lakewood 8th graders, and provides small group counseling in areas of grief, anxiety & stress management, healthy relationships. Visual Arts: Students have the opportunity to discuss and create artwork that explores their self-knowledge, mental, and physical wellness.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	CTE: Where applicable, we teach students to be proud of their heritage and embrace their culture. Social Studies: We explore a variety of historical and current cultures within the social studies curriculum. Music and art are also incorporated into some units to promote historical heritage. SPED: We work to include African American, Hispanic, and Women from different eras in history. Study Skills readings fall within our monthly focus, including ethnicity and women. Bus/Media: We encourage cultural awareness in all of our publications, productions, and classroom discussions. World Languages: We provide opportunities for native speakers to expand their knowledge and appreciation of their language and culture, including field trips, presentations, immersion activities, French and Spanish club opportunities, and opportunities for students to travel abroad and experience the culture first-hand. ELA: Students read foundational and seminal texts that tie to one's beliefs in American Literature and complete projects centered on media and visual connections. Guest speakers and field trips provide opportunities for students to express their beliefs in different forms like poetry and storytelling. We facilitate class discussions related to students' backgrounds. Media Center: The media center offers books and resources on the arts, different cultures, and historical heritage. The media center offers access to databases for research about these important topics.

	Band/Choir/Orchestra/Theatre: All of our items here also fall under the KSDE rose capacities for community engagement capacities 2 & 3: The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together. We can go further if we can work toward the following: Visual Arts: Students are frequently encouraged to explore and express elements of their cultural heritage through their work. A variety of different cultures are studied and incorporated into classroom assignments, which allows students to make connections between their work, their culture, and their broader sense of identity.
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	CTE: This is basically what we do and what CTE is. SPED: We provide other opportunities through Xello activities, weekly transitions in Extended Learning Opportunity, and lessons on Executive Functioning Skills. We encourage students to attend the Career Fair. Social Studies: Our focus in our department is to help students develop their critical thinking skills. We have differentiated curriculum choices, such as Advanced Placement (AP) classes, to help prepare students for academic fields and university work. We teach additional classes such as Psychology and Sociology, that will help students prepare for life after high school. Bus/Media: We have worked to expand dual/college credit opportunities and focused on employability skills in the different industries that relate to our classes. We educate students on many future employability skills. Classroom opportunities are provided to enhance students' skills to make them post secondary education or employment. World Languages: We offer the Seal of Biliteracy test for the higher level language students and native speakers of other languages which provides special opportunities in various fields of work and post secondary education. Additionally, language learning helps students increase their critical thinking skills, memory, problem-solving, analytical thinking, and their interest and ability to learn additional languages if they wish. ELA: We provide ACT prep, cover letter and resume writing, APA and MLA formatting, proper "netiquette" with email writing, researching with databases and using media appropriately. Science: We use time to incorporate interests in courses based on career pathways and skill level. We incorporate ACT preparation in our course. Media Center: The media center offers books and resources on academic and vocational endeavors. As well as resources for academic and college admission testing preparation. Visual Arts: Students experience a wide variety of different artistic styles and approaches as they might apply to different visual arts fields and practices in the professional world. This allows them to

	make informed decisions about the ways in which they may wish to incorporate visual arts into their careers. Math: The Math department offers AP Calculus and AP Statistics. Theater: We pay for leaders/teachers to attend the Kansas Thespian Festival and International Thespian Festival to facilitate student learning and training in theater arts. Counseling: The Counseling Department helps implement and monitor Xello lessons and they hold individual meetings with each student to discuss Pathways and courses that align to their IPS. They host parent information/enrollment nights for current students and incoming freshmen and do general and enrollment presentations for students with information specific to their grade level. The department provides financial aid assistance in partnership with local colleges, sharing scholarship resources posted on Google Classroom, website, and in parent newsletter. The department monitors weekly grade reports and assists with after school credit recovery and summer school.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Social Studies: Our focus in our department is to help students develop their critical thinking skills. We have differentiated curriculum choices, such as AP classes, to help prepare students for academic fields and university work. SPED: We have the Pre-Employment Transition Services personnel visit monthly. We encourage students to attend the Disability Mentoring Day. We provide information regarding Independent Connections, Transitions, and Project Search. Bus/Media: This is what our classes are designed for and we have students participate in things like (Young Entrepreneur Council) YEC, conferences, Kansas Scholastic Press Association, Fall/Spring conferences for journalism, regional/state/national competitions. World Languages: We offer the Seal of Biliteracy test which increases the qualifications required by some employers. Speaking a second language increases the likelihood of being hired and a higher pay rate, or encouraging students to pursue a career to teach, interpret, or use their second language skills in their work environment. ELA: We provide ACT prep, cover letter and resume writing, APA and MLA formatting, proper “netiquette” with email writing, researching with databases and using media appropriately. Science: Strong connections are exhibited when discussing vocational fields in physical sciences. Media Center: The media center offers up to date information on academics and vocations to ensure students can compete with their counterparts. Band/Choir/Orchestra/Theatre: The Arts as Creative Personal Realization: Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. cyc lights replacement.

	CTE: We have students participate in things like Skills USA, TSA, and the Western Kansas Technology Fair Math: We intentionally incorporate rigor and critical thinking skills into the curriculum. Counseling: The department ensures every child has sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market by hosting and supporting the following activities: Beyond Schools Walls; Big Brother Big Sisters; Business (On Job Training (OJT); Internships; Peer Tutoring; It's 4 Me college tours, Lakewood Pathway Fair, annual college and career fair, and holding students' support meetings. Visual Arts: Our department provides various opportunities for real-world competition, taking students through the process of applying for and organizing gallery exhibitions. Students are equipped with skillsets that are fundamentally necessary in all visual arts professions.
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Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?
Response: • Students who do not attend school on a daily basis. • Students entering into high school off grade level or with skill deficits. • Increase vertical and horizontal collaboration across the district. Possible solution to help overcome barriers: • Remodel the PBD area to provide a separate space for the PBD academy without bells and a separate entrance. • Family Support Worker to coordinate outside of school supports allowing our support counselor more time for targeted interventions in school. • An Instructional coach to work with Math and Science teachers to analyze data and improve instructional practices. This coach would also work with very low level Reading students and work with teachers to improve literacy instruction across all classrooms.