

B-10 - DOLLARWAY SCHOOL DISTRICT
EXHIBIT ONE (1)

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Dollarway School District

James Matthews Elementary School (P-4) - Leondra Williams, Principal

Robert F. Morehead Middle School (5-8) - Paulette Bell, Principal

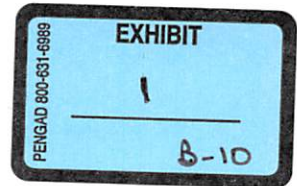
Dollarway High School (9-12) - Yolanda Prim, Principal

Progress Report

2018 - 2019



Barbara J. Warren, Superintendent
Dr. Melvin Bryant, Deputy Superintendent
Dee Davis, District School Improvement Specialist





A 2018-2019 Cardinal

FOCUS

on being...

A Professional Learning Community committed to working collaboratively in a continuous process of inquiry and action research to achieve better results for the learners we serve.

—adapted from Learning by Doing

asking

Critical Question 1

What do we want all learners to know, understand, and be able to do?

Critical Question 2

How will we know if they have mastered the learning?

Critical Question 3

How will we respond if they don't?

and

Critical Question 4

How will we respond when they do?



A 2018-2019 Cardinal

FOCUS

on keeping...

a "less is more" philosophy, striving to help students learn content at a deeper level, develop greater critical thinking skills, and discover more clearly how content-area concepts affect their lives and the world around them.

—adapted from Focus, by Mike Schmoker

#1

What we Teach

A coherent curriculum

- Clear Learning Objectives
- Teaching, Modeling, Demonstrating
- Guided Practice
- Frequent Checks for Understanding

#2

How we Teach

Sound lessons that are intellectually engaging and co-constructed between teacher and students

#3

Authentic Literacy

Intensive integration of purposeful reading, writing, & talking in EVERY subject area



A 2018-2019 Cardinal

Rule

that values reading ...

as the very foundation upon which all other matters hinge.

by

Increasing Volume

- Expands One's World
- Increases One's Vocabulary
- Fosters One's Reading Fluency
- Builds One's Reading Stamina

through

Explicit Modeling

According to John Hattie et. al.
One of the Most Effective Strategies
One of the Least Used Strategies

Makes Learning Visible

Honoring Choice

- Values Students
- Empowers Students
- Leads to Meaningful Conversations
- Establishes & Deepens Relationships
- Fosters Independence

and by providing students with

Effective Feedback

- Motivational
- Improves Performance
- A Tool for Continued Learning

The C RDINAL R.U.L.E.



The Dollarway School District will
embrace, nurture, and foster
a Culture of **READING** as the key to increased
student achievement and success.

"A **CHILD** who **READS** will be an **ADULT** who **THINKS**."

A **cardinal rule** is a fundamental rule, upon which other matters hinge. It is a rule that is central and should not be broken, as without it as a foundation, an entire system is likely to collapse.

Synonyms: Essential, Indispensable, Vital

**Dollarway School District
Theory of Action Statements**

SY 2018-2019

IF we implement actions and activities that build a positive and productive school culture including, but not limited to, improving attendance, decreasing truancy, decreasing disciplinary referrals, reducing in-school and out-of-school suspensions, enhancing and improving professional practices, and utilizing a school schedule that impacts teacher instruction, student learning, and is reflective of our values and priorities, **THEN** the quality of our school and the success of our students will improve.

IF we implement research-based, specific, and strategic actions and activities in English, reading, and writing that are focused on the science of reading and on developing a common writing process that helps individual students to show growth in those areas, **THEN** our students will demonstrate increased academic achievement in ELA.

IF we implement research-based, specific, and strategic actions and activities in math and science that are focused on mathematical and scientific understanding, and that help individual students to show growth in those areas, **THEN** our students will demonstrate increased academic achievement in STEM.



Professional Learning Communities at Work (Solution Tree)

IF we lead the work of creating an organizational team in which everyone shares a collective responsibility for the development and success of the **WHOLE** child through a professional learning community at work process, **THEN** achievement for **ALL** students will increase.

