



AGENDA

STATE BOARD OF EDUCATION

December 9, 2016

Arkansas Department of Education

ADE Auditorium

9:00 AM

- I. Call to Order
- II. Recognition
 - 1. Recognition of AR PAEMST awardees and finalists
Presenter: Michele Snyder and Anthony Owen
 - 2. Recognition of Blue Ribbon Schools
Presenter: Otistene Smith
- III. Priority Schools 1st Quarter Progress Reports for school year 2016-17 2
Attached are the 45 day progress reports for priority schools. The progress reports are for the State Board of Education review. Members of the School Improvement Unit will be available if there are specific questions.
Presenter: Dr. Richard Wilde
- IV. Adjournment
- V. State Board Work Session
Assistant Commissioner Ms. Ivy Pfeffer will facilitate the conversation regarding equitable access.
Presenter: Chair Mireya Reith and Ms. Ivy Pfeffer



DISTRICT: AUGUSTA SCHOOLS
SCHOOL: AUGUSTA HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: JACK BROACH
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. BOB BREWER

SUPERINTENDENT: CATHY TANNER
PRINCIPAL: LISA MARTIN

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

Augusta High School will improve the literacy Aspire scores in each grade by at minimum of 10%, and the overall literacy scores by a minimum of 5% as measured in the 2016-2017 scores that will be released in summer of 2017.

Augusta High School will improve the math Aspire scores in each grade by at minimum of 10%, and the overall math scores by a minimum of 5% as measured in the 2016-2017 scores that will be released in summer of 2017.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1: This quarter has included a lot of changes such as scheduling classes with growth in mind, adding a certified teacher in a computer lab setting for RTI, providing consistency in discipline, adding a technology component (1:1 student ipads), and a student voice committee. All of these changes are being implemented and monitored daily for success. The main challenge that we have faced as a school is administrative turnover that took place in late summer.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1: Many decisions have been made at the high school that has led to improvement. From simple things like moving lockers in the hallways to go with a school wide discipline plan, we have made efforts to gain stability and consistency. We have a schedule of when the school based SIS does CWTs, and it has become a routine. This has led to higher student engagement and teacher accountability. A consistency in expectation that starts with administration and goes down has changed the climate in the school, leading to more academics.

Quarter 2:

Quarter 3:

Quarter 4:

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1: We will begin to have teachers observe one another to gain more insight and collaboration. This will enable them to gain ideas from one another. In addition, we are still working on the use of the pre and post data.

Quarter 2:

Quarter 3:

Quarter 4:

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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
7	24				0%	0%	8				0			
8	30				13%	0%	22				0			
9	33				6%	0%	34				3			
10	28				14%	0%	26				0			
11	27				4%	0%	14				0			
12	26				12%	0%	11				0			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications: We have implemented a new tardy policy this year, and 24 of the discipline referrals are for tardies. It is going down daily as students have seen the accountability.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
7-12 Core	10				15.5				5				20%					
7-12 Elective	7				9.5				4.5				0%					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications: We are a small 7-12 high school that employs teachers who wear many hats. We do not have any teachers who only teach 1 or 2 grade levels. Everyone teaches many grade levels.

Comments/explanations: We have a core teacher at the high school who is on maternity leave. We also have a teacher who teaches part time and is literacy coach part time. This make it where they must go to professional development sessions, and we have made arrangements for competent subbing.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
					Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
7	95.87%				1					
8	95.56%				4					
9	90.76%				6					
10	91.97%				5					
11	93.06%				2					
12	91.35%				7					

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 7-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D <i>X 100</i>			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
								A	a	B	b	C	c						
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
10																			
7	24	0	0	0				11	0	12	0					0%			
8	30	0	0	0				13	5	14	0					19%			
Alg 1	33	2	0	4				29	2	29	2					7%			
Geo	28	2	0	5				21	19	22	2					48%			
Alg 2	27	1	1	1				8	2	10	2	8	2	11	6	32%			

Comments/Clarifications: Due to not seeing the requirements until a few weeks ago, there are not as many unit assessments reported as there would normally be.

On the Geometry data, that is the same concept. As you can see, they did not do well the first round, but did much better after a reteach and extension of that concept.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 7-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment						Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c}{A+B+C} \times 100$			
				1Q	2Q	3Q	4Q	A Unit 1	a Unit 1 D&F	B Unit 2	b Unit 2 D&F	C Unit 3	c Unit 3 D&F	1Q	2Q	3Q	4Q
7	24	0	0	2				12	0	12	0			0%			
8	30	2	0	6				14	6	15	0			21%			
9	33	2	1	8				27	5	25	12			32%			
10	28	1	2	10				-	-	-	-	-	-	-			

Comments/Clarifications: Due to not seeing the requirements until a few weeks ago, there are not as many unit assessments reported as there would normally be.

Our 10th grade English class is not taught by one of our teachers. We are using a Virtual Arkansas class that is 10th grade English with embedded Speech, so we do not have data on them, since it is not one of our staff members. The students are struggling with the online platform and the need for self-motivation.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 2 or more years below grade level in math as determined by Edmentum Accucess		Percent of students 2 or more years below grade level in ELA as determined by Edmentum Accucess	
	Beginning of Year	End of Year	Beginning of Year	End of Year
7	7/24 = 29%		5/24 = 21%	
8	8/30 = 27%		8/30 = 27%	
9	20/33 = 61%		18/33 = 55%	
10	15/28 = 54%		17/28 = 61%	
11	22/27 = 81%		14/27 = 52%	

Comments/Clarifications: This is the first year to use this assessment, but we feel it is accurate. It is apparent our struggle with keeping consistency and stability in our math department. Last year, we had a sub over half the year in the high school, and we hope to see improvements with our stronger math department this year.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

14		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	Educator Results	3.40			
	Student Results	2.66			

Comments/Clarifications: We are using the survey provided by ADE; the areas that students scored low were their interactions with one another. We are looking at solutions to getting them better relationships with their peers.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

None at this time.



DISTRICT: BLYTHEVILLE PUBLIC SCHOOLS

SCHOOL: BLYTHEVILLE HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: SALLY COOKE AND CASEY DEFORD

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JAMIE HOLIMAN

SUPERINTENDENT: RICHARD ATWILL

PRINCIPAL: BOBBY ASHLEY

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

- On Monday, October 10, 2016, instructional teams met to review ACT Aspire Data and create SMART Goals.
 - o Specific
 - English and math instructional teams reviewed the ACT Aspire data for students currently in the 9th, 10th, and 11th grade to determine an area of focus for the English, Reading, Math, Science, and Writing ACT Aspire Assessments, based upon the scores on each separate "Reporting Category." For example, the 10th grade English team determine, based on the scores from the 9th grade ACT Aspire English assessment, that they would focus on the Conventions of Standard English (CSE) reporting category.
 - o Measurable
 - The goal is to move 10% of students from the Needs Support to Close scoring category and to move 10% of students from the Close to Ready scoring category within the focus "Reporting Categories."

- o Achievable
 - In the above example of the 10th grade focus on Conventions of Standard English (CSE) reporting category, approximately 81 students scored Needs Support and 34 scored Close. To move 10%, we would need 8 more students to score Close and 4 more students to score Ready.
- o Relevant
 - The instructional teams feel that the skills required to score well on the chosen reporting categories of the ACT Aspire assessment will also help students improve in other academic areas as well.
- o Time-Bound
 - Each instructional team will monitor students' progress towards the SMART goals at each ACT Aspire Interim assessment throughout the year. The goal is to improve in these reporting categories by 10% by April.

On Wednesday, October 12, 2016, during the BHS Leadership Team meeting, the leadership team voted to accept these SMART goals as written.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

The leadership team has identified the following as areas of progress towards improving student learning or teacher skills/processes this quarter:

- o Collaboration in Master Schedule - This year, we built into the master schedule a collaboration period for each of the core content instructional teams to be able to meet daily to learn and grow professionally, to create common assessments, to analyze data, and to plan lessons. Through these collaboration meetings, teachers have been able to revise and update curriculum maps as well as to align curriculum.
- o New Teacher Supports - One of the goals of our leadership team this year is to offer new tiers of support for new teachers, in addition to collaboration and mentor teacher supports that were already in place. This year, prior to the start of the school year, the leadership team planned and presented a two-day New Teacher Boot Camp, in which we shared with the teachers information to acclimate them to the BHS New Tech campus. Information presented included the mission and vision for the district and the school, student handbook guidelines, teacher handbook, day-to-day operating procedures, and New Tech principles and rubrics. In addition to this support, the leadership team decided to

<p>offer an after-school Optional Faculty Meeting the second week of school so that teachers could come and ask questions. Through this Optional Faculty Meeting, we discovered that many teachers had questions about the new ECHO learning management system (LMS), and we were able to offer an optional after-school PD and a variety of online supports for teachers.</p> <ul style="list-style-type: none"> o SMART Goals - The Leadership Team evaluated the ACT Aspire data during the September 7th (review of ESEA Report), October 5th (Data Driven Protocol on specific ACT Aspire analysis), and October 12th (SMART Goal review) leadership meetings and approved the SMART Goals that were presented by the Instructional Teams. <p>The Leadership Team has determined the following to be areas of support that we received from our school district:</p> <ul style="list-style-type: none"> o The School Calendar was revised to reduce the number of district required PD hours from 60 to 36 and to include Work Days for teachers at the beginning of the school year. Teachers were able to use these days to collaborate, to create lesson and units, and to work in their classrooms. Many teachers found these Work Days to be beneficial. o Supports - The district recently hired Casey DeFord as our new School Improvement Specialist. <p>The Leadership Team has identified these challenges</p> <ul style="list-style-type: none"> o Co-teaching model - Observation data suggests that both special ed co-teaching teams and the New Tech integrated teaching teams could benefit from co-teaching training. o Being short-handed at ALE - Two para-professionals resigned from ALE at the beginning of the school year. o Teacher attendance - Four teachers, two on the main campus and two at ALE, have been identified as teachers that principals need to have conversations with concerning their attendance.
<p>Quarter 2:</p>
<p>Quarter 3:</p>

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

- o The leadership team has spent some time during leadership meetings brainstorming support for the science department. We feel that the science department, in particular, is in need of additional support due to the fact that they are all very young teachers, with only 1-3 years experience each. Two of our teachers are new to project-based learning. They are all learning and trying to implement the NGSS standards in their classrooms. None of our science teachers have had traditional training for science. They are all either through TFA or some other alternative teaching program, so they need help writing science curriculum. Some support for our science teachers that has been approved through the leadership team includes sending two of our science teachers to our co-op on November 15th and March 15th for science specific professional development. Ms. Sneed, our Instructional Facilitator, has arranged for Tammy Winslow, the science curriculum specialist for the co-op, to come on February 9th to work with the entire science department. Additionally, our Curriculum Director, Sally Cooke, contacted the ASU Rural STEM Education Center and they have three very qualified ex-high school teachers on staff now. Adele Barnett taught Biology and AP Biology, Tahnya Price taught high school math, and Dr. Julie Grady taught Chemistry and AP Chemistry. They have been keeping up with the new AR Science Standards and helping teachers with the transition to these new standards.
- o Promoting College and Career Access - The leadership team will send two of our counselors, Ms. Scottie Landess and Ms. Emily Crosskno, to the New Tech Network's Site Institute: Promoting College & Career Access: One School's Journey. Here is the description of that professional development opportunity: Explore Cross County High School's

<p>College and Career Access program, which is designed to mitigate challenges of first generation college students and students from poverty. Participants will learn about specific aspects of the program (mentoring, college visits, career fairs, parent nights, CCR course, and more!) and the data that drives it, and leave with ideas for their own sites.</p> <ul style="list-style-type: none"> o Supports for Literacy and Math through the 1003a Grant - On September 28, 2016, the leadership team reviewed a draft of the 1003a Grant application, that includes supports for literacy and math, such as additional coaching days with New Tech Math and Literacy specialists to come and work with the math and literacy teams. The interventionist is currently evaluating two reading programs that we may include in the grant. (Melton and Lovell need to document the evaluation.) We would like to keep funds for the Critical Reading and Transitional Literacy classes, as well as for the Math Intervention program. We have also found a lot of success with having funds available for additional PD opportunities for teachers to improve instruction. o Teacher Attendance - The leadership team frequently views teacher attendance information and has made decisions concerning placing some teachers on an improvement plan based upon attendance. In addition to these decisions, the leadership team has brainstormed incentives that we can offer teachers for good attendance. Some incentives that have been suggested include kudos at faculty meetings and Sonic coupons.
Quarter 2:
Quarter 3:
Quarter 4:

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
<p>Quarter 1:</p> <ul style="list-style-type: none"> Optional PD sessions - The leadership team plans to offer more optional PD sessions based on classroom observation data, on teacher needs assessment survey data, and on other data sources over the course of the semester. Ms. Sneed has already been in contact with Tyler Isbell, our Technology Integration Specialist, who is sending out a survey to ascertain teacher need in the area of technology use to enhance instruction. The changes to the new ECHO learning management system has several teachers a bit frustrated with some aspects of content delivery and grading, and several teachers have requested more information on Google classroom and Google Docs. In addition, we have identified co-teaching PD as a need, and Ms. Cooke is looking into training for teacher teams. We will continue to look for ways to support the Science department through help with curriculum development and PD over the NGSS standards.
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
9	172				28	6	348				18			
10	170				24	3	281				18			
11	148				14	2	144				5			
12	144				25	1	84				3			
9-12	634				91	12	857				44			

*SWD-Students with Disabilities

*EL-English Language Students

Comments/Clarifications:

In viewing comparison discipline data from first quarter of this year compared to first quarter of the 2015-2016 school year, the BHS leadership team noticed an increase in the number of referrals from 561 last year to 908 this year. This is due, in part, by an increase in referrals for electronic violations and an increase in referrals for insubordination. Last year, first quarter 26 students total had five or more referrals. This year, that number has jumped to 44 students with 5 or more referrals for the first quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason						
	Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason																		
	1Q	2Q	3Q	4Q	1Q	2 Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4 Q	Semester 2	
9-10	14				21.5				7.5				7%						
9-12	31				109.5				23.5				43%						
11-12	12				19				7.5				8%						
ALE	5				20.5				1				40%						

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

There are 14 teachers at BHS who teach only 9th and 10th grade, and 12 who teach only 11th and 12th grade. The 27 teachers who teach students in all four grade levels are either special education teachers or they are teachers of elective courses such as fine arts, foreign language, and CTE classes. In the 9-12 grade span we have seven Special Education teachers. Three of those seven teachers have missed more than five days this quarter. Two of those are for medical reasons. One of these three has been out for 40 days during the first quarter due to medical issues. All of the 14 teachers who teach only 9th and 10th grade are core teachers. One of the 14 has missed more than 5 days this quarter (6.5 days); three of those days were for PD or school business. All of the 12 teachers who teach only 11th and 12th grade are core teachers. One of the 12 has missed more than 5 days (6 days) this quarter due to illness.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
					Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9	93.8%				2					
10	94.6%				1					
11	95.4%				0					
12	94.7%				0					

Comments/Clarifications:

Last year, 19 out of the 668 students who were enrolled first quarter had missed 5 or more days of school. This year only 3 students out of the 634 have missed 5 or more days of school for the first quarter. The leadership team feels that an improved school culture can account for the improved student attendance this quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Student s with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
								A	a	B	b	C	c	D	d	X 100			
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
Alg 1	138	15	6	52				133	93	136	54					55			
Geo	128	0	13	31				128	127	128	55					71			
Alg 2	152	34	41	2				150	36	149	96					44			

Comments/Clarifications:

Algebra I: It took more than a pre- test and a post- test. Before students could get to where they needed to be on the unit, teachers administered multiple post-assessments. After the first post-assessment, although there was a huge improvement, 50% of students still had Ds or Fs. Teachers recognized after the post-assessment that students were struggling with fractions and adjusted their instruction to meet that particular need of the students.

Geometry: On the first post-assessment, students didn't do very well. By the second post-assessment, students were beginning to realize that they were going to be held accountable on the post-assessments. Teachers realized that they had to teach a variety of foundational skills because students struggled to work without a calculator. Like the Algebra teachers, Geometry teachers realized that they had to post-test more than once. Teachers have tried Accelerated Math to address the issues with students who are struggling with foundational skills. However, many students have not, so far, taken their work on the program seriously. Math teachers have the option to use Accelerated Math during Drop Everything and Divide (DEAD) time, during math classes only; other classes will continue to use Math Facts in a Flash.

The co-taught teachers are using smaller group, both teach strategies, to help students who are struggling. They have also been trying to address foundational skills (one-step equations) in bell ringers. They are attempting to take an algebra or pre-algebra skill that is embedded in the geometry skill and give mini-lessons following the bell ringers. Teachers have implemented bell-ringer quizzes to show students that the "bell-ringer work" is just as important as the "class work." Teachers have also implemented "testing tickets" that students must present to show that they are ready for an assessment prior to being able to take a test.

One teacher had the same percentage of Ds and Fs on the "2nd posttest." She had six students to fail the 1st post-test and six to fail the second posttest. However, only three of those failed both assessments. She had three students who passed the first assessment to fail the second assessment and three who failed the first assessment to pass the second assessment. She contributes this to the delivery of the assessment. The first posttest was delivered via pencil and paper. The second was delivered via computer. In

collaboration, her peers wondered if the type of questions (M/C on the computer-based versus short answer on the paper-based assessment) contributed to the discrepancy in the grades for those students.

Algebra II: In the regular classes, they are not even through the pre-requisite Algebra I skills yet. The teacher has decided to hit the pre-req Alg I skills that are frequently tested on the ACT, and has brought in ACT prep materials. In this class, as well as the Algebra and Geometry class, foundational skills are still a struggle.

For the Pre-AP Alg II students, most students know the steps, but cannot always determine when the steps could be used. This may be a focus issue. They record the steps, but don't really pay attention to the instruction that accompanies the explanation. Students are only focused on one step at a time, without seeing how the steps all fit together.

For both regular and pre-ap, the scores from the first pre-test to posttest improved drastically. The scores on the second pre- and post-assessment set did not improve as dramatically.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	A Unit 1	a Unit 1 D&F	B Unit 2	b Unit 2 D&F	C Unit 3	c Unit 3 D&F	D Unit 4	d Unit 4 D&F	1Q	2Q	3Q	4Q
9	137	9	23	16				130	100	136	13	136	8			30			
10	148	8	13	74				145	81	139	85	131	30			54			

Comments/Clarifications:

Oral Communication (Pre- and Post- Assessment): At the beginning of the year, tenth grade students were still not presenting confidently. From the first presentation to this presentation, their knowledge and speaking skills were markedly improved from the pre-assessment. On the pre-assessment, students had backs to their audience and were reading directly from the board. In the pre-assessment, they didn't use appropriate language (slang, a few vulgar words - students would bicker while giving a presentation). On the post-assessment, students were much more professional. On the pre-assessment, the teachers recorded their oral presentations so that students could see and dissect their oral communication skills. On the oral communication pre-assessment, the majority of students had a 50%, but there was a vast improvement on the post-assessment, both in their presentation skills, but also their listening skills as audience members.

Ninth grade students on the pre-assessment would just start rambling. Some students did have issues with having their backs to the audience and reading directly from the slides. They had good "presence" and could present well. This stayed true for the post-assessment as well. On the post-assessment, they were able to stay on topic, but organization was still a struggle.

Written Communication:

9th grade: Students were really able to grasp the concept of theme. As far as language skills, they still need to get a good grasp on usage and mechanics skills, but as far as content, they are there. On the pre-assessment, many students turned in an essay that was one long run-on sentence. While their organization of ideas and use of a more appropriate sentence structure improved on the post-assessment, teachers recognize that there is still a lot of improvement that needs to be done in this area.

10th Grade: Mild improvements were noticed on the post-assessment. Students have trouble recognizing first, second, and third person and writing in anything other than first person. Students are not following capitalization and punctuation rules. Teachers are using No Red Ink to help support students in these areas. No Red Ink is personalized to each student, and students are enjoying using it to learn these rules that they are struggling with in their writing. The 10th grade classes are really focusing on teaching students MLA

format because the science department requested they work on it early. Students are showing some improvement on the use of MLA format between pre- and post- assessment, but students still seem to struggle with these skills, particularly with in-text citation. A next step is to make learning MLA format more authentic by helping students reach the understanding that in life, people have to cite their sources and provide evidence.

The Pre-AP Class first dissected expository writing. Students were struggling with editing their essay. The teacher and three peers gave feedback that students had to consider when revising. At first were not giving evidence. On the post-assessment, students showed vast improvement on providing evidence.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Oct 17 - 28				
Interim II	Dec 5 - 9				
Interim III	Feb 6 - 10				
Interim IV	April 3 - 7				

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

We were unable to open the 1st Interim Assessment window in time to have the data available for the first report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by STAR Math Assessment (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by STAR Reading Assessment (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
9	54%		79%	
10	52%		73%	
11	45%		77%	
12	53%		74%	

Comments/Clarifications:

According to the STAR Math Assessment data, 83 out of 153 (54%) ninth graders are performing at or below the 6th grade level, 84 out of 161 (52%) tenth graders are performing at or below the 7th grade level, 63 out of 140 (45%) eleventh grade students are performing at or below the 8th grade level, 61 out of 115 (53%) seniors are performing at or below the 9th grade level in math as of August 2016.

According to the STAR Reading Assessment data, 125 out of 158 (79%) ninth graders are reading at or below a 6th grade level, 119 out of 163 (73%) tenth graders are reading at or below the 7th grade level, 113 out of 147 (77%) eleventh graders are performing at or below the 8th grade level, and 99 out of 134 (74%) seniors are scoring at or below the 9th grade level as of August 2016.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.22			

Student Results	2.97			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

On October 12, 2016, the Leadership team reviewed the data from the ADE Teacher Survey using the Data Driven Protocol. We observed that the data suggest that roughly 90% of the teachers are satisfied with the culture of the school. Implications that the data has for our work as a leadership team include making sure to provide timely feedback to teachers following classroom observations. Some actions that the leadership team intends to take, based upon the data are 1) being more intentional concerning the observation-feedback loop, 2) providing optional professional development opportunities, based upon teacher need and based upon observation data, and 3) including a comment section on future surveys.

On the student survey, the two highest scoring statements (both with a score of 3.378) were the first two survey statements: "I am usually well-prepared for class" and "I understand what is expected of me in preparation and participation." The lowest scoring statement (with a score of 2.036) was the last statement: "Teachers know about their students' lives outside of school."

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

Comprehension on Accelerated Reader exams, as a result of Drop Everything and Read:

2013-2014 School Year- 62%
2014-2015 School Year- 67.1%
2015-2016 School Year- 73.2%
First quarter 2016-2017- 73.3%

Since the implementation of DEAR time (in the 2014-2015 school year), the average comprehension scores on the Accelerated Reader assessments have increasingly increased.

Vocabulary Focus:

In analyzing the data, we determined that low vocabulary skills is contributing to reading comprehension. This year, we have eleven teachers who have opted to use the Vocabulary.com program to enhance vocabulary instruction. So far this year, over 70 student hours have been logged, and students have mastered 679 words. In

order for a word to be considered "mastered," students have to answer a variety of questions over the words correctly, including definition, context clues, and spelling questions. Students have correctly answered 12,471 questions correctly out of 19,596.



DISTRICT: BLYTHEVILLE
SCHOOL: BLYTHEVILLE MIDDLE SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: SALLY COOKE/CASEY DEFORD
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JAMIE HOLIMAN

SUPERINTENDENT: RICHARD ATWILL
PRINCIPAL: MIKE WALLACE

45-DAY Priority School Progress Report: Secondary

1st__QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)					
	Classification	15-16 Score	16-17 Goal	State Average	
	ELA - TAGG	25.52	28.07	36.83	
	African American	21.50	23.65	27.81	
	Hispanic	55.56	61.12	41.06	
	White	42.11	46.32	55.30	
	Economically Disadvantaged	25.52	28.07	37.65	
	ELL	50.00	55.00	29.19	
	Students with Disabilities	2.86	3.15	12.12	
	MATH - TAGG	17.99	19.79	43.35	

	African American	15.26	16.79	34.22	
	Hispanic	30.00	33.00	23.53	
	White	31.58	34.74	38.01	
	Economically Disadvantaged	17.99	19.79	34.76	
	ELL	16.67	18.34	31.10	
	Students with Disabilities	2.86	3.15	15.13	
<p>The 2016-2017 goals in the chart above reflect a 10 percent increase based on our 2015-2016 scores for each subpopulation.</p>					

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>
<p>Quarter 1:</p> <p>In regards to progress, several noteworthy things deserve to be mentioned. Teams have become an important and viable part of the middle school leadership structure. A building leadership team, composed of members of the building level administration and teaching staff, meet weekly to discuss academics. Various Indicators are discussed and tasks related to these Indicators are assigned every week. A protocol is used weekly to discuss data from a variety of resources including common assessments, discipline, and absenteeism. These minutes are then disseminated to the entire staff.</p> <p>We are also seeing a positive shift in the learning culture on the middle school campus. According to our recent ADE staff survey, many staff feel comfortable raising concerns (survey score: 3.25) Many believe the principal keeps the school focused on academic achievement. (survey score: 3.52) Also, many adhere to the fact that the principal facilitates and sustains a culture that actively encourages educators to help all students reach their full potential. (survey score: 3.41) The students also believe that the school culture is improving. A large percentage believe that the principal and teachers have high expectations for all students. (survey score: 3.25) Both staff and students understand the purpose and vision for our campus.</p>

Progress has also been made in the area of the administration of common assessments (pre- and post-tests). First quarter data is showing an average decrease of 31.3% in the number of students receiving D's and F's in math and a decrease of 21.2% from the pre-test to the post-test. This can be attributed to a greater consistency from the staff regarding the procedural aspect of giving these assessments.

Two academic initiatives deserve mentioning. The Middle School Literacy Initiative (MSLI), implemented in the 6th grade during the 2015-2016 school year, led to solid gains on the ACT Aspire in 6th grade reading and writing. As a direct result of this very promising data, it was decided to fully implement MSLI at the middle school during the 2016-2017 year. (This will include grades 6-8.) Also, New Tech is being implemented at the middle school beginning with 8th grade during the 2016-2017 year. New Tech is a project based instructional approach that stresses a culture that empowers, technology that enables, and curriculum that engages. Plans are to implement this program in a new grade level each year with whole school participation scheduled for 2018-2019.

Support to the middle school campus has been provided by two locally-hired School Improvement Specialists. Both meet with our core leadership team weekly to develop and implement strategies to address such important issues as teacher absenteeism, common assessment scores, instruction, New Tech implementation including student technology use, group work, and presentation skills, after school tutoring, the new middle school summer school program, and the Middle School Literacy Initiative (MSLI) which includes such important learning opportunities as Word Generation, Reciprocal Reading, and Student Debates.

Our School Improvement Specialists (SIS) have also been instrumental in the planning, development, and implementation of a new walk-through observation program. This program gives the principal high visibility in the classroom and provides actionable feedback to teachers on a consistent basis. Those observing in the classrooms includes the principal, assistant principal, instructional facilitators, gifted and talented director, MSLI consultant, and both school improvement specialists.

SIS has also provided keen insight into the development of a weekly schedule for the building level principal. This schedule allows the principal to be involved in all facets of managing a school campus while encouraging him to focus his energies on being an instructional leader.

SIS has also organized and implemented several opportunities for building level administrators to interact and collaborate with district level administration. Monthly times are scheduled for principals and instructional facilitators to meet and discuss pertinent academic ideas while a "Learning and Growth" time is scheduled several times throughout the semester for principal interaction, review of data and strategies, and book study discussion. Time has been arranged for the high school principal to meet with me and the SIS to review the priority school documents and the improvement process as well as exchange ideas. The principals are also attending the Quest trainings at our co-op on the months that we do not have learning and growth in district.

Challenges to the middle school include student behavior and discipline. The recent ADE staff survey showed classroom management to be a major concern of the staff. For example, many of the staff disagreed with the survey statement "Disciplining students does not hinder classroom instructional time" and gave it a low score of 2.18. Furthermore, the ADE student survey seemed to confirm this concern. On the survey statement "Students in my class treat each other with respect", the students scored it low at 2.26. On the statement "Students in this school accept and follow the rules", the students again scored it low at 2.21. To address this challenge, a revised and revamped PBIS program has been instituted this year at the middle school and more training will be provided during the 2nd quarter.

The implementation of New Tech at the middle school has brought it own challenges. The student/computer ratio is 1:1 and technology issues can be a daily concern. Teachers are currently challenged to plan, organize, and implement projects several times throughout each 9 weeks grading period. Support in the form of a New Tech Director hired by our local Board of Education and a "coach" provided by the New Tech Network (NTN) will address and solve these concerns.

A final challenge to BMS includes student and teacher absenteeism. Although our average daily attendance is above 94%, we realize that any significant absence from school affects student achievement. BMS began reporting on teacher and student absence every other week in leadership this quarter. A focus of our district team for the next quarter will be on tracking both teacher and student absence weekly and creating plans to address this issue.

Quarter 2:

Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)
<p>Quarter 1:</p> <p>There have been several decisions made by the BMS leadership team this quarter that the team feels are meaningful to improve student achievement. Several of those major decisions were made possible because of the availability of the 1003a grant. The grant will allow us to provide bussing for after school tutoring. The lack of bussing for this program had been a barrier for many students who had no other way to get home and therefore would not stay for extra support. We were also able to fund staff to teach a summer remedial program and provide bussing for students to attend. The SILT feels confident that these two options for additional academic support outside of the school day can make a difference in academic achievement at BMS. Another important opportunity to help students succeed that was made possible with the 1003a grant was the ability to provide 15 additional days for Middle School</p>

Literacy Initiative (MSLI) training/support for staff. MSLI is a data-fueled program that increases students academic vocabulary understanding and helps them develop stronger comprehension skills because of an emphasis on questioning, clarifying, summarizing, and predicting in a variety of text that has been shown to work in our building and this expands it to impact all students.

The SILT made the decision early in the quarter to add the newly updated vision, mission, and core beliefs for BMS to all agendas as a reminder for all of our focus. This may seem like a simple thing, but it has been instrumental in increasing staff unity around these ideas and providing a clarity of focus increasing the productivity of staff. The staff worked as a team to develop these focuses as they have in the past, but the decision to keep them front and center weekly has brought an awareness and understanding of why we are working on specific things that has not existed in the past.

Another big decision that the leadership team made and has revisited regularly throughout the quarter was a renewed focus and training on using pre/post assessments in all core subjects and support for those teachers who need assistance. Last year the the staff was trained in their use, but the response was largely out of compliance. This year the renewed emphasis has been on understanding why it is important to use these assessments to guide teaching and how to differentiate for students based on what they learn from them. More teachers this quarter have understood the positive impact of their use with student learning, and we are seeing an increase in student learning from the pre to the post assessment that was not evident last year. The team will continue to work on tasks that help teachers gain a deeper understanding of the use of these assessments next quarter.

A major decision that affected parental involvement and student achievement was a decision made by our parental involvement team district-wide and embraced by the BMS leadership team was to change our end of the quarter parent teacher conferences to midterm conferences in order to reach parents and students in time to help them make growth before the end of the quarter. A lot of communication to parents and the community had to be done to make parents aware of this change and why it was done. We hope that the positive responses from parents will help us increase the number of parents who attend these conferences which will be held again in the 2nd and 3rd quarters this year. This contributed to an improvement in the number on honor roll students and grades overall improved from midterm to the end of the quarter.

The decision as recommended by ADE to add the attendance data to our leadership meetings every two weeks has been very helpful to our team. It has made the leadership aware of areas that needed attention and led the team to schedule meetings to explore the data more deeply. This has also helped to keep all staff aware that the attendance data was important and was being reviewed regularly.

<p>One meaningful decision by the team was focused on an increased emphasis around culture. The culture team met regularly and brought ideas to leadership including creating teams for all students to encourage relationship building and foster friendly competition among students and staff. Points were awarded to teams for efforts in expressing school spirit, acts of kindness, attendance, and dress code. More pep rallies that included a variety of culture building activities were had to improve school spirit.</p> <p>The team informed teachers about the use of data protocols to use in the cycle of inquiry and followed up by using them regularly in a variety of settings so the staff would become familiar with them and better understand how to use data.</p>
Quarter 2:
Quarter 3:
Quarter 4:
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>
<p>Quarter 1:</p> <p>The team will continue but add more intensity to our review and monitoring of the use of pre/post assessments in the second quarter because we have seen the positive impact it has already made this year. There will be more of a focus on training teachers to differentiate their lesson plans to provide both remediation and extension activities to students after a review of the assessments. The teachers will bring student work to collaborative meetings and look at it together to share strategies that have been successful. We will also bring in the gifted and talented director as well as special education teachers to help us with strategies to reach all learners.</p> <p>The SILT will also continue to monitor both student and teacher attendance, and there has already been a district meeting in which the school team has been given resources to use to create a plan to address attendance issues. This will be focused on with a renewed emphasis this quarter by gathering data weekly, analyzing the data, and following the steps to the plan to improve both student and teacher attendance. The strong correlation between attendance and achievement will also be emphasized to our</p>

parents with our stakeholder involvement team planning ways to reach out in the community for support and to publicize the information.
The SILT also plans to provide professional development to all staff regarding Positive Behavior Intervention and Support (PBIS) and classroom management strategies as the need for that was reflected in both the teacher and student surveys. Walkthroughs in advisory time 1st quarter showed that many teachers were not teaching the PBIS lessons and were not using the time to build relationships with the students. The team wants to see that move from an attitude of non-compliance to an understanding of the strong correlation that improved students behavior and achievement have with intentional time spent building positive relationships, teaching correct behavior, and expecting good behavior from students. Our goal is to review the data after this is done to see if we have a reduction in discipline issues.
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled	SWD Percent of Total	EL Percent of Total	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)	Number of Students with 5 or more Discipline Referrals (*Cumulative)
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					Student Population	Student Population								
	1Q	2Q	3Q	4Q	As of 10/1/16	As of 10/1/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
6	136				12.50%	0.74%	165				5			
7	132				22.73%	3.03%	176				10			
8	136				16.18%	1.47%	125				5			

**SWD-Students with Disabilities*

**EL-English Language Students*

Comments/Clarifications: Our leadership team has met to analyze these numbers since there is such a significant amount of referrals being made. A plan is being created that will address the issue in a variety of ways and as we implement the plan during the 2nd quarter our goal is to see a reduction in these numbers.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason							
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2		
6-8	41				110				37.5				31%							

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

There are two teachers who are at BMS one day per week, the two of them have missed a total of 3 days for illness/personal reasons. We have one teacher who has missed more than ten days this quarter due to illness. Five Special Education teachers have missed a total of ten days, an average of two days each for professional development and training. Three science teachers have missed a total of six days, two days each for professional development on the Next Generation Science Standards they will be fully implementing next year.

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
					Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
6	95.88%				15					
7	94.34%				26					
8	95.58%				16					

Comments/Clarifications: Our team is looking at specific students and patterns as we work on a plan to reduce the amount of days absent in our school. Our policies are being reviewed and working with our truant officer we plan to continue to contact parents of those who are chronically absent and also use the courts to reach parents if necessary.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment						Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	A Unit 1	a Unit 1 D&F	B Unit 2	b Unit 2 D&F	C Unit 3	c Unit 3 D&F	1Q	2Q	3Q	4Q
6	136	10	7	28				127	21	129	50	128	92	42.4 %			
7	132	12	13	61				120	78	117	70	115	83	65.5 %			
8	136	1	1	10				129	81	131	106	128	83	69.6 %			

Comments/Clarifications:

While our post data does not reflect where we would like to be, there is an average decrease of 31.3% in the number of students with D's and F's from the pre-test to the post-test.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment						Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	A Unit 1	a Unit 1 D&F	B Unit 2	b Unit 2 D&F	C Unit 3	c Unit 3 D&F	1Q	2Q	3Q	4Q
6	136	10	21	20				120	78	122	64	117	32	48.5 %			
7	132	12	24	29				117	59	112	78	101	82	66.4 %			
8	136	1		13				100	48	118	47	100	37	41.5 %			

Comments/Clarifications:

While our post data does not reflect where we would like to be, there is an average decrease of 21.2% in the number of students with D's and F's from the pre-test to the post-test. Teachers are not making the effort to make up post tests when students are absent for any reason in time to put them in the Google doc that has been created for the team. The instructional facilitator plans to follow up on this during the second quarter so more of the actual data will appear.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	October 21 October 30				
Interim II	December 5 December 9				
Interim III	February 6 February 10				
Interim IV	April 3 April 7				

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

The date range for the first Interim assessment is October 21 through October 30. The date range for the second Interim assessment is December 5 through December 9. The date range for the third Interim assessment is February 6 through February 10. The date range for the fourth Interim assessment is April 3 through April 7. We will add the data for these after the interims are given.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by STAR Math (assessment tool used)			Percent of students 3 or more years below grade level in ELA as determined by STAR Reading (assessment tool used)		
	Beginning of Year	Mid Year (December)	End of Year	Beginning of Year	Mid Year (December)	End of Year
6	10/130; 7.7%			24/131; 18.3%		
7	27/127; 21.2%			54/129; 41.8%		
8	37/132; 28.0%			62/132; 46.9%		

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale (Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.26			
Student Results	2.90			

**Attach Copy of Survey Instrument if NOT using ADE provided survey

Comments/Clarifications:

Educator Survey:

Highest rated questions:

The school's schedule allows adequate time for teacher collaboration. (3.73)

I know and understand my job expectations. (3.55)

The principal keeps the school focused on academic achievement. (3.52)

Lowest rated questions:

Disciplining students does not hinder classroom instructional time. (2.18)

There is an atmosphere of trust and mutual respect within this school. (3.00)

There is positive and productive collaboration between teachers and leadership teams to analyze and use data throughout the year to establish specific goals and strategies aimed at increasing student achievement and growth and promoting school improvement. (3.16)

Student Survey:**Highest rated questions:**

I understand what is expected of me in preparation and participation. (3.36)

I am usually well-prepared for class. (3.31)

The principal/teachers have high expectations for ALL students. (3.25)

Lowest rated questions:

Teachers know about their students' lives outside of school. (2.11)

*Students in this school accept and follow the rules. (2.21) Students
in my class treat each other with respect. (2.26)*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

The text diet shown in the charts below shows the number of minutes students read in classes for a week by content area. This information is gathered with selected students who are asked to log the time in a notebook for a week. Students will be asked to randomly log the time again several times this year to help us see if we are increasing the time on task reading a variety of text throughout the day. The goal is to have students reading across the content areas a minimum of 120 minutes per day each week. The 8th grade data was incomplete on our first attempt at gathering it, therefore those students will gather data again next week.

Text Diet Data 6th Grade-October 10-14, 2016

<i>Content</i>	<i>M</i>	<i>T</i>	<i>W</i>	<i>Th</i>	<i>F</i>	<i>Content total minutes for week</i>
<i>ELA</i>	34	14.5	25.1	29.6	17.3	86.5
<i>Science</i>	29.1	26	28.7	31.3	10.4	125.5
<i>Social Studies</i>	21	20.5	32	21.1	15.8	110.4
<i>Strategic Reading</i>	8.9	12.1	2.9	4.1	5.6	33.6
<i>Math</i>	2.8	22	2.5	2.5	5.3	35.1
<i>Total for Day</i>	95.8	95.1	91.2	88.6	54.4	
<i>Deficiency</i>	24.2	24.9	28.8	30.4	65.6	

Text Diet Data 7th Grade October 10-14, 2016

<i>Content</i>	<i>M</i>	<i>T</i>	<i>W</i>	<i>Th</i>	<i>F</i>	<i>Content total minutes for week</i>
<i>ELA</i>	22.5	20.6	21.6	14.9	11.4	92.9
<i>Science</i>	15	.62	19.5	4.7	.71	41.23
<i>Social Studies</i>	2	3.4	5.12	4.7	5.9	23.56
<i>Strategic Reading</i>	4	1.88	4	0	0	11.8
<i>Math</i>	8	3.8	2	2	0	15.8

<i>Total for Day</i>	<i>51.5</i>	<i>30.3</i>	<i>52.12</i>	<i>26.3</i>	<i>18.01</i>	
<i>Deficiency</i>	<i>68.5</i>	<i>89.7</i>	<i>67.88</i>	<i>93.7</i>	<i>101.99</i>	



DISTRICT: COVENANT KEEPERS CHARTER
SCHOOL: COVENANT KEEPERS CHARTER SCHOOL
STATUS: ACADEMIC DISTRESS
SITE-BASED SIS: JENNA JONES
EXTERNAL PROVIDER: APSRC
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: SHARES WHITE

SUPERINTENDENT: DR. VALERIE TATUM
PRINCIPAL: DR. VALERIE TATUM

45-DAY Priority School Progress Report: Secondary

FIRST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

55% of students will meet their fall to spring growth goal for NWEA MAP Assessments, with 55% of the lowest third of students growing 1.5 years.

ACT Aspire Interim Assessments in Reading, Math, Science, and English. Our goal is to take the first assessments in October to establish a baseline, and then expect to see a 10% increase in proficiency in each following assessment.

ACT Aspire scores will see an increase in school-wide math proficiency of %5 and an increase in school-wide literacy proficiency of 5%.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

Our 1st Quarter has been re-establishing expectations and follow-through.

My focus for Covenant Keepers Charter School:

*We have a TSC (Teacher Support Cycle). The TSC allows every teacher to be mentored by another TESS trained teacher. The mentee is given feedback on lesson plans, implementing Marzano/Bloom Taxonomy Strategies. Those notes are shared in google docs form, which allows every leadership team member view the notes and support in areas of support...ritual-and-routines, classroom management, TESS Domains 2-3, etc. The TSC has been a way to keep communication going for all teachers.

*I've established a LSC (Leadership Support Cycle). This LSC is a place for me to document my thoughts and ways for teachers to improve instruction. It's also a way for me to ask questions about engaging students, managing student behavior, etc. My leadership team will monitor notes and comments daily to maintain "efficient communication".

*Teacher/Feature-I have created a wall that allows me to feature a teacher every 2 weeks. That featured is centered around TESS Domains 2-3. At the end of the day, I dialogue through "shoutouts", areas of improvement and next steps. During my time in the teachers classroom, I

share pictures on a CKCS Thread that allows ways for teachers to self-reflect on ways they should improve or other great things teachers' are doing to make engage students.

*Mindset - Carol Dweck. Each year we engage in a book that helps us to define where we are as a school, but also challenges us as leaders to look at ways to improve as a staff, team and as a school. On Mondays, we discuss our Leadership Team Agenda and every other Monday we discuss our book study and ways we can engage our students and staff. It has been mind-blowing discovering our "fixed-mindset".

*I'm meeting with teachers every 3 weeks discussing the following:

- leadership team support
- lesson plan development
- areas of concerns/next steps
- portfolios, etc.

*Reflection Meetings: Tuesdays and Wednesdays. These meetings give the parents opportunities to meet with teachers to discuss academic successes/improvements. It's also a time to redirect learning and ways for parents to support learning at home. It also allows time for teachers to meet with parents regarding behavior, interim reports, AIPs, etc. Our goal is to have 2 "Let's Talk High School" this year to make sure our 8th grade students are making the grades to promote and also to help parents make decisions about their child's high school place before the end of the school year.

*Wrap Around Support - Dr. Pam Bax works with our Resource Coordinator and New Beginnings Therapeutic Services to ensure our students are getting the help they need immediately, which also includes outside assistance. Dr. Bax works with our students/parents 3 days a week support areas of need. Dr. Bax has also developed an assessments to assist us with the process of WA services and effectiveness.

<p>*PAC-Parent Advocacy Campaigns are designed to give parents a voice in our school and community. We have implemented parent forums to provide parents with the information needed around education. Our goal is to reach over 250 parents. We have 5 objectives we want to meet with community leaders and legislatures support. These PAC meetings are for parents to share their views on education. We have planned our 1st PAC for Thursday, November 3rdfrom 6pm-8pm.</p>	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
School Improvement Leadership Team’s Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

-Reflection meetings with parents

Every Tuesday and Wednesday after school, administration, teachers, and parents have the opportunity to schedule Reflection meetings. These meetings are for the purpose of addressing student academic and behavioral needs and developing a plan where all parties are invested in the student's success. These 15-20 minute meetings follow this specific agenda:

Academic Concerns

- Teachers/Admin share academic information (grades, test data)
- Parent/Student response/questions
- Next steps to ensure student's academic improvement

Behavioral Concerns

- Teacher/Admin share behavioral information (SWIS referral data, parent log)
- Parent/Student response/questions
- Next steps to ensure student's behavioral improvement

-Continuation of the Teacher Support Cycle

We began using the teacher support cycle last year and saw it aid in clear communication to all staff members, so the decision to continue using it this year to ensure that all teachers are receiving support they need. Whenever a member of the leadership team meets with a teacher to provide guidance or one on one professional development, these conversations are documented within the Google folder for that teacher.

Restructuring of Roles

-Laurette Whipps and Jenna Jones were in the classroom as full time teachers the previous year, but this year are mostly out of the classroom for the purpose of providing support for teachers. Laurette Whipps is an instructional facilitator and the curriculum coordinator for the school, and Jenna Jones is the designated school improvement specialist and coordinates all schoolwide assessments. These two individuals have been assigned specific teachers (with all teachers in the school receiving this support) and observe those teachers weekly, providing them timely feedback and curriculum support. They review these teachers' lesson plans weekly, confirming that they follow the requirements of delivering a rigorous curriculum to all students. They are also responsible for providing professional development to the teachers based on need.

-Initiation of PBIS

At the end of the 2015-2016 school year, Covenant Keepers began the process of becoming a PBIS school. Anne Merton and her team trained our school leadership team and community partners. As PBIS is rolled out over a 3-year period, we began the process of changing our discipline procedures and providing positive reinforcements school-wide. Teachers have initiated positive incentives in their classrooms to motivate students.

-Initiation of SWIS

In the summer, Anne Merton trained a small team of individuals to manage SWIS Suite- School-Wide Information System- allowing our school leadership team to monitor accumulating referrals for students and the ability to run reports to focus on trends seen within the referral data. This has allowed us to target specific students and groups of students and provide them with services necessary to address and improve their behaviors.

Eagle Chat Nights

Eagle Chat Nights take place on the 3rd Thursday of each month. These evenings are opportunities for parents and students to visit campus for the purpose of meeting with teachers and receiving support in different areas. For example, during our August Eagle Chat Night, we assisted parents in the use of Edmodo, allowing them to sign up and walking them through the process of how to check on their child’s progress in class, view their child’s homework assignments, and read memos from teachers.

Ascend Math and Mindplay:

During our Computer Based Intervention time during the day, students have access to two intervention programs: Ascend Math and Mindplay. Both of these programs assess the students at the beginning, use those results to determine student need, and then assign the student objectives to master within the program. Students can also access these programs at home.

Partnering with New Beginnings Behavioral Health Services

This year, we have partnered with New Beginnings Behavioral Health Services to provide individual and group counseling sessions for our students who need this type of support. When a teacher or the administration becomes aware of a student who may need mental health assistance, either through interactions with the student or referral data, Rosalind Washington (our school resource coordinator) is contacted and the referral process begins. New Beginnings then begins the intake process, meeting with the student and parents to determine need. If the parent and student requests services, evaluations are completed by the New Beginnings staff.

Quarter 2:

Quarter 3:

Quarter 4:	
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
<p>Quarter 1:</p> <p>We will be continuing our use of SWIS for student data analysis and will continue training teachers in cultural sensitivity so they know how to better communicate with our students. This data backs up our success using the new referral system in cooperation with the cultural sensitivity training:</p> <p>Referral Data- comparing 2014-2015 1st quarter data to 2015-2016 1st quarter data:</p> <p>1st quarter data from 2014-2015</p> <p>Number of students with 5 or more referrals (data taken from 1st quarter 45 Day Plan):</p> <p>6th: 3 students</p> <p>7th: 16 students</p> <p>8th: 16 students</p> <p>1st quarter data (so far) from 2015-2016 (data taken from SWIS)</p> <p>Number of students with 5 or more referrals:</p> <p>6th: 2 student</p> <p>7th: 4 students</p> <p>8th: 6 students</p>	

<p>These 12 students have been referred for behavioral health services through our mental health specialists on campus, New Beginnings. They have also been referred to mentoring clubs led by community members that will be starting 2nd quarter.</p> <p>We will ensure teachers receive more specific support and guidance through the teacher support cycle, as determined by the educator survey results. We met with each individual teacher after reviewing the survey data, and determined that better communication was desired by several of the teachers.</p>	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5					8%	46%								
6	54						18				2			
7	49						69				4			
8	59						86				6			
9														
10														
11														
12														

****SWD-Students with Disabilities***

****EL-English Language Students***

Comments/Clarifications

Most frequent referrals:

1. Minor- Refusal to Follow Directions from Faculty/Staff – 49.2% of all referrals
2. Minor- Disruption- 12.68% of all referrals
3. Major- Defiance/Insubordination- 9.76%

Referrals are sent by teachers to the Cultural Advisor for any of the following offenses using the following form:

CK Discipline Referral Form

Please fill out completely, highlighting to select.

Student:

Referring Staff:

Grade Level:

Date: Time:

Location

Classroom Outside
Hallway
Stairwell
Special Event

Cafeteria
Bathroom/restroom
Gym
On bus
Parking lot

Other _____

Problem Behaviors

MINOR

Off Task Computer Use

Backpack Violation

Dress Code Violation

Lack of Materials

Cheating

Sleeping in class

Running in Hallway

MAJOR

Skipping school (entire day)

Skipping class

Defiance/disrespect/insubordination/non-compliant

Theft and/or possession of property not belonging to student

- less than \$20.00

-more than \$20.00

Serious threat to school and/or school employee or their property

Serious threat to do bodily harm, either verbal, non-verbal, or electronically, regarding another student

Walking Out Of Class	Drugs/Tobacco Use/Possession	
Not Following Directions During Dismissal	Vandalism or destruction of property -less than \$50.00 -more than \$50.00	
Eating and Drinking W/O Permission		
Talking Back/Argumentative Behavior	Weapons Possession	
Vulgar Language (directed at another student)	Fighting	
Vulgar Language (not directed at anyone in particular)	Electronic Device Possession beyond the morning check-in point	
Using any school phone w/o permission	Profanity towards faculty/staff	
Inappropriate cafeteria behavior	Bullying/Harassment	
Horse-Playing	Inappropriate Computer Use (including but not limited to Drugs, Weapons, Sexual, etc.)	
Refusal to follow directions from faculty/staff	Inappropriate Public Display of Affection (kissing, inappropriate touching, and beyond)	
Tardy for Class		
Throwing objects		
Out of Line in Hallway		
Gum Chewing		
<u>Possible Motivation</u>		

Obtain peer attention	Avoid tasks/activities	Don't know
Obtain adult attention	Avoid peer(s)	Other _____
Obtain items/ activities	Avoid adult(s)	

Others Involved

None Peers Staff Teacher Substitute Unknown

Other _____

Comments from Referring Staff:

Administrative Decision (discipline team use only)

Loss of privilege Parent contact Individualized instruction

In-school suspension Out-of-school suspension

Conference with student Conference with parent "Other _____

Point System Consequence _____

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8	8				27.5				4				1					
9-10																		
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6	--				3					
7	--				5					
8	--				1					
9										
10										
11										
12										

Comments/Clarifications:

As Average Daily Attendance data will not be determined until Cycle 3 is submitted in November, we will have a 1st quarter

and 2nd quarter update when we submit the 2nd quarter report in January. 4th Quarter Average Daily Attendance for the 2015-2016 school year was 96%.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

84

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter				
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment												
								A	a	B	b	C	c	D	d					
								$\frac{a+b+c+d}{A+B+C+D} \times 100$												
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2 Q	3Q	4Q	
5																				
6	54	15	1	5				50	15	52	11						25%			
7	49	6	2	21				37	14	35	14						39%			
8	59	10	1	16				50	29	55	19						46%			
Alg 1 8																				
Alg 1 9																				
Geo 9																				

Geo 10																		
Alg 2																		

Comments/Clarifications:

As students enter Covenant Keepers from different districts, we do not always receive complete grades upon enrollment. The numbers for the column “Number of Students with F in Math 2015-16 prior to summer school” is based solely on the data we have available to us.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
5								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				
6	54	13	1	5				46	18							39%			
7	49	11	1	11				39	29							74%			
8	59	11	0	20				52	28							54%			
9																			

10																			
----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Comments/Clarifications:

As students enter Covenant Keepers from different districts, we do not always receive complete grades upon enrollment. The numbers for the column “Number of Students with F in Math 2015-16 prior to summer school” is based solely on the data we have available to us.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

We initiated Interim I on October 10 and will finish testing by October 21. We will have our Interim I results on the 2nd Quarter 45 Day Report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by NWEA Fall Assessments 6th Grade: 190 or lower (3rd grade beginning of the year mean) 7th Grade: 201 or lower (4th grade beginning of the year mean) 8th Grade: 211 or lower (5th grade beginning of the year mean)		Percent of students 3 or more years below grade level in ELA as determined by NWEA Fall Assessments 6th Grade: 188 or lower (3rd grade beginning of the year mean) 7th Grade: 198 or lower (4th grade beginning of the year mean) 8th Grade: 205 or lower (5th grade beginning of the year mean)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6	6 students (11%)		9 students (17%)	
7	15 students (31%)		13 students (27%)	
8	22 students (37%)		17 students (29%)	
9				
10				
11				
12				

Comments/Clarifications:

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.85			
Student Results	2.95			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Covenant Keepers used the educator survey provided by ADE. After we analyzed our survey results, members of the leadership team met with each teacher to ask for clarification on the items that were rated specifically low and ways that we can improve the school climate. This information will be used to provide teachers with requested support throughout this year.

Student Survey:

1. I like coming to school at Covenant Keepers.
2. I know how to meet my teachers' expectations.
3. My teachers want me to be successful.
4. If I have a question about schoolwork, I am comfortable asking my teachers for help.
5. Covenant Keepers challenges me to be better, both academically and in my personal life.
6. If another student or adult is not treating me with respect, I feel there is someone at CK I can go to for help.
7. I feel that my voice is heard and respected.
8. I feel safe at school.
9. I feel encouraged to participate in class and respond to others.
10. Student misbehavior affects the learning in the classroom. (the question was asked in this manner, but the data was reversed for accuracy- giving 1 point to students who said "Strongly Agree" and 4 points to responses that said "Strongly Disagree").
11. My teacher has several good ways to explain each topic that we cover in class.
12. Covenant Keepers has high expectations for ALL students.
13. My teachers do not let people give up when the work is hard.
14. My teachers want us to use our thinking skills, not just memorize things.
15. Teachers know about students' lives outside of school.

16. My teachers check to make sure we understand what is being taught.

17. Students in my class treat each other with respect.

18. The teachers always try to be fair.

19. Our class stays busy and does not waste time.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

Ascend Math Group Progress Report

Average Time Spent on the Program since August 15: 6 Hours, 15 minutes

Group	Pre-test Average	Post-Test Average
6A	73.4%	91.1%
6B	71.0%	91.7%
7A	54.7%	88.6%
7B	69.8%	90.5%
8A	61.7%	88.4%
8B	69.9%	90.3%

Parent Survey Results

Covenant Keepers plans to survey a sample of our parents every quarter. (78 parents surveyed)

The survey is on a 1-4 scale like the educator and student quarterly survey except for the final question.

Questions:

1. I am satisfied with the learning environment at Covenant Keepers.

2. I am well informed about how my child is doing in school.
3. I know what my child's teacher expects of my child.
4. I feel comfortable talking with my child's teachers.
5. I feel welcome at my child's school.
6. Teachers at CK set high expectations for students.
7. The school staff has had a positive impact on my child's behavior.
8. I feel my child is safe at school.
9. I would recommend Covenant Keepers to other families with middle school children.

Overall average rating: 3.80

10. 94.7% Yes (with 57 parents responding) - Parents of 6th and 7th grade students only: Do you plan to re-enroll your child at Covenant Keepers for the 2017-2018 school year?





DISTRICT: DERMOTT
SCHOOL: DERMOTT HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: HEATHER HARDIN
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: KRISTI RIDGELL
PRINCIPAL: HEATHER HARDIN

45-DAY School Progress Report: Secondary

4th QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

The following goals were developed by staff using the 2015-2016 ACT Aspire Interim Assessment and Summative data. A new set of goals will be developed after the ACT Aspire Interim Assessment is administered in December.

English

1. On the December ACT Aspire English Interim Assessment, 46% of 7th grade students will achieve the benchmark designated by ACT Aspire.
2. On the December ACT Aspire English Interim Assessment, 62% of 8th grade students will achieve the benchmark designated by ACT Aspire.
3. On the December ACT Aspire English Interim Assessment, 75% of 9th grade students will achieve the benchmark designated by ACT Aspire.
4. On the December ACT Aspire English Interim Assessment, 35% of 10th grade students will achieve the benchmark designated by ACT Aspire.

Reading

1. On the December ACT Aspire Reading Interim Assessment, 21% of *7th grade* students will achieve the benchmark designated by ACT Aspire.
2. On the December ACT Aspire Reading Interim Assessment, 25% of *8th grade* students will achieve the benchmark designated by ACT Aspire.
3. On the December ACT Aspire Reading Interim Assessment, 42% of *9th grade* students will achieve the benchmark designated by ACT Aspire.
4. On the December ACT Aspire Reading Interim Assessment, 19% of *10th grade* students will achieve the benchmark designated by ACT Aspire.

Math

1. On the December ACT Aspire Math Interim Assessment, 35% of 7th grade students will achieve the benchmark designated by ACT Aspire.
2. On the December ACT Aspire Math Interim Assessment, 36% of 8th grade students will achieve the benchmark designated by ACT Aspire.
3. On the December ACT Aspire Math Interim Assessment, 50% of 9th grade students will achieve the benchmark designated by ACT Aspire.
4. On the December ACT Aspire Math Interim Assessment, 20% of 10th grade students will achieve the benchmark designated by ACT Aspire.

Science

1. On the December ACT Aspire Science Interim Assessment, 30% of 7th grade students will achieve the benchmark designated by ACT Aspire.
2. On the December ACT Aspire Science Interim Assessment, 35% of 8th grade students will achieve the benchmark designated by ACT Aspire.\
3. On the December ACT Aspire Science Interim Assessment, 35% of 9th grade students will achieve the benchmark designated by ACT Aspire.
4. On the December ACT Aspire Science Interim Assessment, 25% of 10th grade students will achieve the benchmark designated by ACT Aspire.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

In order to improve student learning, there has been more of an emphasis placed on teacher-made assessments this quarter as opposed to previous years. Also, students assigned to ALE for Math and Literacy courses are receiving instruction from a classroom teacher instead of participating in the class through Virtual Arkansas. Classroom management has been a challenge for new and some returning staff. A consultant from the local education cooperative provided training to new staff members as well as returning staff who were requested by administration to attend. The consultant has observed teachers in the classroom and provided them with immediate and specific feedback. She is scheduled to return monthly to provide support to the teachers with classroom management. Content specialist from the local education cooperative have either collaborated with and provided support to teachers or are scheduled to. Furthermore, many first year staff have felt overwhelmed but those in the area of Math, Literacy, and Science found relief and were able to refocus during monthly scheduled "Data Days." During the Data Day, the Instructional Facilitators and Curriculum Coordinator met with teachers for ½ day to discuss assessment data, revise lesson plans, and collaborate with peers. Finally, while discipline referrals have decreased significantly from last year, the 7th grade class is maintaining a high number of referrals. The Leadership Team is aware of this and are discussing ways to address it.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

The Leadership Team quickly identified a particular group of students who were causing problems in several classes. Specifically, in the Geometry class, this group caused many discipline problems and their grades reflected their lack of learning due to behavior. The Leadership Team decided to split the class so that only six students were left in the class and the remaining six were taught by the Math Instructional Facilitator. This decision was meaningful because the students are behaving more appropriately and are succeeding more in the class. The Leadership Team also decided to administer the first ACT Aspire Interim assessment on the first and second days of the second quarter. The team felt that this would not interrupt a new unit and the timing was most appropriate to administer the test. In addition, the team decided to administer the climate survey to students during the first ten minutes of the English classes and to teachers during the monthly faculty meeting. During previous years, when the staff was emailed a survey and asked to complete it, few teachers participated. Since the staff was expected to complete the survey during the faculty meeting, all staff participated in the survey.

Quarter 2:

Quarter 3:

Quarter 4:

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1:

Next quarter, the classes will have a more focused approach. Much of first quarter was spent diagnosing deficiencies and remediating. The tools and resources that have been purchased or applied for with the 1003(a) funds are helping or will help to narrow the focus. The iXL program for Math is allowing students to practice skills based on their individual needs and move at various paces. Although the free trial is currently being used to provide students with access to iXL, purchasing a subscription will allow teachers to monitor students' progress through useful reports and shared information. In Literacy, the teachers have been using limited resources that are available through the Applied Practice program. Next quarter, a subscription to specific novels will provide Literacy teachers with more resources that resemble the ACT Aspire for assessment purposes.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
7	28				27	0	13				0			
8	26				14	0	9				0			
9	20				9	.71	5				0			
10	24				14	0	10				0			
11	20				27	0	1				0			
12	23				9	0	4				0			

***SWD-Students with Disabilities *EL-English Language Students**

Comments/Clarifications:

For 7th grade, the 13 discipline referrals are for 10 different students. For 8th grade, the 9 discipline referrals are for 6 different students. For 9th grade, the 5 discipline referrals are for 3 different students. For 10th grade, the 10 discipline referrals are for 5 different students. For 12th grade, the 4 discipline referrals are for 4 different students.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4 Q	Semester 2
7-12	17				45				27				36					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

Due to the size of our school, all teachers teach various grades. Therefore, the data was best represented by reporting on a 7-12 grade span.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
					Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
7	94.8				4					
8	96.9				1					
9	98.2				0					
10	96.7				1					
11	95.8				0					
12	96.2				2					

Comments/Clarifications:

The number of students reported for "Number of Students Absent 5 or more Days Per Quarter" represents the number of students who were absent at least 5 of the 8 periods in a day for 5 or more days. Included in this count are suspensions, excused, and unexcused absences.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 7-10

Grade Level	Number of students enrolled this quarter	Number of Student s with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
								A	a	B	b	C	c	D	d				
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
7	24	0	0	9				22	16	23	8	24	18	NA	NA	61			
8	22	1	6	13				21	14	21	10	23	9	NA	NA	51			
Alg 1 8	8	0	0	0				8	5	8	4	NA	NA	NA	NA	56			
Alg 1 9	14	8	2	3				14	9	14	9	NA	NA	NA	NA	64			
Geo 9	4	2	0	0				4	1	4	0	NA	NA	NA	NA	13			
Geo 10	14	7	4	13				14	9	13	11	NA	NA	NA	NA	74			
Alg 2 10	6	1	0	0				6	1	6	5	NA	NA	NA	NA	50			

Comments/Clarifications:

The totals listed for students who had Fs prior to Summer School in 2015 and 2016 represent the number of students who had an F for *at least* 1 semester. Of the students listed for receiving Fs prior to Summer School in 2015, following represent how many students had F's *both* semesters: 7th Grade-0, 8th Grade-0, Geometry 9th Grade-1, Algebra I 9th Grade-2, Geometry 10th Grade-4. Algebra II 10th Grade-0. Of the students listed for receiving Fs prior to Summer School in 2016, no students had Fs both semesters.

Of the students with a D or F for 1st quarter, the following defines the number of Ds received and the number of Fs received per grade: 7th Grade -6 Ds and 3 Fs, 8th Grade-5 Ds and 8 Fs, Algebra I 9th Grade- 2 Ds and 1 F, Geometry 10th Grade- 5 Ds and 8 Fs.

The Leadership Team will discuss issuing an expectation to the PLCs regarding what information must be shared by ALL teachers within the PLC. In the future, the Leadership Team would like to report how many Ds and Fs were issued on each unit assessment before *and* after remediation and retesting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 7-10

107	Grade Level	Number of students enrolled this quarter	Number of Student s with F in ELA 2014-15 prior to summer school	Number of Student s with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
									Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
									A	a	B	b	C	c	D	d				
									Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				
					1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
7	24	0	0	7/29%					24	6	24	12	24	14	NA	NA	44			
8	22	0	0	4/18%					22	3	22	6	23	10	NA	NA	28			
9	24	0	0	2/8%					24	1	24	8	23	9	NA	NA	25			
10	22	0	2	11/50%					21	5	21	7	21	7	NA	NA	30			

Comments/Clarifications:

The totals listed for students who had Fs prior to Summer School in 2015 and 2016 represent the number of students who had an F for *at least* 1 semester. Of the students listed for receiving Fs prior to Summer School in 2015 and 2016, no students had Fs both semesters.

Of the students with a D or F for 1st quarter, the following defines the number of Ds received and the number of Fs received per grade: 7th Grade -5 Ds and 2 Fs, 8th Grade -3 Ds and F, 9th Grade - 1D and 1 F, 10 Grade-5 Ds and 6 Fs.

The following information details the amount of Ds and Fs for each unit assessment.

Unit 1:

- Pre-AP 7th Grade - 0 Ds and 0 Fs
- Regular 7th Grade - 4 Ds and 2 Fs
- Pre-AP 8th Grade - 1 Ds and 2 Fs
- Regular 8th Grade - 0 Ds and 0 Fs
- Pre-AP 9th Grade - 0 Ds and 0 Fs
- Regular 9th Grade - 1 Ds and 0 Fs
- Pre-AP 10th Grade - Not Available
- Regular 10th Grade - Not Available

Unit 2:

- Pre-AP 7th Grade - 2 Ds and 4 Fs
- Regular 7th Grade - 2 Ds and 4 Fs
- Pre-AP 8th Grade - 1 D and 2 Fs
- Regular 8th Grade - 1 Ds and 2 Fs
- Pre-AP 9th Grade - 0 Ds and 0 Fs
- Regular 9th Grade - 2 Ds and 5 Fs
- Pre-AP 10th Grade - Not Available
- Regular 10th Grade - Not Available

Unit 3:

Pre-AP 7th Grade - 1 D and 3 Fs
Regular 7th Grade - 2 Ds and 8 Fs
Pre-AP 8th Grade - 1 D and 3 Fs
Regular 8th Grade - 1 Ds and 5 Fs
Pre-AP 9th Grade - 0 Ds and 0 Fs
Regular 9th Grade - 3 Ds and 6 Fs
Pre-AP 10th Grade - Not Available
Regular 10th Grade - Not Available

Multiple 7th graders have been suspended this quarter. Also, two 8th graders were suspended, one of which took a test and answered only one question. Furthermore, two students have yet to return tests. One student was in ISS and one student was allowed to take the test home. The teacher of grades 10-12 did not report how many of the reported Ds and Fs for each unit were actually Ds and Fs. The Leadership Team will discuss issuing an expectation to the PLCs regarding what information must be shared by ALL teachers within the PLC. In the future, the Leadership Team would like to report how many Ds and Fs were issued on each unit assessment before *and* after remediation and retesting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	October 17-18, 2016	40	14	14	7
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

The document released by ACT Aspire titled, "Linking ACT Aspire Interim I-III Assessment and Summative Using 2014-2015 Data" was used to determine if a student met the benchmark on the ACT Aspire Interim I based on the number of questions correct. The total percentage represents the percent of students who reached the benchmark across grades 7-9. Individual grade percentages are as follows: 7th Grade- English 54%, Reading 14%, Science 15%, Math 21%; 8th Grade- English 48%, Reading 32%, Science 23%, Math 14%; 9th Grade- English 35%, Reading 6%, Science 6%, Math 6%; 10th Grade- English 24%, Reading 5%, Science 10%, Math 0%. All students except two have taken the assessment. Those students were in 8th and 9th grade. The next Interim Assessment is scheduled for December 7th and December 8th.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>STAR Math</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>STAR Reading</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
7	29		46	
8	20		41	
9	38		52	
10	47		86	
11	40		78	
12	NA		65	

Comments/Clarifications:

At the time this report was submitted, most of the 12th grade class had not taken the STAR Math assessment. The remaining 12th graders will take the test and the data will be provided in the report for second quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Culture Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	88%			
Student Results	72%			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

The percentages represent the amount of responses that were either a 3-Agree or 4-Strongly Agree. The Leadership Team will review the data in detail to determine next steps, if any, and the faculty will review the data during the next faculty meeting scheduled for Monday, October 24, 2016. All staff has been provided a copy of the Educator Climate Survey results via email to review.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

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Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*



DISTRICT: Dollarway School District
SCHOOL: Dollarway High School
STATUS: Priority and Academic Distress
SITE-BASED SIS: Rosie Clayton

EXTERNAL PROVIDER: Houghton Mifflin Harcourt

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Dr. Richard Wilde and Lasonia Johnson

SUPERINTENDENT: Barbara Warren

PRINCIPAL: Yolanda Prim

45-DAY Priority School Progress Report: Secondary

FIRST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

- By the end of the year, 9th graders will show an increase of 20% in ELA as measured by the ACT Aspire Summative assessment. Specifically in English with a focus on knowledge of language and production in writing. Specifically in reading with an emphasis on integration of knowledge and ideas and key ideas and details. Specifically in writing with an emphasis on organization and ideas and analysis.
- By the end of the year, 9th graders will show an increase of 20% in STEM as measured by the ACT Aspire Summative assessment. Specifically in math with a focus on geometry and algebra with an emphasis on figures and properties, right triangles, linear functions, and quadratic functions. Specifically in science with an emphasis on research summaries, interpretation of data, extending and reevaluating, and inferring and translating.
- By the end of the year, 10th graders will show an increase of 20% in ELA as measured by the ACT Aspire Summative assessment. Specifically in English with a focus on knowledge of language and production in writing. Specifically in reading with an emphasis on integration of knowledge and ideas and key ideas and details. Specifically in writing with an emphasis on organization and ideas and analysis.
- By the end of the year, 10th graders will show an increase of 20% in STEM as measured by the ACT Aspire Summative assessment. Specifically in math with a focus on geometry and algebra with an emphasis on figures and properties, right triangles, linear functions, and quadratic functions. Specifically in science with an emphasis on research summaries, interpretation of data, extending and reevaluating, and inferring and translating.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

The progress that my team and I have made in improving student learning or teacher skills/processes this quarter has been to focus specifically on five interim measurable objectives (IMOs): ID01, ID04, ID07, ID08, and ID010. In order to improve the effectiveness of school, a Leadership Team (SLT) must be established. The principal, a counselor, instructional facilitators, and lead teachers comprise the SLT. The SLT has regularly scheduled meetings at least twice per month for at least an hour. The SLT serves as a channel of communication for faculty and staff to garner input from school performance data and aggregated classroom observation data to make informed decisions for school improvement and professional development. Additionally, common teams have been established. Instructional Teams (teaching common subject area), a Student Team (a diverse group of student leaders), a School Community Council (with a majority of members being parents), and a Management Team (campus administrators and other personnel as needed). As noted, each team has a specific purpose with regularly scheduled meeting times and uses agendas and minutes to guide the meetings. In regards to academics, Harcourt Mifflin Harcourt Intervention Solutions Group has provided coaching to ELA and STEM teachers with implementing the HMH curriculum. One challenge has been the limited access to technology, which has hindered the full implementation of the HMH curriculum. Despite the limited access to technology, teachers are implementing the new curriculum by making the necessary modifications to the suggested lesson plans. Students have been assigned Nooks for classroom and home use.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

For the 1st quarter, the school improvement leadership team has decided to use the activity period as an ACT Aspire and ACT preparation period. The SLT considers this to be a meaningful decision because it affords the students an opportunity to receive additional practice or remediation in areas where students are below the ACT readiness range. Additionally, the SLT has decided that one of every teacher's PGP must include classroom management. This decision was based on data obtained through classroom observations. This was a meaningful decision because a well-managed classroom lends itself to a highly engaged classroom where students are authentically engaged as opposed to a dysfunctional classroom or a passive compliance classroom.

Quarter 2:

Quarter 3:

Quarter 4:

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1:

The SLT has decided to sustain the improvement efforts that are currently in place. By sustaining the improvement efforts, the students will continue to receive remediation in those areas where the students are below the ACT readiness range.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7														
8														
9	95				19.8%	0	13				0			
10	74				16.2%	0	9				0			
11	73				19.2%	0	5				0			
12	87				14.8%	0	5				0			

****SWD-Students with Disabilities***

****EL-English Language Students***

Comments/Clarifications:

Based on the discipline referrals handled by the dean of students, our average referral rate for the 1st quarter is less than four per week.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9-12	32				10.5				3				0		0			

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

The average teacher absence rate for the 1st quarter is approximately one per week. This year no core teacher has been absent for 5 or more days as opposed to 30% of core teachers being absent during 1st quarter of the 2014-2015 school year.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7										
8										
9	96.72				35		13			
10	96.59				18		10			
11	97.96				22		6			
12	98.12				23		6			

Comments/Clarifications:

High student absenteeism is mainly due to students cutting class and arriving 15 minutes or more after class begins. With the absence of the bells to indicate the start of class periods, students are not arriving in a timely manner or students choose to not attend class.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
								A	a	B	b	C	c	D	d	$\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5																			
6																			
7																			
8																			
Alg 1 8																			
Alg 1 9	94	5	4	33				89	49	89	48	88	32	37	51	59.4			
Geo 9	10	0	0	0				17	0	2	0	7	0	0	0	0.0			
Geo 10	68	39	4	0				62	6	77	7	71	0	5	0	6.0			
Alg 2	61	7	10	24				66	20	7	1	7	1	7	1	26.4			

Comments/Clarifications:

Students enrolled in resource Math9 are included in the count with Algebra 9 students, resource Math10 are included in the count with Geometry 10 students, and resource Math11 are included in the count with Algebra 2 students.

Because students are lacking basic algebraic skills and are 3 or more years below grade level in mathematics as shown in the Math Inventory Assessment, a large number of Algebra1 and Algebra2 students are failing.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

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Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter							
																				Lower Case Letters: Report the number of D and F grades on each post-unit assessment			
								$\frac{a+b+c+d}{A+B+C+D} \times 100$															
A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5																							
6																							
7																							
8																							
9	91	5	5	45				53	44	68	42	54	31	21	9	64.3							
10	76	12	3	9				69	12	70	8	70	4	67	6	10.9							

Comments/Clarifications:

Students enrolled in resource English9 are included in the count with ELA 9 students and resource English10 are included in the count with ELA 10 students.

Because students are lacking basic reading and writing skills and are 3 or more years below grade level in those areas as shown in the Reading Inventory Assessment, a large number of English 9 and English 10 students are failing.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

We have completed the student data upload to the test portal. We are currently working on the proctor cache machine. After the setup of the cache machine is completed, we will be able to set dates for administering the ACT Aspire Interim Assessments.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by ____ <u>Math Inventory</u> ____ (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by ____ <u>Reading Inventory</u> ____ (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9	93.8%		88.6%	
10	92.6%		77.1%	
11	100.0%		77.4%	
12	96.3%		79.8%	

Comments/Clarifications:

Over 50% of the student population is performing below 5th grade level as indicated by their quantile and lexile scores.

Low performance in these areas negatively impacts performance in core classes as well as across the curriculum.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	In Progress			
Student Results	2.95 out of 4.0			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

**Secondary School
Student Climate Survey
Dollarway High School**

	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	TOTAL
1	135	122	11	6	274
2	137	108	11	7	263
3	62	136	57	9	264
4	64	134	49	25	272
5	42	103	80	36	261
6	64	121	60	19	264
7	31	62	97	71	261
8	37	119	82	30	268
9	92	120	45	10	267
10	66	143	45	9	263
11	120	104	30	9	263
12	64	132	56	20	272
13	90	105	37	25	257
14	84	126	42	13	265
15	136	94	19	12	261
16	91	97	50	23	261
17	106	112	31	11	260
18	87	114	50	13	264
19	82	120	44	14	260
20	22	53	90	96	261
TOTAL	1616	2228	988	459	5281

	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
1	49.3%	44.5%	4.0%	2.2%
2	52.1%	41.1%	4.2%	2.7%
3	23.5%	51.5%	21.6%	3.4%
4	23.5%	49.3%	18.0%	9.2%
5	16.1%	39.5%	30.7%	13.8%
6	24.2%	45.8%	22.7%	7.2%
7	11.9%	23.8%	37.2%	27.2%
8	13.8%	44.4%	30.6%	11.2%
9	34.5%	44.9%	16.9%	3.7%
10	25.1%	54.4%	17.1%	3.4%
11	45.6%	39.5%	11.4%	3.4%
12	23.5%	48.5%	20.6%	7.4%
13	35.0%	40.9%	14.4%	9.7%
14	31.7%	47.5%	15.8%	4.9%
15	52.1%	36.0%	7.3%	4.6%
16	34.9%	37.2%	19.2%	8.8%
17	40.8%	43.1%	11.9%	4.2%
18	33.0%	43.2%	18.9%	4.9%
19	31.5%	46.2%	16.9%	5.4%
20	8.4%	20.3%	34.5%	36.8%
TOTAL	30.6%	42.2%	18.7%	8.7%

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*



DISTRICT: DOLLARWAY
SUPERINTENDENT: BARBARA WARREN
SCHOOL: ROBERT F. MOREHEAD MIDDLE SCHOOL
PRINCIPAL: DIANE BOYD-EMELIFE
STATUS: PRIORITY
SITE-BASED SIS: ROSIE CLAYTON
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: LASONIA JOHNSON

45-DAY Priority School Progress Report: Secondary

FIRST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

100% of 5th – 8th graders will be tested in September 2016 to determine reading baseline/Lexile levels.

- As determined by ACT Aspire, by April 2017, 5th grade will show at least a 3% growth in number of students scoring ready and/or exceeding on the English portion of the ACT Aspire summative assessment.
- As determined by ACT Aspire, by April 2017, 6th grade will show at least a 6% growth in number of students scoring ready and/or exceeding on the English portion of the ACT Aspire summative assessment.
- As determined by ACT Aspire, by April 2017, 7th grade will show at least a 3% growth in number of students scoring ready and/or exceeding on the English portion of the ACT Aspire summative assessment.
- As determined by ACT Aspire, by April 2017, 8th grade will show at least a 9% growth in number of students scoring ready and/or exceeding on the English portion of the ACT Aspire summative assessment.

100% of 5th – 8th graders will be tested in September 2016 to determine math baseline quantile performance levels.

- As determined by ACT Aspire, by April 2017, 5th grade will show at least a 10% growth in number of students scoring ready and/or exceeding on the Math portion of the ACT Aspire summative assessment.
- As determined by ACT Aspire, by April 2017, 6th grade will show at least a 10% growth in number of students scoring ready and/or exceeding on the Math portion of the ACT Aspire summative assessment.
- As determined by ACT Aspire, by April 2017, 7th grade will show at least a 10% growth in number of students scoring ready and/or exceeding on the Math portion of the ACT Aspire summative assessment.
- As determined by ACT Aspire, by April 2017, 8th grade will show at least a 10% growth in number of students scoring ready and/or exceeding on the Math portion of the ACT Aspire summative assessment.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

We have pre-assessed the entire student body for Reading Inventory, Math Inventory, and Phonics Inventory. The Instructional Facilitators provide training in weekly Professional Learning Community Meetings in areas of Classroom Management, Instructional Strategies, Data Analysis, Student Engagement Techniques, High Order Thinking Skill questioning in lesson plans and instruction. The Professional Learning Communities have established a system to share meeting information, concerns, and data with the Principal, Instructional Facilitators and School Leadership Team. Establishing adequate and consistent meeting times has been a challenge due to outside influences and obligations. Other challenges are lack of working bell and intercom and completion of technology set-up in the building. The imbalance of non-certified personnel versus certified personnel and limited paraprofessionals creates a challenge. There is a concern of how the high volume of discipline issues might affect student performance. The Leadership Team will continue to focus on student performance data and classroom observation data to make decisions about school improvement as it relates to professional development. We will also continue to look at the indicators as they relates to the curriculum, classroom instruction with rigor and relevance, assessments, and ultimately to improve student performance.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)
Quarter 1: Updated vision statement. Updated mission statement. Created new school leadership team. Created new school leadership team roles/duties. Indistar training was shared with team. Re-evaluated Indistar indicators. The team considered these decisions meaningful to align with new district and building leadership, new goals, and visions.
Quarter 2:
Quarter 3:
Quarter 4:
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
Quarter 1: Based on classroom walk-throughs and discipline reports, we will increase parental contact and consistently enforce handbook policies and procedures, schoolwide.
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5	98				15.3	1	67				3			
6	81				16.0	0	48				0			
7	87				14.9	0	55				3			
8	72				22.22	0	69				3			
9														
10														
11														
12														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

The SLT reviewed the discipline report to identify student trends. One student has been referred for additional services. The agenda for the Professional Development Day included whole group discussion on discipline concerns and Classroom Management strategies.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8	30				78				9				26%					
9-10																		
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

The leadership team has a concern about number of teacher absences. Maybe we can consult with the Personnel Policy Committee concerning incentives to improve teacher absentees. We may possibly create a survey to assess or provide data as to why teachers are absent. Leadership team will compare high absenteeism to student academic performance.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5	97.1				7					
6	80.7				2					
7	86.7				8					
8	72.0				12					
9										
10										
11										
12										

Comments/Clarifications:

Leadership team discussed reasons for high absenteeism among students. Is it due to suspension, early checkout, etc. The team also discussed how this affects students' academic performance.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment								a+b+c+d A+B+C+D			
								A	a	B	b	C	c	D	d	X 100			
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5	98	0	0	26				65	23	77	23	72	30			35%			
6	81	5	10	32				80	30	80	40	76	44			48%			
7	87	2	6	20				76	18	86	19	88	19			22%			
8	72	0	1	24				64	40	64	27	62	15			43%			
Alg 1 8																			
Alg 1 9																			
Geo 9																			
Geo 10																			
Alg 2																			

Comments/Clarifications:

5th grade numbers are low for unit tests because the math/science instructional facilitator was not able to collect math data from one of the 5th grade teachers. It was determined in PLC meetings that students are performing below grade level in reading, students lack necessary skills for higher order thinking/problem solving. Instructional facilitators are continuously providing strategies to support identified areas.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				
5	98	0	0	23				83	12	81	20	82	17			20%			
6	81	2	14	17				75	25	73	9	62	13			22%			
7	87	2	23	12				80	45	80	55	85	7			44%			
8	72	0	1	14				62	9	66	33	62	21			33%			
9																			
10																			

Comments/Clarifications:

It was determined in PLC meetings that students are performing below grade level in reading, students lack necessary skills for higher order thinking. Instructional facilitators are continuously providing strategies to support identified areas.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV	N/A	N/A	N/A	N/A	N/A

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

RFMMS has not administered an interim assessment yet. We are in the process of uploading SDU files to Aspire test portal; setting up proctor cache machine; setting dates for iterim assessments and establishing test groups and sessions in the test portal. We will be administering 3 iterim assessments before time to administer the summative assessment.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>Math Inventory</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>Reading Inventory</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9				
10				
11				
12				

Comments/Clarifications:

At this time, the RFMMS SLT does not have the reports and data to complete the section of the report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

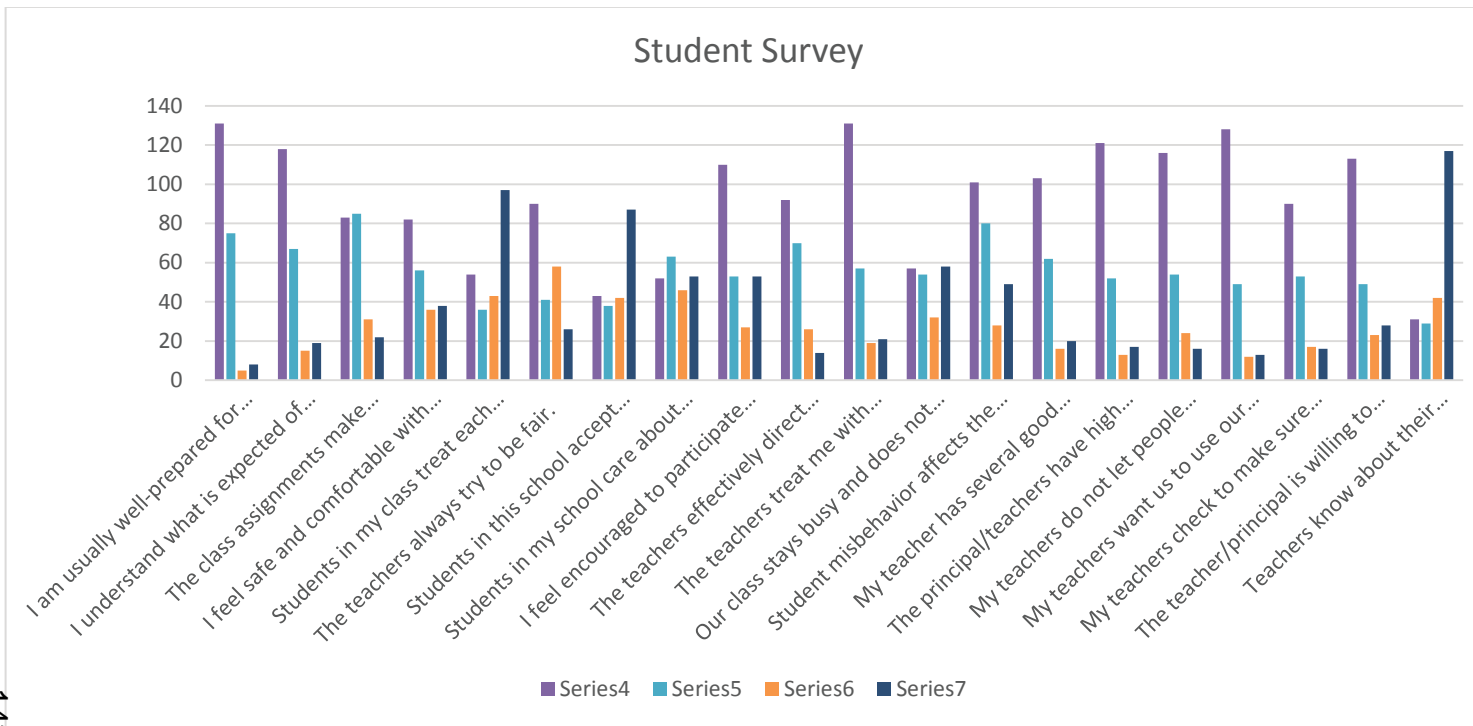
Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.06 out of 4.0			
Student Results	3.52 out of 4.0			

141 ****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Survey results show a close correlation between teacher and student opinion of school climate.



SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*



DISTRICT: EARLE SCHOOL DISTRICT

SCHOOL: EARLE HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: REGINNIA WILLIAMS

EXTERNAL PROVIDER: NA

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JAMIE HOLLIMAN (JUDY FOOTE & DR. ROBERT BREWER)

SUPERINTENDENT: RICKEY NICKS

PRINCIPAL: JUANITA BOHANON

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

- Earle High School will increase English, Writing, Reading, Math, and Science proficiency scores by 15% during the 2016-17 school year based upon the 2015-16 ACT Aspire results. Target goals: English 58%, Writing 38%, Reading 35%, Math 29%, and Science 24%.
- The number of students in each grade that tested three or more years below grade level on the Beginning of the Year Accucess Assessment (Edmentum) will reduce by at least five students per grade level based on the End of the Year Accucess Assessment.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

The progress we've made includes: evaluating current assessments, creating/revising pre/posttest, administering tests and analyzing data; professional development sessions are ongoing for organizing and analyzing data to identify areas of students' strengths and weaknesses to guide planning and instructional delivery more effectively; implementation and monitoring of a uniform system for classroom rules and procedures; collecting and analyzing disciplinary referrals to compile disciplinary reports and PD for those identified as needing support, leadership team meetings held twice per month to provide input in the decisions affecting the school; instructional professional learning communities (PLCs) and teams have been established. In regards to support, we've received guidance on all aforementioned items by school, district, and outside agencies and in the areas of the distribution of technology, scheduling, support for novice teachers, and instructional support.

Barriers that we've encountered are finding experienced, highly qualified teachers in the areas of math and science, high teacher turnover every year, which creates severe instability for the instructional program; limited human resources- several district level personnel are serving in multiple capacities and teacher certification. Currently we have six new teachers with limited or no teaching experience, and only two of them have a license. We are seeking assistance from our local coop and from content-specific certified, experienced educators to support us in these areas. In the areas of technology our barriers are personnel and internet accessibility/functionality.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

Restructuring PLCs/building teams and refocusing team meeting expectations is a primary change implemented this quarter. This restructuring was instituted so that data for the building is reviewed every meeting and that actions/next steps (including assigned duties) are more effectively communicated to the teams/PLCs and supported. The master schedule was restructured, allowing PLCs to primarily exist with grade bands 7-8, 9-10, and 11-12 teachers so that these teams could meet at least bi-weekly to discuss various forms of data (academic, behavioral, & attendance) and offer each other support in addressing student needs and ensuring that parental contact increases. It is our goal to focus on indicators that address teaming and assessments (as evidenced in Indistar) and we will utilize our building teaming structure as a vehicle for these changes. The Leadership Team is continuing to make efforts toward effectively refocusing on procedures and setting high expectations so that the climate continues to improve in the classrooms and building. One method in which this is being communicated is by providing opportunities for the faculty to review the work being done and documented in Indistar. During this time faculty and staff are encouraged to engage in discussions about the work. This

also addresses the concern of transparency by the school/district's leadership. The Leadership Team has also began reviewing other methods of assessments to increase validity. The goal is to ensure that we are accurately accessing the standards by drilling down to the basic skills needed for mastery (unpacking the standards). The belief is that by doing this, we will identify areas of misconception and build on foundational skills needed to master the standards by periodic assessments and/or check for understanding. We are encouraging teachers to use various forms of assessments and to incorporate formatting similar to the summative assessment, ACT Aspire. In addition to the previously stated efforts to continue this work, a professional development calendar for the upcoming school year with standard scheduled PD days and embedded work-day sessions is in the process of being developed. Calendars outlining specific areas of support are in the process of being created for each quarter; however, the Leadership Team realizes that these calendars may be modified based on the needs of the students and teachers. By promoting increased accountability, improvements in fostering a cooperative learning environment and school culture/climate at Earle High School are being realized.

Quarter 2:

Quarter 3:

Quarter 4:

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1:

Intensive intervention will be put in place to assist teachers struggling with classroom management, use of instructional strategies, and assessments. In addition, we will increase our efforts in addressing attendance and discipline.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
7	44				22.7%	NA	4				0			
8	42				11.9%	NA	4				0			
9	55				14.5%	NA	8				0			
10	70				11.6%	NA	8				0			
11	37				10.8%	NA	8				0			
12	46				13.0%	NA	6				0			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications: We will identify trends in discipline referrals and discuss methods to address them, such as behavior intervention plans.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
7-8	4 (8)				33				6				25%					
9-10	4 (9)				31				8				25%					
11-12	4 (8)				21				7				0%					
SPED	2				7				3				50%					

Specific grade levels and /or spans may be modified according to your building.

Comments/Clarifications: Music, Art, P.E. and CTE teachers teaching multiple grades will be reflected in each grade level they teach, this number is in parenthesis. There is a high number of teacher absences due to medical reasons and death(s) in their families.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
7	94.89%				6					
8	95.52%				4					
9	94.27%				7					
10	90.61%				18					
11	93.97%				9					
12	93.14%				9					

Comments/Clarifications: Teachers will contact parents of those students with 3, 5, 7, and 10 absences. In addition, the school is putting procedures in place to ensure that attendance is being taken with fidelity.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 7-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
								A	a	B	b	C	c	D	d				
								1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F
7	38	0	4	3				35	10							29%			
8	40	0	1	6				34	8							24%			
Alg. I 9 th GR	47	6	7	3				49	41							84%			
Geo. 10 th GR	58	0	3	18				58	56							97%			
Geo. 9 th GR	2	0	2	29				N/A	N/A							N/A			
Alg. II 10 th GR	13	2	1	5				46	20							43%			

Comments/Clarifications: The math numbers include indirect SWD students. We are unable to obtain the evidence from one of the teachers to support the specific number of students by grade level in the Algebra II and Geometry classes because the teacher resigned without leaving this information or access. For the current teacher that is teaching, the data is as follows:

Algebra II (10): 4 students enrolled this quarter Section A= 4 Section a= 0 Percent D/F =0 %

Algebra I (9): Section A= 17 Section a=11 Percent D/F = 64%

We have identified concerns in the math department and are working to provide ongoing support. Two of our main goals as a school is to provide optimal instruction to all students and to record, analyze, and maintain various forms of data so that we may track student growth and mastery. We provided professional development in Classroom Management and the teachers developed a classroom management plan. We've shared best practices and instructional strategies such as using direct instruction, modeling, guided practice, et. We've conducted observations and provided feedback encouraging teachers to increase their time modeling processes and using think-alouds; increasing the amount of guided practice to identify and address misconceptions and increase opportunities for student success by allowing test corrections, as well frequent checks for understanding prior to assessment. In addition, we are utilizing our local educational cooperative to assist us in supporting the teachers through observing and providing feedback and recommendations. A plan will be implemented with specific goals and timelines to ensure that recommendations are adhered to and monitored frequently.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 7-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								a+b+c+d											
								A+B+C+D											
X 100																			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2 Q	3Q	4Q
7	39			10				41	13							27.5%			
8	39			4				38	4							13%			
9	47			4				47	10							38%			
10	58			9				57	13							32%			

Comments/Clarifications: The math numbers include indirect SWD students.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	10/10/16 to 10/14/16	Overall-42% 7 th Grade-42% 8 th Grade-39% 9 th Grade-39% 10 th Grade-46%	Overall-37% 7 th Grade-35% 8 th Grade-41% 9 th Grade-33% 10 th Grade-39%	Overall-37% 7 th Grade-38% 8 th Grade-39% 9 th Grade-35% 10 th Grade-36%	Overall-26% 7 th Grade-22% 8 th Grade-25% 9 th Grade-31% 10 th Grade-27%
Interim II					
Interim III					
Interim IV					

*Any interim other than AC T Aspire must

be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications: Students will increase proficiency percentages over time with a goal of 5% in each area on next interim assessment.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>Edmentum Accucess Math</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>Edmentum Accucess Reading Comp.</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
7	23 out of 45 tested		18 out of 45 tested	
8	25 out of 39 tested		11 out of 39 tested	
9	42 out of 51 tested		29 out of 51 tested	
10	54 out of 61 tested		43 out of 61 tested	
11	42 out of 47 tested		33 out of 47 tested	
12	43 out of 43 tested		32 out of 44 tested	

Comments/Clarifications:

Students will take this assessment again mid-year to gage growth. Students finished the assessment quickly and several stated that they did not put forth their best effort. This was also the first time some of our teachers administered an assessment, and it was brought to our attention that the assessment was not administered with the same expectations and fidelity as used for the summative assessment.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	60.9			

Student Results	62.3			
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****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Content teacher survey results: The question that received the lowest score #14- “Principal keeps the building focused on academic achievement”. One action that will be taken is the implementation of the data analysis model. After completing a data analysis cycle, teachers will be required to answer questions that are directly related to the information that is being presented. This presentation will be made to the principal and building administrative team. In addition, students/classes will be randomly selected to complete surveys at the end of class to provide student perspective on the instruction they are provided for that lesson.

Student survey results: The question that received the lowest score was # 20- “Teachers know about their lives outside of school”. This data will be presented to the faculty. We will survey the staff for suggestions as to how to address this area.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*





DISTRICT: FORREST CITY SCHOOLS DISTRICT
SCHOOL: FORREST CITY HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: MR. TERRY BOONE
EXTERNAL PROVIDER: MR. LARRY BUCK & MR. TONY TIMS
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: DR. TIAFFANY HARDRICK
PRINCIPAL: MR. OSCEOLA HICKS

45-DAY Priority School Progress Report: Secondary

First QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)							
Our goals for the 2016 – 2017 school year are to exceed the expected rate of 49.5% proficiency for all students in English, Mathematics and Science as set forth by the Arkansas Department of Education. Based upon careful review of our 2015-2016 ACT-Aspire results when compared against the results of our first ACT-Aspire interim assessment, we feel that our goals are specific as they 1) are non-negotiable by the State Department and 2) why would we set our goals to be short of the target? Hence, the fact of the matter is that you can't get any more specific than 49.5% as the measure of quantitative data established for us. Please consider:							
2015 – 2016 ACT Aspire Overall	ENGLISH	23%	READING	13%	WRITING	MATHEMATICS	SCIENCE
9 TH Grade	19%	12%	20%	5%	5%	10%	
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2016 – 2017 Interim I Overall	47%	34%	N/A	33%	32%	34%	
9 TH Grade	45%	32%	"	32%	33%	36%	
10 TH Grade	49%	37%	"	33%	36%		

With our focus and preparation being more accurately targeted and, should the results of our first interim assessment prove to be an indication of summative outcomes, it is our feeling that all other tenets of the SMART goal dynamic are realized and exceed the verbiage as stated in the goals courageously justified. Additionally, we recognize that reading is our nemesis and feel that the emphasis we intend to place on the Reporting Category of Craft and Structure and content vocabulary will yield us growth across the board. We, however, are not so naive in thinking that we do not have to make at least 10% of growth with each interim and carry that momentum through the Summative as we further realize that the ACT-Aspire is a proficiency assessment and NOT an End-of-Course assessment. We have an unusual depth of novice in critical areas. But, all teachers' core and non-core are very much aware of our goals and more importantly the need to have a raised sense of Urgency!