Progress Monitoring Methods:

- Regular and ongoing review of Collaborative Team agendas, minutes, and products
- Reviewing and Reflecting on Solution Tree Coach's Reports and Planning Documents

Dollarway School District has partnered with the Arkansas Department of Education and Solution Tree to implement a district-wide professional learning community at work process. Designed to build leadership capacity and create sustainability, this partnership is a living relationship that is constantly tweaked to fit our unique and specific needs throughout all departments. Using a "Learning by Doing" model, this process blends administrative coaching, teacher-leader training, onsite professional development, and instructional modeling and observation through embedded best practices that are built into the daily course of school and educating students.

30-60-90 Day Plans created in partnership with Solution Tree include:

- 1) Critical Resources
- 2) Needs Assessments
- 3) Project Planning
- 4) Onsite Embedded Coaching
- 5) Content Specific Coaching
- 6) Principal Leadership Days
- 7) District Level Training
- 8) Summer PLC Institute attendance

James Matthews Elementary School			Robert F. Morehead Middle School			Dollarway High School			District
Tammy Miller Coach	Erica Martin Literacy	Mignon Smith Math	Karen Power Coach	Kathy Glass Literacy	Jess McIntyre Math	Tamie Sanders Coach	Doug Lilydahl Literacy	Jess McIntyre Math	Dr. Sharon Kramer Project Director
									Jeanne Spiller Instructional Facilitators
									Culture & Climate

Master schedules were revised so that all core teams (ELA, Math, Science, Social Studies) meet every day. Revised schedules also allowed teachers an additional planning period to prepare for individual instructional needs, such as preparing materials, locating necessary resources, making parental contacts, etc.

While it looks different in each building, students are now being provided with daily enhancement and/or intervention in order to reinforce new skills learned in the classroom and/or receive assistance with skills not quite mastered, yet which are essential for participation within core instruction.

During daily CTMs (Collaborative Team Meetings), teachers are planning 10 day cycles of instruction based on Power Standards chosen by each team. Power Standards refer to those standards determined to be the highest priority or most important for students to learn. Teachers apply a basic criteria of Endurance, Leverage, and Readiness in order to select the Power Standards.

Endurance - The standard represents learning that goes beyond one course or grade level and is representative of a concept or skill that is important in life.

Leverage - The standard represents learning that is applied both within the content area and in other content areas.

Readiness - The standard represents learning that is essential for success in a new unit, course of study or grade level.

Based on the work of Larry Ainsworth in "Rigorous Curriculum Design" power standards are:

- What teachers will spend the majority of instructional time teaching.
- What teachers will assess.
- What teachers will have data-driven discussions about.
- What teachers will provide remediation or enrichment on.

Power Standards do **NOT** represent all that teachers are going to teach, but they do represent the **minimum** a student must learn to reach *high levels* of learning and be prepared for the next level.

Using a backwards design model, teams create common formative assessments around deconstructed power standards, plan instruction, and discuss student outcomes to provide interventions and enhancements toward mastery and increased student achievement.

Each collaborative team has a daily agenda that includes products to be completed for the day and keeps detailed minutes to record actions and next steps. Team members are able to refer back to these at any time for reference and clarity. Both building and district leaders review team minutes and products on a regular basis so that implementation of the PLC process can be monitored through the products. Below is a table that depicts a generic view of what a 10 day CTM pacing of products looks like.

	Day 1	Day 2	Day 3	Day 4	Day 5
CTM Activities & Products	Unpacking Standard(s) (Next Cycle)	Data Analysis (Previous Cycle)	Formative Assessments - CFA/Intervention Planning (Next Cycle)	Formative Assessments - CFA/Intervention Planning (Next Cycle)	Formative Assessments - CFA/Intervention Planning (Next Cycle)
In the Classroom	Current Learning Cycle Day 1	Current Learning Cycle Day 2	Current Learning Cycle Day 3	Current Learning Cycle Day 4	Current Learning Cycle Day 5
	Day 6	Day 7	Day 8	Day 9	Day 10
CTM Activities & Products	Writing Lesson Plans (Next Cycle)	Writing Lesson Plans (Next Cycle)	Writing Lesson Plans (Next Cycle)	Writing Lesson Plans (Next Cycle)	Writing Lesson Plans (Next Cycle)
In the Classroom	Current Learning Cycle Day 6	Current Learning Cycle Day 7	Current Learning Cycle Day 8	Current Learning Cycle Day 9	Current Learning Cycle Day 10

Solution tree coaches and content specialists provide reflection and feedback reports each time they visit. Those reports are posted on the district's Solution Tree dashboard. The leadership team reviews and discusses those reports to monitor each building's ongoing progress. Each report is unique to the building for which it is written and provides the district team with valuable direction for follow-up conversation, assistance, and support.

Positive Behavior Interventions & Supports (PBIS)

IF we support the implementation of actions and activities that build a positive and productive school culture, **THEN** the quality of our school, stakeholder satisfaction, and the success of our students will improve.

Progress Monitoring Methods:

- PBIS Tiered Fidelity Inventory
- Regular and ongoing perceptual data from various stakeholder groups

While our district has not yet received training on the official school-wide PBIS Tiered Fidelity Inventory (implementation monitoring tool), we are attempting to monitor the data in order to provide us with other measures of valid and reliable information to determine implementation of the core PBIS features. Quality instruction as well as whole child wrap around services are discussed and reviewed by the PBIS teams on a regular basis. Through our comprehensive approach to redefining discipline (CARD), all three buildings utilized an acronym to help them create behavior matrices which serve as valuable tools in helping our students self-monitor and adjust to make better and more appropriate choices throughout each day, in classrooms, bathrooms, hallways, cafeterias, and outside areas. The elementary (K-4) uses CARD (Compassion, Attitude, Respect, Dignity, Self Control), while the middle and high school uses SOAR (Middle School: Self Control, On Task, Acceptance, Respect; High School: Safe, Organized, Accountable, Responsible).

As we found during the previous school year, it is also important to consistently review the types of behavior issues that occur most often so that appropriate services are solicited in a timely manner. Much of that data can be seen in the charts below. For grade spans K-4 and 5-8, the data denotes a significant decrease in the number of office referrals submitted. While the 9-10 conversely shows an extreme increase, the variance does suggest a possible discrepancy in reporting procedures from one year to the next. This has been addressed and is currently being investigated to determine the cause and the necessary next steps for reconciliation of the numbers and information reported.

The district administers a Culture and Climate Survey to the entire DSD staff three times each year. On the beginning of year survey, approximately 67% of the staff noted that "the behavior code is a result of collaboration and consensus among staff" as opposed to only 41% having noted the same at the end of the previous school year. This year's BOY survey also revealed that our staff feels as though we are much more proactive than reactive when something isn't working, and the percentage of staff members believing that we now seek alternative ways for handling problems/issues rather than repeating what we have always done, has increased by almost 15% from the previous school year. We are currently receiving responses to our Middle of Year survey in which several key results are beginning to emerge. At this point, and with a little over half of the responses back in, four items are standing out. They are as follows:

1. Teachers and staff discuss instructional strategies and curriculum issues. 74% of the results denote that this is either often or always the case, a 10% increase from the End of Year survey results for 2017-2018.
2. The student behavior code is a result of collaboration and consensus among staff. 52% of the results denote that this is either often or always the case, a 33% increase from the End of Year survey results for 2017-2018.
3. Members of our school community seek alternatives to problems/issues rather than repeating what we have always done. 53% of the results denote that this is either often or always the case, a 36% increase from the End of Year survey results for 2017-2018.
4. Teachers and staff tell stories of celebrations that support the school's values. 57% of the results denote that this is either often or always the case, a 24% increase from the End of Year survey results for 2017-2018.

These four questions speak volumes, not about who we once may have been, but more about who we are becoming.

The district continues to track and monitor attendance data of both students and all staff. While there is obviously a correlation between the culture of a school and attendance the impact isn't clearly delineated and we are working to understand it better. The district's approach to monitoring attendance is through the same PLC Process used throughout the schools. PBIS and school teams analyze student attendance data on a regular basis, and as it might have connections to academic performance data. The District Department

Leaders' collaborative team (district/building leaders, operations supervisors, coordinators, etc.) analyzes staff attendance for patterns and trends and engage in the same data analysis protocol to draw conclusions and develop plans for responding to attendance and other factors that impact the district culture and climate.