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1: As a result of our collectively and carefully aligning the CSS with the New Arkansas Curriculum standards and the Engaged NY units and related lessons, we have developed and put into robust practice a seamless approach to instruction and learning. These efforts began only after we took an in-depth look at what the ACT-Aspire test battery looked like in terms of structure and the various Reporting Categories. The reporting categories were then carefully examined to determine points to be gained in each and ensuring a sound understanding of the various modes of concentration to further ensure our getting the most bang for our buck. Further, we delved deeper into the ACT-Aspire plethora of resources and through a series of PD sessions for core as well as non-core teachers found that resources such as the Live binder could prove to be our "friend." This single resource provided not only clarity but examples of what one could expect in the manner it would be presented on the actual exam itself. As a result of this work and the teacher's will embrace this systemic approach along with their willingness to adapt in practice, our first ACT-Aspire interim report resulted in substantial gains as compared to the results from the Summative results from the 2015-16 school year. Additionally, we progressed through the insightful need to revisit our Lesson Design and hence, modified the document to ensure proper planning around the rigor of the ACT-Aspire exam and its emphasis on college and career readiness.</p> <p>One of our challenges is the percentage of novice teachers in content areas. The challenge of having to adopt and develop units to align with the New Arkansas Curriculum standards at the building level with external supports and the administration is certainly worth noting as well. Nevertheless, we are most proud of the work we have done to this point and feel that we are at a place where we've established a blueprint for ensuring our success. We recognize that all of us are still very much on the learning curve are wholesomely committed to the work.</p>
<p>Quarter 2:</p>	

Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

<p>Quarter 1: We made the decision to develop a curriculum/pacing guide with the intent to ensure focus and coverage. Additionally, as a result of so many new staff, the team made the consensus non-negotiable decision to provide additional supports those teachers who are teachers of record in our core areas (i.e. CM, Lesson Design Planning, frequent observations with immediate feedback, etc.) The principal redefined the roles of our external supports as well as our SIS for ELA, MATH and SCIENCE. Finally, the team approved the recommended appointees to ensure the accuracy and timeliness of data being entered into Indistar. While these are not the only decisions we made this quarter, these are the more important ones as they drive the engine of our work and adds credence to our efforts as we are constantly interpreting, disaggregating and analyzing not only quantitative data but qualitative data as well. Needless to say, this work is made meaningful because it informs next steps for strategy development and implementation that subsequently accelerates us towards the target.</p>				
Quarter 2:				
Quarter 3:				
Quarter 4:				
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p> <p>Quarter 1: Our first Interim results for the 2016-2017 school year are as follows:</p>				
Overall:	ENGLISH 47%	READING 34%	SCIENCE 35%	MATHEMATICS 33%
Grade 9	45%	32%	34%	32%

Grade 10	49%	37%	36%	33%
What this data immediately reveals is substantial growth across the board and in all areas in both grades 9 and 10 as compared with our ACT-Aspire SUMMATIVE data report a year ago. Please consider....				
Overall	+24% in ENGLISH;	+21% in READING	+28 in SCIENCE	and +28% in MATHEMATICS
English – The FCHS ELA teachers are receiving support in the forms of PLC's and classroom observations w/ feedback to increase their effectiveness in the reporting category Production of Writing. Our focus over the next 45 days includes:				
<ul style="list-style-type: none"> Effectively developing topics Organizing ideas in a logical and cohesive way Expressing ideas in a precise, concise, and stylistically consistent manner. 				
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<ul style="list-style-type: none"> Identifying the purpose and parts of the text Analyzing how text is organized Analyzing the authors point of view 				
Our 10 grade teachers have just begun a unit that comprises 42 lessons dealing with the text "Kings Letters From a Birmingham jail" via Engage NY. Our 9 th graders will explore Edgar Allen Poe's "The Telltale Heart (10-13 lessons) and Emily Dickerson's poem "I Thought I Lived a Funeral" (10 lessons). We believe this is strategy will be meaningful and bold well for better results in the Reporting Category of Craft & Structure.				
In SCIENCE we scored from a range 36% in Scientific Investigations to 33% in Interpretation of Data for an average of - 34% in 9 th grade and from a range of 40% in Scientific Investigation to 33% in Interpretation of Data for an average of 36% in 10 th grade. The Leadership Team believes we will improve from both grades primarily through the modes of interpretation of Data, Research, Summaries and Conflicting Viewpoints. Therefore, the teachers will be more engaged in creating and facilitating more lab opportunities for scholars that will require them interpret, analyze, synthesize data/findings and transfer the cognitive to the kinesthetic domains, respectively.				

In MATHEMATICS we scored from a high of 37% in Geometry to a low of 23% in Number and Quantity in 9th grade and from a high of 45% in Geometry to a low of 25% in Number and Quality. The Leadership Team believes we really need to address Foundational (pre-requisite) skills. At both grade levels Algebra, Modeling (word problems), Foundations and Number & Quantity are the categories we scored the lowest. We believe to grow within our Grade Level Focus; we will expect a more intentional approach to instruction from the standpoint of Justification and Explanation. We will revisit the higher end of Bloom's and also challenge ourselves to this end by upgrading their inquiry practices through the medium of the Critical Thinking posture of How, Why, What, When and Where.

The Leadership Team revised our Lesson Design for all core areas that will go into full use starting Monday, October 17, 2016. Within the design and performance coaches are expected to tender an Essential Question (EQ) and make declaration as to whether it is a GLF lesson or one of Foundation measure. Part of the Data Day allowed them to shoulder with a colleague who teaches the same discipline and develop what they would consider a MODEL lesson plan from one of the Reporting Categories in which we scored the lowest.

Finally, as we move towards ACT-Aspire Interim assessment #2, we have encouraged performance coaches to become best buddies with the Live binder. Also, all of our External Supports have a strategic scope of work for which each shall be held accountable. This includes Ms. Tanji Marshall who have been charged with ensuring that our Pre-AP students score at the rate of Exceeding.

We Implement Math Plan Tests for 9th and 10th grades. Discussion of released items of ACT for assistance. Summative assessment reports discussed. The school and staff members need to know how the students performed on ACT Aspire, and the needs of the students. The school will focus on vocabulary displays in all classrooms. SMART GOALS will be developed. The Leadership Team will make a report to the Superintendent and School Board. Teachers will utilize the displays for reinforce subject level academic vocabulary. The team discussed what does the ACT Aspire Test look like? Books have been ordered to assist us with this process. Teachers need to know how ACT Aspire assess various skills. This process will allow teachers to create common and unit assessment tests in the ACT Aspire format. Discussed high yield strategies activities required to get off of priority list. It's important that the staff members know the criteria for getting off of priority list. The leaders will conduct CWT classroom walk-throughs throughout the school year. It's very important that the teachers receive continuous feedback for strengths and growth for continuous improvements. Benchmark data – Mathematics and ELA – Color Code cards. Curriculum Focus – ACT Prep and Rubric – restructuring curriculum to teach the skills the scholars need. Revised Lesson Plans to reflect ACT-Aspire goals and objectives for ELA/Science/Math; Wednesday will be Writing day. Fridays will be ACT-Aspire school-wide testing day that will include an emphasis on content vocabulary. Finally, although we scored above the rate of 49.5% (55%) in the area of Conventions, grades 9 and 10 will dedicate one day per week to this Reporting Category as this is where up to 65% of our points will come from in the area of

Language:
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7														
8														
9	168				15%	0%	10				0			
10	179				12.3%	1.4%	34				1			
11	198				14.6%	0.5%	20				0			
12	153				15.6%	1.3%	14				0			

***SWD-Students with Disabilities:**

***EL-English Language Students:** (7) 9th grade students are currently enrolled at a residential facility. (11) 10th grade students are currently enrolled in the High School ALE program. (7) 9th grade students are currently enrolled at the High School ALE program. (2) 9th grade students are currently enrolled in a residential facility. (1) 10th grade student is currently enrolled in a residential facility.

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1		Semester 2		Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason	
5-8																		
9-10	21				52				8.5				3.2%		3.2%			
11-12	31				92.6				30				3.3%		0%			

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

- One 9/10 grade core teacher has been absent for 5 or more days due to sickness.
- One 9/10 grade core teacher has been absent for 10 days or more due to sickness and death in the immediate family.
- Only one 11/12 grade core teacher was absent for 10 or more days due to death in the immediate family and sickness.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7										
8										
9	94.8				3		2			
10	91.3				7		10			
11	93.5				7		3			
12	95.3				2		1			

Comments/Clarifications: There have been 8 away Volleyball games, resulting in 17 students being dismissed early from school. The football team traveled 1 game out of town, resulting in 49 students being dismissed early.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number students enrolled this quarter	Number Students with F in Math 2014-15 prior to summer school	Number Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment	Percent of D or F grades on all unit assessments administered each quarter															
				1Q	2Q	3Q	4Q		A		a	B	b	C	c	D	d	a+b+c+d						
									Unit 1 D&F	Unit 1 D&F	Unit 2 D&F	Unit 2 D&F	Unit 3 D&F	Unit 3 D&F	Unit 4 D&F	Unit 4 D&F	1Q	2Q	3Q	4Q				
5																								
6																								
7																								
8																								
Alg 1 8	0	0	0	0						0	0									0				
Alg 1 9	128	7	5	37						128	36									28%				
Geo 9	39	0	0	1						39	1									3%				
Geo 10	152	21	17	35						152	34									22%				
Alg 2	135	22	20	75						135	73									54%				

Comments/Clarifications: (7) 9th grade students are currently enrolled at the High School ALE program. (11) 10th grade students are currently enrolled in the High School ALE program. (2) 9th grade students are currently enrolled in a residential facility. (1) 10th grade student is currently enrolled in a residential facility.

We also have an after-school and Saturday school program that address the percent and number of D's and or F's at the various grade levels. This program serves as an intervention as well as a remediation piece to move students towards proficiency and normal progress toward graduation.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F with ELA 2014-15 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter			
				A	a	B	b	C	c	D	d	a+b+c+d				A+B+C+D	X 100
				Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q		
5																	
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7																	
8																	
9	168	22	15	166	46							28%					
10	179	12	9	178	33							19%					

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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	8/15/2016 - 10/07/2016	47%	34%	35%	33%
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format. *Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications: The scores above represent the data from the 1st ACT-Aspire Interim Test.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by Math Diagnostic (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by ELA Diagnostic Pre-Test (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9	0		0	
10	0		0	
11	0		0	
12	5%		9%	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	<u>Q-1</u> S. Agree 20% Agree 53.3% Disagree 16.7% S. Disagree 10%			
	<u>Q-2</u> S. Agree 16.7% Agree 53.3% Disagree 20% S. Disagree 10%			
	<u>Q-3</u> S. Agree 26.7 Agree 53.3% Disagree 16.7% S. Disagree 3.3%			
	<u>Q-4</u> S. Agree 26.7 Agree 50% Disagree 23.3% S. Disagree 0%			
	<u>Q-5</u> S. Agree 36.7% Agree 53.3%			

	Disagree 13.3% S. Disagree 0%		
	<u>Q-14</u> S. Agree 0% Agree 76.7% Disagree 10% S. Disagree 13.3%		
	<u>Q-15</u> S. Agree 3.3% Agree 36.7% Disagree 46.7% S. Disagree 13.3%		
	<u>Q-16</u> S. Agree 16.7% Agree 60.0% Disagree 16.7% S. Disagree 6.7%		
	<u>Q-17</u> S. Agree 33.3% Agree 53.3% Disagree 10% S. Disagree 3.3%		
	<u>Q-18</u> S. Agree 33.3% Agree 50.0% Disagree 16.7% S. Disagree 0%		
	<u>Q-19</u> S. Agree 23.3% Agree 63.3% Disagree 13.3% S. Disagree – 0%		
	<u>Q-20</u> S. Agree 0% Agree 33.3% Disagree 26.7% S. Disagree 40%		

Student Results	Q-1. S. Agree. 37% Agree 57.2% Disagree 3.7% S. Disagree 2%		
	Q-2. S. Agree. 41.4% Agree 52.2% Disagree 4% S. Disagree 1.7%		
	Q-3. S. Agree 15.9% Agree 56.2% Disagree 24.2% S. Disagree 3.7%		
	Q-4. S. Agree 16.8% Agree 57.6% Disagree 18.2% S. Disagree 7.4%		
	Q-5. S. Agree 10.4% Agree 31.6% Disagree 41.4% S. Disagree 16.5%		
	Q-6. S. Agree 15.2% Agree 47.8% Disagree 29.3% S. Disagree 7.7%		
	Q-7. S. Agree 6.1% Agree 27.3% Disagree 43.1% S. Disagree 23.6%		
	Q-8. S. Agree 9.4% Agree 45.8% Disagree 32% S. Disagree 12.8%		

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.





DISTRICT: FORREST CITY SCHOOLS DISTRICT
SCHOOL: FORREST CITY HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: MR. TERRY BOONE
EXTERNAL PROVIDER: MR. LARRY BUCK & MR. TONY TIMS
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: DR. TIAFFANY HARDRICK
PRINCIPAL: MR. OSCEOLA HICKS

45-DAY Priority School Progress Report: Secondary

First QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

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In SCIENCE we scored from a range 36% in Scientific Investigations to 33% in Interpretation of Data for an average of - 34% in 9 th grade and from a range of 40% in Scientific Investigation to 33% in Interpretation of Data for an average of 36% in 10 th grade. The Leadership Team believes we will improve from both grades primarily through the modes of interpretation of Data, Research, Summaries and Conflicting Viewpoints. Therefore, the teachers will be more engaged in creating and facilitating more lab opportunities for scholars that will require them interpret, analyze, synthesize data/findings and transfer the cognitive to the kinesthetic domains, respectively.				

In MATHEMATICS we scored from a high of 37% in Geometry to a low of 23% in Number and Quantity in 9th grade and from a high of 45% in Geometry to a low of 25% in Number and Quality. The Leadership Team believes we really need to address Foundational (pre-requisite) skills. At both grade levels Algebra, Modeling (word problems), Foundations and Number & Quantity are the categories we scored the lowest. We believe to grow within our Grade Level Focus; we will expect a more intentional approach to instruction from the standpoint of Justification and Explanation. We will revisit the higher end of Bloom's and also challenge ourselves to this end by upgrading their inquiry practices through the medium of the Critical Thinking posture of How, Why, What, When and Where.

The Leadership Team revised our Lesson Design for all core areas that will go into full use starting Monday, October 17, 2016. Within the design and performance coaches are expected to tender an Essential Question (EQ) and make declaration as to whether it is a GLF lesson or one of Foundation measure. Part of the Data Day allowed them to shoulder with a colleague who teaches the same discipline and develop what they would consider a MODEL lesson plan from one of the Reporting Categories in which we scored the lowest.

Finally, as we move towards ACT-Aspire Interim assessment #2, we have encouraged performance coaches to become best buddies with the Live binder. Also, all of our External Supports have a strategic scope of work for which each shall be held accountable. This includes Ms. Tanji Marshall who have been charged with ensuring that our Pre-AP students score at the rate of Exceeding.

We Implement Math Plan Tests for 9th and 10th grades. Discussion of released items of ACT for assistance. Summative assessment reports discussed. The school and staff members need to know how the students performed on ACT Aspire, and the needs of the students. The school will focus on vocabulary displays in all classrooms. SMART GOALS will be developed. The Leadership Team will make a report to the Superintendent and School Board. Teachers will utilize the displays for reinforce subject level academic vocabulary. The team discussed what does the ACT Aspire Test look like? Books have been ordered to assist us with this process. Teachers need to know how ACT Aspire assess various skills. This process will allow teachers to create common and unit assessment tests in the ACT Aspire format. Discussed high yield strategies activities required to get off of priority list. It's important that the staff members know the criteria for getting off of priority list. The leaders will conduct CWT classroom walk-throughs throughout the school year. It's very important that the teachers receive continuous feedback for strengths and growth for continuous improvements. Benchmark data – Mathematics and ELA – Color Code cards. Curriculum Focus – ACT Prep and Rubric – restructuring curriculum to teach the skills the scholars need. Revised Lesson Plans to reflect ACT-Aspire goals and objectives for ELA/Science/Math; Wednesday will be Writing day. Fridays will be ACT-Aspire school-wide testing day that will include an emphasis on content vocabulary. Finally, although we scored above the rate of 49.5% (55%) in the area of Conventions, grades 9 and 10 will dedicate one day per week to this Reporting Category as this is where up to 65% of our points will come from in the area of

Language:
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7														
8														
9	168				15%	0%	10				0			
10	179				12.3%	1.4%	34				1			
11	198				14.6%	0.5%	20				0			
12	153				15.6%	1.3%	14				0			

***SWD-Students with Disabilities:**

***EL-English Language Students:** (7) 9th grade students are currently enrolled at a residential facility. (11) 10th grade students are currently enrolled in the High School ALE program. (7) 9th grade students are currently enrolled at the High School ALE program. (2) 9th grade students are currently enrolled in a residential facility. (1) 10th grade student is currently enrolled in a residential facility.

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1		Semester 2		Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason	
5-8																		
9-10	21				52				8.5				3.2%				3.2%	
11-12	31				92.6				30				3.3%				0%	

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

- One 9/10 grade core teacher has been absent for 5 or more days due to sickness.
- One 9/10 grade core teacher has been absent for 10 days or more due to sickness and death in the immediate family.
- Only one 11/12 grade core teacher was absent for 10 or more days due to death in the immediate family and sickness.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7										
8										
9	94.8				3		2			
10	91.3				7		10			
11	93.5				7		3			
12	95.3				2		1			

Comments/Clarifications: There have been 8 away Volleyball games, resulting in 17 students being dismissed early from school. The football team traveled 1 game out of town, resulting in 49 students being dismissed early.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with Math 2014-15 prior to summer school	Number of Students with Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q	a+b+c+d	
								Unit 1 D&F	Unit 1 D&F	Unit 2 D&F	Unit 2 D&F	Unit 3 D&F	Unit 3 D&F	Unit 4 D&F	Unit 4 D&F					A+B+C+D	
5																					
6																					
7																					
8																					
Alg 1 8	0	0	0	0				0	0							0					
Alg 1 9	128	7	5	37				128	36							28%					
Geo 9	39	0	0	1				39	1							3%					
Geo 10	152	21	17	35				152	34							22%					
Alg 2	135	22	20	75				135	73							54%					

Comments/Clarifications: (7) 9th grade students are currently enrolled at the High School ALE program. (11) 10th grade students are currently enrolled in the High School ALE program. (2) 9th grade students are currently enrolled in a residential facility. (1) 10th grade student is currently enrolled in a residential facility.

We also have an after-school and Saturday school program that address the percent and number of D's and or F's at the various grade levels. This program serves as an intervention as well as a remediation piece to move students towards proficiency and normal progress toward graduation.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number students enrolled this quarter	Number Students with F in ELA 2014-15 prior to summer school	Number Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter										
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F										
5																											
6																											
7																											
8																											
9	168	22	15	49				166	46														28%				
10	179	12	9	34				178	33														19%				

Comments/Clarifications: (7) 9th grade students are currently enrolled at the High School ALE program. (11) 10th grade students are currently enrolled in the High School ALE program. (2) 9th grade students are currently enrolled in a residential facility. (1) 10th grade student is currently enrolled in a residential facility.

We also have an after-school and Saturday school program that address the percent and number of D's and or F's at the various grade levels. This program serves as an intervention as well as a remediation piece to move students towards proficiency and normal progress toward graduation.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	8/15/2016 - 10/07/2016	47%	34%	35%	33%
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format. *Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications: The scores above represent the data from the 1st ACT-Aspire Interim Test.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by Math Diagnostic (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by ELA Diagnostic Pre-Test (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9	0		0	
10	0		0	
11	0		0	
12	5%		9%	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	<u>Q-1</u> S. Agree 20% Agree 53.3% Disagree 16.7% S. Disagree 10%			
	<u>Q-2</u> S. Agree 16.7% Agree 53.3% Disagree 20% S. Disagree 10%			
	<u>Q-3</u> S. Agree 26.7 Agree 53.3% Disagree 16.7% S. Disagree 3.3%			
	<u>Q-4</u> S. Agree 26.7 Agree 50% Disagree 23.3% S. Disagree 0%			
	<u>Q-5</u> S. Agree 36.7% Agree 53.3%			

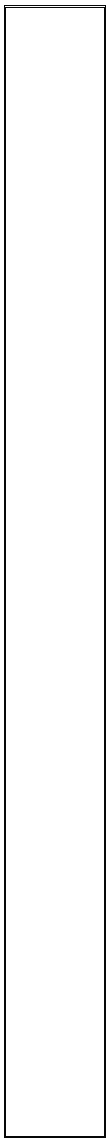
	Disagree 13.3% S. Disagree 0%		
	<u>Q-14</u> S. Agree 0% Agree 76.7% Disagree 10% S. Disagree 13.3%		
	<u>Q-15</u> S. Agree 3.3% Agree 36.7% Disagree 46.7% S. Disagree 13.3%		
	<u>Q-16</u> S. Agree 16.7% Agree 60.0% Disagree 16.7% S. Disagree 6.7%		
	<u>Q-17</u> S. Agree 33.3% Agree 53.3% Disagree 10% S. Disagree 3.3%		
	<u>Q-18</u> S. Agree 33.3% Agree 50.0% Disagree 16.7% S. Disagree 0%		
	<u>Q-19</u> S. Agree 23.3% Agree 63.3% Disagree 13.3% S. Disagree – 0%		
	<u>Q-20</u> S. Agree 0% Agree 33.3% Disagree 26.7% S. Disagree 40%		

Student Results	Q-1. S. Agree. 37% Agree 57.2% Disagree 3.7% S. Disagree 2%		
	Q-2. S. Agree. 41.4% Agree 52.2% Disagree 4% S. Disagree 1.7%		
	Q-3. S. Agree 15.9% Agree 56.2% Disagree 24.2% S. Disagree 3.7%		
	Q-4. S. Agree 16.8% Agree 57.6% Disagree 18.2% S. Disagree 7.4%		
	Q-5. S. Agree 10.4% Agree 31.6% Disagree 41.4% S. Disagree 16.5%		
	Q-6. S. Agree 15.2% Agree 47.8% Disagree 29.3% S. Disagree 7.7%		
	Q-7. S. Agree 6.1% Agree 27.3% Disagree 43.1% S. Disagree 23.6%		
	Q-8. S. Agree 9.4% Agree 45.8% Disagree 32% S. Disagree 12.8%		

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.





DISTRICT: FORREST CITY
SCHOOL: FORREST CITY JUNIOR HIGH
STATUS: PRIORITY
SITE-BASED SIS: PHYLLIS MCDONALD
EXTERNAL PROVIDER: KEITH SANDERS GROUP
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: DR. TIFFANY HARDRICK
PRINCIPAL: CARLOS FULLER

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)																	
SMART	QUESTIONS																
Specific	<p>As a result of increased use of effective questioning techniques, specific planning and relevant teacher training, our 7th grade will improve in:</p> <table border="0"> <tr> <td>English from</td><td>52.7 to 62.7</td></tr> <tr> <td>Reading from</td><td>21 to 49.5</td></tr> <tr> <td>Writing from</td><td>16.2 to 49.5</td></tr> <tr> <td>Math from</td><td>20.7 to 49.5</td></tr> </table> <p>The 8th grade will improve in:</p> <table border="0"> <tr> <td>English from</td><td>45.3 to 55.3</td></tr> <tr> <td>Reading from</td><td>22 to 49.5</td></tr> <tr> <td>Writing from</td><td>11.2 to 49.5</td></tr> <tr> <td>Math from</td><td>8.9 to 49.5</td></tr> </table> <p>To be assessed by the ACT Aspire in April</p>	English from	52.7 to 62.7	Reading from	21 to 49.5	Writing from	16.2 to 49.5	Math from	20.7 to 49.5	English from	45.3 to 55.3	Reading from	22 to 49.5	Writing from	11.2 to 49.5	Math from	8.9 to 49.5
English from	52.7 to 62.7																
Reading from	21 to 49.5																
Writing from	16.2 to 49.5																
Math from	20.7 to 49.5																
English from	45.3 to 55.3																
Reading from	22 to 49.5																
Writing from	11.2 to 49.5																
Math from	8.9 to 49.5																
Measurable (Measurable Tool) What specific assessment will be used to measure the change in student learning	<p>As a result of daily implementation of the ACT Lesson Plan Model that infused with Expeditionary Learning, ACT Aspire Study Island, AVID, and To Math resources, we predict a steady growth on the Pre/Post Assessments unit assessments and on 2nd interim assessment in December.</p>																

<p>Achievable (Amount of Growth)</p> <p>What amount of growth do we plan to achieve?</p>	<p>As a result of using ACT Aspire Lesson Plan Model aligned with Expeditionary Learning, AVID and Go Math, we expect a 15% growth on the 2nd interim assessment as it pertains to Key ideas and details, craft and structure for Reading Convention and production of Writing in English and Function, Expression and Equation in math to be determined by teacher design pre /post assessment and 2 interim assessment.</p>
<p>Relevant (Result-Based Teaching Strategy)</p> <p>What teaching strategy or learning , from the original IDP plan, will you use to improve the targeted skill?</p>	<p>As a result of increased knowledge engaging students in instruction, we will implement Cornell Notes, Costa's Level of Learning, Bell work in ACT verbiage and format. Writing will be practiced both in scribe and typed. Various observations and feedback will be provided to the teacher to support in the planning and delivery of the content. Afterschool and Saturday tutorials will be administered for students based on pre/post assessments.</p>
<p>Time (Timeline)</p> <p>When will we collect evidence of accomplishment?</p>	<p>As a result of increased learning strategies and opportunities in math, students will complete daily practice of models, word problems and vocabulary integration to improve math scores 15% by the end of December 2016.</p> <p>In writing, students will have a daily practice of correct grammar usage, as well as sentence structure will result in 15% growth by the end of December 2016.</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

In July, the District provided professional development focusing of the case studies "Taco Bell" and "Mount Everest".

- The Taco Bell case study encouraged leaders to:
 - Diagnose the systems within the school pertaining to teacher and student performance
 - Ask the administrative questions around attendance, discipline, family engagement, assessments etc...
- The Mount Everest case study challenged leaders of:
 - The importance of a common vision within a group dynamic.
 - The importance of the roles of each person in the organization and how the leader's decisions affect the team
- Forrest City Jr. High teacher retreat consisted of a book study of Jim Collins "Good to Great", AVID training, and Co-Teaching.
 - Comparing our previous and current data too Good to Great organizations, we discussed the variables that enable organizations to rise, fall and the processes need to reverse the course.
 - AVID teachers presented the use of Cornell Notes and Costa's Level of Thinking
 - The AVID teacher and the Vice Principal were trained this fall.
 - Cafe Walk on various co-teaching strategies
- Marilyn Gilbert-Mitchell the Regional Program Manager of AVID provided training to the staff during our data day.
- Keith Sanders of The Sanders Group provided:
 - Weekly training on the ACT Aspire to the faculty.
 - 2 Professional Development ACT Aspire trainings to principals
 - A day long training for both Math and Science
- Administrative team lead a data day to conduct a deep analysis of the following ACT Aspire data:
 - Review the data and discuss what is revealing
 - Disaggregate the data for each class and student

<ul style="list-style-type: none"> ○ Discuss points of confusion on certain questions and reporting categories ○ Create lesson plans using the interim assessment questions ○ How will you differentiate the retaught lesson ○ How will we utilize pullouts and co-teaching to enhance the learning ● Student Island was purchased to assist students in pullouts, after-school tutorials and Saturday Academy. ● Challenges our school have faced: <ul style="list-style-type: none"> ○ Attracting and retaining quality teachers to serve our students in the Delta ○ Academic and mindset shift from the PARCC assessment to ACT Aspire. ● The Superintendent and Deputy Superintendent have been instrumental in: <ul style="list-style-type: none"> ○ Recruiting and retaining teacher candidates to build instructional capacity within the building. ○ Providing and encouraging staff to attend researched-based, relevant professional development
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1:</p> <ol style="list-style-type: none"> 1. A very important decision made by the leadership team was the selection of team members. We were very intentional about ensuring that more teachers are involved in the process so each content area may consult and convey similar challenges within each department. It is meaningful when discussing student data, instructional strategies, curriculum and overall support. 2. We made revision to the GANAG lesson plan to a "Reporting Category" lesson plan because it lends itself to the way teachers must plan and deliver instruction due to the shift in the ACT Aspire assessments. 3. Decisions have been made to revise the lesson plans to include the following: <ol style="list-style-type: none"> a. Reporting Categories b. Reporting Categories Indicators c. Sample Task Types d. Modes
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.				
Quarter 1:				
Spring 2016 ACT Aspire 7 th /8 th Overall	ENGLISH 49%	READING 21%	MATHEMATICS 15%	SCIENCE 13%
ACT Aspire Interim 1	42%	48%	25%	44%
What this data immediately reveals is a substantial growth in reading and science as compared with our ACT Aspire Summative data report last spring. Please consider...				
Overall	-7% in ENG.	+27% in READING	+10% in Math	+32% in SCIENCE
<p>Due to the slight decrease in English scores, we have determined that our instructional focus must be placed on the 2 reporting categories of Conventions and Production of Writing. Lesson plans and delivery of instruction must center around topic development and the use of effective strategies to ensure students are able to determine if a text is logically organized, flows smoothly, and has an effective introduction and conclusion. Teachers will focus on punctuation, usage, capitalization, and sentence structure and formation in order to address conventions of Standard English. Students must be able to look at different passages and make decisions on how to revise or edit text. To continue the growth in Math, teachers will include a balance of both foundational skills and grade level progress skills. Classroom instruction will include opportunities for both modeling and justification/explanation of real world problems. The use of ACT exemplars will be used in instruction and assessment.</p> <p>As a result of the data, we will select groups of students to receive additional support through:</p> <ul style="list-style-type: none"> • ACT Aspire Saturday Academy • After school tutorial program • Classroom pullouts <p>We will also determine incentives to encourage students to attend additional support beyond the regular school day. Revise the Leadership meeting date. Many of the teachers on the leadership team are the same teachers conducting the afterschool tutorials.</p>				
Quarter 2:				
Quarter 3:				
Quarter 4:				

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7	174				20%	0%	65				3			
8	176				18%	<1%	56				3			
9														
10														
11														
12														

***SWD-Students with Disabilities *EL-English Language Students**

Comments/Clarifications:

We have 6 novice teachers on staff this year. Many of these referrals are from these teachers. Each novice teacher has a mentor who has been working with them on classroom management strategies and meeting with them weekly for support. We have also provided opportunities for some of the teachers to observe in other classes. As a result, we are gradually seeing a decline in the number of referrals and expect to see this decrease even more the 2nd quarter. The majority of the referrals are handled by meetings with counselor, vice-principal or principal, phone calls to parents/guardians, in school suspension, Saturday school or after school detention.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason							
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2		
5-8	26				69.5				35					5 days 23%						
9-10																				
11-12																				

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

The administration has had and will continue to have conversations with staff members around the importance of attendance and its impact on student results. We will continue our conversation utilizing the Arkansas TESS language as an accountability measure for teacher performance by way of domain/function: Professional Responsibility. Incentives for teachers who have demonstrated good attendance will be rewarded through our SIG grant.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7	95.04%				5 days 11 10 days 2					
8	95.42%				5 days 11 10 days 1					
9										
10										
11										
12										

Comments/Clarifications:

The average daily attendance for our school surpasses the minimum expectation as set by the state. Our parent involvement coordinator makes phone calls daily to the homes of those students who are absent.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				
5																			
6																			
7	174							92	24							26			
8	131							55	28							51			
Alg 1 8	45							45	21							47			
Alg 1 9																			
Geo 9																			
Geo 10																			
Alg 2																			

Comments/Clarifications:

One necessary change we have made is in the way we design our unit assessments. When we first planned assessments we were utilizing the Achievement Network Schedule of Assessed Standards as a guide in creating pre-tests. At the time, we planned to use ANet interims. We then made the shift, as a district, to use ACT Aspire Interims as our assessment so we adapted our instruction to

better prepare our students. We are now designing assessments with questions that better reflect ACT Aspire. We are providing the teachers with content support through outside consultants and the curriculum specialist. We are also utilizing post-test data to determine support given in afterschool and Saturday school tutorials.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100									
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F										
5																											
6																											
7	174	3	1	8				153	76														50				
8	176	5	0	11				160	64														40				
9																											
10																											

Comments/Clarifications:

One necessary change we have made is in the way we design our unit assessments. When we first planned assessments we were utilizing the Achievement Network Schedule of Assessed Standards as a guide in creating pre-tests. At the time, we planned to use ANet interims. We then made the shift, as a district, to use ACT Aspire Interims as our assessment so we adapted our instruction to better prepare our students. We are now designing assessments with questions that better reflect ACT Aspire. We are providing the teachers with content support through outside consultants and the curriculum specialist. We are also utilizing post-test data to determine support given in afterschool and Saturday school tutorials.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	8/15/16 – 10/6/16	42%	48%	44%	25%
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

The data from the Spring 2016 ACT Aspire reveals that the average of the 6th and 7th grades were: English average was 45% which shows a decrease of 3%; Reading average was 21% for an increase of 27%; Science average was 17% for an increase of 27%; and Math average was 24% for an increase of 1%.

We are working diligently to continue to make progress in all content areas. Our after school tutorial for this 9 weeks will be to focus on those students who were close, while also maintaining those who were Ready and Exceeding.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by STAR (assessment tool used)	Percent of students 3 or more years below grade level in ELA as determined by STAR (assessment tool used)
	Beginning of Year	End of Year
5		
6		
7	62.3%	65.6%
8	43.6%	70.7%
9		
10		
11		
12		
Comments/Clarifications:		

This year we are providing Reading classes in addition to the English Language Arts class. These classes are intended to support those students who are currently performing far below grade level. We also plan to provide additional support to Math students through some pull out sessions.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	See comments below			
Educator Results				
Student Results				

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Educator Results: The School Culture Audit below was provided to the staff in early September. The statements are in 3 sections dealing with Collegiality, Morale and Knowledge Base. The results of this survey revealed that Collegiality has a mean of 3.255, Morale has a mean of 3.527, and Knowledge Base a mean of 4.073. This data reveals that Collegiality and Morale are areas that we must focus on throughout the school year.

School Culture Audit

Please rate each statement below on a scale of 1 – 5, where

1= almost never 2=less often than not 3=about half the time
4= more often than not 5= almost always

Collegiality

1. We talk to each other about what we are trying in our teaching.
2. We observe each other teaching.
3. We design lessons together.
4. We plan curriculum together.
5. We ask each other for advice on classroom management.

Morale

6. Faculty members enjoy their work and look forward to coming to work each day.

7. Many of the organization's problems are solved by joint action.
8. Most faculty members would rather teach in this school than any other.
9. Administration, faculty, and students would defend this school's programs if they were challenged.
10. Faculty members feel pride in this school and its students.

Knowledge Base

11. Professional staff development is important to me and is relevant to my needs.
12. We consult the research and data base before making decisions.
13. We visit other programs and bring in outside practitioners as part of our problem solving process.
14. As a group, we regularly analyze our instructional practices, curriculum approaches, assessment techniques, and school organization strategies.
15. We have a clear sense of our improvement goals for the current year.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

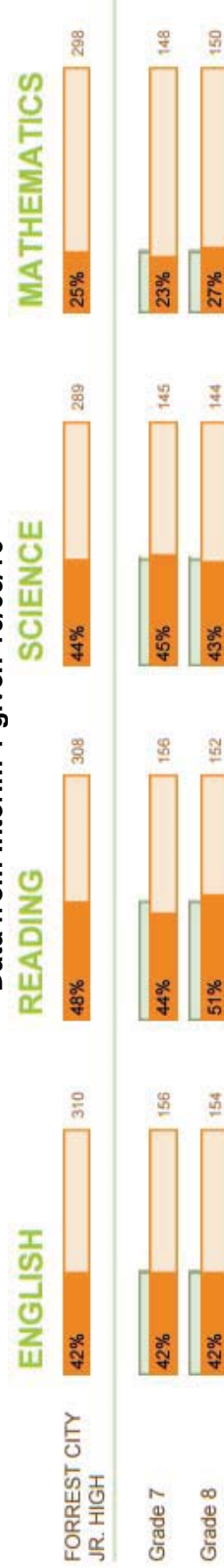
Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

Data from ACT Aspire 4/12/16

	English	Reading	Science	Math
Current 7 th graders	38%	21%	17%	27%
Current 8 th graders	53%	21%	17%	21%

Data from Interim 1 given 10/06/16





DISTRICT: FORT SMITH PUBLIC SCHOOLS
SCHOOL: BELLE POINT CENTER: A NEW TECH ACADEMY
STATUS: PRIORITY STATUS
SITE-BASED SIS: KELLY COHEN
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: THERESA RAMBO

SUPERINTENDENT: DR. GORDON FLOYD
PRINCIPAL: MARIA K ARNOLD

45-DAY Priority School Progress Report: Secondary

__1ST__ QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

All students grades 7-10 enrolled from August 15-October 3 will show a minimum of 2 grade levels increase in Literacy, and 1 grade level increase in Math Computation on TABE Post-Assessment.

All students grades 7-10 enrolled from October 4-Jan 1 will show a minimum of 1.5 grade level increase in Literacy, and .5 grade level increase in Math Computation on TABE Post-Assessment.

All students grades 7-10 enrolled from Jan 2-EOY will show a minimum of 1 grade level increase in Literacy, and .5 grade level increase in Math Computation on TABE Post-Assessment.

TABE

PRORATED FOR WHEN THEY ENTER/EXIT

	STUDENTS ENROLLED AUG 15-OCT 3	STUDENTS ENROLLED OCT 4-JAN 1	STUDENTS ENROLLED JAN 2-EOY
7-12 Literacy Pre-Assessment	5.6 GE Average Score		
7-12 Math Pre-Assessment	5.3 GE Average Score		

**To be filled	STUDENTS ENROLLED AUG 15-OCT 3	STUDENTS ENROLLED OCT 4-JAN 1	STUDENTS ENROLLED JAN 2-EOY
Literacy <u>Post-Assessment</u>			
Math <u>Post-Assessment</u>			

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

Highlights:

- Students are able to articulate their learning using both written and oral communication skills.
- Students are able to articulate their learning using the rubrics provided by the teacher
- All of the adults in the building collaborated to develop pieces of the schoolwide culture project
- Shift in culture to promote a more positive environment (progress and merit level students eating lunch together)
- Peer-Peer mentoring and encouraging one another
- Boys Town system is working well with students

Challenges (school):

- New curriculum (New Tech)
- New LMS platform (Echo)
- Shift in culture
- Discipline, (office referrals and suspensions)
- Attendance
- Shift in court system proceedings (new judge)
- New grading procedures
- Rise in mental health issues
- Lack of genuine Parental Involvement with schoolwork/academics

Challenges (leadership): <ul style="list-style-type: none">• Learning curve for local SIS due to time constraints, math and literacy• Navigation of Echo
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> ● Schoolwide Indicators that were selected by the leadership team were chosen in accordance with the schoolwide initiatives for our new curriculum (New Tech) ● Boys Town curriculum for discipline has been modified to closely match the skills that New Tech considers invaluable for all students ● Comprehensive Needs Assessment: <ul style="list-style-type: none"> ○ Commitment Criteria rubric- Measure of school program process data and practices ○ NTN school success rubric - Measure same as above and student achievement data ○ TABE - Measures Student Achievement Data and provides a diagnostic that may be used for future instruction. ○ ACT Aspire - Measures Student Achievement Data ○ Perceptual Surveys - Measures perception data: Educator climate, School climate survey, Parent Survey, and an NTN Culture survey ○ Demographics - measure demographic data - office referral daily summary
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
<p>Quarter 1:</p> <p>IIIA01- "All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment."</p> <ul style="list-style-type: none"> Each instructional facilitator has been assigned a group of teachers according to disciplines to review unit Toolkits (document that guides the unit instruction) and provide feedback for improvement. <p>IG01- "The school monitors progress of the extended learning time programs and other strategies related to school improvement."</p> <ul style="list-style-type: none"> Shift in curriculum (New Tech) has created opportunities for new skills to be added during "Social Skill of the Week." The skill steps are taught formally on Monday's during the extended learning time (FLEX). PLC and Guided Collaboration sessions offered during extended PD time have been modified to meet the needs of staff (ie: Critical Friends and unit planning) Extended PD time is being used to meet with New Tech coach, Starla, in person and virtually. Extended PD time is being used to collaboratively make decisions about specific students and progress monitor their Student Action Plans <p>IIA01- "Instructional teams develop standards-aligned units of instruction for each subject and grade level."</p> <ul style="list-style-type: none"> Chunking standards for specific units of math instruction will be provided by local SIS beginning late October. New Tech Facilitator meets regularly with all instructional staff to develop units of instruction and offer feedback in accordance with the New Tech Project Quality Checklist Instructional staff has received in-depth professional development on rubric-creation and have utilized this to create student rubrics including student learning outcomes and standards in student-friendly language Pre/Post testing occurs in each unit and drives the classroom instruction 	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	-				-	-	-				-			
5	-				-	-	-				-			
6	-				-	-	-				-			
7	7				-	1.4%	24				2			
8	10				-	-	25				3			
9	15				-	-	66				6			
10	15				1.4%	4.2%	56				5			
11	18				2.8%	2.8%	77				7			
12	7				2.8%	2.8%	31				4			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

**Discipline comparison data*

GRADE 2015	2015	GRADE 2016	2016
7th	19	8th	25
8th	60	9th	66
9th	48	10th	56
10th	97	11th	77
11th	91	12th	31

GRADE	TOTAL REFERRALS	# KIDS= REFERRALS	Percentage
7th	24	2= 12	50%
8th	25	3= 20	80%
9th	66	6= 51	77%
10th	56	5= 38	68%
11th	77	7= 49	64%
12th	31	4= 25	81%

1. NOT FOLLOWING INSTRUCTIONS
2. IMPROPER USE OF TECHNOLOGY (FACEBOOK, CHROMEBOOK, ETC)
3. PROFANITY

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason				
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2			
7-8	3				4				3					0			
9-12	9				22				15*					1*			

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

*Senior high math teacher has 6 family illness absences. Her son has severe autism and turrets and has had some major issues this school year. This is not typical from this teacher. She has taught at Belle Point for 16 years.

**School sponsored events and professional development numbers are very high for one quarter. Our district's "New Teacher Induction" program mandates that all new staff (not just first year novice teachers) attend monthly meetings at the central office for a full day. 52% of my staff is new this year, and is required to attend these meetings. Additionally, each month a team of 2 teachers sponsors the "Monthly Merit Trip" where all Merit students are taken into the community to practice their social skills. This is coded as school business.

***Many staff members got a stomach bug this quarter that had adults out for several days in a row. This included the secretary, counselor, both administrators, facilitators, para's, Kyron Jones, and many classroom teachers. This also affected students.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)					Number of Students Absent 5 or more Days Per Quarter / Number of Students Absent 10 or more Days Per Semester				
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5	-				-					
6	-				-					
7	80.66%				1/1					
8	76.14%				3/2					
9	77.51%				2/2					
10	67.89%				4/2					
11	67.65%				5/4					
12	74.05%				2/3					

Comments/Clarifications:

*There is a strong correlation between absence totals per grade and discipline numbers being high in those same grades.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D									
				1Q	2Q	3Q	4Q	A	Unit 1	a	Unit 2	B	Unit 2	b	Unit 2 D&F	C	Unit 3	c	Unit 3 D&F	D	Unit 4	d	Unit 4 D&F	1Q	2Q	3Q	4Q
2																											
3																											
5																											
6																											
7	5	3	3	4				2	1															50			
8	10	5	11	8				3	2															66			
Alg 1		NA	NA																								
8																											
Alg 1	15	8	7	8				9	8															88			
9																											
Geo 9		NA	NA																								
Geo 10	15	14	13	8				10	2															20			
Alg 2	8	7	6	3				4	4															100			

Comments/Clarifications:

7th grade - The students improved by 30% and 21%.

8th grade - 2 students improved by 16%, 58%, and 1 unchanged.

Algebra I - 100% of the students attempted the open response with explanation of how they got their answers.

Algebra II - 2 of 4 tested Algebra II students are enrolled into a lower math also.
SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter $a+b+c+d \div A+B+C+D \times 100$			
				1Q	2Q	3Q	4Q	A	Unit 1	Unit 1 D&F	a	Unit 2	Unit 2 D&F	b	Unit 3	Unit 3 D&F	c	Unit 4	Unit 4 D&F	d	1Q	2Q	3Q
5																							
6																							
7	5	2	5	3				4	1	4	1								25				
8	10	3	15	6				6	3	6	3								50				
9	15	1	11	6				8	1										13				
10	13	14	19	7				8	2										38				

Comments/Clarifications: The following will clarify the number of students that scored D or F on Post test.

- 7th - The one student in 7th grade that scored an F in unit 1 had poor attendance. The 7th grader that scored a D on unit 2 raised his grade 55 points.
8th - The 8th graders each raised their grades on both unit 1 and unit 2 from pre to post tests.
9th - 100% of the 9th graders improved their scores from pre to post tests.
10th - One of the students raised his score 27 points.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	*				
Interim II					
Interim III					
Interim IV					

Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

**Interim 1 assessments will be given October 24-25. Make-ups will continue throughout the week.*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by TABE Math Computation and Applied Math, STAR Math (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by TABE Reading and Language, STAR Reading, San Diego word recognition.	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5	-	-	-	-
6	-	-	-	-
7	20%		33%	
8	66%		45%	
9	46%		27%	
10	83%		77%	
11	90%		88%	
12	100%		86%	

Comments/Clarifications:

In Literacy the following numbers indicate the number of students new to Belle Point that were 3 years below grade level when they enrolled this year.

8th - 1
9th - 2
10th - 1
11th - 2

In Math the following numbers indicate the number of students new to Belle Point that were 3 years below grade level when they enrolled this year.

8th - 2
9th - 1
10th - 1
11th - 1

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	*			
Educator Results				
Student Results				

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

**We gave the ADE provided survey, but we are waiting to administer a New Tech Culture and Climate Survey to both students and staff that is in an online platform that will give data tables with results. The window for this culture survey does not open until December 1.*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

- Students are verbalizing that the academic expectations are higher this year.
- Over the past 2 years there has been some difficulty getting students to answer open response questions, we always have had a high number of “IDK” in place of a well thought-out explanation of their ideas. With the implementation of ECHO and the New Tech model of grading students are now answering their open response questions with genuine well thought out responses.
- Students are taking pride in the work they are producing and eager to share their thoughts and ideas with staff and guest audience members; at the beginning of the year Charlotte Douglas visited our school and we had many students eager to volunteer to formally share their work .
- Parent survey was given at Parent-Teacher Conferences and the results were positive! Here were just a few of the questions:
 - I am comfortable with the change to New Tech in this school- 37.5% Strongly agree, 62.5% Agree
 - I understand what is expected of my child each day- 62.5% Strongly agree, 37.5% Agree
 - I believe this school consistently strives to do what is best for my child- 75% Strongly Agree, 25% Agree
- We had 100% parental contact during Parent-Teacher conferences. Staff met with parents for every child, even those children that are in facilities.



DISTRICT: FORT SMITH PUBLIC SCHOOLS
SCHOOL: TRUSTY ELEMENTARY
STATUS: PRIORITY
SITE-BASED SIS: TRACY GILMORE & DEBRA ELLISON
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TERESA RAMBO

SUPERINTENDENT: DR. GORDON FLOYD
PRINCIPAL: DR. SHANTELE EDWARDS

45-DAY Priority School Progress Report: Elementary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>
<p>By the end of the school year, we will increase by 20% the number of TAGG students meeting or exceeding Math standards. By the end of the school year, we will increase by 30% the number of TAGG students meeting or exceeding ELA standards.</p> <p>By the end of each quarter, 80% or more of students in each grade will have increased a full quarter or more growth on STAR Math assessments. By the end of each quarter, 80% of students below grade level will have increased a full quarter or more growth on DRA assessments.</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, list supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.	
Quarter 1:	<p>We are progressing nicely with defining our Critical (Live and Die) skills in each grade level. We have worked diligently this quarter on streamlining these and looking at the curriculum continuum. We think this will help to make our interventions more effective, as we will know pre-requisites for grade level skills and focus on the gaps some of our students have.</p> <p>We now have everyone ECAR (Every Child a Reader) trained, to include updates for previously-trained staff members and initial training for new staff members. This has assisted teachers in implementing small group reading in their classrooms with all students.</p> <p>We had a behavioral consultant come for a 1-day training to give our staff members a variety of interventions, as well as a better understanding of behavioral issues.</p> <p>Some challenges that we are experiencing this quarter are related to: several new staff members, several new students from class-sizing that happened within the district, several intense behavioral issues from new students, and several special education students from new students. In addition to these changes, we are also experiencing growing pains with the new Dyslexia-related laws and processes.</p>
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)	<p>Quarter 1: Some meaningful decisions we have made as a leadership team have been related to looking at our data and determining where to put our resources. We have clarified priorities, as being making sure students have access to checkout libraries on their grade levels to especially support low readers in the grades. We have clarified that we want to continue to strengthen our teaching in Reading, especially through ECAR.</p> <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p>
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	<p>Quarter 1: Last year, in anticipation of our lowest achieving students being grades 4 and 6, we modified our intervention schedule to make sure that interventions were scheduled when we had an extra 0.5 interventionist. We are continuing this effort, as we have an unexpected increase in the number of 4th grade students that are not achieving due to class-sizing. This grade has become our priority grade, as there are many challenges in this grade level. In addition, we are changing our interventions from 5 days of Mathematics intervention to 3 days of Literacy and 2 days of Mathematics. This is in line with doubling our efforts in Reading, as we have so many low readers with extreme gaps this year.</p> <p>To strengthen the knowledge of our teachers on the continuum of skills to fill in learning gaps, we have decided to put our efforts into making sure they know the continuum in both Literacy and Mathematics, as well as choosing assessments that measure growth on skills that are pre-requisites in addition to grade level skills. Our instructional facilitators, in both Mathematics and Literacy, are assisting us in several ways: individually, grade level, vertical meetings, curriculum meetings, etc.</p> <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
					As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
K	57				5%	53%	7				1			
1	50				8%	48%	0				0			
2	50				6%	60%	4*				0			
3	46				13%*	39%	6*				0			
4	56				29%*	46%	58*				3*			
5	53				13%*	60%	36*				1*			
6	28				7%	82%	11*				1			

*SWD-Students with Disabilities *EL-English Language Students

Comments/ Clarifications: * To be noted, the following are new to our school:

FOR SWD: 3rd: 17%; 4th: 44%; 5th: 28%; 6th: 50%; for a total of 13/31 in grades 3-6 (42%) of SWD are new to our school.
 FOR DISCIPLINE REFERRALS: 2nd: 25%; 3rd: 17%; 4th: 76%; 5th: 69%; 6th: 36%; for a total of 75/115 of referrals (65%) in grades 2-6 are students that are new to our school.
 FOR SUSPENDED STUDENTS: 4th: 100%; 5th: 100%; for a total of 15/17 suspensions (88%) are students new to our school. In addition, 6/7 (86%) of students that were suspended are new to our school.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent (School Sponsored Events or Prof Develop)				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Sem 1	3Q	4Q	Sem 2
K-2	7				6				11				0%					
3-4	4				3				7.5				25%					
5-6	3				5.5				0				0%					
SPED, EL, Interv	4.9				7				6.5				20%					

Specific Grade Levels and/or Spans may be modified according to the building

Comments/Clarifications: SPED-Our resource teacher; EL-Our English Language Learner paras that provide instruction; Interv- Our interventionists (Dyslexia, Intervention, Reading Recovery)

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days per quarter						Number of Students absent 10 or more Days per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Sem 1	3Q	4Q	Sem 2	1Q	2Q	Sem 1	3Q	4Q	Sem 2
K	95.3%				8											
1	96.7%				4											
2	96.3%				3											
3	96.5%				3											
4	96.2%				3											
5	94.8%				8											
6	95.4%				1											
	AVG: 95.8%				Tot: 30											

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	A		a		B		b		C		c					
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q				
(1)	50	NA	7	2				50	7							14%							
(2)	50	3	0	5				50	30							60%							
3	46	1	6	7				44	26							59%							
4	56	0	1	11				55	45							81%							
5	53	1	0	7				51	25							25%							
6	28	1	1	9				28	23							82%							

Comments/Clarifications:

Assessments given are AT grade level on all skills. They are rigorous and in word problem format. We are going to work on pre-tests and post-tests this year that will hopefully look at "scaffolded" questions that will show the growth that are students are making.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Language Arts Data

ELA Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Student s with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter							
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q
								1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
(1)	50	N/A	5	1				50*	9*												18%				
(2)	50	5	0	6				48*	2*												4%*				
3	46	0	5	3				43*	17*												40%*				
4	56	0	1	1				53	26												49%				
5	53	0	0	19				51	35												69%				
6	28	4	1	9				25	21												84%				

Comments/Clarifications:

For 1st Quarter:

4,5,6 Assessments were on grade level text and pre/post assessments with a passage and questions.

3rd grade is based on their attained stages in the ECAR reading program.

2nd grade is based on a short vowels assessment.

1st grade is based on a sight words assessment.

We are going to work on pre-tests and post-tests this year that will hopefully look at “scaffolded” questions that will show the growth that are students are making.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	10.17.16-10.21.16	3 rd -38.98 4 th -34.59 5 th -** 6 th ** Total **	3 rd -41.33 4 th -36.18 5 th -47.53 6 th -43.32 Total-41.84%	3 rd -36.93 4 th -31.89 5 th -48.08 6 th -44.35 Total-40.31%	3 rd -30.20 4 th -21.36 5 th -31.02 6 th -28.83 Total-27.85%
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

****Due to technical difficulties, we were not able to finish the English portion in 5th or 6th. The report will be updated once we are able to get these finished on Monday. In addition, some students were absent and makeups weren't able to be given to them.**

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 2 or more years below grade level in math as determined by <u>STAR MATHEMATICS</u> (assessment tool used)		Percent of students 2 or more years below grade level in ELA as determined by <u>DRA (Developmental Reading Assessment)</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
(1)	N/A		N/A	
(2)	2% (1/1 no English)		8% (1/4 no English)	
3	0		15% (2/7 are SPED)	
4	21% (10/12 are SPED)		46% (15/26 are SPED)	
5	11% (3/6 are SPED)		13% (2/7 are SPED)	
6	25% (2/7 are SPED)		36% (2/10 are SPED)	

Comments/ Clarifications:

STUDENTS 2 years or more below grade level:

MATHEMATICS BREAKDOWN OF NEW STUDENTS				READING BREAKDOWN OF NEW STUDENTS			
GRADE	# new students Below Level	% new students Below Level	GRADE	# new students Below Level	% new students Below Level		
2 nd	1/1	100%	2 nd	2/2	50%		
3 rd	N/A	N/A	3 rd	0/7	0%		
4 th	6/12	50%	4 th	13/26	50%		
5 th	2/6	33%	5 th	5/7	71%		
6 th	3/7	43%	6 th	2/10	20%		

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.47			
Student Results	3 rd - 3.39 4 th - 3.01 5 th - 3.13 6 th - 2.89 SCHOOL: 3.13			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

*We did not use the ADE approved instruments due to some changes that needed to be made in the questions. However, most of the questions were the same or split, etc.

Educator Results

*The lowest 3 areas/questions for educators were: Disciplining students does not hinder classroom instructional time at 2.48; My school has an atmosphere of trust and mutual respect 3.14; and I feel comfortable expressing my concerns 3.14. These results are on target with what we know this year about some changes in our school. We have several students with behavioral concerns that were not students we had last year. This definitely speaks to the first two statements. The third statement speaks to the fact that we have several new to the building and brand new staff members.

Student Results

*Question 14 regarding student behavior was listed as one of the lowest 3 in all classes. 6 regarding students in class respecting one another and 8 regarding students following the rules were also frequently mentioned in the lowest 3. Again, this speaks to the several students we have across grade levels with behavioral concerns that were not students we had last year.

Educator Climate Survey

Modified from ADE's 08/2016 survey

SA=Strongly Agree :) A=Agree D=Disagree SD=Strongly Disagree :(

		SA	A	D	SD
1	I look forward to coming to work each day.	4	3	2	1
2	I feel comfortable expressing my concerns.	4	3	2	1
3	My school has an atmosphere of trust and mutual respect.	4	3	2	1
4	Teachers set high standards for all students.	4	3	2	1
5	I know and understand my job expectations.	4	3	2	1
6	Our vision incorporates a culture conducive to teaching and learning.	4	3	2	1
7	Professional development and resources are available to do my job effectively.	4	3	2	1
8	Staff members create a supportive learning environment.	4	3	2	1
9	Productive collaboration occurs between teachers and leadership to create strategies, using data, to increase student achievement and growth.	4	3	2	1

10	My principal facilitates and sustains a culture encouraging educators to help all students reach full potential.	4	3	2	1
11	Our school vision incorporates continuous improvement.	4	3	2	1
12	Teachers help each other and work together.	4	3	2	1
13	The principal keeps the focus on academic achievement.	4	3	2	1
14	Staff are good examples of respect, responsibility and fairness.	4	3	2	1
15	I have opportunities to provide input on decisions affecting student achievement.	4	3	2	1
16	I receive constructive feedback and specific actions to improve classroom practices.	4	3	2	1
17	I feel comfortable with staff in the school.	4	3	2	1
18	I feel comfortable with students in the school.	4	3	2	1
19	Professional learning is designed to meet school improvement needs.	4	3	2	1
20	Disciplining students does not hinder classroom instructional time.	4	3	2	1

This survey was given on Google Forms and was anonymous.

Elementary Student Climate Survey

Modified from ADE's 08/2016 survey

SA=Strongly Agree :) A=Agree D=Disagree SD=Strongly Disagree :(

		SA	A	D	SD
1.	I like coming to my classroom every day.	4	3	2	1
2.	I like my school.	4	3	2	1
3.	Students in my class help each other learn.	4	3	2	1
4.	I feel comfortable with teachers in the school.	4	3	2	1
5.	I feel comfortable with students in the school.	4	3	2	1
6.	Students in my class respect each other.	4	3	2	1
7.	Teachers always try to be fair.	4	3	2	1
8.	Students follow the rules.	4	3	2	1
9.	Students care about learning.	4	3	2	1
10.	Teachers in the school are willing to help me.	4	3	2	1
11.	I feel comfortable asking my teacher for help.	4	3	2	1

12.	We learn a lot each day.	4	3	2	1
13.	Our class stays busy and doesn't waste time.	4	3	2	1
14.	Student bad behavior affects learning in class.	4	3	2	1
15.	My teacher has several good ways to explain things.	4	3	2	1
16.	Teachers expect ALL students to do their best.	4	3	2	1
17.	My teacher encourages us to keep trying.	4	3	2	1
18.	My teacher wants us to use thinking strategies.	4	3	2	1
19.	My teacher checks to make sure we understand what we are learning about.	4	3	2	1
20.	If we have a serious problem, our teacher will listen.	4	3	2	1
21.	Teachers know about students' lives outside of school.	4	3	2	1

Question 14 was reverse coded when figuring out the average, due to the wording of the question.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*



DISTRICT: HELENA-WEST HELENA SCHOOL DISTRICT
SCHOOL: CENTRAL HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: ADRIAN WATKINS
EXTERNAL PROVIDER: EQUIPPED CONSULTANTS, E2E
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: KRISTI MCINTOSH AND TED BECK

SUPERINTENDENT: JOHN HOY
PRINCIPAL: EARNEST SIMPSON III

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)
<p>By the end of May 2017, the average percentage of students in grades 7-10 meeting the readiness benchmark in English will increase by 10% based on the ACT Aspire Spring Assessment (Current Avg. Percentage: 49.25%)</p> <p>By the end of May 2017, the average percentage of students in grades 7-10 meeting the readiness benchmark in Reading will increase by 10% based on the ACT Aspire Spring Assessment (Current Avg. Percentage: 19.25%)</p> <p>By the end of May 2017, the average percentage of students in grades 7-10 meeting the readiness benchmark in Writing will increase by 10% based on the ACT Aspire Spring Assessment (Current Avg. Percentage: 17.075%)</p> <p>By the end of May 2017, the average percentage of students in grades 7-10 meeting the readiness benchmark in math will increase by 10% based on the ACT Aspire Spring Assessment (Current Avg. Percentage: 15.5%)</p> <p>By the end of May 2017, the average percentage of students in grades 7-10 meeting the readiness benchmark in science will increase by 10% based on the ACT Aspire Spring Assessment (Current Avg. Percentage: 10.1%)</p> <p>By the end of May 2017, the average school ACT score for grade 11 will increase by one (1) point based on the Spring ACT Assessment. (Current Avg. ACT: 15)</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

Professional Development

- The Helena-West Helena School District has implemented an instructional focus on student engagement. Teachers have received professional development on student engagement on days leading up to the beginning of school. Ongoing professional development is being provided throughout the year during PLCs. Central High School has adopted the following site based goal that is included in each teacher's Professional Growth Plan: To create and implement research based lessons that foster high levels of student engagement.
- Teachers have also received professional development on classroom management, lesson planning, and the instructional cycle.

Improving Student Learning

- Two instructional facilitators were hired to assist teachers in lesson planning, best teaching practices, and data analysis.
- In an effort to improve student performance on the ACT exam, Central High School has added an ACT Prep class to the master schedule. This class is implemented through the John Baylor ACT Prep online course. The John Baylor ACT Prep program also has an ACT Aspire component that is being implemented in the 7th and 8th grade Math and Reading Labs.

<ul style="list-style-type: none"> Central High School has implemented the AVID program to increase the number of students who enroll and persist in four-year colleges and universities. Teachers will use instructional strategies that focuses on writing, inquiry, collaboration, organization, and reading. <p>Support</p> <ul style="list-style-type: none"> Equipped Consultants has supported Central High School by providing professional development in the areas of lesson planning, classroom management, and the instructional cycle. Equipped has observed classrooms, modeled lessons, and provided feedback to teachers. Equipped has provided curriculum support in all core areas. Elbow to Elbow Consultants provide support to the Special Education department by assisting teachers with modifications, interventions, and co-teaching. Elbow to Elbow also provided professional development on Pre and Post Tests. The Helena-West Helena School District has submitted a plan of support that addresses support for the principal in becoming a turnaround principal, state and federal categorical funding, ACT Aspire interim assessment support, teacher retention, curriculum support, and parent engagement support. <p>Challenges</p> <ul style="list-style-type: none"> Central High School had to replace teachers in all core areas due to resignation and retirement. We were able to fill those position by using Teach for America and waivers. New teachers are receiving on going support in the areas of lesson planning, the instructional cycle, and classroom management. <p>Quarter 2:</p> <p>Quarter 3:</p>	
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Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

- Chose an AP commitment form for parent collaboration and set a date for a mandatory parent meeting scheduled for 8-25-26. This was a meaningful decision to increase and differentiate parental involvement between proficient and non-proficient parents
- Agreed upon school-wide instructional practices to include: lesson plans easily accessible for CWTs, objective posted daily, agenda posted daily, keeping a data notebook, having a word wall, and having rules/consequences posted. This decision was made to have consistent classroom teacher expectations.
- Agreed to conduct a PLC from the results of the Focus Walk done during the first week of school on the Instructional Cycle with the focus on exit tickets. This decision was made because the focus walk showed that only 19% of the teachers were using an exit procedure.
- Set the dates for PLCs to be held on the 2nd and 4th Wednesdays and department meetings/instructional team meetings to be held on the 1st and 3rd Wednesdays. This decision was made to support teaching and learning and to increase collaboration among teachers.
- Agreed that there needed to be a standardized curriculum and Mr. Rotundo, the newly hired curriculum director would spearhead the task.
- Reviewed the 45-Day Priority School Progress report to see what data needed to be collected for the SI Unit.
- Agreed, after reviewing the ACT Aspire data and from getting a report that the district was expecting an overall 5% increase in test scores for each test and grade that the school's goal would be set at a 10% increase in all areas.
- Reviewed the ACT Aspire data and wrote out the shared academic focus goals for ACT Aspire and for the 11th grade ACT exam. These goals were set from reviewing the test scores and reviewing the district guidelines for improvement.

<ul style="list-style-type: none"> • Agreed upon the wording for student AIPs in ASIS and who would teach after school and agreed upon the start date of the program. These were meaningful decisions because the team collectively discussed the need for intervention for our Tier II and Tier III and how the program would be organized. • Answered questions on how to spend the 1003a money and to use the ACT Aspire scores and 11th grade ACT scores as the main evaluation of the ACT program, which will be funded by 1003a. These were meaningful decisions because of the need to increase ACT scores and to prepare students for college readiness. • Agreed to use the ASBA 5.4-School Improvement Teams plan as the guideline for writing the school's policy on team structure. This was a meaningful decision because it will help the SILT in fully implementing ID01 in Indistar.
Quarter 2:
Quarter 3:
Quarter 4:
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
Quarter 1: <ul style="list-style-type: none"> • The SILT will increase collaboration with the district and will be asking for help in finding professional development in working effectively as a team. • The SILT will identify and discuss clear roles and responsibilities of each designee. • The SILT will outline specific plans and a timeline to address creating and aligning curriculum to standards, student engagement, and teacher development.
Quarter 2:

Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7	97				8.7%	0	36				0			
8	92				12.88%	0	63				0			

9	119				16.66%	0	39				0			
10	118				15.34%	0	75				3			
11	102				12.24%	0	89				3			
12	106				6.36%	0	29				0			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span	Total Teacher Days Absent for Illness & Personal	Total Teacher Days Absent for School Sponsored Events or Professional Development	Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason
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	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1	3Q	4Q	Semester 2
7-8	16				74.5				3							
9-10	16				33.5				15							
11-12	17				19				8.5							

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications: *In the 7-8 grade span there is a teacher who is out on FMLA.*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7	90.53				15					
8	81.93				19					
9	107.03				10					
10	103.12				21					
11	93.34				24					
12	97.96				22					

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				
5																			
6																			
7	83	21	22	17				80	12	81	10					14			
8	76	24	16	27				74	12	76	30					28			
Alg 1 8	19		0	0				19	0	19	0					0%			
Alg 1 9	79	36	11	37				79	53	79	44					61			
Geo 9	19	0	1	1				19	8	19	3					29			
Geo 10	86	23	25	29				86	48	86	50					57			
Alg 2	103	10	12	38				103	18	103	31	18	4	18	8	25			

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100					
					A										1Q	2Q	3Q	4Q		
					1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
272																				
5																				
6																				
7					28				100	91							91			
8					20				91	26							29			
9					13				90	14							16			
10					6				87	16							18			

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Oct. 24-28				
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications: The first ACT Aspire Interim Assessments will be given during the week of October 24.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>STAR MATH</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>STAR READING</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7	38.7%		55.4%	
8	26.3%		60.1%	
9	42.8%		72%	
10	72.4%		88.2%	
11	67.5%		95.4%	
12	67.9%		90.5%	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.84			

Student Results	2.92			
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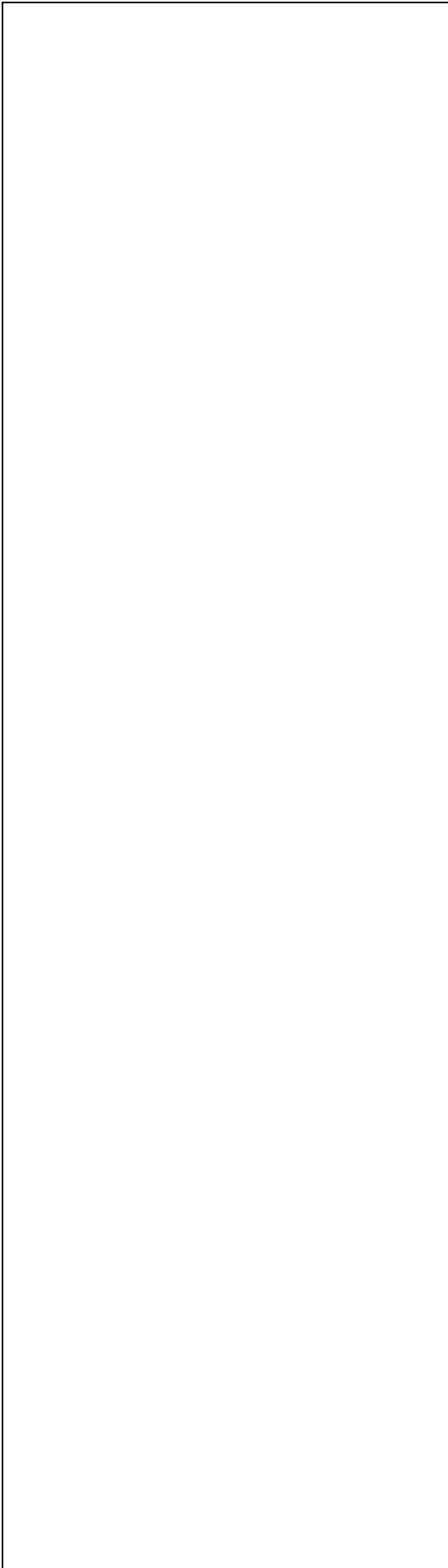
**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.





DISTRICT: PULASKI COUNTY SPECIAL SCHOOL DISTRICT
SCHOOL: HARRIS ELEMENTARY SCHOOL
STATUS: PRIORITY SCHOOL
SITE-BASED SIS: DR ROBERT CLOWERS
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: LISA KNOEDL

SUPERINTENDENT: DR JERRY GUESS
PRINCIPAL: DR TANIESA MOORE

45-DAY Priority School Progress Report: Harris Elementary

1st QUARTER

October 20, 2016

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)	
<ul style="list-style-type: none">● By the end of the 2016-17 school year, all students in grades 3 through 5 will show 5-10% growth in key ideas and details when responding to literature and informational text . Each student will make 1.5 years progress in their instructional reading level. Both will be measured by the STAR Reading Assessment.● By the end of the 2016-17 school year, the percentage of students demonstrating readiness in Reading will increase by 5% as measured by the ACT Aspire. The percentage of African-American students demonstrating readiness will increase by 3-5% in grades 3, 4, and 5.● By the end of the 2016-17 school year, all kindergarten through 2nd grade students will demonstrate at least 2 levels of growth from their initial (September 2016/January 2017) reading level as measured by the DRA.● By the end of the 2016-17 school year, all students in grades 3 through 5 will show one year of growth in Number and Operations-Base 10 and Number and Operations Fractions as measured by proficiency of standards using DreamBox.● By the end of the 2016-17 school year, the percentage of students demonstrating readiness in Math will increase by 3-5% as measured by the ACT Aspire.	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, list supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1: Our team improved student learning by collaborating to create a shared vision for student learning. In addition we set learning goals to help guide this vision. Leadership was shared among members of the administrative team and together we observed instruction, provided teachers with feedback, and monitored implementation of instructional expectations. We also assessed the physical classroom and school setting (with district support) which enabled us to make data-driven decisions regarding various resources in an attempt to align the work environment with our vision/goals for student learning. Structures and systems have been created to support a safe, orderly, and collaborative learning environment for teachers and students. Lastly, professional development opportunities were provided to build capacity based on the results of our 1st qtr professional development survey.</p>
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)	
Quarter 1: <ul style="list-style-type: none"> • Use of funds for 1003(A) in order to improve student achievement based on our Needs Assessment. • Our school-wide use of Class Dojo to reinforce positive behaviors which provides immediate feedback to students and parents. This tool is key in our implementation of P.B.I.S. and resulted from collective decision making between the instructional teams and school leadership team. • The decision to hire a third interventionist using Title I funds. After disaggregating the data from our fall universal screener (STAR Math, Reading, and Early Literacy), we concluded that additional support was needed in math and literacy. 	
Quarter 2:	
Quarter 3:	
Quarter 4:	
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
Quarter 1: <ul style="list-style-type: none"> • Revise the interventionists schedules to include a schedule for the third interventionist in an effort to serve the needs of additionally identified students. • Based on the success of the 1st Quarter Class Dojo behavior incentive, the team intends to sustain this improvement effort during the 2nd Quarter. 	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	46				3.5% (7)	1.0% (2)	4				0			
K	24				2.0% (4)	0.0% (0)	3				0			
1	35				4.5% (9)	0.5% (1)	3				0			
2	33				4.0% (8)	0.5% (1)	0				0			
3	28				1.5% (3)	0.0% (0)	8				1			
4	36				4.0% (8)	0.0% (0)	21				1			
5														

***SWD-Students with Disabilities:** 39 students or 19.7% of total student population.

***EL-English Language Students:** 4 students or 2.0% of total student population.

Comments/ Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason				
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2				
K-2 Core	6				5.5				0.0				0%									
3-5 Core	7				7.0				0.0				0%									
K-5 Core	1				1.5				0.0				0%									
K-5 Noncore	7				15.5				4.5													

Specific Grade Levels and/or Spans may be modified according to the building

Comments/Clarifications:

A kindergarten teacher resigned during mid-first quarter and is not included in these data. That position was re-staffed.

The school works with K-2 and 3-5 representation from classroom teachers on the Leadership Team. This grouping has worked well for the school, and that is the reason for the grade span listings above. Our special ed teacher is a core multilevel teacher spanning K-5 and has a single row reflecting a K-5 core span. The remaining noncore teachers include certified art, music, P.E., instructional facilitators, the counselor, media specialist, etc., that span K-5, inclusive.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Percent of Attendance (%)					Number of Students Absent 5 or more Days per quarter				
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
K	93.88%				9					
1	93.18%				4					
2	95.37%				3					
3	96.35%				3					
4	97.18%				2					
5	93.98%				3					

Comments/Clarifications:

Percent of Attendance is calculated from the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). The Percent of Attendance data provided above is taken from our registrar's report, "ADA/ADM Statistics Report" for the date range 8/15/2016 to 10/12/2016. Please note that these are unofficial results. We will not have the district's official Percent of Attendance for Q1 for Harris Elementary until on or after November 15, 2016, which is when Cycle 3 is submitted to the state.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 3-5

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
								A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q				
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F								
(1)																							
(2)																							
3	33	3	1	6				32	32	32	32					100%							
4	28	1	0	1				25	24	26	22					90%							
5	36	0	4	18				35	35	33	33					100%							

Comments/Clarifications:

Due to beginning of the year testing and the district pacing guide, only two post tests were accomplished this quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Language Arts Data

ELA Data by quarter Grades 3-5

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D							
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q	3Q	4Q
								Unit 1	Unit 1	Unit 2	Unit 2	Unit 2	Unit 2	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 4	Unit 4	Unit 4	Unit 4				
(1)																											
(2)																											
3	33	1	1	Read: 5 Spell: 7 Eng: 6				32	25	32	28			32	21									77%			
4	28	4	0	Read: 1 Spell: 1 Eng: 1				25	12	21	7			23	20									57%			
5	36	0	4	Read: 7 Spell: 9 Eng: 5				29	12	33	17			27	7									40%			

Comments/Clarifications:

In elementary grades 3 through 5, ELA consists of three parts: 1) Reading, 2) Spelling, and 3) English/Writing. These three areas are segmented in this section in order to note similarities or differences in ELA among the grade levels reporting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

There are no results to report for the first quarter. Our understanding is that training and administration of the first Interim Assessments will not occur until the 2nd quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 2 or more years below grade level in math as determined by STAR_Math (assessment tool used)		Percent of students 2 or more years below grade level in ELA as determined by STAR_Reading (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
(1)				
(2)				
3	12.5%		37.5%	
4	51.9%		59.3%	
5	75.8%		72.7%	

Comments/Clarifications:

Total # of 3rd grade students = 32; total # 4th graders = 27; total # 5th graders = 33, based on # tested.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	Certified: 3.4			
Student Results	3rd Grade: 3.3 4th Grade: 3.4 5th Grade: 2.8 3rd 4th 5th: 3.2			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Surveys administered approximately mid-quarter. Results shared and reviewed at faculty meeting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

Dreambox-Math September 18-October 17, 2016

Grade Level	Days in Period	Lessons Completed	Percent Growth	Avg Standards Met	Total Mins	Avg Min/Wk	Avg Lessons/Wk	Percent Active Students
K	30	2185	30.1%	2.7	16829	108	14.1	77.2%
1	30	1026	31.8%	3.5	5762	62	10.8	79.0%
2	30	1414	14.2%	1.0	11685	93	11.4	84.8%
3	30	637	13.4%	0.8	9899	82	5.3	84.6%
4	30	390	6.7%	0.1	6773	66	3.8	89.8%
5	30	299	3.9%	0.1	4009	52	3.9	51.1%

Comments/Clarifications:

In the fifth grade, eleven students' schedules were dropped. This resulted in the loss of these students' DreamBox data.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

STAR-Reading September 07-October 07, 2016

Grade Level	Days Between Tests	Average Class Instructional Reading Level in September	Average Class Growth Change in One Month	Average Class Instructional Reading Level in October
3	30	1.5	+0.2	1.7
3	30	Primer	+0.1	1.1
Multi-age (3-4)	20	1.3	+0.4	1.7
4	30	2.5	+0.2	2.7
4	30	2.7	+0.6	3.3
5	30	2.2	+0.0	2.2
5	30	2.9	+0.1	3.0

Comments/Clarifications:

Example: A 1.5 indicates a first grade level in the 5th month of school. Therefore, a +0.2 growth change represents a two month growth increase.



District:

SCHOOL: JACKSONVILLE HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: MR. CHRIS JOHNSON

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MRS. LISA KNOEDL

Superintendent:

PRINCIPAL: MS. LAGAIL BIGGS

45-DAY Priority School Progress Report: 1st QUARTER Secondary

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)	
The School Improvement Leadership Team has developed a clear and shared academic focus that will lead to the removal of priority status.	<p>The team collects data on discipline, absenteees, assessments, and perception data to measure building growth.</p> <p>The School Improvement Leadership Team in conjunction with all stakeholders is working to develop a positive school culture conducive to learning and staff professional growth. The building has formed a Parent Involvement Committee, A Health and Wellness Committee, and a Student Council. These committees meet a minimum of once each quarter. The team believes that offering students, parents, and the community a clean, safe, disciplined, and rich academic curriculum and instructional environment will only improve the school culture and grow meaningful relationships. The team and teachers use student data to determine any adjustments necessary for every student to grow and increase their ACT Aspire scores. The building leadership always strives to offer teachers any resources necessary for rich student learning.</p> <p>The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement. Continuous improvement requires the team the autonomy to determine the training needed for a turn-around effort. The team meets every 1st and 3rd Wednesday of the month at 4:15 pm in the Media Center. Calendar invites are used to help staff schedule these meetings and serve as a reminder. The SIS and building principal has established specific dates for Pre and Post Assessments, ACT Aspire interims, and STAR assessment which is used as a</p>

screener for math and reading to indicate a student's current performance level. The team analyzes the data and uses the conclusions to determine building needs for school improvement and professional development.

With the beginning of a brand new school district, the district has replaced approximately 90% of the previous staff. District leadership began interviewing to fill positions before school was out this past year. They interviewed way into the evenings for lots of days during the summertime with the focus in finding qualified and effective teachers. The Instructional Improvement Teams (PLCs) meet regularly once a week for 45 minutes during teacher common prep times. Documentation of an agenda, minutes, and a sign-in sheet are recorded and filed. During these meetings the team monitors the data to determine strengths and weaknesses of the curriculum and instructional strategies. This data is also used for planning Professional Development and adjustments to the curriculum and instructional plans.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

All staff participated in professional development the week before school began. Ms. Stinnett, District SIS, presented the buildings ACT Aspire data from last April and pointed out the opportunities for improvement. She also made a presentation to all teams on common assessments, pre and post assessments, components of ACT Aspire, and Web's Depth of Knowledge. Wilbur Mills offers support via professional development for the areas of Math, Science, and English. Currently Ms. Metcalf is working with the Social Studies department with unpacking state standards, and developing curriculum maps. The building completed STAR assessments for all students in math and reading to determine the students' current level of performance. This data can be used by teachers to guide instruction and differentiate with individual students. The building will be conducting ACT Aspire interim assessments during a test window of October 17 thru October 28. This data will also be used for planning instructions and differentiation for individual teachers.

Challenges:

- 1.) The Jacksonville North Pulaski School district is transitioning from PCSSD into a new and independent district of their own. Most staff was rifted last spring, and it has been a challenge to find and interview highly qualified teachers to fill the large number of vacant positions. Some of the high needs areas have been especially challenging.
- 2.) Converting the hardware over from PCSSD to Jacksonville has been extremely slow.
- 3.) It has been a challenge to unpack hundreds of books packaged randomly and then stored last year. They had to be sorted by content and grade level, and then delivered to the correct instructor. Some content areas were short textbooks, and additional ones had to be ordered.
- 4.) Student conduct has been challenging. The district composed a new progression of discipline consequences based on different levels of behavior, and they hired four assistant principals and security officers. There are two district School Resource Officers that are in and out throughout the day. This is improving every day, and this success will only benefit classroom learning and an increase in student achievement.

<p>5.) The facilities are in poor condition, and the building is packed. A new high school is planned for construction soon to be completed by fall of 2019.</p> <p>Challenges We've Overcame:</p>	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1: The team brainstormed and collaborated a new mission statement, vision, and the building's core beliefs. Mission Statement:</p> <p>The team completed the building's Monitor and Evaluation Rubric, and they analyzed the data and came to the conclusion to implement an after school program with the 1003a funds they were awarded. The team has also been assessing the indicators for school improvement to determine areas that are not fully implemented and planning actions to progress to full implementation.</p>
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>	<p>Quarter 1: An after school program will be implemented near the beginning of the 2nd quarter, and efforts are being made for constructing subsequent pre and protests on November 4, 2016. The district is offering six hours of professional development on November 3 for Classroom Management by Ferrall Artis, and the building is offering professional development on November 3 for Google training. The team is also communicating the requirements of PLCs for the instructional teams and collecting documentation for those. A Campus Leadership Committee has been formed with staff leaders for their input on building needs and culture turn-around. A Parent Involvement Committee and a Health and Wellness Committee is in the process of being formed.</p>

Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	X	X	X	X	X	X	X	X	X	X	X	X	X	x
9	289				17.6%	0.013	429				28			
10	243				14.4%	0.028	264				10			
11	205				14.1%	0.014	241				11			
12	205				10.7%	X	242				7			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications: There were a high number of students tardy. The total number of tardies entered were 330. There were 23 students who had 5 or more referrals entered that were majority tardies.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5-8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9-12	68				161				44				12%					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester	
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2		
5	X	X	X	X	X	X	X	X	X	X		
6	X	X	X	X	X	X	X	X	X	x		
7	X	X	X	X	X	X	X	X	X	X		
8	X	X	X	X	X	X	X	X	X	X		
9	95%				54							
10	95%				83							
11	95%				64							
12	95%				65							

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level		Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100																
					1Q	2Q	3Q	4Q	A	d	a	B	b	C	c	D	D	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4 D&F	1Q	2Q	3Q	4Q			
5	X	X	X	X																													
6	X	X	X	X																													
7	X	X	X	X																													
8	X	X	X	X																													
Alg 1 8	X	X	X	X																													
Alg 1 9	188	63	7	71					168	102																60.7%							
Geo 9	79		22	33					72	44																61%							
Geo 10	160	47	30	76					150	85																56%							
Alg 2 9	6			0					6	2																33%							
Alg 2 10	97		7	29					97	69																71%							

Comments/Clarifications:

Jacksonville High School only conducted one pre/post unit exam. This was due to training being held for the school improvement specialist in early September. Currently Jacksonville High School is comprised of nearly 80% year 1 teachers. The teachers had to receive professional development on how to administer a pre/post unit exam with fidelity. There is currently a schedule in place for the teachers to administer 3 post unit exams for the second quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter								
				1Q	2Q	3Q	4Q	A	Unit 1	Unit 1 D&F	B	Unit 2	Unit 2 D&F	C	Unit 3	Unit 3 D&F	D	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q			
5	X	X	X	X																						
6	X	X	X	X																						
7	x	x	x	x																						
8	X	X	X	X																						
9	235	69	58	80				197	72														36.5%			
10	207	34	23	47				208	55														26.4%			
11																										
12																										

Comments/Clarifications: Jacksonville High School only conducted one pre/post unit exam. This was due to training being held for the school improvement specialist in early September. Currently Jacksonville High School is comprised of nearly 80% year 1 teachers. The teachers had to receive professional development on how to administer a pre/post unit exam with fidelity. There is currently a schedule in place for the teachers to administer 3 post unit exams for the second quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	10-17-2016 – 10-28-2016	*	*	*	*
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

*The data from these interims will not be available for reporting this quarter. The data for the first quarter will be available and included on the 2nd quarterly report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by ACT Aspire (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by ACT Aspire (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5	X	X	X	X
6	X	X	X	X
7	X	X	X	X
8	X	X	X	X
9	51.5		56.6	
10	49.3		76.3	
11	40.6		69.8	
12	39.5		81.5	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.96			
Student Results	2.7			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Student Survey Results: Strongly Disagree 13.86%, Disagree 22.65%, Agree 45.03%, Strongly Agree 18.46%

Teacher Survey Results: Strongly Disagree 5.31%, Disagree 16.04%, Agree 55.53%, Strongly Agree 22.9%

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.



District: Jacksonville North Pulaski School District **Superintendent:** Mr. Tony Wood

SCHOOL: JACKSONVILLE MIDDLE SCHOOL

STATUS: ACADEMIC DISTRESS

SITE-BASED SIS: LORRI STINNETT

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MRS. LISA KNOEDL

PRINCIPAL: MR. MIKE HUDGEONS

45-DAY Priority School Progress Report: 1st QUARTER Secondary

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

The School Improvement Leadership Team has developed a clear and shared academic focus that will lead to the removal from Academic Distress. The team brainstormed and came up with a new Mission Statement, Jacksonville Middle School fosters a culture that embraces academic excellence, life skills, and positive relationships to prepare our students for success at Jacksonville High School. Vision: Jacksonville Middle School fosters a culture that embraces academic excellence, life skills, and positive relationships to prepare our students for success at Jacksonville High School. /The building's Core Beliefs are: 1.) We take ownership of our success. 2.) We believe mistakes are opportunities for learning. 3.) We are a school that reads. And 4.) We believe in you. Believe in yourself! The team collects data on discipline, absenteeism, assessments, and perception data to measure building growth.

The School Improvement Leadership Team in conjunction with all stakeholders is working to develop a positive school culture conducive to learning and staff professional growth. The building has formed a Parent Involvement Committee, A Health and Wellness Committee, and a Student Council. These committees meet a minimum of once each quarter. The team believes that offering students, parents, and the community a clean, safe, disciplined, and rich academic curriculum and instructional environment will only improve the school culture and grow meaningful relationships. The team and teachers use student data to determine any adjustments necessary for every student to grow and increase their ACT Aspire scores. The building leadership always strives to offer teachers any resources necessary for rich student learning.

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement. Continuous improvement requires the team the autonomy to determine the training needed for a turn-around effort. The team meets every 2nd and 4th Tuesday of the month at 4:00pm in the Media Center. Calendar invites are used to help staff schedule these meetings and serve as a reminder. The building facilitators have established specific dates for Pre and Post Assessments, ACT Aspire interims, and STAR which is used as a screener for math and reading. The team analyzes the data and uses the conclusions to determine building needs for school improvement and professional development.

With the beginning of a brand new school district, the district has replaced approximately 90% of the previous staff. District leadership began interviewing to fill positions before school was out this past year. They interviewed way into the evenings for lots of days during the summertime with the focus in finding qualified and effective teachers. The Instructional Improvement Teams, the PLCs, have faced a scheduling barrier this school year, and they meet and work collaboratively either after school or during their lunch break. There are only a few teams who have common planning times. This is an area we have marked for improvement. There are plans to begin the process of Understanding by Design by Grant Wiggins and McTighe to unpack standards and construct a curriculum rich in engaging activities to master the Common Core standards. The Instructional Teams are supposed to meet once per week for 45 minutes, and during these meetings the team should be monitoring the data to determine strengths and weaknesses of the curriculum and instructional strategies. This data is also used for planning Professional Development and adjustments to the curriculum and instructional plans.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

During this first quarter, Jacksonville Middle School has faced multiple challenges. 1.) There are a high number of behavioral issues that disrupt the learning environment. This challenge is confirmed in the Student Climate Survey where 50.1% of students strongly agreed that student misbehavior affects the learning in the classroom at the middle school and 35.3% agreed. In the Educator Climate Survey 22.7% strongly agreed that disciplining students does hinder classroom instructional time and 50% agreed. The building is working together as a team to shift the culture, which should in turn improve behavior. The district is also providing a workshop of "Persistent Behavior in the Classroom" on November 3, 2016 for six hours of professional development. The speaker is Ferrall Artis. The administrative team and staff is very supportive and works persistently to deter disruptive and disrespectful behavior. The building also employs two full time security employees and a part time school resource officer for maintaining building order and for the safety of all students. 2.) Another challenge at the middle school is the lack of working technology. At this time, the building only has 3 carts of working laptops. There are two carts that have not been configured over to Jacksonville North Pulaski from PCSSD, and then there are several carts of iPads that cannot be configured because Apple is balking about transferring the purchased license for the iPads from PCSSD to Jacksonville North Pulaski. The lack of working technology is a disadvantage to students, and the building does not have enough carts to administer the ACT Aspire interims. They have been able to borrow one cart from Tolleson elementary, but they needed a minimum of two carts. The middle school changed their assessment schedule, and students will have to test both in the mornings and the afternoons. This is approximately four hours of assessment in one day for the same group of students. The middle school's School Improvement Leadership Team elected to spend the 1003a grant funds that is approximately \$120,000. for twelve new chrome book carts. Hopefully once these are purchased, delivered, and wired, students will have greater access to technology and become familiar with a single device to use for the ACT Aspire assessments. The twelve carts will be placed in core content areas first, and the remaining technology may be checked out by teachers from the media center. The long term plan is to eventually add more chrome book carts so that every classroom has daily access to the technology. 3.) Over 85% of the staff at the middle school is new to the district, and there are ten teachers who are new to the classroom. With a new environment for so many, new counselors, new bookkeepers, secretaries, who had to be trained, it has been very challenging. The middle school is now housed in a different building from the previous year. Half of the building

administration is new, there is new district leadership, and there is a new school board governing our brand new district. Change is a process, and it is going to take time to turnaround the culture and build capacity among the staff. 4.) When the move was made to the new building, hundreds of boxes of books had to be unpacked and sorted for the library and classrooms. Many classrooms were missing the number of textbooks they needed for their classes. This has slowly been addressed with assistance from the central office in going through boxes in the warehouse to search for those that were needed. Many of the textbooks are in poor condition, so this will also need to be addressed in the near future. Some purchases of textbooks and teacher editions were made to complete classroom sets for those that could not be located. Currently all classrooms at the middle school have the necessary number of textbooks for all students. This has been another challenge that has slowly been overcome. 5.) When the middle school staff moved into the building, it had been left in disarray. There was broken furniture and obsolete, nonworking technology, and just junk that had been stored in every place you can imagine. All of this had to be cleaned out, and then maintenance worked seven days a week and evenings to move items out and then move items in from the warehouse. The district hired a cleaning crew to supplement the custodians in cleaning the building. Teachers and central office staff helped in this effort. The building had also been neglected. Many of the classrooms had to be painted. The building had a community work day one Saturday where many members of the community came out and helped move items, clean, and paint. It has truly been amazing to see how much can be accomplished with a staff that works as a team and a community that is so supportive and so proud to have their own district. The building is still in need of renovation, but we are still continuing to work toward building improvements. The classrooms look awesome after the teachers' hard work to provide a warm and welcoming environment. 6.) The district has been searching and interviewing for highly qualified staff since April 2015. The middle school had a science teacher to resign the week before students returned, the nurse resigned after one week, and the attendance clerk resigned after 2 weeks. These positions were soon filled, and the middle school was running at full employee capacity until the week of October 10, 2016 when one of the English teachers resigned. We moved people around while still maintaining certified and highly qualified staff in all positions, but we are in search of a new certified ISS instructor. Unfortunately one of our ART teachers and one of our Special Education teachers became seriously ill during the week of October 10 as well. They will both be out for a minimum of 6-8 weeks, one may be longer. We have recently secured a long term substitute for one of the positions, and we are working to fill the other with a long term substitute.

As we all know, Jacksonville Middle School is in Academic Distress. The test scores can be discouraging if we choose to focus on the past. So we are planning for the future. We will be implementing an after school program for two days a week for approximately 18 weeks to begin the first week in November. We are using some of our Title I and NSLA monies to hire an external provider to manage this program. Teachers will be trained, furnished with the necessary materials, a healthy afterschool snack will be provided to students, and provide transportation home. Student data will be used to determine those students who may benefit the most from this program. One day will be focused on reading and writing, and the other day will have a math focus. We also have a remedial math and reading class embedded in our daily schedule for remediating those students who scored close or in need of support of the ACT Aspire. We are remediating students in science during our advisory period each day for six weeks. This remediation will also

<p>integrate an emphasis on reading strategies. We screened students using the STAR assessment in math and reading during September to determine the current level of academic performance in these areas so that teachers can scaffold and differentiate instruction in the effort for academic growth and improvement. These screeners will be repeated mid-year and again in May 2017. We completed two pre and post assessments this first quarter, and we will complete three the next three quarters. These frequent formative assessments indicate areas where growth is occurring and also those areas where re-teaching may be necessary. Our teachers meet in PLCs a minimum of once per week with documentation. All of our new teachers have been paired with Mentors to observe and help them with any resources or needs they may have. The district also provides a New Teacher Induction program that meets once per month to educate novice teachers in areas i.e. classroom management, RTI, SPED accommodations, modifications, and instructional strategies. Our School Improvement Leadership Team reviews performance and perception data to brainstorm and determine strategies that are research based for continuous improvement.</p> <p>The challenges are too numerous to mention all of them, but the most important thing is that we have embraced each challenge as it presented with a team of strong and dedicated staff who are very determined that Jacksonville Middle School becomes an integral part of this community who now has ownership in their very own school district. None of this could have transitioned as smoothly without the support of this community. It is with pride that we will continue to work together every day for continuous improvement in all areas at Jacksonville Middle School, and we will overcome the label of a school in academic distress and become the school for academic success.</p> <p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)	
<p>Quarter 1:</p> <p>The team brainstormed and collaborated a new mission statement, vision, and the building's core beliefs. The team completed the building's Monitor and Evaluation Rubric, and they analyzed the ACT Aspire 2015-2016 data and came to the conclusion to purchase (12) chrome book carts with the school's 1003a money. They also recommended the implementation of an after school tutoring program the first week in November with other monies (NSLA, Title I) available to the building. The chrome book carts will be placed in core content classrooms first, and then the remaining technology can be checked out from the media center. The building's goal is to gradually purchase more carts so that every classroom has a cart. The team feels strongly that one of the barriers for student performance is the student's lack of exposure and familiarity with technology. The team has also been assessing the indicators for school improvement and determining actions that need to be followed through to fully implement the indicators. As new data or information is available, it is shared with the team. Every task (great or small) and team collaboration is meaningful because it brings the building another step closer to closing gaps in student achievement at the middle school.</p>	
Quarter 2:	
Quarter 3:	
Quarter 4:	

	<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p> <p>Quarter 1: An after school program will be implemented at the beginning of the 2nd quarter, and efforts are being made for subsequent pre and protests. The team is also communicating the requirements of PLCs and the documentation for those. A Parent Involvement Committee has been formed, and a Health and Wellness committee is in the process of being formed. The building's perception data will be shared with the School Improvement Leadership Team to brainstorm areas in need of improvement and strategies that might be implemented to initiate any changes. In consideration of our ACT Aspire data and acknowledgement of the previous culture that has not worked, improvement and change is necessary to expect different results. Continuous improvement/change can only be driven in the right direction when the perception and performance data is continually being monitored for what strategies/programs are working and what is not.</p>
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
6	271				21%	1.5%	143				14			
7	249				15%	2.0%	137				3			
8	267				18%	3.4%	55				1			

*SWD-Students with Disabilities

*EL-English Language Students

Comments/Clarifications: The district has scheduled a guest speaker, Ferrall Artis, to present a workshop on classroom management for November 3, 2016. This is open to the entire district. Mr. Artis will also be doing a behavior audit on the building.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8	51				67				29.5				0%					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester			
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2				
6	97%				16									
7	99%				13									
8	99%				10									

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with a D or F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period (Marking Period Grades)	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D						
					A		a		B		b		C		c		D		d		1Q
					1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4 D&F	1Q	2Q	3Q	4Q
6	271	14	45	103					426	64- D's 158 F's Total 222								52%			
7	271	4	78	91					231	46 D's 51 F's Total 97								42%			
8	267	0	83	85					478	77 D's 365 F's Total 442								92%			

Comments/Clarifications: Comments/Clarifications:

Regretfully, with the onset of a brand new district, many new faces, and numerous changes, and providing teachers with curriculum pacing and resources, the middle school was only able to complete two sections of pre and post assessments in both math and ELA. There will be three sections of pre and post in math and ELA completed during the next three quarters.

NOTE: *On the quarterly report for 2015-2016, the figure required was for the number of students with both D's and F's in Math.*

English/Language Arts Data

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with D or F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter									
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F										
6	271	9	51	44				682	113 D's 155 F's Total 268												39%				
7	249	4	39	69				323	56 D's 65 F's Total 121												37%				
8	267	0	80	47				689	80 D's 68 F's Total 148												21%				

Comments/Clarifications:

Regretfully, with the onset of a brand new district, many new faces, and numerous changes, and providing teachers with curriculum pacing and resources, the middle school was only able to complete two sections of pre and post assessments in both math and ELA. There will be three sections of pre and post in math and ELA completed during the next three quarters.