Dollarway school district is learning to operate as a professional learning community that includes multiple collaborative teams. Our district leadership and department leaders try to model a collaborative process as well as the collection and use of data for making informed decisions and determining next steps. One example is that as we have continued to study our staff attendance from last year into this year, we have noticed a change in the percentage of absences due to situations other than for illness. During the first quarter of 2017-2018, approximately 20% of staff absence was due to school sponsored events, such as 'meetings'. As a response to that data, we have made great efforts to reduce the number of days that staff are out of the district or their assigned building during the academic year for reasons which we **can** control. Actions such as front-loading professional development activities during the August Cardinal Academy and instituting one early out day per month, have contributed to a significant decrease in that percentage for the first quarter of the 2018-2019 school year, constituting a new average this year of only 7%. While the increase in absences due to illness may appear at first as a negative, what it actually says is that when staff are absent, it is for reasons they cannot control--illness. However, that too must be a consideration for our team. Through actions and activities such as promoting wellness and professional education, hand-washing campaigns, etc. we anticipate a reduction even in this area. A newly implemented Climate Committee will also be assisting and supporting efforts to improve district-wide culture and climate, both of which also impact staff attendance.

The Family and Community Engagement Coordinator provides parents and other community members with a perceptual survey so that we can reflect on how others view our schools and to determine ways we can be better public servants to and with all stakeholders, especially those who send their children and grandchildren to our campuses each day. Questions range from first impressions when entering one of our buildings to volunteer opportunities and ways to support the daily work of educating children. The survey is opened twice a year to collect input. It remains open for an extended period, therefore this year's first survey is still accepting responses. Leadership members view those responses periodically and discuss the ideas presented in them. One particular stakeholder suggested the need for more campus cameras, specifically in classrooms and on the playground areas. Parents are definitely concerned about the safety of their children and while we have not had any serious safety issues, we continuously work on ways to do that better and better. The first survey results also revealed that parents want more communication about their students' grades and academic data, as well as things they can do to help at home.

Student Discipline Data

Grade Span	Average Daily Membership		# of Referrals by Grade Span			# of Referrals by Sub-population						Number of Students with 5 or more Discipline Referrals	
						Male		Female		*SWD			
	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1	2018-2019 Q1	Difference	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1	2018-2019 Q1		
K-4	426.67	392.85	138	91	↓34%	117	58	21	33	11	21	5	0
5-8	286.02	269.67	143	103	↓28%	110	79	33	24	12	19	1	1
9-12	279.72	272.62	115	72	↓37%	63	46	52	26	0	18	1	1

*Students With Disabilities

Discipline Referrals by Description																										
Grade Span	01	01	02	02	03	03	04	04	05	05	06	06	07	07	08	08	09	09	10	10	11	11	12	12	13	13
	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1
K-4	0	0	0	0	0	0	0	0	1	12	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
5-8	0	2	0	0	0	0	0	0	5	2	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1
9-12	0	1	0	0	0	3	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Discipline Referrals by Description (Continued)

Grade Span	14	14	15	15	16	16	17	17	18	18	19	19	20	20	21	21	22	22	23	23	24	24	25	25
	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1	17-18 Q1	18-19 Q1
K-4	39	27	52	2	0	1	36	25	0	4	9	12	0	0	0	0	0	0	0	0	0	0	0	4
5-8	1	4	13	11	0	0	51	42	3	5	17	11	0	0	0	0	2	0	0	0	0	0	1	0
9-12	45	14	36	9	0	0	33	40	0	0	0	3	1	0	0	0	0	1	0	0	0	0	0	0