NOTE: *On the quarterly report for 2015-2016, the figure required was for the number of students with both D's and F's in ELA.*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Window 10-17-2016 – 10-28-2016				
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

The Jacksonville Middle School was scheduled to administer ACT Aspire Periodic Interims on October 20, 21, 27, and 28. Because of a lack of operational devices, the middle school had to set back the assessments to October 21, 24, and 25 and borrow additional carts from another campus. 6th Graders will take 4 assessments per day, 7th Graders – 4 assessments per day, and 6th Graders – 4 assessments per day. This is not an appropriate schedule for the best practices/results, but it was necessary for this Interim because of the lack of technology. JMS envisions that the twelve new chrome book carts will be operational by the next Interim.

In conclusion, the Interim data is not available upon submission of this report, but it will be included for the 2nd Quarterly Report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by ACT Aspire (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by ACT Aspire (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
6	22.5%		39.4%	
7	41.9%		50.8%	
8	47%		56.6%	
Comments/Clarifications:				

The building is reporting STAR Screening data for the results listed above. The current STAR Math and STAR Reading data is used to determine current grade level deficiencies. This assessment was given the last week in September and first week in October.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.3			
Student Results	2.6			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

The building used the Educator Climate Survey and the Student Climate Survey provided by the Arkansas Department of Education. The selections are scored with a 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree) Student behavior scored the lowest in both surveys.

In the Educator Climate Survey, another low area in teacher dissatisfaction is the lack of time for common planning and collaboration provided in the school day. Several of the teams meet before and after school.

In the Student Climate Survey, another low area is that the student majority feels that teachers are not concerned about student lives outside of school. These concerns will be addressed in the School Improvement Leadership Team meetings.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

No Comments at This Time



DISTRICT: LEE COUNTY SCHOOL DISTRICT
SCHOOL: ANNA STRONG LEARNING ACADEMY
STATUS: PRIORITY
SITE-BASED SIS: JOHN JONES
EXTERNAL PROVIDER: FETTERMAN & ASSOCIATES
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: KRISTI MCINTOSH AND TED BECK

SUPERINTENDENT: WILLIE MURDOCK
PRINCIPAL: MARY HAYDEN

45-DAY Priority School Progress Report: Elementary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	
<p>The percentage of students scoring Ready/Exceeding for each ACT Aspire assessment is listed below from highest to lowest:</p> <p> English=36% Math=22% Science=8% Reading=7% Writing=4% </p> <p>Our goal for the 2016-2017 school year is to increase the percentage of students scoring Ready/Exceeding on the ACT Aspire when they test in April 2017. Below are the desired <u>increases</u> for each tested area:</p> <p> English: 25% increase equals 40% of students scoring Ready/Exceeding Math: 20% increase equals 23% of students scoring Ready/Exceeding Science: 15% increase equals 13% of students scoring Ready/Exceeding Reading: 10% increase equals 12% of students scoring Ready/Exceeding Writing: 5% increase equals 6% of students scoring Ready/Exceeding </p>	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, list supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

There have been several changes made this school year. We learned late last school term that the district would not provide summer school or after school tutoring. Because students would not have these extended opportunities to learn, we modified to master schedule to include intervention and enrichment during the school day. Students in kindergarten through fourth grades have two intervention/enrichment sessions/periods, one for literacy (morning) and one for math (afternoon). Fifth and sixth grades students have one fifty-minute period each day in which they may receive intervention for literacy and math. Because we were able to save funds from not having summer school and after school tutoring, we were able to hire three more paraprofessionals to help provide interventions. We have provided professional development for administrators, teachers, and para-professionals to gain a better understanding of Response to Intervention (RTI). We have two co-chairs on the intervention team, one who facilitates kindergarten through third grade intervention and one who facilitates fourth through sixth grade intervention.

We continue to work with Fetterman & Associates, our external service providers. Fetterman has provided professional development on using data to inform instruction, as well as job-embedded professional development such as modeling and coaching, especially for strategies to enhance writing instruction, our lowest scoring area on the ACT Aspire assessment taken in April 2016.

Because there was some disconnect amongst the faculty and staff last year, we reflected and determined that we needed a more collaborative and effective leadership team. Therefore, during the summer Anna Strong Learning Academy held its own four-day Leadership Team Institute. During this Institute, we clarified the role and responsibilities of the leadership team and its members. We read and reflected on articles about teacher leadership, assessed the effectiveness of our team, and set goals for improvement. There will be follow-up days scheduled throughout the school year.

<p>There beginning of the year has not come without challenges. Our biggest challenge has been hiring highly qualified teachers in all areas. We begin the year with three kindergarten classrooms, but had a growth spurt so large that we had to open another one. The teacher I recommended for hire decided that she would rather remain retired. We were able to transfer someone from one of the other grade levels to that position. We have continued to enroll more kindergarten students and are approaching capacity. We were not able to hire teachers for Art and Music, and so we submitted waivers for long-term substitutes in these areas. We also have a long-term substitute for fourth grade, since we had to open another fourth grade classroom. We have partnered with Teach for America and Arkansas Teacher Corp, as well, and have received three teachers through these collaborations.</p> <p>We continue to establish a safe learning environment. We have revised the PBIS plan and activities. We have included character education, teaching respect, responsibility, and trust, among other positive characteristics. For those students who continue to struggle with the behavior, we have enlisted the support of the district's behavior specialist to create 504/behavior intervention plans when needed.</p> <p>These are just a few examples of the progress and challenges that we have face this first quarter. The faculty and staff will continue to learn and work together for the success of all students.</p>
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1: Decisions made for the first quarter have been categorized as relating to procedures, assessments, and culture/climate. Please, see the bulleted list below:

Procedures:

- Procedures for ISS (gives us forms to use and encourages communication)
- Separate management items from instructional items
- Interchange topics by-weekly--focusing on school matters one week and 45 day plan the next (its meaningful because we get the chance to talk about both issues without feeling drained about one topic or the other)
- Leadership team meets weekly, instructional meeting agenda needs to focus on the instructional business of the school and management will focus on other needs though committee leaders
- Roles and responsibilities have been identified and clarified so that each member will know what is expected

Assessments:

- We have set due dates to complete pre- and post-tests for math and language arts by the end of the third quarter 2017. Science and social studies will be completed by the end of the first quarter in the 2017-2018 school year. This will help teachers to prepare and know what to teach and when to teach it.
- We will revise and align the current curriculum with Arkansas Standards for each content area so that we can continue to assess students' performance with fidelity.

Culture/Climate:

- Provide ways for all staff to participate (send minutes, serve committees, invite feedback/questions, create positive culture)
- Build a sense of community (make everyone feel like they belong because in the past some staff have felt left out which leads to negative feelings and a less positive work environment)
- Transparency (this allows all staff to be informed of all decisions made by the leadership team)
- Using grant money to purchase materials to improve instruction
- Summer 2016 ALSA Team Institute allowed for each member to understand their role and to build relationships and capacity

Quarter 2:

Quarter 3:

Quarter 4:

<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p> <p>Quarter 1:</p> <p>Assessment: Assessment Drives Instruction</p> <ul style="list-style-type: none"> • Schedule more vertical meetings for alignment • Begin revising assessment and curriculum • Set time to meet with grade level teams to create assessments • Continue using assessment results to move forward <p>Procedures: Establish Expectations</p> <ul style="list-style-type: none"> • Review, revise, and establish procedures • Monitor reinforcement of procedures to make learning more successful • Review PBIS procedures • Revisit protocol for addressing discipline issues (procedure to deal with severe problems) <p>Climate/Culture: Build Positive Relationships among Adults</p> <ul style="list-style-type: none"> • Learn more about each other to build trust • Initiate the hospitality and team building days • Provide opportunities for staff to interact with each other outside of school <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
K	83					3	15				1			
1	48					2	21				0			
2	73					2	38				1			
3	76					0	64				3			
4	71					0	157				10			
5	47					1	26				3			
6	37					0	70				0			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/ Clarifications:

There are sixty-three students who currently take medication for some form of behavioral and/or emotional disorder. We have begun the process of establishing 504 plans for those who qualify.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason							
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1		3Q	4Q	Semester 2			
K-1	7				9				4				0%							
2-4	12				19				3				25%							
5-6	5				9				3				75%							
SPED	3				7				2				0%							

Specific Grade Levels and/or Spans may be modified according to the building

Comments/Clarifications:

There are four content teachers in the 5-6 grade span. The fifth teacher is CTE. Three of the four content teachers were absent five days or more.

Several of the teachers have been absent due to critical personal illnesses, i.e. surgery, chemotherapy, etc. There have also been absences due to death of close family members and/or other related emergencies.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days per quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
					4					
K	95%				2					
1	96%				0					
2	100%				4					
3	95%				0					
4	100%				0					
5	100%				0					
6	100%				0					

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Language Arts Data

ELA Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D			
								A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q				
(1)	48			15				31	7														
(2)	73			17				51	35														
3	76	0	23	13				50	29														
4	71	1	7	1				25	6														
5	47	0	3	4				N/A	N/A														
6	37	0	4					N/A	N/A														

Comments/Clarifications:

The total of D's/F's come from the Language Arts and/or Reading classes, which make up the literacy block. For example, a student may have a 65 in Language Arts and a 67 in Reading, or a student may have a 75 in Language Arts but a 60 in Reading. If the student has a D/F in either subject, his/her grade was included in the count.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	N/A	N/A	N/A	N/A	N/A
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

We have not administered any ACT Aspire Interim assessment at this time. We have scheduled for them to be administered soon. We will report the data for Interim I and Interim II in the second quarter report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data


Grade Level	Percent of students 2 or more years below grade level in math as determined by <u>Classworks/MobyMax.com</u> (assessment tool used)		Percent of students 2 or more years below grade level in ELA as determined by <u>Classworks</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
(1)	46% 1 grade below		84% 1 grade below	
(2)	41%		54%	
3	2%		45%	
4	32%		27%	
5	48%		39%	
6	72%		34%	

Comments/ Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter																				
Educator Results	<div>  <div> Arkansas Department of Education </div> </div> <div>Educator Climate Survey</div> <table> <tr> <td>1. I feel comfortable raising issues and concerns that are important to me.</td><td>Strongly Agree</td><td>Agree</td><td>Disagree</td><td>Strongly Disagree</td></tr> <tr> <td>2. There is an atmosphere of trust and mutual respect within this school.</td><td>31%</td><td>50%</td><td>8%</td><td>11%</td></tr> <tr> <td>3. Teachers and administrators at this school set high standards for all</td><td>6%</td><td>36%</td><td>53%</td><td>6%</td></tr> <tr> <td></td><td>14%</td><td>58%</td><td>19%</td><td>8%</td></tr> </table>				1. I feel comfortable raising issues and concerns that are important to me.	Strongly Agree	Agree	Disagree	Strongly Disagree	2. There is an atmosphere of trust and mutual respect within this school.	31%	50%	8%	11%	3. Teachers and administrators at this school set high standards for all	6%	36%	53%	6%		14%	58%	19%	8%
1. I feel comfortable raising issues and concerns that are important to me.	Strongly Agree	Agree	Disagree	Strongly Disagree																				
2. There is an atmosphere of trust and mutual respect within this school.	31%	50%	8%	11%																				
3. Teachers and administrators at this school set high standards for all	6%	36%	53%	6%																				
	14%	58%	19%	8%																				

							</									

	13. Student misbehavior affects the learning in the classroom.	51%	24%	14%	11%		
	14. My teacher has several good ways to explain each topic that we cover in this class.	72%	19%	6%	3%		
	15. The principal/teachers have high expectations for ALL students.	81%	16%	1%	2%		
	16. My teacher doesn't let people give up when the work gets hard.	71%	14%	6%	9%		
	17. My teacher wants us to use our thinking skills, not just memorize things.	75%	18%	4%	3%		
	18. My teacher checks to make sure we understand what he/she is teaching us.	78%	16%	5%	2%		
	19. The teacher/principal is willing to listen if a student has a serious problem.	80%	11%	3%	6%		
	20. Teachers know about their students' lives outside of school.	39%	15%	9%	37%		

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

We surveyed 118 students of the

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

<p>Do you have other data sources that support and/or identify that you are making gains in student outcomes? <i>You may include a chart to describe your data, but do not include raw data or student names.</i></p>
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DISTRICT: LEE COUNTY SCHOOL DISTRICT #1
SCHOOL: LEE SENIOR HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: MS. SHIRLEY TAYLOR
EXTERNAL PROVIDER: FETTERMAN AND ASSOCIATES
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MRS. KRISITI MCINTOSH AND MR. TED BECK

SUPERINTENDENT: MRS. WILLIE MURDOCK
PRINCIPAL: MRS. PHYLISTIA STANLEY

45-DAY Priority School Progress Report: Secondary

FIRST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p> <p>Projections are made from the 2016 ESEA School Report. The baseline data shows Lee High School's performance at the end of the 2016 school year. As the year progresses, Lee High School will measure growth from ACT Aspire Interim assessments.</p>						
	Baseline	State Avg.	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
LITERACY	19.21%	47.86%	7.16%	14.32%	21.48%	28.64%
MATH	8.87%	43.35%	8.62%	17.24%	25.86%	34.73%
<p>We are planning to make these percentage gains each quarter to reach proficiency by the end of the year at the State level.</p>						

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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

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Quarter 1: Lee High School's focus for the 2016-17 school year is to improve lesson planning. The Workshop Model is incorporated into the lesson planning. Within the model, time frames are attached to each component so that bell to bell instruction is apparent. A "Do Now" was added so that the students would have an opportunity to revisit some standards from the recent ACT Aspire assessment. The lesson planning has improved over the course of the nine weeks as evident from lesson plan monitoring and providing feedback. The implementation of the Workshop Model has improved over the quarter based upon feedback provided by the Instructional Leadership Team. Support has been provided from The Master Principal's Institute in the area of instructional leadership and effective planning. The Instructional Leadership Team provides timely, effective, and relevant feedback for lesson plans and classroom walkthroughs. There is an improved climate and culture at Lee High School. We are perfecting systems by having a LHS Procedural Manual. There is a commitment to shared leadership. Team members volunteer to take on task outside of their normal roles. Dr. Paul of Fetterman and Associates assists in revising and developing behavior plans, conducting ACT Prep classes, and disaggregating data. One of the main challenges we face at LHS is not having a counselor on staff. As principal, I have had to assume a lot of the duties to make sure that we are in compliance with standards. This has divided my time to be involved in all aspects of the instructional leadership process. We are challenging the teachers to relinquish the traditional "sit and get" style of teaching. Incorporation of technology into lessons and project based learning are two areas in which we are focusing. We are operating more as a team this year. We encourage professional networking by holding School Leadership Team meetings, LHS Team meetings, weekly PLC meetings, and LHS Leadership meetings.

Quarter 2:

Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)	
Quarter 1: The School Improvement Leadership Team has disaggregated the ACT Aspire data. The school has identified that our area of improvement is Reading—Key Ideas and Details. The school wide initiative is to involve Key Ideas and Details into our Do Nows across all disciplines. This was discussed during our beginning of the year professional development and weekly PLCs. Classworks is being utilized for remediation and enrichment in literacy and math. This program allows students to progress at their own pace. The grant funds from 1003A will be used to continue LHS efforts to provide one to one technology to each student at school. We know that students need to be immersed in technology to compete in the digital world. Another meaningful decision was to continue the team structures implemented last year. Staff are more aware of the day to day building level procedures from the establishing of team structures.	
Quarter 2:	

Quarter 3:	
Quarter 4:	
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
Quarter 1:	Modifications to the school improvement effort will be to increase the number of classrooms completing a "Do Now" that involve Key Ideas and Details. From classroom walkthroughs, it is happening in some classes but not all. All teachers have "Do Nows". However our goal is to revisit this standard through Do Nows. Another effort will be to decrease the number of students receiving Ds and Fs on unit testing. Another area of focus for the next quarter will be to decrease the number of office referrals. LHS will continue to sustain improvement efforts in staff participation in School Leadership Team meetings and weekly PLCs. Also the Academic Team will continue to monitor instruction and provide timely feedback in lesson planning and classroom walkthroughs.
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled	SWD Percent of Total Student	EL Percent of Total Student	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)	Number of Students with 5 or more Discipline Referrals (*Cumulative)

					Population	Population								
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	44				25	N/A	38				7			
7	44				25	N/A	38				7			
8	62				19	N/A	32				8			
9	62				12.9	N/A	18				9			
10	59				10	N/A	9				7			
11	53				15	N/A	32				7			
12	61				9	N/A	6				6			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2				
5-8	9				16				4									
9-10	11				8				13									
11-12	9				14.5				4									

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5																
6																
7	90.86				3											
8	96.76				8											
9	95.58				5											
10	96.62				2											
11	94.94				2											
12	97.19				3											
<i>Comments/Clarifications:</i>																

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A		a	B	b	C	c	D	Unit 4 D&F	Unit 4	1Q	2Q	3Q	4Q		
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F								
7	44	9	4	25				38	27	34	21	34	17			61							
8	62	10	5	19				44	23	48	27	47	18			48.9							
Alg 1 9	52	9	3	13				52	18	52	19	52	18			35							
Geo 10	46	10	3	17				46	19	46	24	46	20			46							
Alg 3	46	8	2	4				46	9	46	16	46	14			28							

Comments/Clarifications: 10TH—Several students made D or F because students performed poorly on exams. Several students took advantage of after school and lunch for tutoring. Those students grades rose from an F to a D. Students who failed did not take advantage of this. In ACT Aspire style questions students are struggling which means their scores are fairly low. Attendance, lack of student self-motivation, and behavior may have been a factor.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	Unit 4 D&F	Unit 4	1Q	2Q	3Q	4Q
7	34	6	4	12				30	20	32	5	29	3					30			
8	47	7	1	5				47	25	46	6	42	3					25			
9	65	14	15	10				65	18	65	3	65	10					16			
10	48	7	3	15				48	8	48	2	48	3					9			
11	23	2	2	11				23	8	23	7	23	3					26			
11	16		1	4				16	3	16	9	16	0					16			
12	11		n/a	6				11	4	11	2	11	1					21			
12	41	7	n/a	11				39	5	40	11	41	12					23			

Comments/Clarifications:

Student absences and behavior have been contributors to low scores. Some of them are raising their scores. Some students are close to a "C".

There are two different teachers for 11th and 12th. The reporting is separate because of the unit testing.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Interims have not been given as of 10/20/16				
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by Classworks(tool used)	Percent of students 3 or more years below grade level in ELA as determined by Classworks(assessment tool used)
	Beginning of Year	Beginning of Year
7	15.9%	15.9%
8	17.7%	11.2%
Early High School	.046%	1.97%

Comments/Clarifications:

Early High School-EHS After 8th grade in Classworks, the reporting system groups the students as EHS in ELA and math. At this time, the percentage of students in EHS math and ELA is low. After a recent professional development session in Classworks, it was apparent that some students still need to complete the diagnostic exam. These students have been identified and are being tested for baseline data. This program will allow for mid-year testing, we will make a comparison from the beginning of the year data even though this report won't reflect it.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	Attached in separate email			
Educator Results				
Student Results	Attached in separate email			

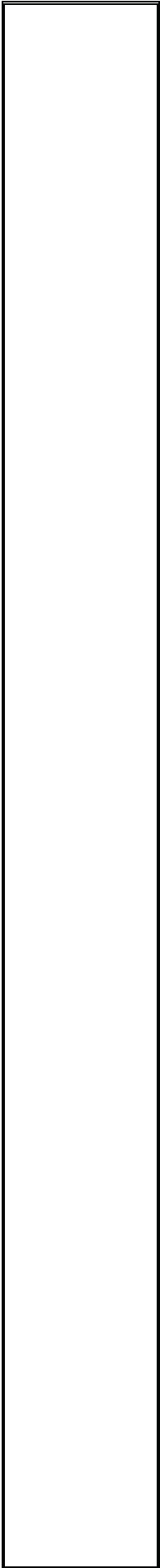
**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.





DISTRICT: LITTLE ROCK PREPARATORY ACADEMY
SCHOOL: PRIMARY SCHOOL
STATUS: ACADEMIC DISTRESS
SITE-BASED SIS: N. LAURENT
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: S. WHITE

SUPERINTENDENT: LONG
PRINCIPAL: HINTON

45-DAY Priority School Progress Report: Elementary

First QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Revised 8/22/16

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)					
1. On average in English Language Arts, grade level proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD or the LRSD proficiency rates equal to or higher than all students in the LRSD	State Required Assessments	English Language Arts proficiency rates equal to or higher than surrounding schools with similar demographics in the LRSD or all students in the LRSD.	Annually	Using year 1 as the baseline, English Language Arts proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD.	Using the average of years 1 & 2, English Language Arts proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD.
2. On average in Mathematics, grade level proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD or the LRSD proficiency rates equal to or higher than all students in the LRSD	State Required Assessments	Mathematics proficiency rates equal to or higher than surrounding schools with similar demographics in the LRSD or all students in the LRSD	Annually	Using year 1 as the baseline, Mathematics proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD	Using the average of years 1 & 2, Mathematics proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD
3. On average in Science, grade level proficiency rates will be equal to or higher than surrounding	State Required Assessments	“Other” proficiency rates equal to or higher than surrounding schools with similar demographics in the	Annually	Using year 1 as the baseline, “other” proficiency rates will be equal to or higher than surrounding schools	Using the average of years 1 & 2, “other” proficiency rates will be equal to or higher than surrounding

schools with similar demographics in the LRSD or the LRSD proficiency rates equal to or higher than all students in the LRSD	LRSD or all students in the LRSD	with similar demographics in the LRSD	schools with similar demographics in the LRSD
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal’s Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, list supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> - We have a fully aligned scope and sequence. - Hired a new director of curriculum. - Ongoing Professional Development for the teaching staff. - A Built RTI model with a schedule that supports interventions. <p>Our team faced challenges with the implementation of the PBIS model. The administrative team conducted four professional development sessions to address the issue. We also implemented weekly walk-throughs to coach our teachers in effective classroom management techniques.</p> <p>Our team struggled with pacing and curriculum implementation. Consequently, professional development in that area was conducted to address that need.</p>
<p>Quarter 2:</p>	<p>Quarter 3:</p>
<p>Quarter 4:</p>	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)
Quarter 1: Teacher development with the implementation of walk-throughs, one-on-one coaching feedback, modeling lessons, and a strong administrative presence in classrooms.
Quarter 2:
Quarter 3:
Quarter 4:
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
Quarter 1:
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
					As of 10/01/16	As of 10/01/16								
K	36				22%	3%	7				0			
1	64				9%	6%	23				2			
2	54				7%	7%	20				1			
3	56				9%	7%	29				3			
4	50				20%	10%	13				0			
5														
6														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/ Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
K-2	10				21				3				0					
3-4	8				16				3				12					
5-6																		

Specific Grade Levels and/or Spans may be modified according to the building

Comments/Clarifications:

This data reflects information as of October 10, 2016. The LRPA quarter ends October 21, 2016.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)						Number of Students Absent 5 or more Days per quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2		
K	97%				6							
1	97%				11							
2	96%				13							
3	97%				11							
4	97%				7							
5												
6												

Comments/Clarifications:

Information

This data is as of October 20, 2016

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter				
				1Q	2Q	3Q	4Q	A		a	B	b	C	c	D	d	X 100			
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q	
(1)	64			N/A																
(2)	54			N/A																
3	56			N/A																
4	50			N/A																
5																				
6																				

Comments/Clarifications:

The quarter has not ended for LRPA

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Language Arts Data

ELA Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Comments/Clarifications:

The quarter has not ended at LRPA

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

* Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

Information is not available until after November

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 2 or more years below grade level in math as determined by NWEA MAPS_(assessment tool used)		Percent of students 2 or more years below grade level in ELA as determined by NWEA MAPS_(assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
(1)	55%		57%	
(2)	55%		56%	
3	75%		58%	
4	73%		65%	
5				
6				
Comments/ Clarifications:				

LRPA-PS use the NWEA measures of academic progress (MAPS) 3 times a year to measure student growth over time, based on the college and career readiness standards.

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	N/A			
Student Results	N/A			

** Attach Copy of Survey Instrument if NOT using ADE provided survey

Comments/Clarifications:

Not available at this. Survey will be conducted in November

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*



DISTRICT: LITTLE ROCK
SCHOOL: BASELINE ACADEMY
STATUS: PRIORITY
SITE-BASED SIS: LISA K MACK
EXTERNAL PROVIDER: NA
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: SHARESIA WHITE

SUPERINTENDENT: MIKE POORE
PRINCIPAL: JONATHAN CROSSLEY

45-DAY Priority School Progress Report: Elementary

1st QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Revised 8/22/16

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

2016-2017 SMART Goals for Baseline Academy

Overall Goal: To increase expectations and performance in academics and behavior with the 4 year vision of becoming a 90/90/90 school.

- Classes will average 1.5 years reading level growth as measured by running records and comparing BOY and EOY reading data.
- In each classroom, 70% of students will score at least 70% proficient on unit post tests.
- Using the cohort model, each class will increase proficiency levels on ACT Aspire summative by 20% in English, Reading, Math, Science, and Writing.

Math	Literacy	Behavior
<ul style="list-style-type: none"> • TESS 2A-Respect and Rapport • TESS 3B-High Level Questions and Discussion • Problem Solving • Data Analysis • Meaningful Learning Tasks/Activities 	<ul style="list-style-type: none"> • TESS 2A-Respect and Rapport • TESS 3B-High Level Questions and Discussion • Data Analysis • Access to Grade Level Text; including Non-Fiction • Everyday Writing; including Non-Fiction Topics • Disciplinary Literacy 	<ul style="list-style-type: none"> • TESS 2A-Respect and Rapport • PBIS Consistency • Positive Referrals • Positive Rapport between Teacher and Student • 5:1 Positive/Negative Interaction between Teacher and Student • Conflict Resolution

Support:

-Do the Math Interventions

-Data Days (Structured Analysis and Planning)

<ul style="list-style-type: none"> -PD – PBIS -PD – Writing -Rubric – ONE Schoolwide -Modeling in Classrooms -CGI -Morning Meeting Framing - In Class to Support ELLs and SIOP -Close Reading 	<ul style="list-style-type: none"> -Improved Book Room -Lesson Study -Schoolwide PGP (2A/3B) -CWTs -Conflict Resolution Curriculum -SWIS for PBIS Tracking
<p>Every improvement focus area is discussed in leadership team meetings as well as whole group faculty settings. Distributed leadership is practiced in order to allow for buy-in from faculty.</p>	

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, list supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

Progress:

- With the creation of SMART Goals for the 2016-2017 school year, teachers, administration, and instructional support staff have a targeted approach to school improvement with measurable objectives. These goals guide conversation in PLCs, data analysis nights, and common planning sessions. The goals give us a focus on academic achievement. This is paramount to getting us where we need to go. It gives a focus for conversation. Teachers like that it keeps them in check when looking at their data. A teacher stated that she utilized the SMART goals to model SMART goals for the students. The goals also give the school a PGP focus and lend itself to support and streamlining the conversation.
- A focus on becoming a PBIS school led to summer professional development and the collective creation of a school wide behavior matrix. The staff also collectively established clarity for teacher managed and office managed behaviors outlined within the entire school. The school has planned a schoolwide monthly rotation through areas of school for the reinforcement of behavior expectations. This will continue to set the expectations for behavior in all areas: cafeteria, classroom, playground, bus hallway, and bathroom. The school-wide system lends itself to learning walks and also provides verbiage to be used throughout the building.
- The leadership team sought teacher input for budgeting Title One funds. This gave teachers buy-in in decision-making.
- The PLC process has continually been revised to support teaching, learning, and data analysis. A shift was made to support the unit cycles. Each facilitator now holds a separate session to ensure specific content/strategy focus to meet the needs of all learners in the classroom.
- Small group instruction began in all classrooms. This will assist us in meeting our smart goals. Decisions about small groups and small group instructional strategies are made from analyzing data in PLCs and Data Reflection Night/Saturdays.
- Teacher-led professional development began. This creates buy-in of the continual improvement process. Professional development becomes more organic and not top down.
- The transition classrooms became departmentalized this school year with one teacher focusing on Math and the other on Literacy. This enabled the teachers to have a specific content focus area. Additionally, this met the human capital needs of

the building. The transition literacy teacher is an experienced reading teacher, specifically with the ESL population while the math teacher experienced success within this content area last year.

- Wake-Up Baseline morning programming has been restructured to incorporate strategic STEM activities, a morning news program, leadership opportunities for student community helpers, and continues to reinforce the core values of the school. The Math Facilitator plans and facilitates this program with the assistance of City Year.
- Unit tests are teacher created with guidance from the facilitators. The data collection for the units has been streamlined to an electronic process which allows for all stakeholders to review the data. The goal is to have pre-test data strategically analyzed to support and differentiate instruction. The administrators are continually thinking of ways to mitigate challenges within the planning process. The post test data is reviewed at the end of each cycle to plan for re-teaching goals. This is consistent with the process from the 15-16 school year.

Challenges:

- The extended instructional day poses a timing issue for some teachers. Teachers require more planning time to prepare for more content with students. The extended hours with students is a major adjustment for quite a few teachers. Considering some research on teacher retention and effectiveness, I wonder if Baseline might need more planning time than we currently have.
- A focus area of the school relates to a positive intervention system. Baseline is piloting a district created student infraction platform. Currently, the district is unable to retrieve data needed to analyze behavior which is consistent with reporting for the 45 day plan.
- The leadership team plans to devise a CWT system for collecting data for the school wide focus areas that include positive interaction with students (5:1 positive to negative interactions). The challenge is the logistics of creating a system for collecting and sharing this data.
- Baseline teachers have had opportunities to participate in the Teacher Leadership Institute and Cognitively Guided Instruction training. While these are beneficial to individual teacher practice, they pose issues to include the securing of substitutes. Additionally, administration is analyzing the potential effect on the pacing of units, completion of teacher duties, and the effect on Tier I instruction.

Challenges Overcome:

- We have built in data analysis and planning blocks to adequately plan units of instruction—Saturdays and after school once every three weeks. While this is a step in the right direction, I fear that it will not be enough to remedy potential teacher burnout from planning and data collection with adequate time to prepare.

Supports: <ul style="list-style-type: none"> District staff has been supportive in approving and brainstorming potential budgetary items to benefit Baseline students. I felt encouraged in my efforts to include all Baseline stakeholders in budgetary matters.
Quarter 2:
Quarter 3:
Quarter 4:

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> • Set 2016-2017 SMART Goals- This gives Baseline an academic focus. This is paramount to getting us where we need to be in the next four years. It gives a schoolwide PGP focus and lends itself to support and streamlining the conversation with administration and teachers. It also gives a focus for conversation in PLCs and Leadership Team meetings. Teachers state that it helps to keep them in check when looking at data. They also use this as a model to help students to set their own goals. • Teachers will submit their individual classroom systems. The staff will implement a schoolwide monthly rotation through areas of school for reinforcement of behavior expectations. - This sets the expectation for behavior. It lends itself to learning walks. It also allows for the same verbiage to be used throughout the building. • A system will be created for collecting data for school focus behavior areas. - This will give a clear snapshot of the school. It will provide data to review and analyze and will provide information for setting behavior goals. • The principal, assistant principal and SIS will conduct CWT with 5:1 positive interactions as a focus. - This will give a clear snapshot of the school. It will provide data to review and analyze and will provide information for setting behavior goals. • The team reviewed the title I budget and approved the expenditures.- As a leader, it enables the principal to finalize budget but most importantly, it gave teachers a voice and allowed them to make meaningful decisions about materials and professional development needed for the school. • Tier 1 support is needed in some classrooms by the facilitators and the administrators. - After analyzing the unit pre and post test data, the Leadership Team saw a need for teacher support in a few classrooms in order to stay on track to meet our school-wide goals. • Small group instruction must begin in all classrooms immediately. This was another decision made after analyzing the unit pre and post test data that will assist us in meeting our goals. • The PLCs should look at the data from several different lenses; data forms will be revised.- In order for data to drive our instruction, we must use a variety of data <p>Quarter 2:</p>
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Quarter 3:	
Quarter 4:	
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	<p>Quarter 1:</p> <p>Pretests/posttest: The leadership team will review the common formative assessments to analyze rigor and grade level expectations to ensure quality control of unit pacing and Tier I instruction.</p> <p>Time for teacher collaboration: The leadership team will research ways to align with the expectations of indicator ID13* in an effort to increase teacher collaboration time. <i>*ID13-Instructional Teams meet for blocks of time (4-6 hour blocks, once a month: whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.)</i></p> <p>Positive referrals: In an effort to become a PBIS school, the leadership team will research and create a system for positive referral to highlight desired behavior versus negative behavior.</p> <p>Clear communication concerning tiered reading instruction: In order to meet Baseline's smart goals we must have consistent implementation of reading intervention. Classroom teachers, specialists, and facilitators must be on the same proverbial page. At present, there are minor discrepancies in expectations for tiered reading intervention. We are confident that this issue will be resolved within Quarter 2.</p> <p>Classroom walkthroughs for 5:1 positive/negative teacher to student interactions: The 5:1 positive to negative interaction is a school wide focus area for the 16-17 school year. The leadership team has determined that at present we do not have an adequate measure for this focus area. A classroom walk through tool will allow us to have an accurate snapshot of our current level of implementation.</p>

Work with LRSD on infraction form reporting: Currently we are optimistic about the potential functionality of this district-created tool; however, ongoing kinks must be worked out in the system to allow for accurate reporting for components of the 45 day plan. Additionally, when adjustments are completed Baseline will use data from this system to make informed decisions about student behavior.
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	40				10.1%	37.5%	1				0			
K	64				23.8%	49.2%	0				0			
1	64				17.7%	58.1%	0				0			
2	48				14.6%	54.2%	1				0			
3	48				14.3%	57.1%	1				0			
4	34				8.8%	61.8%	1				0			
5														
6														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/ Clarifications: The discipline referrals reported are suspensions only. This is due to a new LRSD online reporting platform that is still being adjusted for accuracy. Also, the Baseline Academy Leadership Team is addressing the need for accurate behavior data. These decisions will give a clear snapshot of the school and will provide information for setting behavior goals.

- A system will be created for collecting data for school focus behavior areas.
- The principal, assistant principal and SIS will conduct CWT with 5:1 positive interactions as a focus.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1	3Q	4Q	Semester 2		
	8				14				11				4	50%				
K-2	6				17				15				3	50%				
3-4	2				0				0				0	0%				
5-6																		

Specific Grade Levels and/or Spans may be modified according to the building

Comments/Clarifications: PD days significantly increased the teacher absenteeism rate for this quarter. While Baseline is hopeful about the positive correlation of PD days on individual classroom instruction, we are closely monitoring impact on student learning.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days per quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
K	95.0%				7					
1	95.7%				10					
2	95.9%				8					
3	96.7%				2					
4	96.7%				2					
5	98.0%				1					
6										

Comments/Clarifications: After analyzing the student attendance data, a thorough plan, which includes clear communication with parents, targeted attendance goals, and support efforts, has been implemented by the School Guidance Team for students with excessive absences. This team consists of the Counselor, Behavior Specialist, and the Home School Advisors. Truancy has also been contacted and truancy letters have been sent to parents.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter					
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		Unit 4 D&F		1Q	2Q
(1)	64							62	10	60	17										22.1%				
(2)	64							40	22	59	17										39.3%				
3	48	0	3	1				48	34	43	20										59.3%				
4	48	3	5	7				44	33	43	33										75.8%				
5	34	5	11	0				31	23	30	27										81.9%				
6																									

Comments/Clarifications:

- Although the number of students who are two or more years behind in math has declined significantly since the 2015-2016 school year. Baseline still has a large number of students who are 1-2 years below grade level in grades 2-5. There are substantial numbers of students with Ds and Fs on the unit posttests due to unit tests being created by the teachers to align to the rigor of the standards. However, the overall growth per grade level from pretest to posttest in Quarter 1 has been noteworthy: **Second Grade +33.7%, Third Grade +20.4%, Fourth Grade +27.7%, and Fifth Grade +15.2%.** The unit

posttests count for 1/3 of students' quarterly grades. The remainder of each student's quarterly grade is based on work done at individual student's instructional level, regardless of their assigned grade level.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Language Arts Data

ELA Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter										Percent of D or F grades on all unit assessments administered each quarter																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Comments/Clarifications:

- Although the number of students who are two or more years behind in literacy has declined significantly since the 2015-2016 school year. Baseline still has a large number of students who are 1-2 years below grade level in grades 2-5. There are substantial numbers of students with Ds and Fs on the unit posttests due to unit tests being created by the teachers to align to the rigor of the standards. However, the overall growth per grade level from pretest to posttest in Quarter 1 has been noteworthy: **Second Grade +17.3%, Third Grade +16.4%, and Fourth Grade +21.7%**. The unit posttests count for 1/3 of

students' quarterly grades. The remainder of each student's quarterly grade is based on work done at individual student's instructional level, regardless of their assigned grade level.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications: Baseline Academy is using the ACT Aspire interims for English, Reading, Science, and Math; however, the LRSD testing window is Oct. 18- Oct. 28 so this data is not available for the first quarter report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 2 or more years below grade level in math as determined by <u>SMI</u> (grades 2-5) (assessment tool used)		Percent of students 2 or more years below grade level in ELA as determined by <u>WRAP</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
(1)				
(2)	14.8%		17%	
3	31.2%		13%	
4	31.2%		23%	
5	44.1%		26%	
6				

Comments/Clarifications: There has been a sizeable reduction in students who are two or more years behind compared to the BOY data from the 2015-2016 school year. Overall, BOY math levels have improved by 35.5% and BOY literacy levels have improved by 11.5%. **Next Steps:** Targeted Tier 2 and Tier 3 small group instruction is being implemented by classroom teachers, specialists, and facilitators. The program used for remediating mathematics is Scholastic's **Do the Math**. Literacy is using targeted guided reading instruction. Due to a large English Language Learner population, SIOP strategies are implemented by all classroom teachers. Baseline also has two Transition Teachers who work with students who are new to the country and speak little or no English. The Transition Teachers also provide Tier 2 and Tier 3 instruction for ELL students who are in the regular classrooms.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale (Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.8			
Student Results	3.4			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Educator Results- When transferring the Educator Survey questions to Google Forms, the Likert scale was inadvertently changed to 1-5 as opposed to 1-4. This skewed the data because the answers were on a 5 scale versus a 4 scale. We will correct this issue for the next report and expect more meaningful data. However, two trends can be deduced from the survey data: 1. Educators believe that the school has clear expectations and a vision for school improvement. 2. Educators still need more time for collaborative planning.

Next Steps: The Leadership Team is researching creative ways to build more collaborative planning time for teachers. (ID13)

Student Results- The correct Likert scale of 1-4 was used for this survey. The conclusions drawn from this data set was that students have confidence in the teachers and the staff at Baseline; however, most students don't believe that their teachers know about their lives outside of school. **Next Steps:** The Leadership Team and the Principal's Advisory Team will deliberate to address this topic.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

End of Year Summative

2015-2016 ACT Aspire Proficiency Percentage (grades 3-5) School wide Results

- English- 41%
- Math- 32%
- Reading- 16%
- Science- 14%
- Writing- 10%

ACT Aspire Proficiency Goals for 2016-2017 School Year (grades 3-5)

These goals were set to reach a four year vision of becoming a 90/90/90 school.

- English- 63%
- Math- 60%
- Reading- 43%
- Science- 39%
- Writing- 34%

Students who are Two or More years Below Grade Level

Beginning of Year Math Percent of Students 2 or More Years Below Grade Level		
Grades	2015-2016	2016-2017
2	65%	14.8%
3	42%	31.2%
4	80%	31.2%
5	76%	44.1%

Beginning of Year Literacy Percent of Students 2 or More Years Below Grade Level		
Grades	2015-2016	2016-2017
2	26%	17%
3	27%	13%
4	28%	23%
5	44%	26%



DISTRICT: Little Rock School District
SCHOOL: Cloverdale Middle School
STATUS: Priority and Academic Distress
SITE-BASED SIS: Kathy Daneshmandi
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Teresa Rambo and Kim Wright

SUPERINTENDENT: Michael Poore
PRINCIPAL: Wanda Ruffins

45-DAY Priority School Progress Report: Secondary

FIRST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<p>Seventy-five percent of students will increase by a performance level in one or more content areas on the Spring, 2017 ACT Aspire.</p>
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	
<p>Quarter 1:</p> <p>Progress Made – Cloverdale has made progress this quarter in the planning of professional development based on a teacher survey and as a result of data analysis. Our teachers chose ESL strategies as their top priority. Data indicates a need for stronger supports for the SWL population. The leadership team feels that co-teaching strategies for inclusion teachers is needed. We have worked to determine which students need interventions using data obtained from the ACT Aspire as well as reading, math and phonics inventories. These students have been enrolled in Math 180, Read 180 or System 44 classes. Our City Year focus groups are in place. New teacher training is ongoing.</p> <p>Supports – Support in implementing a book study on Making Content Comprehensible for English Learners is being given by the district Achieve Team (DILT). We are working with the district director of special programs to plan a co-teaching inservice for inclusion teachers and the classroom teachers they work with.</p> <p>Challenges – We were challenged with a shortage of teachers due to positions not being filled as well as teachers on extended leave. There are fifteen new teachers in our building this year, six of whom are first year teachers. The classroom management learning curve may have an adverse affect on student achievement initially. Due to scheduling conflicts, students who need intervention in both reading and math are only able to take one intervention class.</p> <p>Challenges Overcome – We have finally been able to fill the two teaching positions with highly qualified teachers who are doing a great job. The City Year focus groups target students who are enrolled in one intervention class, but are in need of two interventions. Novice teachers are attending inservices to learn the Fred Jones model of classroom management.</p>	

Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)	
Quarter 1: Teachers were surveyed regarding their professional development needs. Seventy percent of teachers indicated a need/desire for professional development on ESL strategies to best meet the needs of our growing English learner population (27.8%). A book study on Making Content Comprehensible for English Learners has begun and will continue in PLCs throughout the school year. Data from various sources (PARCC 2015, ACT Aspire 2016, Reading Inventory, Phonics Inventory, Math Inventory) and teacher recommendations were studied to determine student deficiencies. The English, math and science teachers have met as vertical teams to analyze posttest data and ACT Aspire data. They talked about ways to use this data to guide instruction. Reflection forms are completed at the completion of each pre or post assessment. These reflections are used to differentiate and remediate instruction.	
Quarter 2:	
Quarter 3:	
Quarter 4:	

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
Quarter 1: Modifications to the school improvement efforts next quarter will include having the same expectations of science as we have for math and literacy (pre/posttests, vertical teaming, reflections of pre/posttests, science ACT Aspire interim administered, the science department chair serves as a teacher leader in the absence of a science instructional facilitator). Low writing scores on the ACT Aspire challenged us to search for an intervention. Criterion Writing is an online tool that allows students to compose writing electronically, provides immediate feedback for students and generates reports that are used to identify deficit areas. These deficit areas will be addressed by using Step Up to Writing to pull specific mini lessons for remediation.	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6	194				11.4	28.5	129				3			
7	194				12.0	28.5	180				6			
8	180				14.4	27.8	240				3			
9														
10														
11														
12														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

One 7th grade math teacher on extended leave.
 One 8th grade math teacher on extended leave.
 One 7th grade English teacher on extended leave.
 One SWD teacher on extended leave.
 Since the majority of discipline referrals are for minor category 1 offenses or fighting, we have formed a student leadership team to plan monthly incentives to honor the grade level with the least number of category 1 offenses and also to honor the grade level with the least number of fights.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
	46				219				53				11.4					
6-8																		
9-10																		
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

One 7th grade math teacher on extended leave.
 One 8th grade math teacher on extended leave.
 One 7th grade English teacher on extended leave.
 One SWD teacher on extended leave.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5																
6	95.0				30											
7	93.4				36											
8	93.7				33											
9																
10																
11																
12																

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter							
				1Q	2Q	3Q	4Q	A		a	B	b	C	c	D	d	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q
5																											
6	194	42	35	49				178	124	174	93												62				
7	194	35	53	66				74	52	180	155												82				
8	180	37	30	58				121	81	62	55												74				
Alg 1 8	16	N/A	N/A	0				25	12	11	0												33				
Alg 1 9																											
Geo 9																											
Geo 10																											
Alg 2																											

Comments/Clarifications:

One 7th grade math teacher on extended leave at time of unit 1 assessment.

One 8th grade math teacher on extended leave at time of unit 2 assessment.

While many students received a D or F on unit assessments, there was at least 30% growth from the pre- to the post-test in many instances. One seventh grade teacher spends a lot of time dealing with discipline issues, which ultimately impacts instruction. This is being addressed through the Fred Jones training and student incentives referenced above.

Algebra 1 was not offered at Cloverdale in 2014-15 or 2015-16.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter												Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter			
					A				B		C		D		d		A				B		C		D		d					
					1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q				
5																																
6	194	21	18	10					177	8	180	16													7							
7	194	48	40	41					174	81	129	80													53							
8	180	38	7	75					119	82	129	27													44							
9																																
10																																

Comments/Clarifications:

One 7th grade English teacher on extended leave at time of unit 2 assessment
While many students received a D or F on unit assessments, there was at least 30% growth from the pre- to the post-test in many instances.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

The ACT Aspire Interim I will be administered later this month

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>_____</u> HMH Math <u>Inventory_____</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>_____</u> HMH Reading <u>Inventory_____</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6	67%		61%	
7	65%		63%	
8	63%		65%	
9				
10				
11				
12				

Comments/Clarifications:

Math 180, Read 180, System 44 and English Language Development (ELD) classes are in place to address this deficiency. City Year focus groups are in place for students who are in need of, but whose schedule will not allow for, enrollment in one of the previously listed classes. The focus groups target students who are in need of more than one intervention, but whose schedule will only allow for one intervention class.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.986			
Student Results	2.924			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

The statement, "Student misbehavior affects learning in the classroom" was scored low on both the educator and student surveys. Professional development on Positive Behavior Interventions and Supports (PBIS) is being scheduled as a result of our meeting with the district Achieve Team (DILT). A system is being developed for referring students to the School-Based Intervention Team (SBIT). Teachers and/or students working together was viewed as a positive.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.



DISTRICT: LITTLE ROCK
SCHOOL: HALL HIGH
STATUS: PRIORITY/ACADEMIC DISTRESSED
SITE-BASED SIS: ROXIE BROWNING
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: MICHAEL POORE
PRINCIPAL: LARRY SCHLEICHER

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<ul style="list-style-type: none"> • Based on the 2017 ACT Aspire results, 5% of the combined 9th and 10th grade student math scores will move from the “Need Assistance” category to the “Close” category utilizing focus lists of students to engage in weekly push-in and pull-out targeted intervention support. • Based on the 2017 ACT Aspire results, 5% of the combined 9th and 10th grade student reading scores will move from the “Need Assistance” category to the “Close” category utilizing focus lists of students to engage in weekly push-in and pull-out targeted intervention support.
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.	
Quarter 1:	<ul style="list-style-type: none">• The 9th grade Academy has been redesigned with the support from our Deputy Superintendent and the Grants office. Utilizing 1003a funding, the Center of School Redesign has provided 9th Grade Academy teachers with pre-school professional development and ongoing job embedded training. Based on observations and faculty testimonials, improvements within the climate and culture are moving more towards a positive nature within the Academy.• Job embedded training to develop teachers' skills/processes has occurred via district initiatives including Step Up to Writing and Disciplinary Literacy. District level personnel and instructional facilitators have provided on-site support to increase teacher effectiveness in math, science, social studies and English classes.• The principal conducted onboarding and follow-up sessions with 21 out of 24 teachers new to the building this school year. During the sessions, teachers engaged in common practices at Hall such as rituals, routines, procedures, classroom management, and team building activities. The goal of each session included supporting new teachers by acclimating them to Hall, building community, strengthening the culture/climate, and increasing their opportunities for success and effectiveness as a Hall High teacher.
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> By established math and reading growth goals for the year, the team considers this to be a first step in focusing on assisting students in becoming proficient in the areas where they have been deficient. Further, the team understands the reality of moving more students closer to "Ready" status in math and reading will support our overarching goal to be removed from the Academic Distress and Priority School lists. October 12, 2016 The team's decision to investigate deeply when reassessing indicators (ID11 & ID01 - September 14, 2016; IIB02 – September 28, 2016) during SILT meetings has led to determining 1.) The value in developing a meeting schedule that will allow for a longer period of time together once per month and 2.) The importance of creating new tasks within the reassessed indicators. Use of 1003 a funds to implement an After School ACT Prep Class for 100 students desiring to raise their ACT score for unconditional college admittance. September 14, 2016 The team deemed it appropriate and necessary for Administration to engage in providing guidance to math and English teachers relative to professional expectations regarding the submission of Pre/Post assessment results. September 28, 2016 Team members determined it necessary to conduct an investigation into a discipline management system that could also provide professional development to faculty members. This was a meaningful decision due to the fact that in the past, we have struggled to capture student discipline data and analyze in an effective manner which would lead to making greater gains in changing the student disciplinary challenges as well as efficiently addressing the faculty/staff skills in behavior management. September 28, 2016
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
<p>Quarter 1: We are investigating options relative to Schools of Innovation (SOI) and developing a School of Innovation Council composed of students, faculty, parents, community members, and other Hall stakeholders. If we move forward with the application process, the SOI has the possibility of becoming a major component to catapult transformation at Hall. The team has determined that a major change must take place as we cannot continue with our current methods.</p> <ul style="list-style-type: none"> • Utilization of an online information report portal (Crystal Reports) system created by the district for teachers to directly report the Pre/Post (Unit) assessment. This will simplify the submission process via gaining back time loss in transferring information, eliminate the three-to-four exchange points within the data sharing process, and unify the reporting method as there were several discrepancies with individual teacher reporting to three people within the building. 	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
9	367				55 = 15%	130 = 35%	415				20			
10	258				33 = 13%	70 = 27%	202				28			
11	232				38 = 16%	69 = 30%	300				18			
12	186				32 = 17%	59 = 32%	167				1			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications: The 504 percentages of total student population are as follows: 9th grade – 11 students =3%; 10th grade – 4 students = 2%, 11th grade – 8 students = 3%, 12th grade – 5 students = 3%

The SILT has not had an opportunity to review this data nor discuss. It will be discussed post submission to ADE as a SILT meeting will take place the week after the due date of this report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, English, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	Semester 1	2Q	3Q	4Q	Semester 2
					648				115				23%					
9-12	93																	

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications: There are three long term substitutes due to vacancies which would add 541 additional absences.

Two of the three positions will be filled with certified staff within 30 days. The positions include Spanish, Special Education, and Algebra II/Linear Systems. 763 total absences (not including the vacancies). 22 core teachers were absent 5 or more days which includes a teacher who served a disciplinary sanction for a total of 5 days.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9	Data needed				Data needed					
10	Data needed				Data needed					
11	Data needed				Data needed					
12	Data needed				Data needed					

Comments/Clarifications: This information is not available to schools until the cycle report is populated on November 15, 2016

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D					
				1Q	2Q	3Q	4Q	A	Unit 1	Unit 1 D&F	a	Unit 2	Unit 2 D&F	b	Unit 3	Unit 3 D&F	c	Unit 4	Unit 4 D&F	d	1Q	2Q	3Q
Alg 1 9-12					Data				No data	248	126								51 %				
Geo 9-12					Data				151	142	63												
Alg 2					None																		
Alg I-09	94			168	51																		
Alg. I 10	8			135	29																		
Alg II-10	7																						
Geo. -09	0																						
Geo -10	41																						

Comments/Clarifications: The Algebra II teachers were not instructed to submit Pre/Post unit assessments. The SILT will discuss further and determine next steps. Per guidance from LRSD's Accountability Office, Hall conducted two Pre/Post assessments in Algebra I, Geometry, English I, and English II. The SILT has not discussed Pre/Post assessment data for the first quarter as a whole due to the challenge of faculty members' limited submissions by the deadline. The Algebra I Unit I assessment data results were not submitted by teachers for review. This was an SILT discussion resulting in a request of the principal to provide a directive regarding Pre/Post result submission (SILT minutes 9/28/16.) The D's & F's, total number of grades entered, and percent of D or F is not accurate due to the challenges listed in the "rationale for changing or sustaining improvement efforts" section of the SILT's report on page 4. We were unable to pull the other data by the due date. Will pull and discuss as an SILT.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment																Percent of D or F grades on all unit assessments administered each quarter								
					A				a		B		b		C		c		D		d		1Q	2Q	3Q	4Q			
9 & 10				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4						
								404	211	414	181							48 %											
9	No Data	No Data	100	65																									
10	No Data	No Data	123	18																									

Comments/Clarifications: Per guidance from LRSD's Accountability Office, Hall conducted two Pre/Post assessments in Algebra I, Geometry, English I, and English II. The SILT has not discussed Pre/Post assessment data due to the challenge of faculty members' limited submissions by the deadline. The 9th and 10th grade English results were combined for the first quarter due to several repeaters mixed in the classes and the challenges with the lack in clarification in the classification of multiple students. Data submitted regarding the D's & F's, total number of grades entered, and percent of D or F is not accurate due to the challenges listed in the "rationale for changing or sustaining improvement efforts" section of the SILT's report on page 4. We were unable to pull the other data by the due date. Will pull and discuss as an SILT.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Nov 1-4, 2016	TBD	TBD	TBD	TBD
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications: Interim I assessment dates are scheduled for November 1-4, 2016. We will report results on the 2nd quarter report. Hall's testing team has determined that we will conduct two ACT Aspire Interim assessments and one 2nd semester final exam per guidance from our LRSD Testing Coordinator.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by Scholastic Math Inventory (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by Scholastic Reading Inventory (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
9	91.86%		85.56%	
10	90.06%		70.55%	
11	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A

Comments/Clarifications: *Currently, we are not screening our 11th and 12th grade students. The SILT members utilized this information in addition to the ACT Aspire results to determine our growth goals as indicated in our meeting minutes dated October 12, 2016.*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.63			
Student Results	2.7			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications: The SILT will take a look at the results at an upcoming meeting for data analysis and discussion.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

Hall's SILT is not submitting any additional data at this time.



DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: HENDERSON MIDDLE SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: JIMMY L. SMITH, JR.
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND KIM WRIGHT

SUPERINTENDENT: MICHAEL POORE
PRINCIPAL: FRANK WILLIAMS

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<p>Math: By the end of the 2016-2017 school year, Henderson Middle school students will have grown from 18% of the student population classified as ready to 68% classified as ready in Mathematics.</p> <p>Writing: By the end of the 2016-2017 school year, Henderson Middle school students will have grown from 12% of the student population classified as ready to 62% in Writing.</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> • Achieve Team – Support to Individual schools by District <ul style="list-style-type: none"> ○ Support of professional development in regards to implementation of Data Driven Teams. ○ Differentiation of Instruction through Odysseyware implementation. ○ Access to 1003A funding for additional professional development • Challenges <ul style="list-style-type: none"> ○ Time within the school day to collaborate <ul style="list-style-type: none"> ▪ Adequate time for TEACHERS to analyze and interpret data ▪ One-to-one technology to further engage learners and aid in differentiation • Progress Made with Student Learning <ul style="list-style-type: none"> ○ Pre/Post tests done and reported electronically ○ PBIS was created and developed the Henderson Discipline Policy, which has helped with student achievement in the classroom ○ Teacher-led PD on Differentiated Instruction during August pre-in-service days. ○ National Beta Club and Junior Honor Society contribute to the implementation of teacher of the month. This aids in giving student voice in the development of a school culture that celebrates success. <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p>
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> Pre Post Tests done electronically – This is preparation for the format that the ACT Aspire will use. Student Intervention Services of Read 180 and Math 180 created for 2016-2017 school year – Due to students' challenges in literacy and mathematics, Read 180 and Math 180 will be an intervention for students identified as 1-2 grade levels behind. IXL implemented with students and teachers – This interactive software allows students to practice skills from any device that can access the internet. This allows teachers another resource to differentiate instruction via technology. Actions and tasks planned to develop a digital Title One Parent Compact that will include a Parent Activity Kit. <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p> <p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p> <p>Quarter 1: Leadership team is looking at ways to modify the process for students who need to make up a pre-/post-test due to absences. Rationale for changing this process is to assure validity of data collected in the process.</p> <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p>
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	232				16.6%	11.9%	156				9			
6	248				12.9%	11.3%	129				6			
7	208				13.5%	7.7%	124				4			
8														

**SWD-Students with Disabilities*

**EL-English Language Students*

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1		3Q	4Q	Semester 2	
6-8	62				102.97				0					7.89%				

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

- Several teachers have been absent for training such as coaching and novice teacher mentor training, hence the total Teacher Days Absent for School Sponsored Events or Professional Development is not accurate. SIS will work with LRSD information systems to obtain a number that is accurate.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
6	95%				31											
7	94.8%				34											
8	94.4%				30											

Comments/Clarifications:

- With 5% of any grade level absent on any given day and thirty plus students per grade missing 5 or more days, the Leadership Team recognized a need for ensuring students make-up all school assessments, including Screener and Post-tests. For next quarter, the Leadership Team will address ways to modify this process for the school.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter					
				1Q	2Q	3Q	4Q	A		B		b		C		c		D		d		1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
6	232	49	48	63				214	196	197	92										70%				
7	248	77	59	120				196	189	202	174										91%				
8	208	74	60	76				156	149	165	151										93%				
Alg 1 8	19		1							19	18										94%				

Comments/Clarifications:

- Data from the unit one post test indicate that Henderson students had an average growth of 14%.
- Data from the unit two post test indicate that Henderson students had an average growth of 25%.
- When data is compiled from the unit 1 and unit 2 post tests, Henderson students showed an overall 1st quarter growth of 20%.
- Pre and Post test questions correlate with the appropriate grade-level and are derived from ACT Aspire Exemplars and PARCC released items.
- Enrollment numbers for each grade does not match our post-tested numbers. Leadership team will address this next quarter the issue of not having a process in place for student make ups from absences (could be due to discipline, field trips, or just out of school). Since our school engages in electronic post-testing, acquiring adequate technology for multiple days is a difficult task when sharing 2 chromebook carts and 2 computer labs across the school.
- Math classes currently are showing growth from the pre- to post-test; however, they are not reaching an achieving level as a whole. Within our subject collaborations and by utilizing an afternoon PD session each quarter, teachers with assistance from the school MIF, will work to align Post-Test questions to the Curriculum Map and examine the rigor of classroom lessons that are being presented moving the Math Department to becoming a Data Driven Team.
- Administration is using incentives to encourage students to use IXL learning. It is believed that this program will help improve pre requisite skills which in turn will increase posttest percentages.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter							
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q
									Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F									
6	232	42	33					76	214	153	200	170					78%								
7	248	50	36					57	217	208	220	209					95%								
8	208	79	11					32	190	148	189	183					87%								
								X 100																	
								A+B+C+D																	

Comments/Clarifications:

- Data from the unit one post-test indicate that Henderson students had an average growth of 8%.
- Data from the unit two post-test indicate that Henderson students had an average growth of 13%.
- When data is compiled from the unit 1 and unit 2 post-tests, Henderson students showed an overall 1st quarter growth of 8%.
- Pre and Post test questions correlate with the appropriate grade-level and are derived from ACT Aspire Exemplars and PARCC released items.
- Enrollment numbers for each grade does not match our post-tested numbers. Leadership team will address this next quarter the issue of not having a process in place for student make ups from absences (could be due to discipline, field trips, or just out of school). Since our school engages in electronic post-testing, acquiring adequate technology for multiple days is a difficult task when sharing 2 chromebook carts and 2 computer labs across the school.
- English classes currently are showing growth from the pre- to post-test, nevertheless, they are not reaching an achieving level as a whole. Within our subject collaborations and by utilizing an afternoon PD session each quarter, teachers with assistance from the school LIF, will work to align Post-Test questions to the Curriculum Map and examine the rigor of classroom lessons that are being presented. We are currently engaging in a book study to better help teachers turn data into action.
- Administration is using incentives to encourage students to use IXL learning. It is believed that this program will help improve pre requisite skills which in turn will increase posttest percentages.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in Math as determined by _____ SMI _____ (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by _____ SRI _____ (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
6	77%		43%	
7	79%		35%	
8	78%		29%	

Comments/Clarifications:

- Based upon the number of students that completed the MI assessment by the end of September, percents were calculated by the number of students that fell in the "Below Basic" range divided by the number of students that completed the assessment. The Math Inventory has the Below Basic range set as being 2 or more grade levels behind. Also, we have various students that did not complete their first Math Inventory assessment before the end of September due to sharing 2 chromebook cards and 2 computer labs for the whole school. Upon analyzing this data, the Leadership Team recognized that there needs to be a Make-up process for Absent students (and Incompletes) for all Screener and Post Testing, especially since these are done electronically.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results				
Student Results	2.875			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Teacher surveys were converted to a digital format, yet data was not collected in a timely enough manner to report the results. The leadership team will work to ensure surveys are distributed and collected in an efficient manner for 2nd quarter reporting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

Henderson Middle School uses IXL learning to engage students in learning using technology. For the first quarter 47% of the student population practiced 40,619 math problems, which equals 365 grade level skills. For the first quarter 52% of the student population practiced 65,592 language arts problems, which equals 288 grade level skills.

Henderson Middle School uses Read 180 as a reading intervention for readers who are one to three grade levels behind. For the 1st quarter Read 180 students averaged 15 minutes of daily usage.



DISTRICT: LITTLE ROCK
SCHOOL: JA FAIR
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: DIONNE BRITTON
EXTERNAL PROVIDER: NONE
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: RICHARD WILDE AND KIM WRIGHT

SUPERINTENDENT: MIKE POORE
PRINCIPAL: MICHAEL ANTHONY

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<p>JA Fair will increase ELA scores from 30% to 56% in English, from 13% to 38% in Reading, and from 19% to 58% in Writing by retaining our students who performed at the Exceeding and Ready Level for College and Careers on the ACT Aspire Exam in English, Reading and Writing and by improving our students' scores who scored at the CLOSE Level for College and Careers on the ACT Aspire exam; 75 students in English, 32 students in Reading and 47 students in Writing scored Ready or Exceeding for College and Career while 67 students in English, 61 students in Reading, and 93 students in writing scored at the CLOSE level. We will measure growth by comparing the End of Year ACT Aspire Exam results.</p> <p>JA Fair will increase Math scores from 5% to 22% in Mathematics by retaining our students who performed at the Exceeding and Ready Level for College and Careers on the ACT Aspire Exam in Mathematics and by improving our students' scores who scored at the CLOSE Level for College and Careers on the ACT Aspire exam; 13 of our students scored Ready or Exceeding for College and Career in Math while 46 students scored at the CLOSE level for College and Careers on the ACT Aspire exam. We will measure growth by comparing the End of Year ACT Aspire Exam results.</p>
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Principal's Narrative Report

Quarter 1:

- Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)	<div style="border: 1px solid black; padding: 5px; min-height: 150px;"> <p>Quarter 1:</p> <ul style="list-style-type: none"> * After careful review of the data, the team acknowledged that our interventions would have to take place in the classroom. With that being said, the team chose best practices through a system called AVID (Advancement via Individual Determination) as the vehicle to drive our classroom instruction. * The team decided to survey parents, teachers and students regarding AVID strategies to determine prior knowledge, interest and buy in. * Developed a Professional Learning Community training schedule that is aligned to our plan of improvement <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p> </div>
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <p>Quarter 1:</p> <p>Next Quarter we will begin implementing School wide best practices through a system called AVID (Advancement via Individual Determination)</p> <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p> </div>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
9	292				15.6%	6.6%	350				20			
10	215				12.2%	6.1%	202				11			
11	208				13.5%	5.8%	209				10			
12	148				16.1%	5.4%	121				8			

Comments/Clarifications (SWD Students with Disabilities; EL English Language Learners):

JA Fair has one third new staff which may have led to a high number of referrals. The Administration will study the discipline data in an effort to reduce referrals for Category I Minor Offenses. The Administration will revisit Classroom Management Strategies and Category I Minor Offense protocols and interventions.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9-12	88				248				0				20%					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

On average, JA Fair teachers missed 2.8 days during the 1st nine week period, which is an improvement over last years' absences, which may be related to our positive climate survey results. The Administration has focused on absenteeism by speaking directly to teachers and offering concern opening a two-way communication about this issue.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9	93.5%				52					
10	93.7%				39					
11	93.9%				33					
12	94.2%				25					
Comments/Clarifications:										

The Administration will review protocols in place for contacting parents when students are absent from school. The School Leadership Team will discuss incentives for students. We will continue to have counselors meet with students and parents. This attendance is also an improvement from last year, which demonstrates that we are moving in a positive direction.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter							
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 1	Unit 1 D&F	Unit 2	Unit 2	Unit 2 D&F	Unit 3	Unit 3	Unit 3 D&F	Unit 4	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F					
Alg. I	205	89	84	21				87	11	176	73											32					
Geo.	217	111	120	45				189	109	187	119											61					

Comments/Clarifications:

Algebra 1 students: 41% students failed math last school year; 43% students failed math prior to last year. Students entered with math deficiency. Geometry students: 55% students failed math last school year; 51% students failed math prior to last year. Students entered with math deficiency. Math is our main focus area since historically our students struggle in this area. We have several interventions to assist our Math students.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter							
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q
9	292	131	102	29				65	24	69	19										32				
10	215	21	48	26				64	29	98	44										45				

Comments/Clarifications:

In our 9th and 10th Grade English classes this year, JA Fair has all new teachers except for one. It has been a challenge getting everyone trained in pre-post testing protocols and best practices. This is an area that the Administration and School Leadership Team will address next quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Nov. 1-2	Not Available	Not Available	Not Available	Not Available
Interim II	Feb. 1-2				
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by SMI (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by SRI (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
9	95%		76%	
10	97%		67%	

Comments/Clarifications:

JA Fair presented this data to the District Leadership Team and the district is addressing the issues of why the students are coming to high school three or more years below grade level. JA Fair has developed an intervention/remediation plan to assist students in improving, but with 95-97 percent of Math Students and 67-76 percent of ELA students three or more years below grade level is a challenge.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.78			
Student Results	2.11			

Comments/Clarifications:

***The Educator Survey which measures climate and culture is trending in a positive direction with a 2.78 average score out of 4. The highest score ratings came from the following statements:** The vision for our school incorporates continuous improvement and Teachers know and understand their job expectations. **The lowest score rating came from the following statement:** Disciplining students does not hinder classroom instruction time; only 35.7% of teachers gave a positive response to this statement.*

***The Student Survey which measures climate and culture is not as positive as the teachers' feelings, but it is still trending in a positive direction with a 2.11 average score out of 4. The highest score rating came from the following statement:** I understand what is required of me in preparation and participation. **The lowest score rating came from the following statement:** Teachers know about my life outside of school, only 23.5% of students gave a positive response to this statement.*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.



DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: MABELVALE MIDDLE
STATUS: PRIORITY
SITE-BASED SIS: JENNIFER NELSON
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: KIM WRIGHT / RICHARD WILDE

SUPERINTENDENT: MIKE POORE
PRINCIPAL: RHONDA HALL

45-DAY Priority School Progress Report: Secondary

1 QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)
<p>Mabelvale Middle School will show 20% growth for grades 6-8 on the ACT ASPIRE ASSESSMENT in Math by the end of this school year, May 26, 2017.</p> <p>Mabelvale Middle School will show 20% growth for grades 6-8 on the ACT ASPIRE ASSESSMENT in English by the end of this school year, May 26, 2017.</p> <p>Mabelvale Middle School will show 20% growth for grades 6-8 on the ACT ASPIRE ASSESSMENT in Science by the end of this school year, May 26, 2017.</p> <p>Mabelvale Middle School will show 20% growth for grades 6-8 on the ACT ASPIRE ASSESSMENT in Reading by the end of this school year, May 26, 2017.</p> <p>Mabelvale Middle School will show 20% growth for grades 6-8 on the ACT ASPIRE ASSESSMENT in Writing by the end of this school year, May 26, 2017.</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>
<p>Quarter 1:</p> <p>We have provided professional development to teachers to address comprehension skills. Dr. Renee Dawson provided this PD on October 17, 2016. Carol Carter, a district level support, provided professional development for Step Up to Writing to address writing across all content areas. Read and Math 180 teachers were provided training to implement the program with fidelity. Administrators were provided training on TESS as a means to effectively evaluate teacher performance.</p> <p>We have identified struggling students and are in the process of assigning specific interventions provided by content area teachers. Some of the challenges we have faced include lack of technology and the large number of students that need interventions. Utilizing instructional time has also been a challenge. We now have loner computers for the Read and Math 180 programs that were provided by the district. Mrs. Hall has purchased 60 chromebooks using Title 1 funds. Computers were also purchased by Mrs. Hall using 1003A funds.</p>
<p>Quarter 2:</p>
<p>Quarter 3:</p>
<p>Quarter 4:</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1: Mabelvale set a goal to see 20% improvement in ACT ASPIRE scores across all grade levels for the 2016-2017 school years. This was a meaningful decision based on the data, interventions, and curriculum. This percent is measurable and seems attainable. We have also piloted Odysseyware. This program addressed deficits in student learning and allows teachers to plan specific lessons to address the deficits.</p>
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>	<p>Quarter 1: We originally planned to use Odysseyware for science and social studies teachers. We now plan to use the program with one team at each grade level. This change was made in an effort to be able to gather more interdisciplinary data with a focused group of students. We will compare the student achievement from the focus groups with the achievement of the students that did not use the program.</p>
<p>Quarter 2:</p>	

Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	209				17.3	13.5	48				0			
6	195				14.1	16.2	86				2			
7	200				12.7	14.7	52				0			

***EL-English Language Students**

Comments/Clarifications:

- 6th grade had a total of 116 referrals (22 were fighting or disorderly conduct)
- 7th grade had a total of 118 referrals (15 were fighting or disorderly conduct)
- 8th grade had a total of 139 referrals (12 were fighting or disorderly conduct)
- Discipline is a major factor in our building. Large amounts of instructional time are lost due to behavior issues/ fighting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
					112				0				11.4					
5-8	55				.73								3					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

- Some of the data on CIS is not accurate. This is showing 0 teachers taking professional leave.
- There were 53 days used for professional development.
- There were 271 requests for sick leave from 8/15 – 10/18.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	95.8				25											
7	94.8				28											
8	95.2				21											

Comments/Clarifications:

The absences reported don't represent an accurate picture. These absences may include students that only missed 1 class period. It also does not account for excused absences.

6th grade- 3 students with 5 or more unexcused absences

7th grade-4 students with 5 or more unexcused absences

8th grade- 4 students with 5 or more unexcused absences

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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					Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Comments/Clarifications:

-There are classes missing from the data for Unit 2.

-Not all teachers post tested students before the end of the quarter. We are working with teachers to get them to understand the importance of the post test and its data.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter							
					A		a		B		b		C		c		D		d		1Q	2Q
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q	
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	209	N/A	25	25	20			174	87	102	85							62.3				
7	195	32	17	17	17			162	32	180	34							19.2				
8	200	43	27	27	41			169	87	176	92							51.8				

Comments/Clarifications:

- There is one 6th grade teacher that is missing data.
- Most of the other teachers turned in class data. They just had a few students missing from each class period.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)	*Any interim other than ACT Aspire mu
Interim I	n/a	n/a	n/a	n/a	n/a	
Interim II						
Interim III						
Interim IV						

st be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

- The first interim assessment has not been completed and scored
- The ACT ASPIRE interim assessment is currently being administered. We do not have results at the time of reporting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by :Scholastic Math Inventory (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by: Scholastic Reading Inventory (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5	N/A	N/A	N/A	N/A
6	69%		33%	
7	72%		52%	
8	77%		52%	

Comments/Clarifications:

SMI- Scholastic Math Inventory SRI- Scholastic Reading Inventory

- According to the SMI, 140/ 201 6th graders that took the assessment are three or more years behind
- According to the SMI, 128/178 7th graders that took the assessment are three or more years behind.
- According to the SMI, 140/181 8th graders that took the assessment are three or more years behind.
- To address the Math deficits:

1. Math 180
2. First in Math
3. Before school tutoring

4. After school tutoring (students take a pre/post test to determine deficits and teachers use lessons from Teacher Created Materials
 5. Odysseyware is utilized by teams of teachers and customized to the needs of the individual student as a remediation tool.
 6. City Year
- According to the SMI, 73% of students are Mabelvale are three or more years behind in mathematics. (408/560)
- According to the SRI, 58/175 6th grade students that took the assessment are three or more years behind.
- According to the SRI, 95/183 7th grade students that took the assessment are three or more years behind.
- According to the SRI, 90/172 8th grade students that took the assessment are three or more years behind.
- To address the Literacy deficits:
1. Afterschool Tutoring (students take a pre/post test to determine deficits and teachers use lessons from Teacher Created Materials
 - 2 .Odysseyware is utilized by teams of teachers and customized to the needs of the individual student as a remediation tool
 3. City Year pulls students to work on areas of need as determined by test scores and teacher input
 4. Phonics inventory is currently being given to students
 - 5 .Before School Tutoring
 6. Read 180
 7. Myon (currently waiting on it to be refresher)

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.76			
Student Results	2.97			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

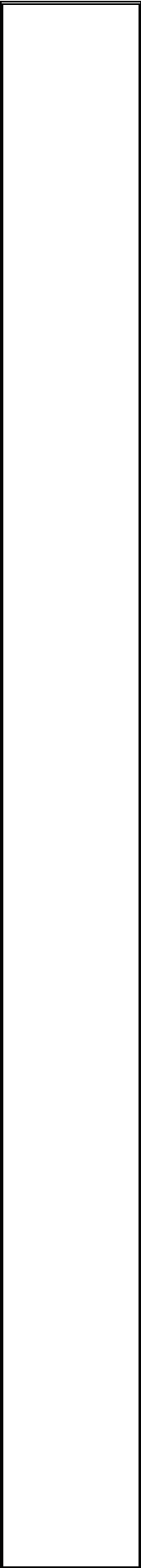
- *44.86% of students completed the climate survey.*
- *63.6% of faculty completed the climate survey.*

Mabelvale is currently in the process of trying to increase positive relationships between teachers and students. According to the climate survey students believe that the staff does have high expectations for all students, however; teachers are not cognizant of all of the outside factors that interfere with student learning. This causes a lack of trust and respect. In the past, we have paired teachers with students as mentors. We are considering trying to identify students that may need a mentor and coming up with a process that will allow teachers to effectively mentor students.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

<p>Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.</p> <p>N/A</p>
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DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: MCCLELLAN HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: ZORETTA FINLEY
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: KIM WRIGHT AND TERESA RAMBO

SUPERINTENDENT: MICHAEL POORE
PRINCIPAL: GABRIEL JACKSON

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)
<p>McClellan High School will increase the numbers of students who are Ready on the ACT Aspire Assessments 20% by the end of the 2016-17 school year (May 30, 2017).</p> <p>McClellan High School will decrease the list of tardy students 10% through enacting a new tardy policy, creating the expectation that teachers should be at their doors between class changes by the end of the first semester.</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.	
Quarter 1:	<p>Progress Made - I met with the District Director of Professional Development, the Secondary Lead English Teacher and the District Director for Math to create a professional development plan to address creating common formative assessments, data analysis, and re-teaching based on the data.</p> <p>Supports – The Achieve Team met with the School Improvement Leadership Team to discuss our plan of action on how we intend to address student achievement. They made commitments to us based on the identified areas of need. We were provided with supplement Title II funding, and supplemental funding for our Computer Science classes.</p> <p>Challenges – Transitioning to a new position, building relationships with the staff, introducing myself to the community and other stakeholders</p> <p>Challenges Overcome – Staff turnover from last year, the new teachers have come in ready to work and added value to the systems already in place.</p>
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1: The team has continued to work on the Indicators around Team Structure and Assessments. We have a turnover in staff and this was a way to keep consistency with the staff and give the new members an opportunity to become acclimated to the process. The SIS has created Google Classrooms for each of the Instructional Teams where all of the minutes from the SILT meetings are placed along with any school improvement artifacts (previous test scores, previous quarterly reports, list of indicators by category, WiseWays articles, etc.) After reviewing our test data from last year the team determined that if we could achieve 20% growth and 95% tested this year McClellan could get off of academic distress. The math, English, science, and social studies departments have identified 45 students who are "Close" and in the top half of "In Need of Support" who we could move to "Ready" this school year. Each department had a core group of teachers who worked to develop a plan to address the needs of the identified 45 and the remainder of the students who are in need of support.</p> <p>The SILT met with the district Achieve Team to discuss where we are, what our data tells us, our plan to move forward, and how they can assist us. Four goals were established:</p> <ol style="list-style-type: none"> 1. Good communication between administration, teachers, and the SILT 2. Provide effective instruction to students 3. Improve school culture 4. Provide continuing support for McClellan staff and leadership <p>The SIS sent the ADE Educator Climate Survey out to the staff as a Google Form through staff email. We received 36 responses. The Student Climate Survey was also turned into a Google Form and sent to the students through their student email accounts. The SIS sent an email to the teachers asking them to allow students to complete the survey in class. We received a 121 student responses. Those responses were uploaded to the Google Classrooms for the teachers to see. Discussion of these surveys took place during collaboration.</p> <p>We are administering pre- and post-test building wide. The other disciplines are helping to build the students capacity in reading, writing, and test taking skills.</p>
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<p>The 9th grade teachers will be rewarding the Top Student and The Most Improved Student from among the 9th grade class every quarter. The reward for the students gaining these achievements will be a tablet.</p> <p>This year our Parent Coordinator has made a big effort to get the community involved with the school community climate and student and parent outreach. The Acts 2:4 Church provided water and fruit for the entire student body and staff one day. We have initiated the School Community Council and the parents are becoming empowered to serve and have their voices heard. The Student Advisory Council participated in a retreat in August where they performed team building drills and learned about leadership skills to bring back and implement on campus. They have become an integral part of the campus and support the endeavors of the other student organizations. The Student Advisory Council also sponsored an Ice Cream Social at the beginning of the school year for the entire student body. Southwest Community businesses participated in a job fair for the DECA and JAG students. They performed on-site interviews and some of the students were hired. The Career Coach assisted them with the preparation of their resumes. We held a 9th grade Parent Meeting to introduce the teachers to the parents, share expectations from the 9th grade administrator, there was a Question and Answer session with the principal, and the parents were familiarized with Title I. We also held a parent meeting with the Senior class where the parents could meet the teachers; familiarize themselves with the Senior ticket, graduation requirements, scholarship opportunities, FAFSA requirements, and college outreach websites.</p> <p>The Class of 2007 is having their class reunion in June and members of this former class came out to support the school during homecoming.</p>	<p>Quarter 2:</p>
	<p>Quarter 3:</p>
	<p>Quarter 4:</p>

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
Quarter 1: After reviewing our discipline data it has become apparent that we have a couple of teachers who are excessive in writing referrals for minor infractions that should be dealt with on the classroom level. The team has decided that we need to hold training with the teachers on what infractions constitute a written referral and what infractions should be dealt with in the classroom. We also need to create a set of expectations for the students and then hold them accountable for meeting those expectations. Teachers will be at their door during class changes. All staff will be responsible for student accountability. When we see students in the halls ask them where they are supposed to be and assist them in getting there if necessary. We will initiate a callout to parents when students continue to be tardy. This policy will be communicated to all stakeholders.	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7														
8														
9	246				14.4%	6.2%	167				3			
10	190				11.9%	6.7%	120				2			
11	175				17.1%	4.6%	110				2			
12	162				18.3%	1.2%	45				2			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications: Sanctions for Category 1 offenses build with progressive discipline. Especially for the first quarter as we begin due process, the first steps are warnings, parent conferences, referrals to counselors, therapists, etc. As we progress through the year, the due process catches up and we begin out of school suspensions. Remember, too, that some teachers write numerous referrals for minor infractions. At the current time we are not aware of how many of these students are Special Education students or ELL students. We will put systems in place to delineate these numbers for the 2nd quarter report. The number is also high due to the transition between principals and putting new systems in place. We are expecting these numbers to fall as we move forward to second quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8																		
9-12	85				38.5				108.67				15.38					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

We have one Social Studies teacher who is filling in as an assistant principal during our leadership transition. There is currently a substitute filling in for her and this would count for 23 of the professional development days. We also have three teachers who were out two days for Read180, Math180, and Systems 44 training. We have also had various teachers out for AAIMS and AVID trainings. The athletic coaches have been out for away games for travel time either a full-day or a half-day.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7										
8										
9					38		20			
10					19		7			
11					19		6			
12					17		4			

Comments/Clarifications:

While the average daily attendance is above 95% for the 10th, 11th, and 12th grade students we are below that for 9th grade. Currently we have 40 9th grade students who are repeating the 9th grade. There are already 20 of the 9th grade students who have been absent for more than 10 days. **I am waiting for the attendance numbers to update. They are currently blank.**

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter												
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q	3Q	4Q	X 100		a+b+c+d		A+B+C+D
5																																
6																																
7																																
8																																
Alg 1 8																																
Alg 1 9	139	153	98	93				113	33															29								
Alg 1 10	20	NA	9	13																												
Geo 9	1	NA	0	0																												
Geo 10	20	81	9	13				112	29																							
Alg 2 9	27	NA	15	20				71	18																							
Alg 2 10	144	NA	77	80																												

Comments/Clarifications: We had to get the number of students who failed math in the 2014-15 school year from last year's report. That report only gave a total number for Algebra 1 and Geometry. It was not separated out by grade level which is why there are blanks beside Algebra 10 and Geometry 9. All of the math teachers did not report a total number for Ds and Fs. This is something that will need to be corrected for 2nd quarter. The number of failures is consistent with the number of students who are currently performing 3 or more years below grade level. The students are not ready for the required content that the teachers are providing to them. In order to address this issue CityYear has started doing pullouts with the 9th graders during their elective classes. The department has started doing Remediation Fridays where they focus on prior knowledge skills that the students would have to master in order to be successful with the current curriculum. The department also offers Before and After School Tutoring.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter											
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q	3Q	4Q
5																											
6																											
7																											
8																											
9			116	54	39	104	74														71						
10			97	38	11	173	81														47						

Comments/Clarifications: Under the previous administrator the English department was instructed to administer common formative assessments that were based on the ACT, so these assessments do not reflect the learning of content or skills that took place in the classroom for this quarter. The department has since received training in creating teacher-made common formative assessments and this will be the expectation for the rest of the year. We know that parents start contacting the school after receiving student report cards about their child academic performance and what can be done to assist them. This will be the time that we make a concerted effort to promote before and after school tutoring to parents. The team has also decided to use a Student Reflection Form with the students that allows them to reflect on their performance and make commitments to improve.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications: Our testing window runs October 18 through November 4. We will not have the data from our first Interim Assessment completed by the time this report is due. We will only be administering the Reading and Math Interim Assessments. The Science department has elected to use the Interim Assessments with their students in after school tutoring.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by ___Math Inventory___(assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by _Reading Inventory__(assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9	78%		75%	
10	75%		79%	
11	50%		77%	
12	54%		67%	

Comments/Clarifications: This is a significant number of our student population. Half of the English department is using articles from ReadWorks.org to building reading comprehension skills. One of the 11th grade teachers is using the Marching to Success website that gives the students a diagnostic assessment and then provides them with exercises focused on their areas of weakness. The teacher is using the free version which only provides limited resources.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.475			
Student Results	2.63			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications: The surveys were turned into Google forms and sent to the teachers and students through their email accounts. One of the 10th grade English teachers allowed all of her students to take the survey during class. For the first quarter we 121 student responses and 36 teacher responses. The leadership team is exploring professional development options that focus on school culture.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

Pre AP Chemistry - Ch 2	1	26	36.1%	23	75.1%	39.0%	8
Pre AP Chemistry- Ch 2	4	14	36.7%	12	90.6%	53.9%	1
Pre AP Chemistry- Ch2	7	12	31.5%	11	74.6%	43.1%	3
APES- Ecology	6	8	28.3%	8	50.0%	21.7%	5
AP Chem- Gas Laws	3	6	31.0%				
Physical Science Gas laws	1	26	38.0%	26	82.0%	44.0%	2
Physics Acceleration	2	19	55.0%	18	75.0%	20.0%	0
PLTW IED Modeling	3	25	38.0%	24	72.0%	34.0%	4
Computer Science Routing	4	7	48.0%	7	86.0%	38.0%	0
Physical Science Gas laws	6	26	37.0%	25	78.0%	41.0%	8
(10) Pre-AP Biology	1	22	27.0%	25	53.0%	26.0%	24
(10) Pre-AP Biology	2	15	26.0%	19	47.0%	21.0%	16
(10) Pre-AP Biology	3	26	33.0%	29	53.0%	20.0%	25
(11-12) Human Anatomy and Physiology	4	12	33.0%	14	73.0%	40.0%	6

(11-12) AP Biology	6	21	34.0%	26	96.0%	62.0%	0
Biomes and Ecosystems	1	7	40.0%	8	65.0%	25.0%	2
Biomes and Ecosystems	2	15	43.0%	18	58.0%	15.0%	10
Biomes and Ecosystems	4	20	35.0%	20	48.0%	13.0%	18
Biomes and Ecosystems	6	14	45.0%	14	54.0%	12.0%	11
Biomes and Ecosystems	7	11	52.0%	15	59.0%	7.0%	7
Physical Science/9th	2	12	41.0%	20	27.0%	14.0%	
	3	23	42.0%	16	37.0%	-5.0%	
	4	22	51.0%	21	30.0%	21.0%	
	6	28	55.0%	22	40.0%	15.0%	
	7	21	50.0%	19	32.0%	18.0%	



DISTRICT: MARVELL-ELAINE
SCHOOL: MARVELL-ELAINE HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: ZENNA SMITH
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: KRISTI MCINTOSH, TED BECK

SUPERINTENDENT: DR. JOYCE COTTOMS
PRINCIPAL: ANTONY HOBBS

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

1. The percent of students who met standards on the 2015-2016 ACT Aspire Assessment will be increased as follows: **ELA**-from 25.8% to 35.8%, **English**-from 34.4% to 44.4%, **Reading**-from 15% to 25%, **Writing**-from 18.4% to 28.4%, **STEM**-from 8% to 18%, **Math**-from 10.4% to 20.4%, and **Science**-from 9.5% to 19.5% on the 2016-2017 ACT Aspire Assessment.
2. The percent of math students in grades 7 and 8 making D's or F's during the first quarter, will be decreased from 45% to 35% or less during the second quarter.
3. The percent of Algebra 1 students in grade 9 making D's or F's during the first quarter will be decreased from 64% to 54% or less during the second quarter.
4. The percent of Geometry students in grade 10 making D's or F's during the first quarter will be decreased from 65% to 55% or less during the second quarter.
5. The overall number of discipline referrals in grades 7-12 during the first quarter will be decreased from 217 to 185 or less during the second quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1:</p> <p>As principal at MEHS, I have assisted in creating a culture conducive to learning, with the help of my staff and especially the Leadership Team; we are improving in the following areas.</p> <ul style="list-style-type: none">• Discipline school wide• Structure to support learning• Positive culture with mutual respect• Enforcing handbook policies• CWT'S• Implementing Co-Teaching• All teachers are AQT• PLC'S and Curriculum Mapping <p>The administration, staff, and the Leadership Team have given me tremendous support, however, we are facing the following challenges:</p> <ul style="list-style-type: none">• Teachers teaching bell to bell (there has been improvement since the beginning of school but we still have to work on this).• Student and teacher absences• Maintaining administrative responsibilities while working with discipline.
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<ul style="list-style-type: none"> • Student apathy • Lack of academic success (most students reading at least 2 levels below grade level). • Students’ reluctance to adhere to handbook policies
<p>All of the challenges have not been overcome; however, the leadership team is actively seeking solutions to these challenges.</p> <p>Quarter 2:</p>
<p>Quarter 3:</p>
<p>Quarter 4:</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1: The School Improvement Leadership Team has made the following meaningful decisions in an effort to improve student achievement: All teachers will complete the TMS Modules prior to testing. The team considers this decision to be meaningful because teachers need to be knowledgeable of how to administer the test to allow students optimum opportunities for success. Also, completing the modules will provide teachers with guidance on how to use the test results (data) to drive instructions in the classroom. In the past, some teachers did not complete the modules. We also discussed how to utilize 1003a grant funds to best meet the needs of our students. We have implemented co-teaching in one of our literacy classrooms. Therefore, we will utilize some of the funds to provide additional resources to these teachers as they work collaboratively to engage students in a rigorous curriculum and increase student learning. 1003a grant funding will further be used to purchase materials and supplies to help increase student achievement in math. We will also provide professional development to teachers in both literacy and math so that they can gain a better understanding of how to effectively teach our students, using high yield strategies and best practices. The team agrees that all of the aforementioned decisions are geared toward improving student achievement.</p>
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>	<p>Quarter 1: Specific modifications will be made based upon analysis of the data collected. If data results indicate improvement is taking place, then we will continue with the student improvement efforts as is. However, if there is no evidence of improvement, we will reassess our improvement plan and adjust accordingly.</p>

Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
7	22				14% (3)	0	45				4			
8	33				21% (7)	0	54				1			
9	23				22% (5)	0	63				4			
10	31				23% (7)	0	25				1			
11	30				30% (9)	0	19				1			
12	27				19% (5)	0	11				0			

*SWD-Students with Disabilities

***EL-English Language Students**

Comments/Clarifications:

- A total of 217 discipline referrals were submitted to the office during the first quarter. Data also reflects that 11 students accumulated 5 or more discipline referrals during this first quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason						Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
7-8	9				19.5				9.5				33%											
9-12	15				32.5				13				25%											

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester	
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2		
7	92.67%				6							
8	93.90%				4							
9	86.22%				10							
10	91.86%				4							
11	92.19%				7							
12	92.24%				5							

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Comments/Clarifications:

- Unit 1 post-unit assessments data will be documented upon completion of assessments.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter										Percent of D or F grades on all unit assessments administered each quarter									
					Lower Case Letters: Report the number of D and F grades on each post-unit assessment										a+b+c+d									
					A		a		B		b		C		c		D		d		X 100			
					1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q				
7	22	12	0	8				0	0															
8	33	7	0	3				0	0															
9	28	6	0	5				0	0															
10	31	6	2	7				0	0															

Comments/Clarifications:

- Unit 1 post-unit assessments data will be documented upon completion of assessments.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

st be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

- We are in the process of scheduling dates for Interims to be administered.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by AR <u>STAR Math</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>STAR Reading</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
7	23% (5)		36% (8)	
8	48% (16)		64% (21)	
9	36% (10)		87% (20)	
10	29% (9)		32% (10)	
11	47% (14)		63% (19)	
12	26% (7)		63% (17)	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	The average rating on the educator survey was 3.07			
Student Results	The average rating on the student survey was 2.96			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.



DISTRICT: OSCEOLA
SCHOOL: OSCEOLA HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: TOSHIBA PUGH
EXTERNAL PROVIDER: GENERATION READY
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JAMIE HOLIMAN

SUPERINTENDENT: MICHAEL COX
PRINCIPAL: TIFFANY MORGAN

45-DAY Priority School Progress Report: Secondary

__1st__ QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<p>ELA Aspire data shows that current 9th grade students performed at an average of 423 which is 1 point below the national average of 424; however only 17% of the students demonstrated exceeding or ready. A total of 15 students demonstrated exceeding or ready (ER). Our goal is to increase E or R students by 25 9th grade students for a total of 40 exceeding or ready students in the overall writing discipline with a specific focus in the area of organization by the end of the 2016-2017 school year.</p> <p>ELA Aspire data shows that current 10th grade students performed at an average of 424 which is 2 point below the national average of 426; however only 22% of the students demonstrated exceeding or ready. A total of 18 students demonstrated exceeding or ready (ER). Our goal is to increase E or R by 13 10th grade students for a total of 31 exceeding or ready students in the overall writing discipline with a specific focus in the area of organization by the end of the 2016-2017 school year.</p> <p>Math Aspire data shows that current 9th grade students performed at an average of 419 which is 4 point below the national average of 423; however only 13% of the students demonstrated exceeding or ready (ER). A total of 11 students demonstrated exceeding or ready. Our goal is to increase E or R by 22 9th grade students for a total of 33 exceeding or ready students in the grade level progress, modeling and functions math disciplines by the end of the 2016-2017 school year.</p> <p>Math Aspire data shows that current 10th grade students performed at an average of 419 which is 6 point below the national average of 425; however only 4% of the students demonstrated exceeding or ready. A total of 3 students demonstrated</p>
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exceeding or ready (E or R) . Our goal is to increase E or R by 35 10th grade students for a total of 38 exceeding or ready students in the grade level progress, modeling and functions math disciplines by the end of the 2016-2017 school year. Science Aspire data shows that current 9th grade students performed at an average of 420 which is 4 points below the national average of 424; however only 12% of the students demonstrated exceeding or ready. A total of 14 students demonstrated exceeding or ready (E or R) . Our goal is to increase E or R by 23 9th grade students for a total of 37 exceeding or ready students in the grade level by the end of the 2016-2017 school year. The focus of instruction will be on the area of weakness which is Interpretation of Data (Reporting on questions that measure a student's ability to manipulate and analyze data presented in tables, graphs, and diagrams).

Science Aspire data shows that current 10th grade students performed at an average of 420 which is 6 points below the national average of 426; however only 4% of the students demonstrated exceeding or ready. A total of 4 students demonstrated exceeding or ready (E or R) . Our goal is to increase E or R by 19 10th grade students for a total of 23 exceeding or ready students in the grade level by the end of the 2016-2017 school year. The focus of instruction will be on the area of weakness which is Interpretation of Data (Reporting on questions that measure a student's ability to manipulate and analyze data presented in tables, graphs, and diagrams).

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

	Student Learning	Teacher Skill/Processes
Supports	<ul style="list-style-type: none"> • Common Curriculum • Superintendent and athletic coaches supporting teachers on student athletes' classroom behavior and work ethic 	<ul style="list-style-type: none"> • Invested by identifying where students are (data wall) • District paid teachers for summer work on tailoring the curriculum • Week long early PD for teacher preparation • Late PD twice monthly to meet teacher needs
School Challenges	<ul style="list-style-type: none"> • Cumulative deficiencies widen the achievement gap resulting in an overall average of 60% of student being 3 or more grade levels behind in math and 71% of students being 3 or more grade levels behind in literacy. • Student apathy 	<ul style="list-style-type: none"> • Teacher turnover (math teacher resigned the week before classes started) • Lack of consistency in academic strategies, classroom management, procedures and expectations • Complacency that leads to lack of staying abreast of current educational trends (teachers do not voluntarily work at improving their craft)
Team Challenges Overcome	<ul style="list-style-type: none"> • Students are given an extra opportunity to recover credit during the school day • Due to standard campus-wide procedures being consistently enforced, student classroom engagement has increased 	<ul style="list-style-type: none"> • Teachers are more prepared with having a unified curriculum • Literacy and math are more vertically aligned • Teacher absenteeism has improved due to the monthly attendance bonus and administration emphasis on the

Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team’s Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

<p>Quarter 1:</p> <ul style="list-style-type: none"> Students who showed potential for improving enough to move to a higher achievement level on ACT Aspire were identified for both math and literacy. This allows teachers to target students for instruction in areas identified as specific weaknesses. Skills will be taught in small groups as identified by MAP. Consistent enforcement of procedures that reduces the violation of cell phone policies and food and drink outside of the cafeteria (Violation of the cell phone policy and the frequency of snacks and drinks in the hallway and classroom were the top discipline infraction incidences during the 2015-2016 school year) 	
Quarter 2:	
Quarter 3:	
Quarter 4:	
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>	

Quarter 1:	<ul style="list-style-type: none">● Interventions (at all grade levels in both math and literacy) will be more targeted so that we can begin to close the ever widening achievement gap of our students● Celebrating student achievements will occur more frequently in an effort to continue to improve student work ethic and the culture and climate of the campus.
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
9	92				13%	1%	208				16			
10	89				9%	0	298				23			
11	81				5%	0	228				20			
12	79				8%	0	153				9			

**SWD-Students with Disabilities*

**EL-English Language Students*

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9-10	17				20				9				0					
11-12	18				12				13				0					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9	82.36				21					
10	81.68				42					
11	71.95				44					
12	67.75				47					

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100				
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				

Alg 1 9	80		0	23				80	32	80	44				48		
Geo 10	76	0	25	59				78	64	75	61				82		
Alg 2	76	3	6	33				75	56	68	30				60		

Comments/Clarifications:

In analysis of Geometry data we find that the teacher was teaching grade level and rigorous instruction in alignment with your pacing guide and curriculum however an increase in failing grades has identified a weakness in scaffolding and differentiation which is needed in order to supplement skill gaps. Therefore in collaboration with the Generation REady Math Consultant, the Academic Coach, and principal a plan has been developed to reteach module 1 concepts that were not mastered.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment	Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100
					A a B b C c D d	

			1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
9	80	0	21					28	76	19					31			
10	80	1	15				74	19	76	16	70	13			22			

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	September 6-9		70.5% of OHS students are three or more years below grade level.		59.47% of OHS students are three or more years below grade level.
Interim II					
Interim III					

Interim IV						

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

OHS is using MAP as our Interim Assessment in Reading and Math. We currently are not giving a formal Language or Science interim assessment.

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u> </u> NWEA MAP <u> </u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u> </u> NWEA MAP <u> </u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
9	41%		63%	
10	62%		65%	
11	78%		82%	
12	58%		72%	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results				
Student Results				

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Surveys attached.