Discipline Descriptions

- 01 Drugs-** excluding alcohol and tobacco, (illegal drug possession, sale, use/under the influence): Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g. Demerol, morphine, marijuana, LSD,), narcotic substance, or inhalant.
- 02 Alcohol-** (liquor law violations – possession, use sale): Violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
- 03 Tobacco-** (Cigarettes or other forms of tobacco) – The possession, use, distribution, or sale of tobacco products on school grounds, at school sponsored events, or on school transportation by any person under the age of 18.
- 04 Truancy-** any absence of part of a day, or all of a day, or for more than one day from school which the school attendance officer, principal or guardian is not aware of and also means intermittent carried on for the purpose of defeating the intent of compulsory education.
- 05 Student Assault- Battery** (physical attack/harm): Examples include striking that causes bleeding, broken nose; kicking while a student is down. Consider age and developmentally appropriate behavior before using this category. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Include an attack with a weapon in this category. (This offense may be referred to by law enforcement as aggravated assault.)
- 06 Staff Assault-** An attempt to cause purposely, knowingly, or recklessly bodily injury to staff; or negligently causing bodily injury to staff with a deadly weapon.
- 07 Knife-** These weapons include the instrument or object used such as a sharp object (e.g., razor blade, ice pick, Chinese star). **HANDGUNS, RIFLES, AND SHOTGUNS** – Possession of an instrument or object defined as a firearm and used to inflict harm on other persons. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; and any firearm muffler or firearm silencer.
- 08 Handgun-** A firearm (revolver or pistol) designed to be held and fired with one hand.
- 09 Rifle-** A shoulder weapon.
- 10 Shotgun-** A smoothbore shoulder weapon used for firing shots at short range.
- 11 Club-** (chain, nunchakus, billy club, electrical weapon or device (stun gun)), or substance used as a weapon (e.g., mace, tear gas).
- 12 Gangs-** A "gang" shall be defined as individuals with a common interest, bond or activity whose purpose includes the commission of illegal acts, and who refer to themselves by a group name or designation.
- 13 Vandalism-** The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.
- 14 Insubordination-** willful failure or refusal to recognize or submit to the authority of a superior.
- 15 Disorderly Conduct-** (significantly disrupts all or portions of the campus activities, school sponsored events or school bus transportation) – Disruptive behavior that poses a serious threat to the learning environment, health, safety or welfare of others.
- 16 Explosives-** incendiary, or poison gas; any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, i.e., Bomb; Grenade, Rocket having a propellant charge of more than four ounces, Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine, or Similar device. Page 26 of 36
- 17 Other-** This involves those items not listed elsewhere.
- 18 Bullying-** Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation. Also included here is Cyber Bullying: Intentional and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
- 19 Fighting-** Violent incidents without injury (physical altercation, minor (pushing, shoving); fighting (mutual altercation); school threat (threat of destruction or harm); threat/intimidation (causing fear of harm), harassment nonsexual (physical, verbal, or psychological) and harassment, sexual (unwelcome sexual conduct).
- 20 Cell Phone/Electronic Device-** Using electronic devices against school policy.
- 21 Cyberbullying-** According to A.C.A. 5-71-217, Cyberbullying is electronic communication of information of a person's choosing between or among points specified by the person without change in the form or content of the information as sent and received and electronic means of text, visual, written or oral communication of any kind made through the use of a computer online service, internet service, telephone or any other means of electronic communications, including with limitation to local bulletin board service, an internet chat room, electronic mail, social networking site or an online messaging service.

22 Harassment/Sexual Harassment- behavior which appears to be disturbing or threatening and upsets and is characteristically repetitive. Sexual harassment refers to persistent and unwanted sexual advances that interferes with a student's ability to learn, study or participate in school activities.

23 Public Display of Affection- are acts of physical intimacy or affection in the view of others e.g. kissing, holding hands, sexual acts that's not conducive to concentration or learning.

24 Stealing/Theft- to take another's property, e.g. student's or school, without the verbal or written permission of owner and no return it.

25 Terroristic Threats- threats to commit any crime of violence against another person with the intent to terrorize.

Student Attendance Data

Grade Level	Average Daily Membership		Average Daily Attendance		Attendance Rate		Percentage (Number) of Students Absent 5 or more days.				Percentage (Number) of Students Absent 10 or more days.			
	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1		2018-2019 Q1		2017-2018 Q1		2018-2019 Q1	
							%	#	%	#	%	#	%	#
K	91.42	71.33	87.62	68.63	95.84%	96.21%	14%	13	10%	7	1%	1	1%	1
1	80.81	85.95	74.40	80.43	92.06%	93.57%	26%	21	17%	15	1%	1	6%	5
2	96.49	70.21	90.53	65.33	93.83%	93.05%	19%	18	21%	15	1%	1	1%	1
3	78.93	84.17	74.20	77.63	94.00%	92.23%	20%	16	23%	19	1%	1	7%	6
4	80.02	81.19	73.59	75.31	91.96%	92.76%	26%	21	21%	17	4%	3	5%	4
5	66.21	70.74	60.64	65.79	91.59%	93.00%	24%	16	17%	12	6%	4	10%	7
6	72.79	59.43	68.69	55.87	94.36%	94.01%	12%	9	20%	12	3%	2	5%	3
7	67.51	74.26	61.98	71.26	91.80%	95.96%	24%	16	9%	7	10%	7	3%	2
8	79.51	65.24	72.51	60.63	91.20%	92.94%	28%	22	23%	15	8%	6	6%	4
9	83.74	77.62	78.16	72.71	93.34%	93.68%	16%	13	19%	15	7%	6	10%	8
10	67.81	68.71	64.76	65.21	95.49%	94.91%	13%	9	16%	11	1%	1	6%	4
11	61.23	64.81	59.48	61.58	97.13%	95.02%	3%	2	12%	8	2%	1	3%	2
12	66.93	61.48	65.17	57.08	97.38%	94.12%	1%	1	18%	11	0%	0	10%	6