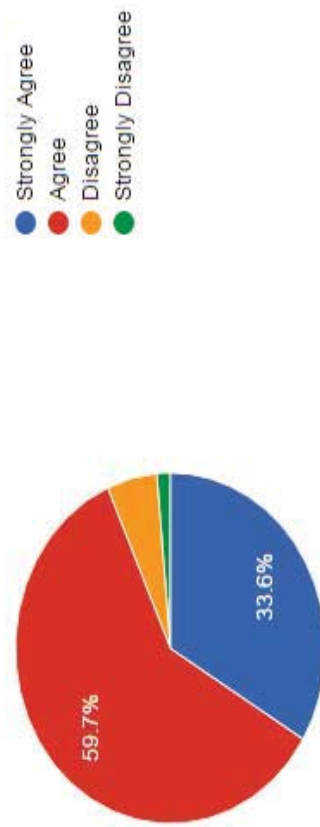
SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

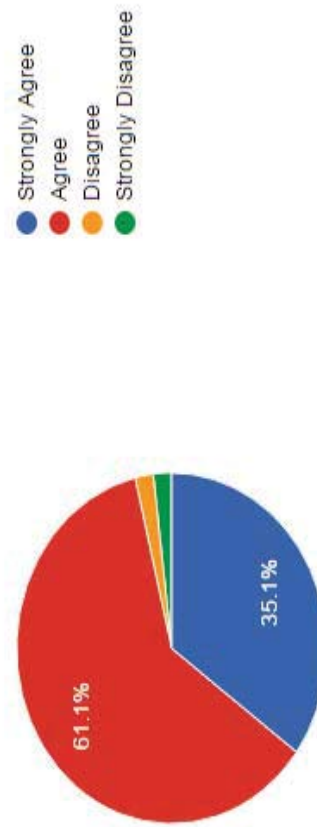
Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

Student Survey Attachment

1. I am usually well-prepared for class (211 responses)



2. I understand what is expected of me in preparation and participation (211 responses)



3. The class assignments makes sense to me; I understand their purpose.
(211 responses)



4. I feel safe and comfortable with the staff and students in this school.
(211 responses)



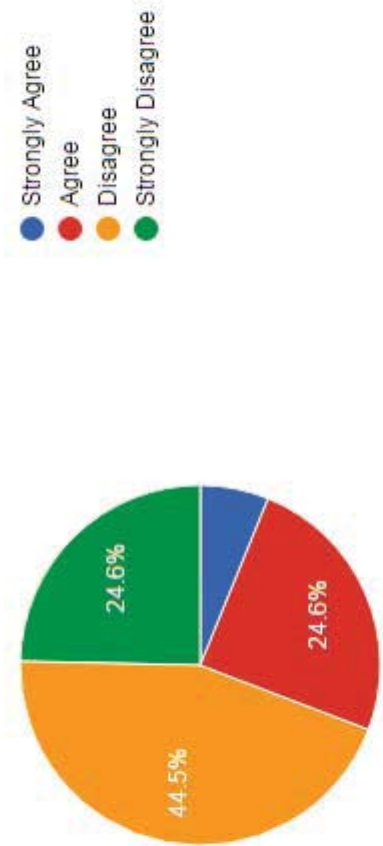
5. Students in my class treat each other with respect. (211 responses)



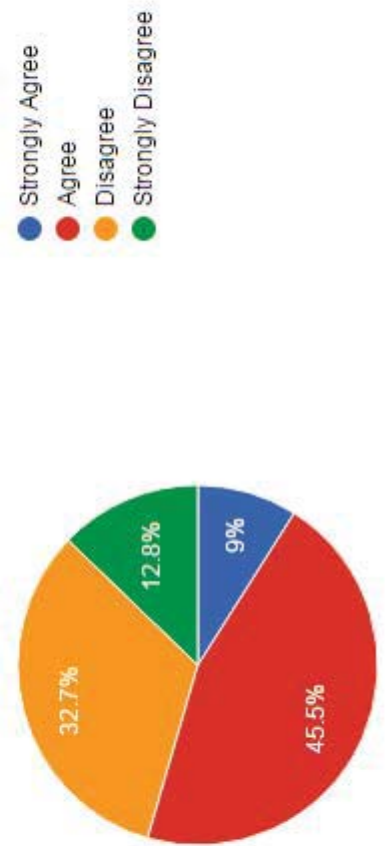
6. The teachers always try to be fair (211 responses)



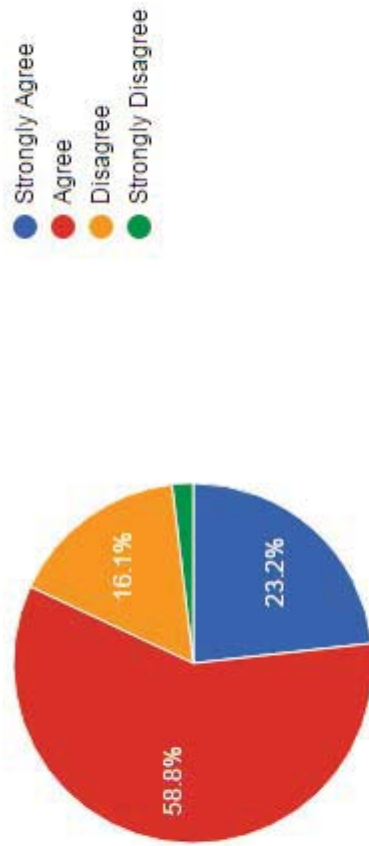
7. Students in this school accept and follow the rules. (211 responses)



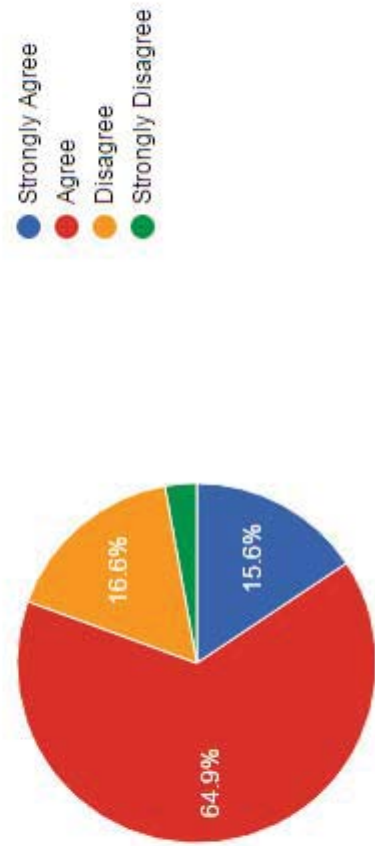
8. Students in my school care about learning and getting a good education. (211 responses)



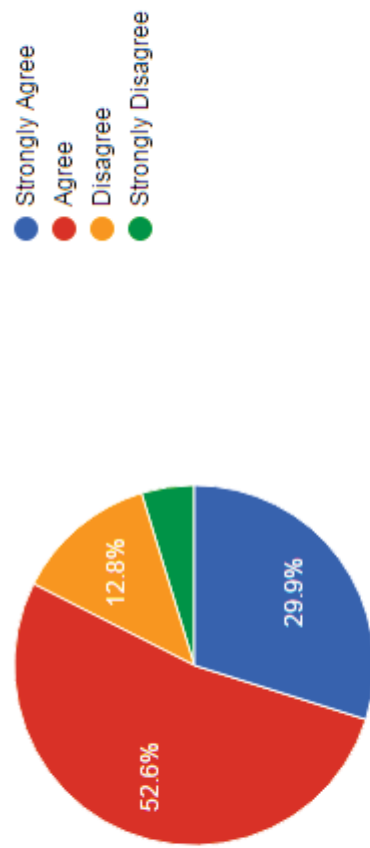
9. I feel encouraged to participate in class and respond to others. (211 responses)



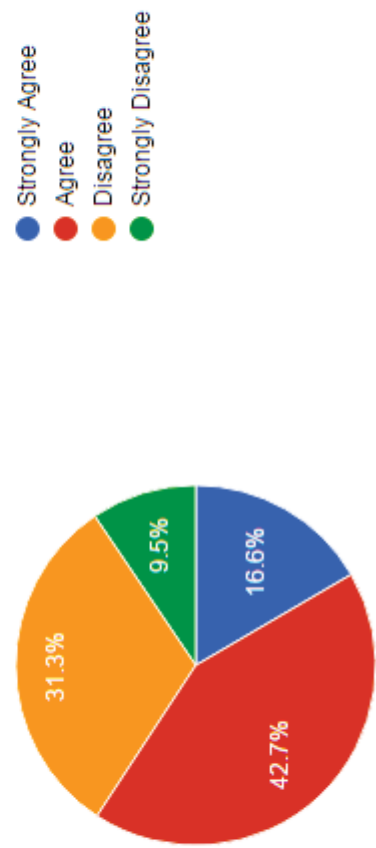
10. The teachers effectively direct and stimulate discussion. (211 responses)



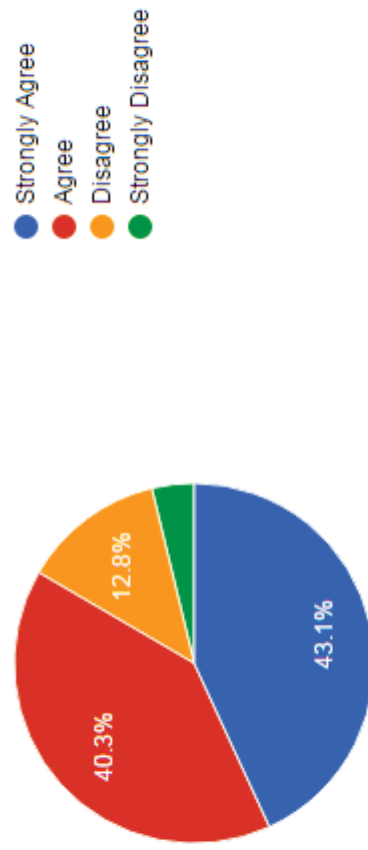
11. The teachers treat me with respect (211 responses)



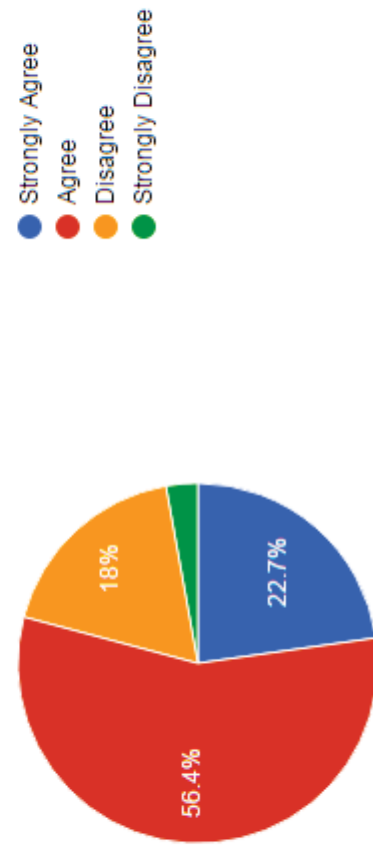
12. Our class stays busy and does not waste time (211 responses)



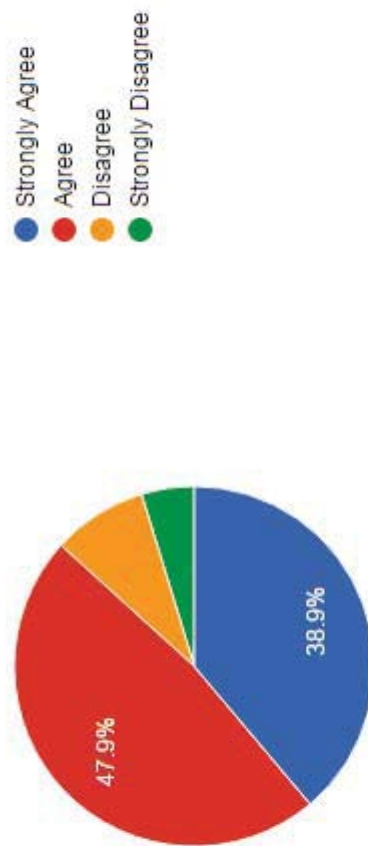
13. Student misbehavior affects the learning in the classroom. (211 responses)



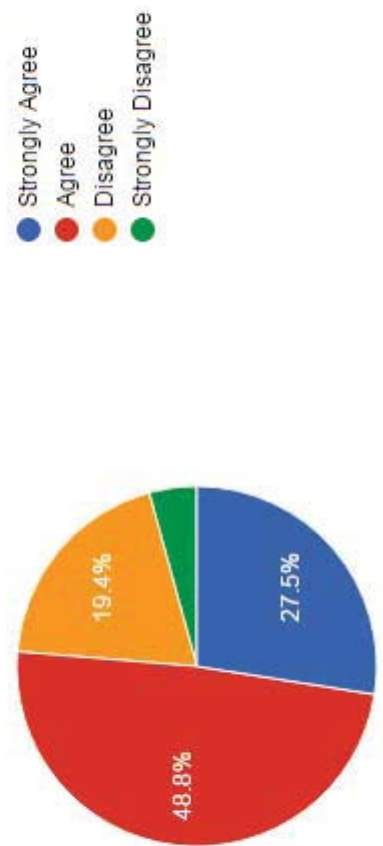
14. My teacher has several good ways to explain each topic that we cover in this class (211 responses)



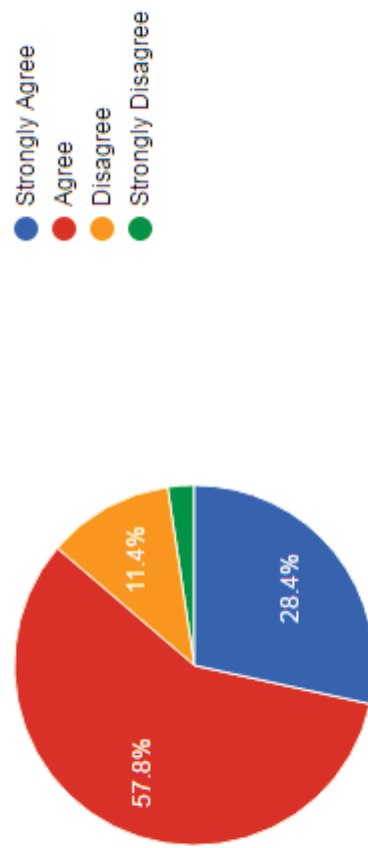
15. The principal/teachers have high expectations for ALL students.
(211 responses)



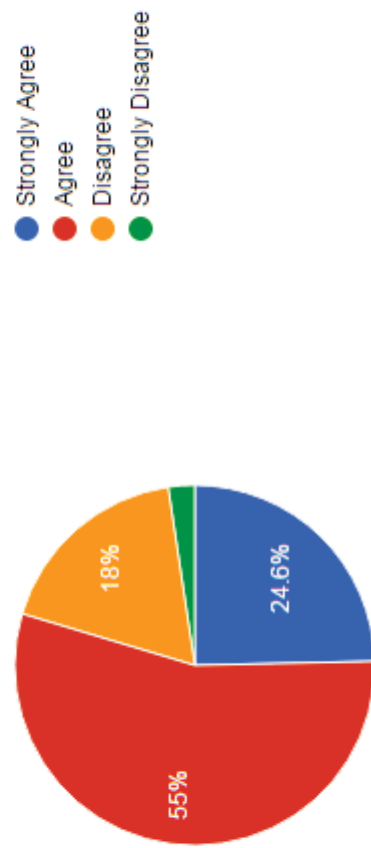
16. My teachers do not let people give up when the work gets hard.
(211 responses)



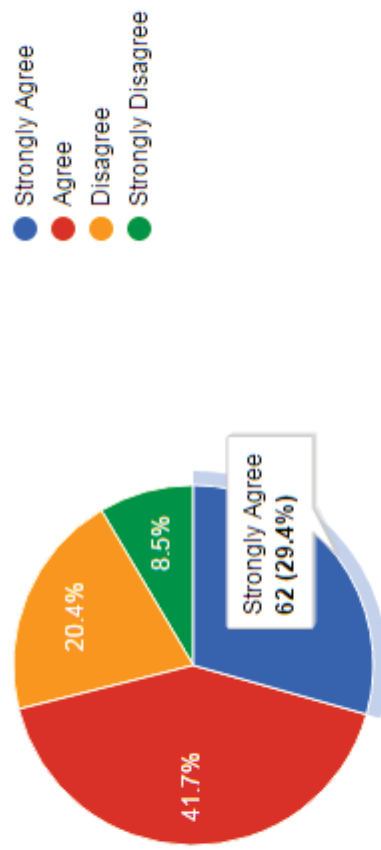
17. My teachers want us to use our thinking skills, not just memorize things.
(211 responses)



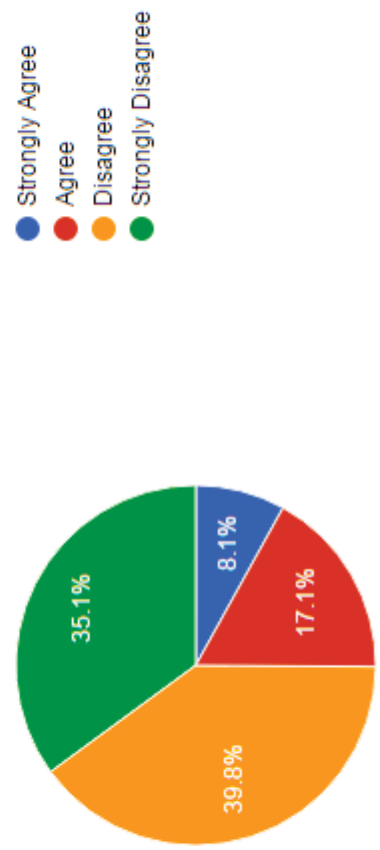
18. My teachers check to make sure we understand what is being taught
(211 responses)



19. The teacher/principal is willing to listen if a student has a serious problem. (211 responses)



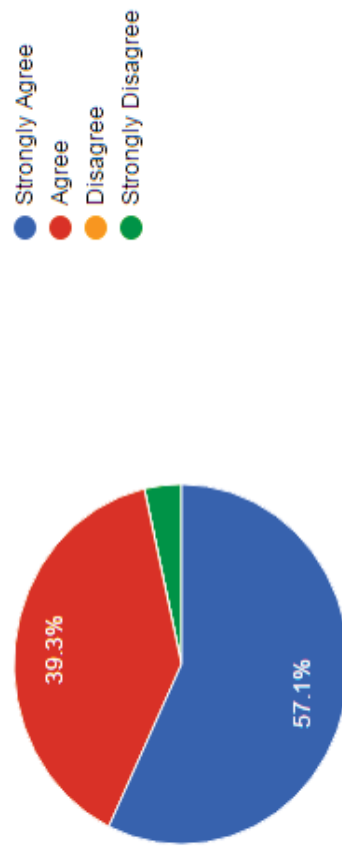
20. Teachers know about their students' lives outside of school (211 responses)



Staff Survey Attachment

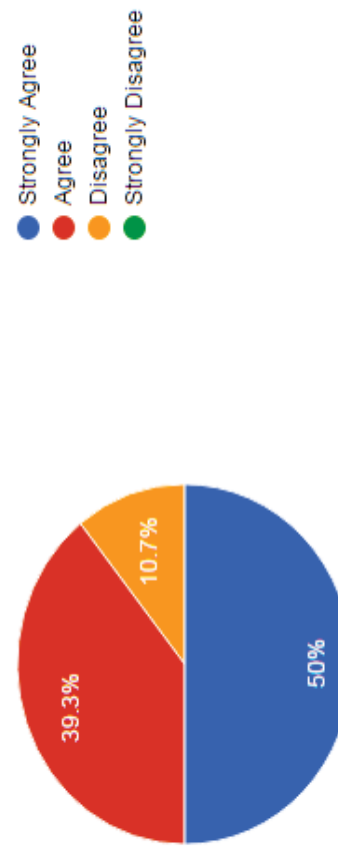
1. I feel comfortable raising issues and concerns that are important to me.

(28 responses)



2. There is an atmosphere of trust and mutual respect within this school.

(28 responses)



3. Teachers and administrators at this school set high standards for all students. (28 responses)



4. I look forward to coming to school every day. (28 responses)



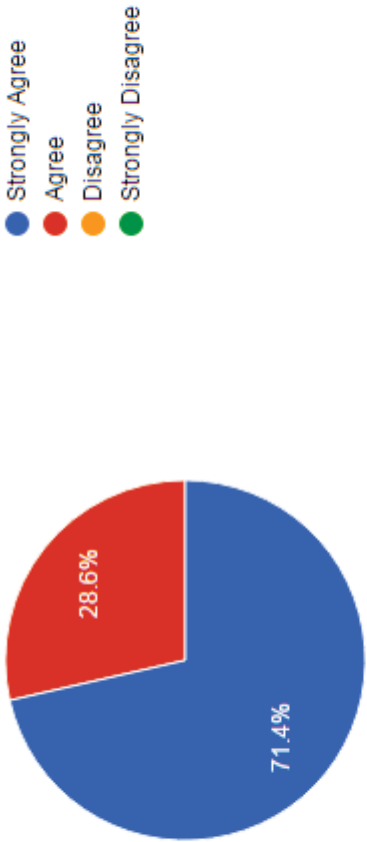
5. I know and understand my job expectations. (28 responses)



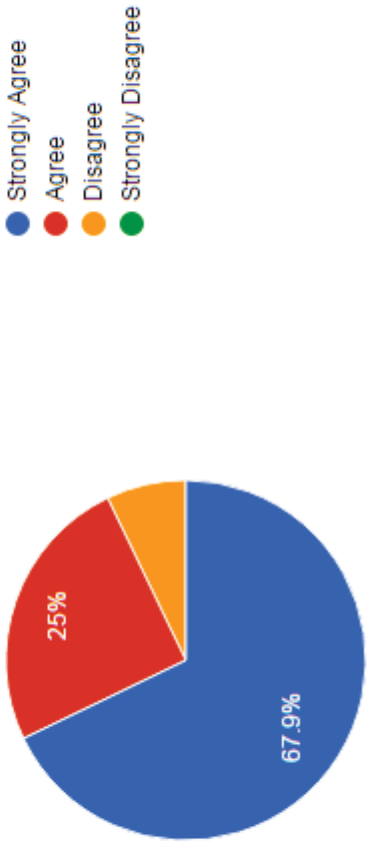
6. The vision for our school incorporates a culture conducive to teaching and learning. (28 responses)



7. Materials, resources, and trainings (professional developments) are available and provided in order to do my job effectively. (28 responses)



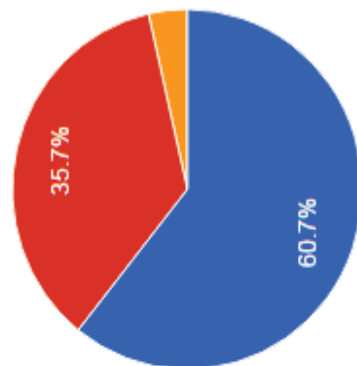
8. The school creates a caring and supportive environment. (28 responses)



9. There is positive and productive collaboration between teachers and leadership teams to analyze and use data throughout the year to establish specific goals and strategies aimed at increasing student achievement and growth and promoting school improvement.

(28 responses)

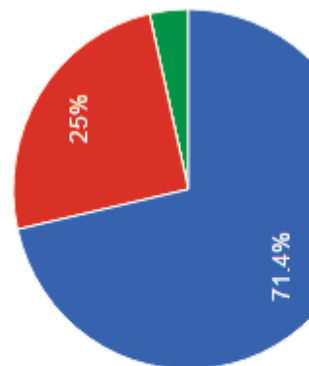
Strongly Agree
Agree
Disagree
Strongly Disagree



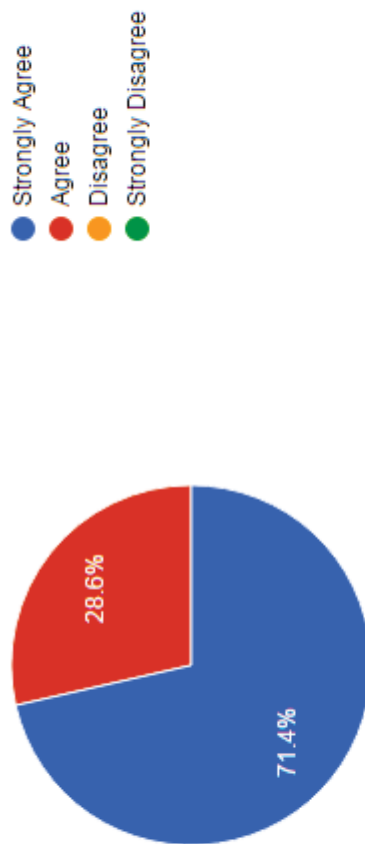
10. My principal facilitates and sustains a culture that actively encourages educators to help all students reach their full potential.

(28 responses)

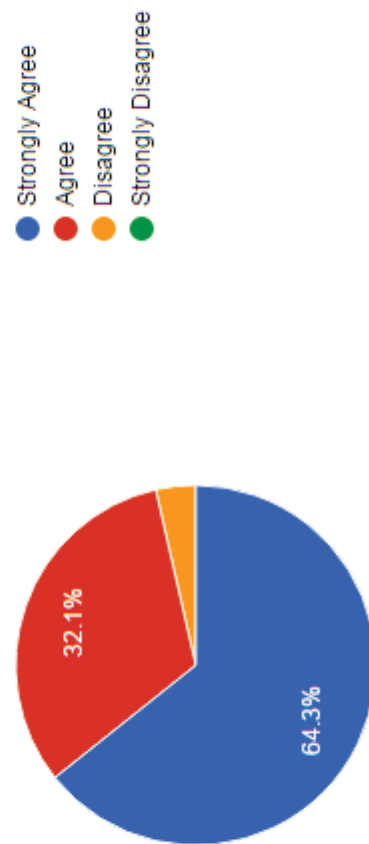
Strongly Agree
Agree
Disagree
Strongly Disagree



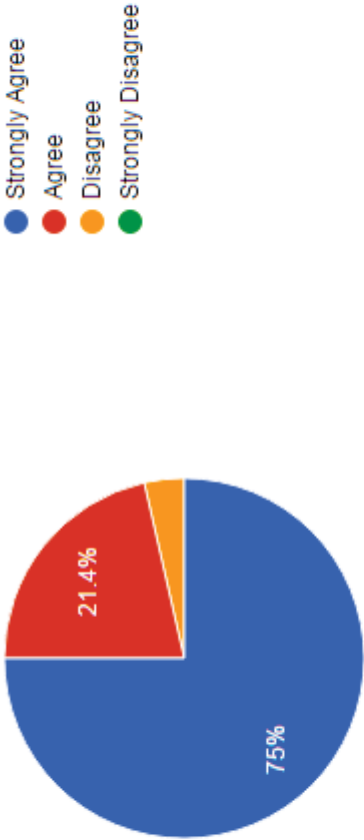
11. The vision for our school incorporates continuous improvement.
(28 responses)



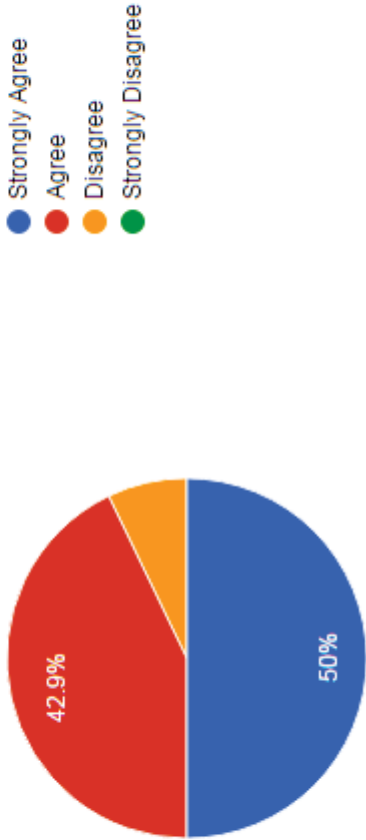
12. Teachers help each other and work together.
(28 responses)



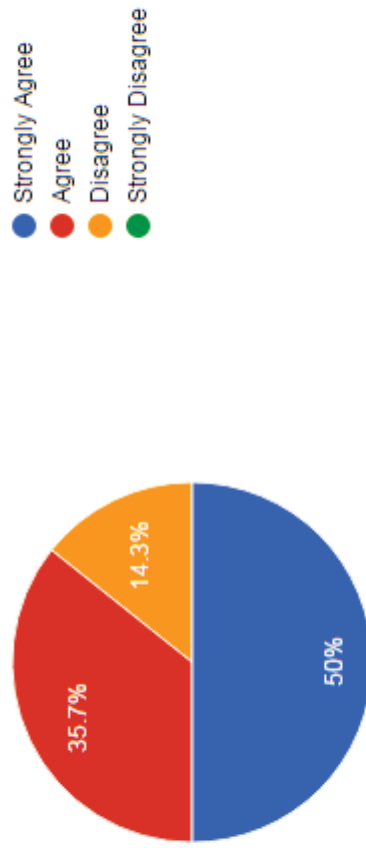
13. The principal keeps the school focused on academic achievement.
(28 responses)



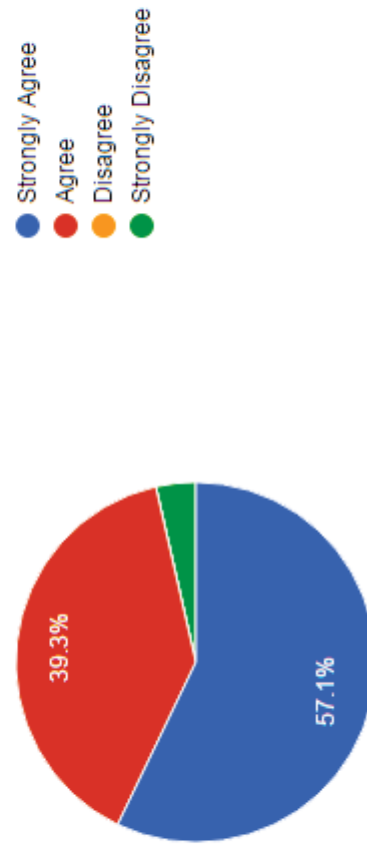
14. Adults in this school are good examples of the values the school teaches: respect, responsibility and fairness.
(28 responses)



15. The school's schedule allows adequate time for teacher collaboration.
(28 responses)



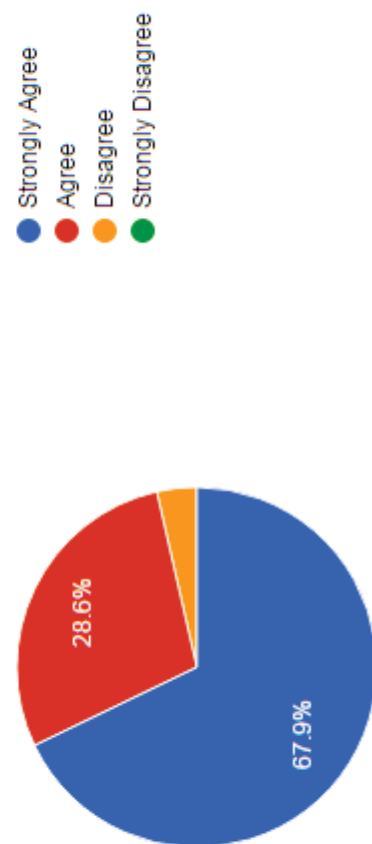
16. I am given the opportunity to provide input on school matters or decisions that affect student achievement.
(28 responses)



17. I am provided with useful and constructive feedback with specific action steps to improve classroom practices.
(28 responses)



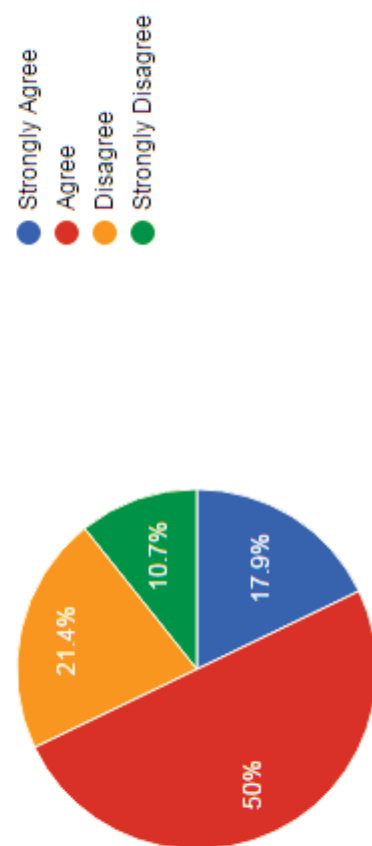
18. I feel safe and comfortable with the staff and students in this school.
(28 responses)



19. I am offered and engaged in researched based professional learning that is designed to meet school-improvement needs.
(28 responses)



20. Disciplining students does not hinder classroom instructional time.
(28 responses)





DISTRICT: OSCEOLA
SCHOOL: OSCEOLA STEM ACADEMY
STATUS: PRIORITY
SITE-BASED SIS: CHARLES WEBSTER
EXTERNAL PROVIDER: GENERATION READY, ARKANSAS LEADERSHIP ACADEMY
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JAMIE HOLLIMAN

SUPERINTENDENT: MIKE COX
PRINCIPAL: 2016-2017 School Year

45-DAY Priority School Progress Report: Secondary

1ST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)
<p>ACT/ASPIRE Measurable Goals:</p> <p>Decrease the number of students In Need of Intense Support by 25% in reading (Need to move 87 out of 195 kids in Intense Support Category)</p> <p>Increase the # of students that are Ready and Exceeding Expectations in math by 15%. (Need to move 50 out of 164 students in Close Category)</p> <p>Increase the number of students that are Ready and Exceeding Expectations in English by 20% (Need to move 66 out of 115 kids in the Close Category)</p> <p>Increase the number of students that are Ready and Exceeding Expectations in Writing by 15%. (Need to move 52 out of 151 kids in Close Category)</p> <p>Decrease the number of students In Need of Intense Support by 10% in writing. (Need to move 33 out of 98 kids in the Intense Support Category)</p> <p>Decrease the number of students in Need of Support by 10 % in Science. (Need to move 33 of 95 kids to Close or Ready</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

Literacy

Our teachers met this summer and created curriculum maps in English, math and science. After analyzing the curriculum, we found that Engage NY does not include grammar in English modules. Our team created grammar maps for each module to ensure that grammar skills will be taught throughout the year. During 1st quarter, the Literacy departmental team met and aligned the grammar skills from grades 5-8th. All teachers progress monitor grammar skills every three weeks and we have seen student growth. These grammar skills align with our WPP Online writing program which assess and provides feedback to students on their grammar skills through their writing.

Our Spring Aspire data showed that 56 % of our students were In Need of Support in Reading. We implemented a forty five minute period of reading fundamentals outside of their 90 minute literacy block to address deficiencies in reading skills and comprehension. Our Literacy blocks focus on close reading and reciprocal reading strategies to increase comprehension. In our reading classes we created weekly reading strategies that align with our module reading standards to provide reinforcement of standards taught in our Literacy block. The Reading Fundamentals period has helped provide intervention for those essentials skills necessary to master our reading standards.

Math

In Math, we are progress monitoring standards at three week intervals. During this process we are collecting data to determine whether we need to reteach or provide interventions, or set up individualized centers. The Math Instructional Facilitator will also be pulling students who may need intense interventions. At the mid module, we utilized the Engage NY Assessment to assess the math standards taught at the 6 week mark. This data was heartbreaking because it revealed that well over 80% of our students are not meeting mastery. We are addressing this issue because this is obviously a Core Instruction issue (Tier 1). We are meeting with individual teachers and providing support in rigor, delivery of instruction and content knowledge. This finding is not a highlight of growth but the professional development provided to teachers will be targeted toward their growth. I needed to share this information because even though we are utilizing best practices this is still our current reality.

<p>Osceola STEM Academy has faced many challenges since the start of the year. We have had high teacher absentees since the first week of school. During week three, two teachers resign. It has been nearly impossible to find a Math and a Literacy teacher. We were able to replace the literacy teacher at the 6th week mark in the first quarter. We were fortunate because our Math Instructional Facilitator stepped in and taught math for the last 4 weeks. Due to a lack of math applicants, we hired a long-term substitute for the Math position on October 12th. The high number of substitutes on our campus has definitely affected our student's academic performance which is reflected in the data.</p>	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1:</p> <p>*Our School Improvement Leadership Team has ensured better communication among staff and team by including teacher's voice on all decisions. We have a built a support system by being more visible and collaboratively planning with teachers on a weekly basis. We make sure that information is conveyed from the Campus-Leadership Team down to grade-level teachers and students. We send out monthly calendars and meet once a month for departmental meetings and twice a month for faculty meetings.</p> <p>*We have changed the culture of our Profession Learning Communities (PLC) to teacher led PD and ensuring all PD and decisions are data-driven. Our PLC atmosphere is focused while maintaining positivity. We are analyzing data more as a team and addressing core instruction when needed. We are meeting one-on-one with teachers who need intense support in both instructional strategies and classroom management.</p>
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>	
<p>Quarter 1:</p> <p><u>Literacy</u></p> <p>After analyzing module data, we are going to make modifications to our progress monitoring process. We are going to follow up with teacher's intervention or instructional strategies for students not meeting mastery. We are going to have reading teachers progress monitor reading standards in three week interval. This will help re-inforce what is going on in the literacy classes. All Literacy teachers will progress monitor both grammar and literacy standards each unit.</p> <p><u>Math</u></p> <p>There were a lot of students not meeting mastery so therefore we are going to address Core Instruction and student engagement. We are also going to address gaps in student learning by deconstructing standards which will help address the essential skills necessary to master standards. We are requiring all math teachers to submit progress monitoring in three week intervals to ensure valid data is collected and standards are being taught. The Math instructional facilitator will be pulling individual students or group of students and giving Tier 2 interventions either once or twice a week. We will also make sure students are provided the resources that are identified on their AIP's.</p> <p><u>Discipline</u></p> <p>After Analyzing discipline data, we will provide more intense professional development on classroom management and student engagement. We will increase visibility in classrooms and hallways from leadership team and administrators. We are doing a weekly pd mini-sessions on classroom managed behaviors. We are providing effective strategies for off-task talking and disorderly conduct in hallways and at recess. We are also enforcing the 7 step office referral process and will individually meet with teachers that have high numbers of office referrals.</p>	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	80				$\frac{20\%}{16/80}$	$\frac{1\%}{1/80}$	82				5			
5	77				$\frac{23\%}{18/77}$	$\frac{4\%}{3/77}$	89				4			
6	98				$\frac{17\%}{17/98}$	$\frac{3\%}{3/98}$	87				4			
7	89				$\frac{13\%}{12/89}$	$\frac{0\%}{0/89}$	86				5			
8														

**SWD-Students with Disabilities*

**EL-English Language Students*

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8	16				60				14				7					
9-10																		
11-12																		
Specific Grade Levels and /or Spans may be modified according to your building																		

Comments/Clarifications:

We had high teacher absentee the first 6 weeks of school in both fifth grade and seventh grade. We discussed teacher absentees during our faculty meeting and had very few miss the last 2 weeks. I also met with two teachers that have already missed 7 or more days. The district has an attendance incentive but STEM Leadership team have discussed possibly starting a point system for teachers to earn an "early release day" or "late start day" as quarterly perfect attendance incentive.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5	77.76				3											
6	71.71				13											
7	94.68				6											
8	85.03				15											
<i>Comments/Clarifications:</i>																

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter					
				1Q	2Q	3Q	4Q	A		a	B	b	C	c	D	d	1Q	2Q	3Q	4Q			
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F								
5	80			20				73	5	72	23	72	18				21						
6	77			0				64	55	62	62						93						
7	98			8				83	29								35						
8	89			13				64	13	63	14						21						
Alg 1 8				0				16	0	16	0	15	5				11						
								X 100															

Comments/Clarifications:

There is a big concern with grade inflation in three grades because of the high percentages of students that have made either D or F grades on all unit assessments doesn't correlate with the number of students with D or F in math this first nine weeks. We are addressing the issue in Core Instruction Rigor level in our daily Instruction because students are failing the mid-module from our curriculum which is being assessed at grade level. The sixth grade teacher is new to our campus and we are going to address the Core Instruction issue because 93% of her students did not meet mastery on her unit tests but not one student in 6th grade received a+ D or F.

Our Seventh grade students lost their teacher at the 3rd week period and went 2 weeks without consistent instruction. Our math facilitator taught the following 4 weeks until we could find a replacement

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter							
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q				
5	80			10				52	21	68	18	74	19					30							
6	77			16				69	5	69	9	65	3					8							
7	98			0				-	-	102	0	88	45					24							
8	89			6				73	42	78	20	80	7					30							

Comments/Clarifications:

Our Seventh grade students lost their teacher after the 3rd week period and went 4 weeks without consistent instruction. Our Literacy facilitator assisted with Instruction until we could find a replacement. We will be addressing core instruction and RTI for skills not mastered.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Will use MAP ACT Projectory on the next 3 interims.				
Interim II					
Interim III					
Interim IV					

*Any

interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in <u>math</u> as determined by _____ NWEA MAP _____ (assessment tool used)		Percent of students 3 or more years below grade level in <u>ELA</u> as determined by _____ NWEA MAP _____ (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5	6% (5 OUT OF 80)		16% (13 OUT OF 80)	
6	13% (10 OUT OF 77)		19% (15 OUT OF 77)	
7	14% (14 OUT OF 98)		13% (13 OUT OF 98)	
8	24% (21 OUT OF 89)		20% (20 OUT OF 89)	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
 (Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	Q1. 3 Q11. 2.8 Q2. 2 Q12. 3.1 Q3. 2.7 Q13. 2.8 Q4. 2.6 Q14. 2.7 Q5. 3.3 Q15. 2.0 Q6. 3.2 Q16. 2.5 Q7. 3 Q17. 2.7 Q8. 2.6 Q18. 2.8 Q9. 2.7 Q19. 3 Q10. 2.6 Q20. 2.8			
Student Results	Q2. 3.2 Q11. 2.9 Q3. 3.3 Q12. 2.8 Q4. 2.9 Q13. 2.1 Q5. 2.7 Q14. 3.2 Q6. 1.9 Q15. 2.97 Q7. 2.6 Q16. 3.35 Q8. 1.9 Q17.3.0 Q9. 2.4 Q18. 3.2 Q10. 3.1 Q19. 3.1 Q20. 2.99 Q21. 1.8			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.



DISTRICT: LIGHTHOUSE ACADEMIES OF AR
SUPERINTENDENT: LENISHA BROADWAY
SCHOOL: PINE BLUFF LIGHTHOUSE CHARTER SCHOOL
PRINCIPAL:QUAWANA BRYANT, RENEA SMITH
STATUS:PRIORITY
SITE-BASED SIS: AMANDA CROWDER
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: BOB BREWER

45-DAY Priority School Progress Report: Elementary

__1__ QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<p>Goal 1: The percentage of third grade students scoring at ready or higher on the state mathematics test will increase from 30.4% in Spring 2016 to 45% in Spring of 2017. The lowest skill on the mathematics portion of the ACT Aspire was justification and explanation.</p> <p>Goal 2: The percentage of fourth grade students scoring at ready or higher on the state mathematics test will increase from 20% in Spring 2016 to 35% in Spring of 2017. The lowest skill on the mathematics portion of the ACT aspire was justification and explanation</p> <p>Goal 3: After analysis of the 3rd grade ELA scores on the Spring 2016 ACT Aspire, the reading scores will increase from 15.2% to 30% in Spring of 2017.</p> <p>Goal 4: After analysis of the 4th grade ELA scores on the Spring 2016 ACT Aspire, the reading scores will increase from 8.9% to 25% in Spring of 2017.</p>
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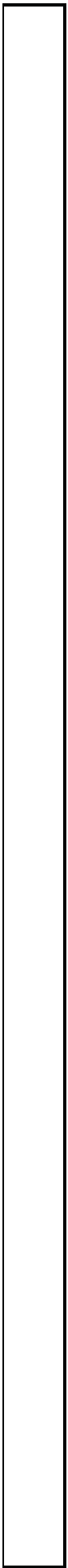
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, list supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>
<p>Quarter 1:</p> <p>This school year we have implemented the following changes with grades K-6:</p> <ul style="list-style-type: none">• Eureka Math stations used during math block• RTI is built into the master schedule both AM and PM• Bi-weekly assessments have been implemented for grades 3 and 4.• Teachers receive Real time coaching from Principals.