Teacher Attendance Data

Grade Span	Total # of Certified Teachers Per Grade		Percentage of Certified Teacher Absences due to Illness or Personal		Percentage of Certified Teacher Absences for School Sponsored Events such as Leadership Meetings		Percentage of Certified Teacher Absences for Professional Development		Percentage / Number of Certified Teachers absent 5 or more days for any reason				Percentage / Number of Certified Teachers absent 10 or more days for any reason			
	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1	2018-2019 Q1	2017-2018 Q1		2018-2019 Q1		2017-2018 Q1		2018-2019 Q1	
									%	#	%	#	%	#	%	#
K-4	24	33	47%	79%	37%	0%	2%	15%	4%	1	9%	3	4%	1	0%	0
5-8	32	28	85%	69%	0%	0%	11%	21%	3%	1	18%	5	0%	0	4%	1
9-12	28	25	88%	51%	12%	20%	0%	27%	0%	0	28%	7	0%	0	0%	0

2017-2018 Percentages/Numbers do NOT include certified staff members who do not require a substitute when absent (i.e., principal, instructional facilitators, and counselor).

2018-2019 Percentages/Numbers include certified staff members who do not require a substitute when absent (i.e., principal, instructional facilitators, and counselor).

Literacy Across the Curriculum (Reading & Writing)

IF we support the implementation of research-based, specific, and strategic actions and activities that incorporate the science of reading, a include a common language and process for writing, and utilize an approach that facilitates and scaffolds learning experiences, **THEN ALL** students will make gains and show growth in all disciplines.

Progress Monitoring Methods:

- Reviewing and Providing Feedback on Teacher Lesson Plans
- Classroom observations focused on effective reading and writing instruction in all disciplines
- Standards Based Formative & Summative Assessment Data

The instructional model for all disciplines (K-12) centers around the four critical questions (What do we want students to learn? How will we know when they have learned? What will we do when they don't learn? and What will we do when they do learn?) and includes a "Cue, Do, Review" sequence. Daily planning considerations focus on what we are teaching, how we are teaching, and on making sure to include authentic literacy (reading and writing) across all disciplines. The District Cabinet, Building Principals, and Instructional Facilitators review lesson plans each week for both quantity and quality. Teachers are provided with feedback on various aspects of their daily plans from time management to instructional strategies. Follow-up through classroom visits and discussions in daily collaborative meetings helps to ensure that successes are celebrated and challenges are met with ongoing support for each team member.

Based on a review of our historic data, as well as teacher observations and conversations around student writing, it was determined that our students needed a structured process for writing which they could then develop and build on to add voice and style to their writing. The entire Dollarway School District instructional staff was provided professional development from Voyager Sopris' Step Up To Writing. As a non-content specific process, these materials and resources have provided the district (K-12) with both a common process and a common language around the craft of writing. Dollarway School District conducts its own interim writing assessment and preliminary results from the first to the second has shown growth across all writing domains in several grade levels.

A living lesson plan template has been developed for each grade level to help teachers deconstruct the components of each day's instruction in order to plan purposeful lessons that ensure nothing is missed and that the specific needs of our students are being met on a consistent and daily basis. Because we know that reading and reading comprehension are areas where our students struggle most, teachers who teach English Language Arts have added a 10 minute reading block where students are allowed to silently read books of their choice every single day. This not only increases a student's exposure to print, but also increases motivation. When students are able to choose what they read, they are more likely to read more. Research has shown that a student's exposure to print is often closely linked to their reading proficiency. Because this is a commitment made by teachers and supported through the district's cardinal rule, instructional leaders review lesson plans and observe classrooms to monitor consistent implementation. Other content area teachers have taken on this commitment as well and are seeking ways they can also add more reading and writing to their daily instruction.

The data below has consistently led our teams to conclude that students have a lot more difficulty processing the abstract as opposed to the concrete. Students in high poverty schools do not often have the background knowledge or experiences that can be quite beneficial when working on such tasks. Educators are therefore tasked with finding unique ways to scaffold instruction so that students can be more and more successful in that arena. This can be difficult for both novice and veteran teachers alike. Again, using the work of John Hattie to help us, we are working hard to find and use those instructional strategies that yield the greatest effect size with ALL students. Through common formative assessments which our teams are developing in collaborative meetings, teachers are able to make more frequent checks for understanding along the way without the burden of it feeling like more testing to students. Those results are enabling teachers to make quick stops to talk about specific learning targets and provide targeted instruction when students don't make progress, while at the same time providing extensions for those who do. This has been a complete paradigm shift for many, who have been historically dependent upon a basal text and worksheets for many years. The struggle is real and we are consistently providing as much support as we can to enhance teachers' professional practices and improve student achievement.

During the previous school year we noted a significant gap in the phonics and phonemic awareness components of our district's purchased curriculum at the elementary level. Collaborative teams conducted a great deal of research, sought out expert opinions, disaggregated data, and had multiple conversations. They have deconstructed the foundational skills and created a checklist of skills that students must master at each level. Checklists are reviewed regularly for each student in order to plan the necessary interventions/enhancements.

EdReflect is utilized to provide feedback to teachers on classroom visits that are conducted each week. Video observations provide valuable insight for teams into what's working and what's not. The research of John Hattie helps teams choose the best strategies with the greatest potential for helping students to make essential gains for success. Through our daily collaborative conversations focused on student learning outcomes, our plans and district support is flexible. As we know better, we do better.

Academic Data

****Interim II Results are Preliminary**

ACT Aspire Interim Assessments - English																							
Grade 3 %MB			Grade 4 %MB			Grade 5 %MB			Grade 6 %MB			Grade 7 %MB			Grade 8 %MB			Grade 9 %MB			Grade 10 %MB		
17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II
33%	25%	29%	45%	49%	40%	48%	35%	43%	50%	53%	51%	59%	58%	62%	56%	57%	44%	34%	33%	32%	29%	38%	46%

ACT Aspire Interim Assessments - Reading																							
Grade 3 %MB			Grade 4 %MB			Grade 5 %MB			Grade 6 %MB			Grade 7 %MB			Grade 8 %MB			Grade 9 %MB			Grade 10 %MB		
17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II
1%	1%	2%	10%	10%	19%	9%	5%	8%	20%	26%	22%	6%	17%	16%	21%	23%		18%	17%	15%	9%	21%	

ACT Aspire Interim Assessments - Math

Grade 3 %MB			Grade 4 %MB			Grade 5 %MB			Grade 6 %MB			Grade 7 %MB			Grade 8 %MB			Grade 9 %MB			Grade 10 %MB		
17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II
24%	9%	17%	23%	19%	11%	31%	6%	11%	24%	7%	7%	22%	8%	26%	24%	2%	5%	22%	15%	19%	14%	8%	

ACT Aspire Interim Assessments - Science

Grade 3 %MB			Grade 4 %MB			Grade 5 %MB			Grade 6 %MB			Grade 7 %MB			Grade 8 %MB			Grade 9 %MB			Grade 10 %MB		
17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II	17-18 Interim I	18-19 Interim I	18-19 Interim II
15%	2%		11%	16%		7%	2%	6%	26%	12%	11%	7%	24%	17%	11%	4%	9%	6%	7%	13%	11%	9%	14%

Dollarway School District Interim Assessments - Writing

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
Reflective Narrative		Analytical Expository		Persuasive Argumentative		Reflective Narrative		Analytical Expository		Persuasive Argumentative		Analytical Expository		Analytical Expository	
*Average Score Per Domain		*Average Score Per Domain		*Average Score Per Domain		**Average Score Per Domain		**Average Score Per Domain		**Average Score Per Domain		**Average Score Per Domain		**Average Score Per Domain	
2017-2018 Interim I	2018-2019 Interim I	2017-2018 Interim I	2018-2019 Interim I	2017-2018 Interim I	2018-2019 Interim I	2017-2018 Interim I	2018-2019 Interim I	2017-2018 Interim I	2018-2019 Interim I	2017-2018 Interim I	2018-2019 Interim I	2017-2018 Interim I	2018-2019 Interim I	2017-2018 Interim I	2018-2019 Interim I
1	1	1.5	1	2	1	2	1	3	1.5	3	2.8	1	1	1.5	2

*Grades 3-5 = 5 Points Possible Per Domain

**Grades 6-10 = 6 Points Possible Per Domain



Barbara Warren <barbarawarren@dollarwayschools.org>

Congratulations!

1 message

oep <oep@uark.edu>

Tue, Dec 4, 2018 at 10:48 AM

To: "yprim@dollarwayschools.org" <yprim@dollarwayschools.org>, "barbarawarren@dollarwayschools.org" <barbarawarren@dollarwayschools.org>

Dear Principal Prim and Superintendent Warren,

Congratulations! **Dollarway High** has been recognized by the [Office for Education Policy \(OEP\)](#) at the University of Arkansas as a school that is Beating the Odds, because students demonstrated high growth on the ACT Aspire even though the school serves a high percentage of students who participate in Free and Reduced Lunch! As you may know, the OEP creates an annual report entitled the Outstanding Educational Performance Awards, and this year we are recognizing schools with high student growth. We think growth is the best indicator of the positive impact that your school is having on students.

In our [Beating the Odds](#) report to be released tomorrow, Dollarway High received the following awards:

Statewide "Beating the Odds" ELA Growth: High School Level

"Beating the Odds" Math Growth: High School Level (Central Region)

"Beating the Odds" ELA Growth: High School Level (Central Region)

We provide specific content-area badges for placement on your school's website (attached), and a personalized paper award will be sent to the district later this school year.

Awards are based on the 2018 content growth score calculated by the Arkansas Department of Education. These growth scores reflect how much students at the school improved from 2017 compared to how much they were expected to grow considering prior achievement. We recognize schools based on Overall growth, as well as for growth in Math and English Language Arts separately. To learn more about how we determined the OEP award winners and to see the full list of award recipients, you can view the report [here](#).

We congratulate you on this accomplishment and hope that you will share this good news with teachers, students, and others who contributed to your school's success.

This year's full list of OEP awards can be found [here](#).

For updates and insights, follow our blog at www.officeforeducationpolicy.com, and to be added to our weekly updates and roundup of education news, send an email to oep@uark.edu with the subject line "Sign me up!"

Congratulations again on "Beating the Odds"!

Sincerely,

Sarah McKenzie, Ph.D.

Executive Director

Office for Education Policy

211 Graduate Education Building

Fayetteville, AR 72701



Barbara Warren <barbarawarren@dollarwayschools.org>

Congratulations!

1 message

oep <oep@uark.edu>

Tue, Nov 27, 2018 at 10:58 AM

To: "yprim@dollarwayschools.org" <yprim@dollarwayschools.org>, "barbarawarren@dollarwayschools.org" <barbarawarren@dollarwayschools.org>

Dear Principal Prim and Superintendent Warren,

Congratulations! **Dollarway High** has been recognized by the [Office for Education Policy \(OEP\)](#) at the University of Arkansas as a school where students demonstrated high growth on the ACT Aspire! As you may know, the OEP creates an annual report entitled the Outstanding Educational Performance Awards, and this year we are recognizing schools with high student growth. We think growth is the best indicator of the positive impact that your school is having on students.

In our [High School Level report](#) to be released tomorrow, **Dollarway High** received the following awards:

Statewide High ELA Growth: High School Level

High ELA Growth: High School Level (Central Region)

We provide specific content-area badges for placement on your school's website (attached), and a personalized paper award will be sent to the district later this school year.

Awards are based on the 2018 content growth score calculated by the Arkansas Department of Education. These growth scores reflect how much students at the school improved from 2017 compared to how much they were expected to grow considering prior achievement. We recognize schools based on Overall growth, as well as for growth in Math and English Language Arts separately. To learn more about how we determined the OEP award winners and to see the full list of award recipients, you can view the report [here](#).

We congratulate you on this accomplishment and hope that you will share this good news with teachers, students, and others who contributed to your school's success.

Elementary and Middle school awards were released previously and can be found [here](#).

Stay tuned as we will be releasing awards for schools that are Beating the Odds next week!

For updates and insights, follow our blog at www.officeforedpolicy.com, and to be added to our weekly updates and roundup of education news, send an email to oep@uark.edu with the subject line "Sign me up!"

Congratulations again on your OEP Growth award!

Sincerely,

Sarah McKenzie, Ph.D.

Executive Director

Office for Education Policy

211 Graduate Education Building

Fayetteville, AR 72701