<ul style="list-style-type: none"> • Technology is utilized during instruction (School has updated Computer Lab to a chrome Lab. Two chromebook carts are also used by classes during instruction) • All staff have been trained to use restorative practices, which has decreased out of school suspensions to 0 for the first quarter. <p>This quarter we have received the following supports:</p> <ul style="list-style-type: none"> • Math from APSRC (Ashley McDonald) • LHA Arkansas regional leadership team support visits • LHA Corporate national leadership team support visits • Weekly coaching from Regional Vice President (Lenisha Broadway) • Weekly coaching/support from School Improvement Specialist (Amanda Crowder) <p>This quarter our school has had the following challenges:</p> <ul style="list-style-type: none"> • Classroom management • Teaching the curriculum with Fidelity • Lesson preparation and delivery <p>This quarter our school has overcome the following challenge:</p> <ul style="list-style-type: none"> • Teaching the curriculum with Fidelity. We have received positive feedback from Local LHA leadership and National leadership that our teachers are using the LHA curriculum and ensuring students use curriculum resources.
Quarter 2:
Quarter 3:
Quarter 4:



SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)	
Quarter 1: This quarter as a team we made the decision to target our informal observations of teachers using Danielson rubric for Domain 2. Our first component of focus was 2C. Out of 15 teachers we have 6 have scored proficient or distinguished on the rubric.	
Quarter 2:	
Quarter 3:	
Quarter 4:	
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
Quarter 1: This quarter the school focused on planning and instruction with the adopted curriculum as well as developing RTI into the daily schedule. The leaders worked to ensure the teachers were teaching the content as required by common core standards. The next phase of the school improvement efforts will focus on the requirement of teachers in mathematics to have scholars justify answers on all problems (as this was the lowest scoring skill area for mathematics). In ELA, the lowest scoring skill area was in reading. Teachers are now required to teach repeated reading and close reading strategies to scholars. Scholars also participate in choral reading with the current curriculum.	
Quarter 2:	
Quarter 3:	

Quarter 4:	
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	42				15%	0%	0				0			
K	39				0%	2%	0				0			
1	49				2%	0%	0				0			
2	42				14%	0%	0				0			
3	38				3%	3%	0				0			
4	39				13%	0%	0				0			
5	21				29%	0%	0				0			
6														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/ Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	Semester 2	1Q	2Q
K-2	6				12.5				0				17%					
3-4	4				10				0				25%					
5-6	3				2				0				0					

Specific Grade Levels and/or Spans may be modified according to the building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days per quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
K	90%				3					
1	97%				3					
2	90%				4					
3	95%				0					
4	100%				1					
5	95%				3					
6	95%				1					

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				
(1)																			
(2)																			
3	42	0	2	7				35	20							57%			
4	38	0	1	3				37	27							73%			
5																			
6																			

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Language Arts Data

ELA Data by quarter Grades 3-6

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment	Percent of D or F grades on all unit assessments administered each quarter														
				1Q	2Q	3Q	4Q		A		a		B		b		C		c		D		d
									Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q	
(1)																							
(2)																							
3	42	0	0	7				39	33									85%					
4	38	0	0	4				37	34									92%					
5																							
6																							

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	10/17/16-11/4/16	Not assessed	3 rd -15% 4 th -8%		3 rd -23% 4 th -19%
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

Students will complete reading and science within the date range provided.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 2 or more years below grade level in math as determined by NWEA Map testing		Percent of students 2 or more years below grade level in ELA as determined by NWEA Map testing	
	Beginning of Year	End of Year	Beginning of Year	End of Year
(1)				
(2)				
3	48%		52%	
4	18%		34%	
5				
6				
Comments/ Clarifications:				

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	Focus Questions (ADE Surveys) #4.- 2.9 #9.-2.8 #13.-3			
Educator Results				

Student Results	#2-3.6 #14-3.7 #18-3.6			
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**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

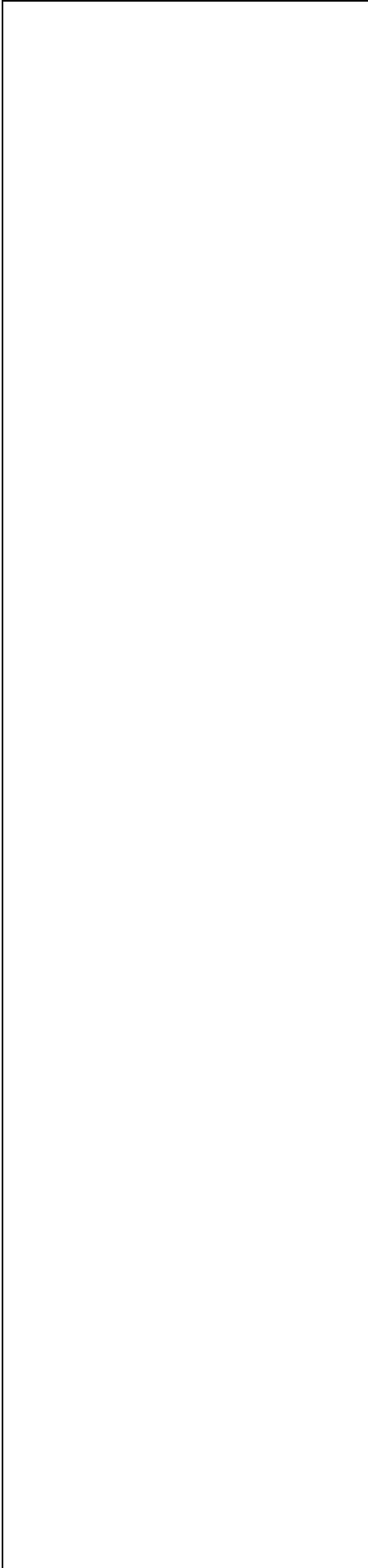
Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

N/A





DISTRICT: PINE BLUFF SCHOOL DISTRICT
SCHOOL: BELAIR MIDDLE SCHOOL
STATUS: ACADEMIC DISTRESS
SITE-BASED SIS: STEPHANEY BENNETT
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE, LASONIA JOHNSON, MS. SHOCK,

SUPERINTENDENT: DR. MICHAEL ROBINSON
PRINCIPAL: DR. SUZETTE L. BLOODMAN

45-DAY Priority School Progress Report: Secondary

___1st___ QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)
<p>Increase the number of 5th Grade students scoring proficient on the 2017 English Language Arts (ELA) Spring ACT-Aspire assessment by 10%.</p> <p>Increase the number of 6th Grade students scoring proficient on the 2017 English Language Arts (ELA) Spring ACT-Aspire assessment by 10%.</p> <p>Increase the number of 5th Grade students scoring proficient on the 2017 Mathematics Spring ACT-Aspire assessment by 10%.</p> <p>Increase the number of 6th Grade students scoring proficient on the 2017 Mathematics Spring ACT-Aspire assessment by 10%.</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	
<p>Quarter 1: In an effort to address student deficits as well as to increase teacher effectiveness, Belair Middle School has implemented the following:</p> <ol style="list-style-type: none"><p>Data Wise Improvement Process: We are currently at phase 1 of the Data Wise process. This phase includes: <i>Adopting an improvement process; Build a Strong System of Teams; Make Time for Collaborative Work; Set Expectations for Effective Meetings; Set Norms for Collaborative Work; Acknowledge Work Style Preferences; Create Data Inventory; and Create & Inventory of Instructional Initiatives.</i> The Data Wise process lends itself to creating a system where achievement, perception, attendance, and other sources of data, remain at the core of decision-making at Belair Middle School. Through this process, the leadership team desegregated data and determined that WEBB's Depth of Knowledge (DOK), Writing Across the Curriculum, and Small Group Instruction must serve as our instructional focus for the 2016-17 school year. Additionally, we rely on the Data Wise Improvement Process to uncover instructional deficit areas; resulting in teachers receiving immediate, relevant, job-embedded professional development supports.</p><p>Collaborative Professional Learning Communities: At the end of the 2016-17 school year, the leadership team analyzed student achievement and educator performance data; determining that a focus on content specific weekly educator support was critical to moving our school out of academic distress. Subsequently, we redesigned our schedule and structured content specific PLCs instead of scheduling for teaming purposes. Each week content area teachers meet with their respective instructional specialist, administrator, and School Improvement Specialist to analyze data and devise instructional plans focused on individualizing the learning experience for all scholars. During these collaborative planning sessions, the Data Wise Improvement Process serves as a framework for guiding the work. Pre and post assessment results are analyzed, teacher plans are devised, instructional strategies that best align with the work are identified/discussed, standards are analyzed and resources are allocated based on the pacing guide/curriculum guides.</p>	

- 3. Instructional Focus & Professional Development:** Based on careful analysis of our Spring 2016 ACT-Aspire and STAR Screening data results, the leadership team determined that a focus on Small Group Instruction, Writing Across the Curriculum, and an intensive focus on WEBB's Depth of Knowledge are critical focus areas for the 2016-17 school year. Subsequently, teachers participate in professional development sessions each week in Collaborative Professional Learning Communities (CPLC), bi-weekly two hour after school training sessions, and monthly Saturday professional development/work sessions. These sessions are data-driven with a focus on instructional initiatives/practices, relevant resources to support standards-based instruction, and determining how best to meet the needs of struggling learners.
- 4. Structured Principal Supports:** I continue to participate in the Arkansas Leadership Academy Master Principals' Institute. These quarterly professional development sessions help to support my ability to serve as an instructional leader at Belair Middle School. Through these sessions, I am able to focus on effective instructional practices as well as develop teacher leaders within our school in an effort to distribute leadership opportunities; thus building educator capacity. District level supports that I've received this quarter include one-on-one coaching with Ms. A. Smith, Systemic Improvement and Teaching and Learning Officer. Each week, Ms. Smith and I meet for a minimum of one hour to discuss student attendance, discipline, and achievement data results; necessary administrative supports; and to monitor progress on school and district initiatives. During these sessions, Ms. Smith and I set goals and next steps focused on improving educator's effectiveness and student achievement.
- 5. Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS):** In response to scholars who continue to struggle with mastery of grade level skills and standards; Belair Middle School has formulated a Response to Intervention Team. This team consists of teachers, counselors, and administrators. The team is in the initial phase of identifying students who can benefit from the process as well as determining the supports that will be provided at each tier of the intervention process.
- 6. Positive Behavior Intervention Support (PBIS):** A Positive Behavior Intervention Support committee has been formulated in an effort to celebrate students who demonstrate appropriate behavior as scholars at Belair Middle School. Behaviors celebrated include: reporting to school/class on time, demonstrating respect for peers and all adults, and adhering to school & classroom rules. First, quarter celebration include a field trip to the skating rink.

Challenges:

- a. Engaging parents and other stakeholders in their children's educational experience here at Belair School remains significant challenge. On September 29th, we hosted a Fall Carnival as part of our parental involvement initiative. Unfortunately, this initiative did not yield the anticipated outcome. Less than $\frac{1}{3}$ of our student population was represented at this event.

<p>On October 11, 2016; we hosted our second Parent Teacher Student Organization (PTSO) meeting where we elected officers. Less than 10 parents attended this meeting. On October 12, 2016; we held a Reading with Dad event where male stakeholders were invited to visit their child's classes and read for the entire class. This activity was met with less than a total 10 participants. Weekly Tuesday afternoon 5-6pm free zumba classes are offered to Belair Middle School stakeholders. The class is sponsored by our 6th grade counselor who is a certified zumba instructor. Parents are notified of school events through Monthly Newsletters, Letters, Flyers, and Remind 101 App. Beginning this month, each teacher will select two parents to be honored during our monthly PTSO meeting in an effort to increase parent Involvement. We have also scheduled two monthly parent/family activity as part of our efforts.</p> <p>b. Our school's technology infrastructure and access to sufficient computers continue to pose a challenge with regards to providing students with adequate hands-on computer interaction. Although the district continues to work on these challenges, these elements serve as barriers to student learning & educator development.</p> <p>c. Vacant Teaching Positions: To date, we still have a vacancy in 5th grade art, 5th grade remediation, and 6th grade remediation. We anticipate that the district's recently acquired waiver will help to expedite the hiring of individuals qualified to fill these positions.</p> <p>Challenges Overcome by the Leadership Team: During this first quarter, the leadership team was able to identify the scholars in need of extensive academic support and began developing a Response to Intervention (RTI) team. The RTI team is focused on providing support at various levels for students most in need of academic support. Identifying scholars in need of academic support has also resulted in the team underscoring small group instruction as an essential means of providing tier 1 intervention for students in need of support.</p>	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
School Improvement Leadership Team's Narrative Report

Quarter 2:	
Quarter 3:	
Quarter 4:	
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
Quarter 1:	<ul style="list-style-type: none"> a. Creation of data plans for teachers and students following each interim assessment in order to support small group initiative. b. Full implementation of our Positive Behavior Intervention Support (PBISZ) in order to reduce discipline infractions. c. Implement of Student Intervention Team (SIT) Response to Intervention (RTI) process in an effort to address individual student deficits. d. Activate school-wide committees to oversee various portions of the overall functioning of daily instructional and non-instructional initiatives. e. Implement student clubs/mentoring in an effort to provide an additional layer of student support. f. Execute classroom counseling services to provide non-academic supports to students experiencing emotional and social challenges. g. Design and utilize a system that celebrates perfect attendance for students and educators. h. Oversee the execution of units of instruction and writing across the curriculum. i. Implement weekly character education classes to assist with student discipline challenges.
Quarter 2:	

Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	297				19	.5	245				6			
5	257													
6														
7														
8														
9														
10														
11														
12														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-6	30				72				9.5				0					
9-10																		
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

Three full time positions are vacant. Absences reflect those that are actually occupied by a permanent teacher.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5	97.37				12											
6	96.52				20											
7																
8																
9																
10																
11																
12																

Comments/Clarifications:

The report also generated the number of students who have been absent in more than 5 or more class periods. Student absences by class periods are: Grade 5: 127 and Grade 6: 135.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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Comments/Clarifications: -The current submission reflects two unit assessment cycles based on the Pine Bluff School District's assessment calendar.

-Mini-checks are being conducted throughout the unit cycle to determine student mastery. -During our team data reflection, the team discussed the need to focus more on fractions, while also expressing the rich conversations from students they observed during group discussions. Small groups are being monitored and adjusted as needed based on all data sources.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	A Unit 1	a Unit 1 D&F	B Unit 2	b Unit 2 D&F	C Unit 3	c Unit 3 D&F	D Unit 4	d Unit 4 D&F	1Q	2Q	3Q	4Q		
5	297	14	12	12				276	84	285	80										
6	257	0	20	28				231	68	247	59										
7																					
8																					
9																					
10																					

-Comments/Clarifications: -The current submission reflects two unit assessment cycles based on the Pine Bluff School District's assessment calendar.

-Mini-checks are being conducted throughout the unit cycle to determine student mastery.

-During our team data reflection, the team discussed the need to focus more on citing textual evidence, while also expressing the rich conversations from students they observed during group discussions. Small groups are being monitored and adjusted as needed based on all data sources.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	N/A				
Interim II					
Interim III					
Interim IV					

**Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.*

Comments/Clarifications:

Interim Assessment I was administered after the first quarter. Data will be provided in the second quarter report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by _STAR Math_		Percent of students 3 or more years below grade level in ELA as determined by _STAR Reading_	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5	16.9		31.9	
6	18.2		37.2	
7				
8				
9				
10				
11				
12				

Comments/Clarifications: (Due to programming and technical challenges; the following number of students were not tested during our screening process.

- Teachers use data to group students
- Results were used to set reading goals for Accelerated Reader
- Students not tested: 5th Grade: Math: 55, Reading: 21 6th Grade: Math: 17, Reading: 14

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	Unable to provide accurate data.			
Student Results	Data was not provided in the proper			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

The collected data is not reported because it has neither integrity nor validity, as only 4 Belair educators replied. It is unknown how many students replied.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*



DISTRICT: PINE BLUFF SCHOOL DISTRICT
SCHOOL: JACK ROBEY JUNIOR HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: DIANNA BRADSHAW
EXTERNAL PROVIDER: ARKANSAS RIVER EDUCATION SCHOOL COOPERATIVE
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE, LASONIA JOHNSON, ELIZABETH SHOCK

SUPERINTENDENT: DR. MICHAEL ROBINSON
PRINCIPAL: DON BOOTH

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

Mathematics

The mathematics department has identified the following strengths based on ACT Aspire: Statistics and probability and Geometry for 7th graders, Statistics and probability and Expressions and equalities for 8th graders. The areas of need for both 7th and 8th grade are Ratios and Proportions and Number systems. Root causes have been determined as a lack of foundational skills and connection to prior knowledge, as only 22.1% of 7th graders and 16.9% of 8th graders tested at the ready or exceeding level.

As a result of the above findings, the following goal has been established: each scholar will be advanced at least one performance level on the ACT Aspire by the Spring 2017 test administration.

English Language Arts

More than 50% of students in both 7th and 8th grades scored ready or exceeding on the English portion of the ACT Aspire exam administration from the spring semester of 2016. However, of those same students only 17.1% of 7th graders and 29.8% of 8th graders were ready on the Reading portion, and 17.4% of 7th graders and 15.4% of 8th graders were ready on the Writing portion. After voicing their concerns over historically low reading comprehension scores, the ELA team identified a specific intervention tactic (Scaffolding Grade-Level Reading Texts for Struggling Students). The department meets a minimum of twice per week during their common planning period to discuss specific students (with RTI data), use the Data Wise model to identify problems of practice, and to plan common instruction and assessments in 3 week units.

Pre- and post-instructional samples are taken to chart the growth of the scholars and the efficacy of the instructional model toward meeting the departmental goals. Following this intervention plan, JRJHS expects half of its scholars to be ready or exceeding in Reading and Writing, as well as English, by the Spring 2017 administration of ACT Aspire.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1:Progress:</p> <ul style="list-style-type: none"> • Differentiated small group instruction is being implemented in some core classrooms • The English Language Arts department is fully implementing 3-week instructional units. All students in grades 7 and 8 are pre-tested in alignment with the PBSO curriculum guide. Assessment results are used to form groups with similar skill deficiencies. The homogenous groups rotate over the next three weeks through all ELA teachers who are providing differentiated instruction within their own area of expertise in relation to the standards and learning goals of the unit. The common assessment post-test is given at the end of the three week cycle with students falling short of mastery being slated for remediation. • In accordance with Meeting Wise, all professional learning community meetings, collaborative meetings, and staff development or faculty meetings are using the rolling agenda to keep the meeting focused and productive. • Math, ELA, and Science departments are following the Data Wise model in their aggregation of data to drive instruction. <p>Challenges:</p> <ul style="list-style-type: none"> • Some teachers require move extensive professional development to properly implement strategies. The best time to implement that professional development has been a challenge. • The formation of the master schedule and placing students into classes has been problematic and ongoing this quarter. • The limited funds due to a yet unapproved ACSIP budget presents challenges for teachers in acquiring supplies for instructional purposes. • A general apathy to education in the community. • Counselors and Instructional Facilitators pulled for too many meetings. • Special Ed Consultant has not implemented or completed necessary paperwork to meet the federal guidelines for her position. • Building does not have a Literacy Instructional Facilitator and is short 1 counselor.
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<ul style="list-style-type: none"> • The number of security officers was cut in half from last year to this. Administration has to spend an excessive amount of time on discipline instead of monitoring the instruction taking place in the classrooms. 	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1: The School Improvement Leadership Team (SILT) chose a few focuses for the scholars of Jack Robey Junior High. All teachers will utilize differentiated small group instruction to raise student achievement levels. English Language Arts teachers are focusing on the improvement of reading comprehension and writing skills. Math teachers are focusing on central tendencies in the number systems strand and justifying their answers, as in an open response situation. Science is reinforcing data interpretation and open response practice. Social studies and Science teachers are providing opportunities for scholars to practice utilizing text features. The SILT is also monitoring the implementation of the Kagan Strategy of the Month and the above mentioned focus areas.</p> <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p>
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>	<p>Quarter 1: Organization, logistic, and managerial challenges interfered with the monitoring of academic focuses during the first quarter. A more concerted effort will be made to monitor those focus areas selected by the SILT during the second quarter. Data collection will be more comprehensive, data aggregation more thorough, and intervention more intentional. We believe in the selections made by the team, but feel they should be monitored more closely to ensure they are implemented with integrity.</p> <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7	254				44/17.3%	1/0.4%	36/45				0			
8	306				59/19.3%	1/0.3%	44/66				0			
9														
10														
11														
12														
Total / Total														

*SWD-Students with Disabilities

*EL-English Language Students

Offenders Offenses

Comments/Clarifications: At this time the total number of students with 5 or more referrals is inaccurate in GPS due to a high volume of referrals written that have yet to be input. However, data will be current by semester

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8	55				124				10				15					
9-10																		
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)					Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2		1Q	2Q	Semester 1	3Q	4Q	Semester 2
5																	
6																	
7	95.1%				2												
8	94.3%				3												
9																	
10																	
11																	
12																	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level		Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter				
					1Q	2Q	3Q	4Q	A		a	B	b	C	c	D	d	a+b+c+d A+B+C+D					
					1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q			
5																							
6																							
7					251	85	81	72	224	136	230	127								58			
8					303	69	Not in Cognos	68	112	58													
Alg 1 8																							
Alg 1 9																							
Geo 9																							
Geo 10																							
Alg 2																							

Comments/Clarifications: Teachers used data from the first post-test to inform curriculum and instruction for the second unit.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	A		a	B	b	C	c	D	d							
					1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q			
5																							
6																							
7	251	1	83	67					204	183	189	101					72						
8	303	5	Not in Cognos	72					262	223	248	134					70						
9																							
10																							

Comments/Clarifications: Teachers used data from the first post-test to inform curriculum and instruction for the second unit.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.
Comments/Clarifications: There was not Interim Assessment given until the first week of the second quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by STAR Math		Percent of students 3 or more years below grade level in ELA as determined by STAR Reading	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				

7	40.5%			66.8%	
8	31.5%			50.2%	
9					
10					
11					
12					

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
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Educator Results	2.62			
Student Results	2.89			

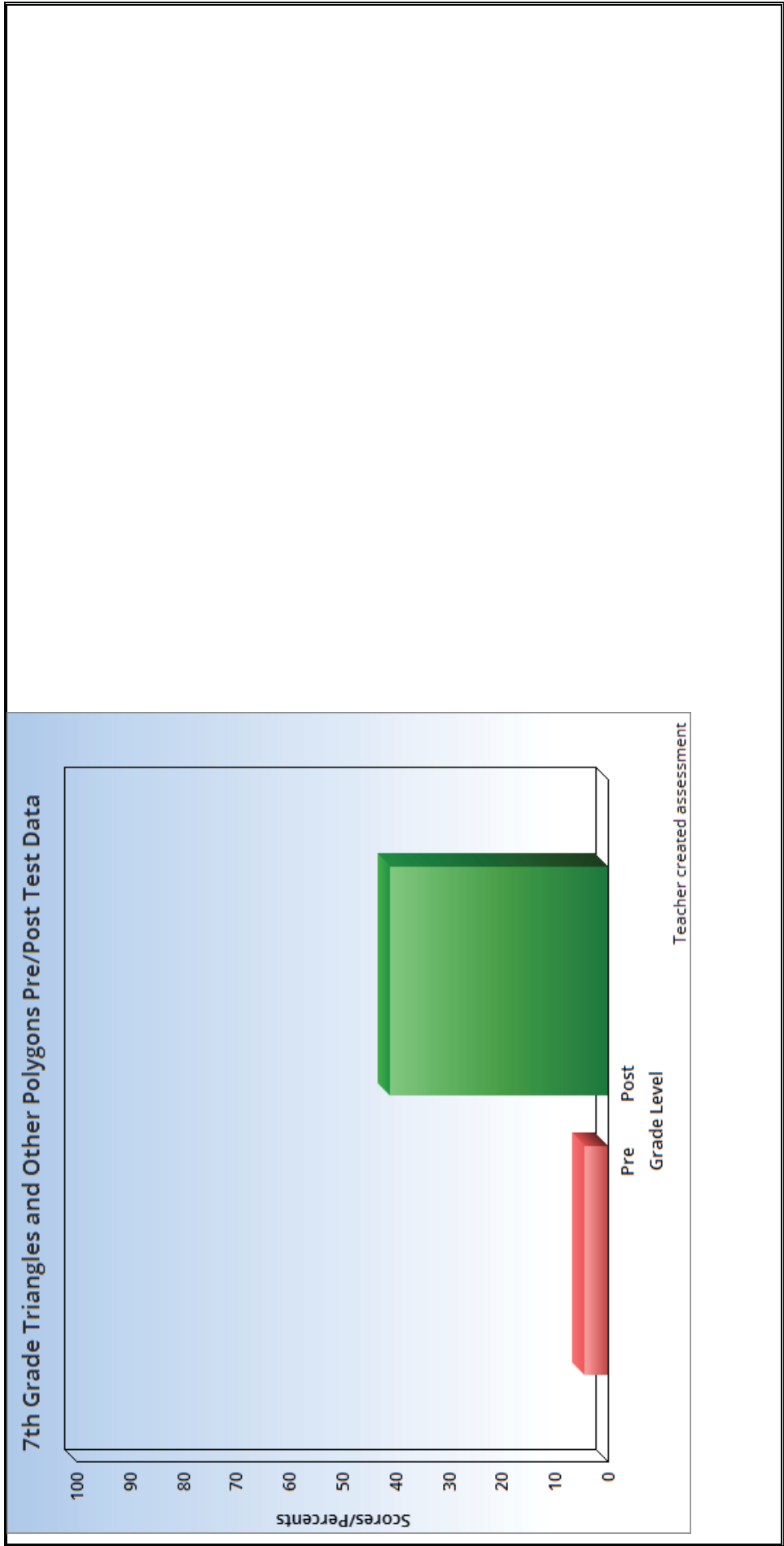
**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

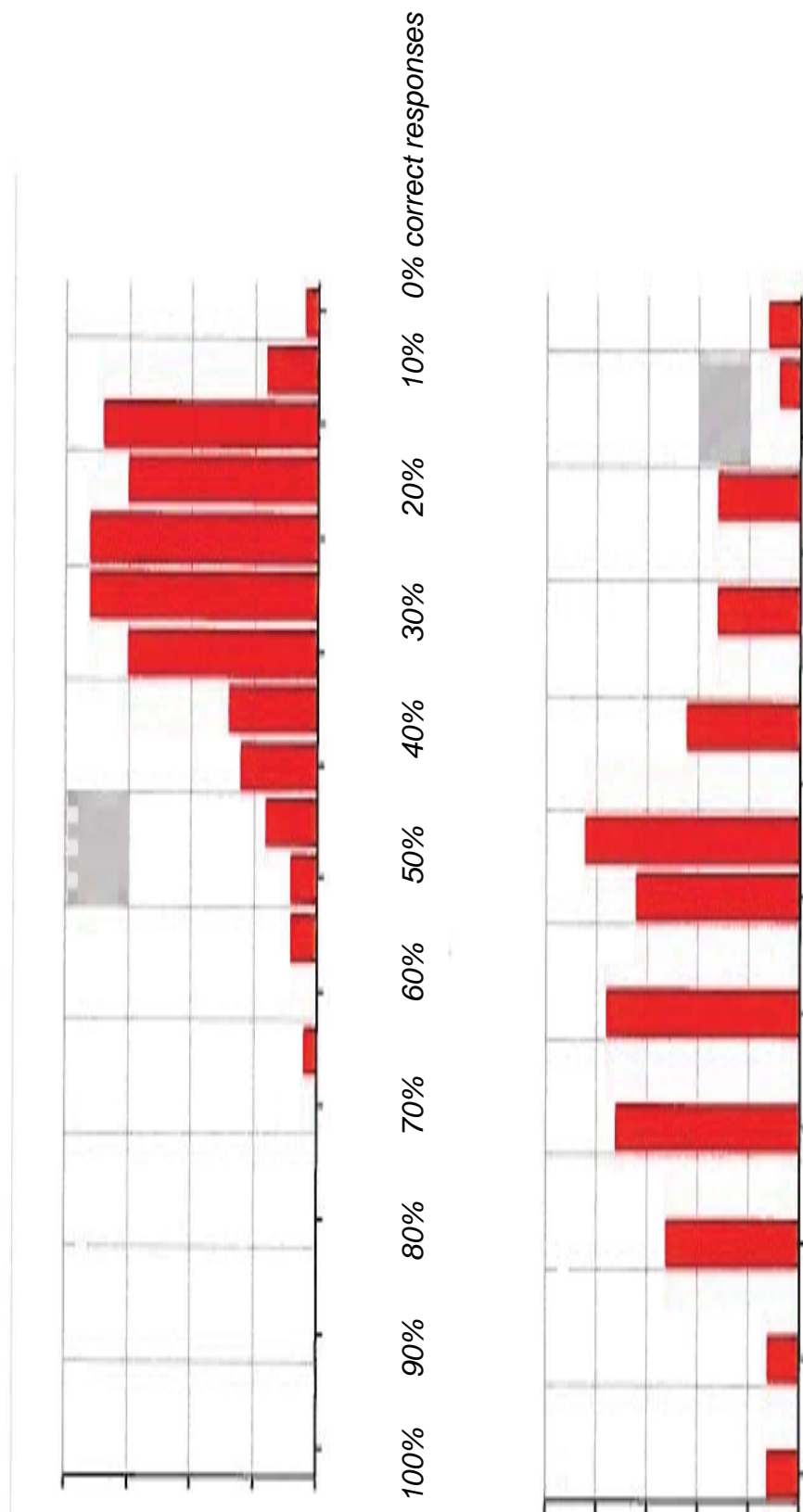
Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.





You can see from the 8th grade math data that students grew significantly from the pre-test (top image) to the post-test (bottom image). Teachers are using data to guide instruction and measure improvement.



DISTRICT: PINE BLUFF SCHOOL DISTRICT
SCHOOL: PINE BLUFF HIGH SCHOOL
STATUS: PRIORITY
DISTRICT SIS: ALESIA SMITH
SITE-BASED SIS: DR. SYLVIA LEWIS
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE, LASONIA JOHNSON, ELIZABETH SHOCK

SUPERINTENDENT: DR. MICHAEL ROBINSON
PRINCIPAL: DR. MICHAEL NELLUMS

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<p>Ninth grade student growth goals for mathematics and English language arts composite were based upon eighth grade Spring ACT Aspire results. Growth goals for 2016-2017 are as follows: Ninth grade Math scores will increase to a minimum of 49.5% by 2019 at the rate of 11% yearly. The target for 2017 will be to move from 17% to 28% by April 2017 as measured by the ACT Aspire Summative Assessment. Ninth grade English language arts scores will increase to 49.5% by 2018 at the rate of 11% annually. The target for 2017 will be to move from 29% to 40% by April 2017 as measured by the ACT Aspire Summative assessment.</p> <p>Tenth grade student growth goals for mathematics and English language arts composite were based upon ninth grade Spring ACT Aspire results. Growth goals for 2016-2017 are as follows: Ninth grade Math scores will increase to a minimum of 49.5% by 2019 at the rate of 13% yearly. The target for 2017 will be to move from 10% to 23% by April 2017 as measured by the ACT Aspire Summative assessment. Ninth grade English language arts scores will increase to a minimum of 49.5% by 2019 at the rate of 10% yearly. The target for 2017 will be to move from 22% to 32% by April 2017 as measured by the ACT Aspire Summative assessment.</p>
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1:</p> <p>(1) Improving Student Learning:</p> <p>Due to vacant teacher math positions, PBHS/PBSD contracted with Virtual Arkansas (VA) to provide instruction for Algebra I and Transition Math. VA represents a new learning platform for our students and parents. This instructional learning environment will be progress monitored to determine the impact on student learning</p> <p>(2) Improving Teacher Skills/Processes:</p> <p>The district has offered the following Professional Development:</p> <ul style="list-style-type: none"> ● Advanced Placement training was offered during the summer; there is no documentation as to how many teachers attended. ● Kagan Strategies was offered for new teachers ● Act Aspiring Testing for Instructional Facilitators (PBHS only has a math facilitator and no literacy facilitator)* ● Jim Knight Coaching Strategies for Instructional Facilitators <p>The campus has provided the following training sessions for teachers:</p> <ul style="list-style-type: none"> ● Differentiated instruction ● Data Wise process ● Data analysis for math teachers ● Carnegie Learning Math for new teachers <p>(3) Support Received as the Principal: The District sponsored the Principal's attendance at a National Conference on Differentiated Instruction and provides on-going quarterly trainings through the Principal Institutes and other District sponsored meetings for administrative leadership staff.</p>
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<p>(4) Challenges the School has Faced:</p> <p>Three major challenges that PBHS has faced includes issues with consistent access to the internet and technology devices to support teaching & learning, teacher turnover and hiring certified teachers, as well as student management and discipline. PBHS is working toward creating effective support (response to intervention, positive behavior intervention & supports, and a student intervention team), incentives, and consequences for students. The district is continuing to work on providing reliable technology infrastructure that can address the needs of the campus. Technology issues are having a significant negative impact on student assessment and achievement as well as overall communication within the school district.</p>
<p>(5) Challenges the Team has Overcome: At this time, none of the challenges have been fully addressed to resolve the issues that are a priority for this campus.</p>
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>
<p>Quarter 1:</p> <p>(1) The school leadership team along with the faculty had several discussions around the issue of student tardiness / skipping class. The team decided to perform unannounced "Hall Sweeps" to address the issue with student offenders. The use of the hall sweeps</p>

led to the creation of Saturday School. Saturday School is scheduled from 8:30 - 11:30 and will consist of the following activities: Literacy Skills Focus, Counseling, and Campus Beautification.
(2) To improve the culture on our campus, the school leadership team decided to involve all core content areas in student projects centered around "Breast Cancer Awareness". In addition, our students will participate in the Race for the Cure on Saturday, October 22nd. We will have Pink Out Friday on Friday, October 21st along with a balloon release and essay contest.
Quarter 2:
Quarter 3:
Quarter 4:
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
Quarter 1: (1) We have modified the School Improvement Leadership Team for the 2016-17 school by including the department heads of the core content areas, along with representatives from Special Education and the Counselors. During the second quarter, leadership team members will continue to communicate information to and from their department. (2) During the second quarter, the school leadership team will develop/distribute a monthly calendar that will be used to communicate important dates and information to faculty. (3) The school leadership team will develop a process during the second quarter to develop/distribute a weekly bulletin to further communicate the weekly focus. (4) The 45-day plan will be used as a tool by the school leadership team as a standing agenda item to work through and monitor the impact of school improvement efforts.
Quarter 2:
Quarter 3:

Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7														
8														
9	357				(50) 14%	(2) .01%	222				7			
10	271				(28) 10%	0	271				17			
11	344				(45) 13%	(2) .01%	341				19			
12	282				(24) 9%	(1) .00%	254				10			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications: The local school improvement specialist will research the availability of discipline data reports to present to the school leadership team in order to better guide decision making. At this point in time the data reflects the discipline referrals that have been submitted to staff for entry into the discipline system. However, there are a significant number of discipline referrals that have been submitted by teachers for the first quarter which have not been processed by an administrator. Therefore, the data

summary is not accurate in real-time. Moving to an on-line referral system would be a tool that would allow teachers and administrators to process student discipline referrals more efficient and support the accurate reporting of data.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1	3Q	4Q	Semester 2		
	12				59				6									
9																		
10-12	49				139				26									
11-12	12												(4) .05%					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications: The leadership team in attempting to reduce teacher absenteeism is implementing strategies to improve culture. Strategies were identified utilizing data from the 2016 Qualitative Teacher Survey.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9					79											
10					52											
11					72											
12					46											

Comments/Clarifications:

This data chart is incomplete due to limited access to data and flawed data collection systems and structures. PBHS currently sends parents letters home to update them on their child's absences. PBHS has no accurate accounting have how many letters have been sent or where students are in the truancy process. At the beginning of school there was a slow transition to have a clerical person perform attendance accounting. Also, attendance data has a low probability of accuracy due to no internet access to record attendance and PBHS did not implement an alternative system to track attendance or enrollment/withdrawals/drops. At this time the data clerk does

not have a GPS log-in/password to gather the attendance data. The principal is on leave and no other administrator has indicated the ability to access the data. This limited access to GPS will be corrected the week of October 24th.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 9-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period (2016-2017)				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter							
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4 D&F	1Q	2Q	3Q
Alg 1 9	212	15	39	131				187	125	181	101	---	---	---	---								65	---			
Geo 9	94	2	3	30				82	50	79	36	---	---	---	---								53				

Geo 10	174	64	88	110				134	87	124	91	---	---	---	---	68	---	
Alg 2 (10)	67	5	2	22				n/a	n/a	n/a	n/a	---	---	---	---	---		

Comments/Clarifications:

The school leadership team has discussed the high number of D's and F's in mathematics classes. The team is analyzing the root cause for the large number of failing students and will conduct data analysis conversations with the math department to determine root causes and possible solutions. Data indicates that a significant number of students have not been successful using the VA model of instructional delivery.

Following the unit 1 post-assessments, the math instructional team identified that most students struggled with solving linear equations and additional Pre-Algebra and Algebra 1 skills needed. Therefore, the team selected several Mathematics Design Collaborative (MDC) formative assessment lessons to address the student deficiencies. In the MDC formative assessment lesson (FAL), each task has lesson overview, small-group instruction, and monitoring assessment tools embedded in each FAL. Each teacher provides and review study guides and remediates through the use of bell-ringers and exit slips. They looked at the student attendance data reports in their classes, which excessive absences and tardies were evident.

Following the unit 2 post-assessment, the math instructional team decided to plan additional remediation days in the pacing curriculum calendar for the 2nd quarter. They will continue to use the MDC formative assessment lesson (FAL) tasks to address the student misconceptions and build their conceptual understanding. Teacher Data Conversations will be ongoing during the weekly Math Collaborative Planning Meetings.

Due to the required district assessments (Scholastic Math Inventory and ACT Interim Assessment/Trial Run), the Unit 3 post-assessments were not administered, but the standards were added to the Unit 2 post-assessments.

Pine Bluff High School has nine (9) Traditional Algebra 2 sections and eleven (11) Virtual Arkansas sections during this school year. There are about 43 tenth-grade students enrolled in the Traditional Algebra 2 course and 24 tenth-grade students enrolled in the

Virtual Arkansas - Algebra 2 course. Due to the Virtual Arkansas having a different pacing curriculum and restructuring the class sizes to create three additional traditional Algebra 2 classes, the post-unit assessment data are not available during the 1st quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 9 -10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period (2016-2017)				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter a+b+c+d A+B+C+D X 100			
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
9	357	59	55	148																	
10	271	63	85	*																	

Comments/Clarifications: English Language Arts (ELA) pre- and post-unit assessment data are not available at this time due to the discontinuation of district pacing guides which were aligned with the TLI testing. Currently, PBHS does not employ a Literacy Facilitator to guide the work of creating pre- and post-unit assessments. Also, data is not available due to teachers not submitting grades in a

timely manner*. It recommended that the school administration work with teachers as part of the teacher evaluation process to ensure that gradebooks are up to date weekly and submitted on time for grade reporting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

No interim assessment data is available at this time because the ACT Aspire Interim Assessment are being given October 18-21. This data will be analyzed once results are available and reflected in the 2nd quarter report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>Scholastic Math Inventory (SMI)</u>		Percent of students 3 or more years below grade level in ELA as determined by <u>Scholastic Reading Inventory (SRI)</u>	
	Beginning of Year	End of Year	Beginning of Year	End of Year
9				
10				
11				
12				

Comments/Clarifications:

Screening data is not available for PBHS. The diagnostic assessment screener for this school year is the Scholastic Reading and Math Inventories. All Grades 9 and 10 ELA and Math teachers have been trained on administering this screener by the PBHS Math Specialist. The campus attempted to administer these assessments several times during the first quarter; however, internet service interruptions prevented the administration of these screeners. PBHS will begin to administer these tests next week if the internet is working.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	School Average 2.43			
Student Results	*			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications: The PBHS faculty responded to the ADE Educator Climate Survey. The average rating was 2.43 on a 4 point scale for satisfaction. The results indicated a high score and low score of:

- I feel comfortable raising issues and concerns (2.86)
- Disciplining students did not hinder classroom instructional time (1.48)

It appears that teachers perceive that classroom management of student behavior needs to be a priority for PBHS.

The school administration created and administered a qualitative teacher survey to determine what staff believed about PBHS. The results of the survey indicated that:

- Strategies were needed to improve student attendance and behavior
- Cleanliness and maintenance of the building needed to be improved
- Strategies were needed to improve campus culture

*No student data is available at this time. The student survey was administered and collected by the campus; however the data was not calculated and analyzed for reporting or action. This data will be processed in the coming weeks and reported to the school leadership team for action.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.



DISTRICT: PULASKI COUNTY SPECIAL SCHOOL DISTRICT
SCHOOL: MILLS UNIVERSITY STUDIES HIGH SCHOOL
STATUS: PRIORITY SCHOOL IN ACADEMIC DISTRESS
SITE-BASED SIS: MRS. KATHY GOFF
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MRS. LISA KNOEDL

SUPERINTENDENT: DR. JERRY GUESS
PRINCIPAL: MR. DUANE CLAYTON

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<p>As stated in the Arkansas Review of Schools Classified in Academic Distress, the following goals will be used as the basis for our student growth goals established for the current school year:</p> <p>Goal 1: The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.</p> <p>The Language Arts Department's 1st Quarter SMART Goals: Students will improve 5% on subject/verb and pronoun/antecedent post tests by the end of the 1st 9 weeks. Teacher Goals: 1) Display DATA WALLS showing the progress of students' scores on Pre and Post Tests (we have limited implementation). 2) Deconstruct ASPIRE, ACT, and AP writing prompts with students, offering strategies for organizational methods for the essays they will write (LIMITED implementation.)</p> <p>The Math Department's 1st Quarter SMART Goal: Twenty percent (20%) of this year's 9th and 10th grade students will move to the next level of achievement on the first ACT Aspire interim assessment in November. Students who were "In Need of Support" will move to "Close", students who were "Close" will move to "Ready", students who were "Ready" will move to "Exceeding".</p> <p>The Special Education Department SMART Goal: By May 30, 2017, 70% of students with IEPs will show growth by 1 to 2 reading levels in reading comprehension and fluency using MindPlay, an online program. The Special Education Department is receiving training on careers and transitions for the students with disabilities.</p> <p>The Scholars Program SMART Goal for 1st & 2nd Quarter: Reduce failing grades in Scholars classes by 50% by the end of the first semester. 4 Actions will address the goal:</p> <ol style="list-style-type: none"> 1. The Scholars Program Seminar team has created an RTI strategy to help students whose grades show poor performance. We have met with ninth and tenth grade students who have three or more low grades for the interim in three or more Scholars Program classes. Meetings were held with each student in which they explained why his/her grade was low. We discussed with them what he/she thought could remedy the situation. Each student filled out an action plan of changes that he/she thought would improve his/her grades. We will check grades at the end of the quarter to see if there is improvement. We will then counsel with the students again if needed for further interventions or congratulations. We will gather data at the end of the semester to see if we have met our smart goal. 2. The same process will occur with eleventh and twelfth grade students at the end of the first quarter for initial intervention and then at mid-term of the second nine weeks for a reinforcement. We will gather data at the end of the semester to see if we have met our smart goal. 3. Another intervention that will be used to improve grades will be to provide after and before school tutoring by Program
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teachers. Currently, eleven of the 14 teachers provide this reinforcement. We will continue this practice and document it by keeping a sign in sheet. In addition, we will hold review sessions after school and on selected Saturdays after spring break to help student prepare for AP exams.

4. AP teachers will implement the use of the on-line tool, Albert I.O., to reinforce and review for the AP Exams.

The Social Studies Department's SMART Goal for the 1st Nine Weeks (Continued through the 2nd & 3rd Nine Weeks): The Social Studies Department's goal is to increase the number of students scoring Ready or Exceeding on the ACT Aspire reading and writing sections by 10%. The baseline for this improvement will be the scores students receive on the ACT Aspire interim assessment.

In order to accomplish this goal, the Social Studies Department will examine the process of planning instruction (by year, unit, and daily) in order to increase rigor and incorporate instruction in critical thinking, reading and writing. The focus was selected based upon walk through data and the assessment data from the Administration about lesson plans submitted to the Administration. During before school staff development this process was started when a variety of strategies were shared that can be used for instruction in writing. This process will be continued through departmental PLCs and to foster critical thinking skills. The focus on lesson planning will include the creation and critiquing of yearly plans, unit plans and daily lesson plans. Planning methods will be shared and discussed so that lessons become more rigorous and provide for effective instruction in critical thinking, reading, and writing skills as well as the content of the lesson. Strategies will be shared to incorporate into lessons. This will be an on-going process throughout the year.

The Science Department 1st Quarter SMART goals: 1.) Display student ACT Aspire data and help students understand their labeled academic ability level based on this data by the end of the first nine weeks. 2.) Encourage students to take ownership of their data and determine strategies to help students advance to higher performance levels on the ACT Aspire assessment, and local school, district, and individual teacher assessments by the end of the first nine weeks. 3.) Create lessons that will teach students and reinforce learning of how to investigate, interpret, and defend scientific investigations, conclusions and arguments (ongoing).

4) Create lessons that will teach students and reinforce learning of how to use data, logic, and analytical thinking as investigative tools and to formulate and revise scientific explanations and models using critical thinking and logic (ongoing). 5.) Increase student performance by 50% from pre to post assessments that are designed according to ACT Aspire Science standards which will increase by 15% the number of students scoring Ready or Exceeding on Interim assessments and the ACT Aspire by the end of the 2nd and 3rd nine weeks.

Goal 2: The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

Credit Recovery is provided to help students reach their needed requirements for graduation. Tutoring is provided before and after school as a means of intervention.

The Principal has created a Principal's Cabinet, known as SWAG (Students With A Goal). The Cabinet meets twice a month to

discuss issues concerning MUSHS. Student Council and parent and community involvement activities continue to be an active part of high school life. A few Student Council activities among many are listed here: Homecoming for football and basketball, Red Ribbon Week, assisting with the Thanksgiving food drive and the Christmas Angel Tree and more. Parent and Community Involvement activities: Open House, Parent Teacher Conferences, a free Health Clinic prior to the start of school, Homecoming Tailgate Party for returning alumni, Senior Moms Tea, Senior Moms provide quarterly gift bags for all seniors.

Goal 3: The School Improvement Leadership Team in conjunction with the District Improvement Leadership will develop a culture of continuous improvement.

Mills High School will begin training in PBIS (Positive Behavior Intervention Systems) through a 3 year commitment with the Arkansas Department of Education.

This fall Mills Feeder Pattern was able to have customized math professional development with Dr. Cleaver and Mrs. Carr. During this training our staff received tools to implement the workshop model in their classes. In addition, the School Improvement Team has established academic incentives based on grade point average, ACT Aspire, and ACT results. Mills will also provide incentives to students who have no referrals for the first quarter.

The adult learners will receive professional development from Ed Tech that should equip them with tools to engage students in the classroom.

Staff and students school climate surveys were conducted so that the school can add concerns to the priority improvement plan.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1: During the first quarter, the school improvement leadership team monitored various forms of data including discipline, teacher observational data, student/teacher attendance, and student/staff survey data. Our finds have prompted Mills SILT to schedule TEAM, grade level PLCs and needed PD in Response to Intervention and Blooms for student engagement. In addition, each department has created a specific focus. The math department teachers have created intervention plans for students that are not at Ready or Exceeding on ACT Aspire. Some of these plans were shared in departmental PLCs. The social studies department has created a focus on writing while English Language Arts has worked on Pre/Post assessments for grammar while utilizing interventionists who have been helping to almost double the instruction for a vast number of students. The Science department is working on discipline management, planning, and labs to increase student inquiry. The instructional team of administrators have completed over 280 classroom visits to collect observational data and address professional development needs. In addition, informal observations have begun and professional growth plans have been started with at least 20 teachers. TEAM PLCs were designated to ensure that all teachers are knowledgeable of how to construct goals and align them to indicators as well as answer the TESS (Teacher Excellence Support System) questions to describe how goals will be accomplished. All teachers will incorporate Domain 1B Knowledge of Students as a goal. A principal's cabinet, SWAG-Students with A Goal, has been selected through an application process to implement a strong student voice at our school. In closing, training for writing across the curriculum took place in PLCs and faculty meetings. Our staff will teach how to decode prompts similar to the writing prompts on ACT Aspire.

Support from the district has come in the form of the DILT, District Improvement Leadership Team, presenting a plan of support for the school that consists of a number of initiatives. We have challenges in the area of technology, but we have managed to test our students with the STAR360 Reading and Math exams to obtain baseline data to track and measure growth over time. Even though we have a new staff in the English department, Mills has managed to provide professional development and resources to ensure that students' needs are addressed with the necessary levels of curriculum and strategies.

Quarter 2:

Quarter 3:		
Quarter 4:		

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

	<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>
Quarter 1:	<p>The SILT has determined the methods of administering student/teacher school climate surveys, the implementation of an incentive program for students who performed Ready and Exceeding on ACT Aspire and the ACT as well as class grades and grade point averages. In addition, we revisited the Team Charter to refocus on team roles and responsibilities. We looked closely and monitored indicators ID10, ID11, IH01, CL12, and IF02 to shift our focus to not just assessing our current reality but also to make changes in the tasks when student outcomes are not favorable. The SILT has decided that the staff will receive professional development on Blooms where the staff will work on starting at the higher levels of thinking. The Mills Department chairs share the School Improvement Leadership Team minutes with the other members of their departments to ensure that we take plans to scale.</p>
Quarter 2:	
Quarter 3:	
Quarter 4:	

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.	
Quarter 1: We have shifted from just utilizing the CWT data observations tools for observing only Marzano's strategies to utilizing TESS Domains 2 and 3 on observations. In addition, the School Improvement Leadership Team decided to analyze data at least twice per month. We are looking at ways to increase the number of questions used on posttests to better reflect actual student comprehension of content knowledge.	
Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
9	185				12.76%	5.85%	110				2			
10	129				15.04%	8.27%	103				7			
11	153				9.03%	5.16%	47				0			
12	138				10%	1.43%	53				3			
9 ALC	3				0	0	9				1			
10 ALC	4				0	0	5				0			
11 ALC	2				0	0	0				0			
12 ALC	2				0	0	6				0			

***SWD-Students with Disabilities –** SWD students are not placed in ALC

***EL-English Language Students -** EL students are not placed in ALC

Comments/Clarifications: Some students receive multiple discipline referrals.

It was noted, in comparing the discipline reports from School Year 16 to School Year 17, discipline referrals decreased by over 100, showing an improvement in discipline across the building.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1	3Q	4Q	Semester 2		
9-12	52				80.5				27.5				8.8%					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

Mills is a small high school with several teachers teaching across multiple grade levels so our grade span was combined. The school also uses block scheduling.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9	98%						89									
10	97%						56									
11	98%						71									
12	99.8%						85									
9 ALC	89%						2									
10 ALC	76%						2									
11 ALC	49%						0									
12 ALC	93%						2									

Comments/Clarifications:

The attendance report pulls the Mills High School Average Daily Attendance separately from the Mills High School ALC (Alternative Learning Classroom) Average Daily Attendance.

The ADA (Average Daily Attendance) listed above is not official. The official ADA will be submitted in the District's Cycle 3 report in November.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 9-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with D or F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter							
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 5	Unit 5 D&F	Unit 6	Unit 6 D&F	Unit 7	Unit 7 D&F	Unit 8	Unit 8 D&F				
								154	58	112	44	94	40	22	4	38											
9	188	17	81	92				109	57	99	67	64	22														
10	133	61	85	62																							

Comments/Clarifications:

The 2014-2015 Math data report combined all grade-level Fs into one total

In 2015-2016 the 4th quarter Math data report requested Ds or Fs and all grade-level totals were combined.

For 2016-2017 we have combined Ds and Fs to show a true comparison to the previous year.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 9-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with D or F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter			
					A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q	a+b+c+d A+B+C+D X 100	
					Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F						
9	188	15	102		36	82	75	67	77	66			88					
10	133	51	109		78	132	118	100	131	102			82					

Comments/Clarifications:

The 2014-2015 ELA data report combined all grade-level Fs into one total.

In 2015-2016 the 4th quarter ELA data report requested Ds or Fs and all grade-level totals were combined.

For 2016-2017 we have combined Ds and Fs to show a true comparison to the previous year

By increasing the number of questions used on posttests for the 2nd quarter, the percentages of D's & F's should improve as scores will better reflect actual student comprehension of content knowledge.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Nov. 28-Dec. 9				
Interim II	January 17-27				
Interim III	March 6-17				
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by STAR 360 (assessment tool used)	Percent of students 3 or more years below grade level in ELA as determined by STAR 360 (assessment tool used)	End of Year	Beginning of Year	End of Year
	Beginning of Year	End of Year			
9	77%	87%			
10	73%	76%			
11	** 60%	64%			
12	*** 70%	61%			

Comments/Clarifications:

** Only 26% of the 1th grade **math** students were tested - 60% of those tested are 3 or more years below grade level

***Only 7% of the 12th grade **math** students were tested - 70% of those tested are 3 or more years below grade level

It is noted that 9th and 10th grade showed the largest percentage below grade level. To address this problem three interventionists have been hired to work directly with the specific students in need.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale (Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.1			
Student Results	2.76			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

The student survey for the 1st quarter was provided through the free version from Surveymonkey.com which only allowed 10 questions. All remaining quarterly surveys, student and educator, will contain 20 questions.

The educator survey for the 1st quarter was provided through surveymonkey.com after upgrading to the survey package which allows all 20 questions.

Educator results: Strongly disagree - 1.6%; Disagree – 14.65%; Agree – 56.26%; Strongly Agree – 27.49%

Student results: Strongly disagree – 9.39%; Disagree – 22.62%; Agree – 50.40%; Strongly Agree – 17.59%

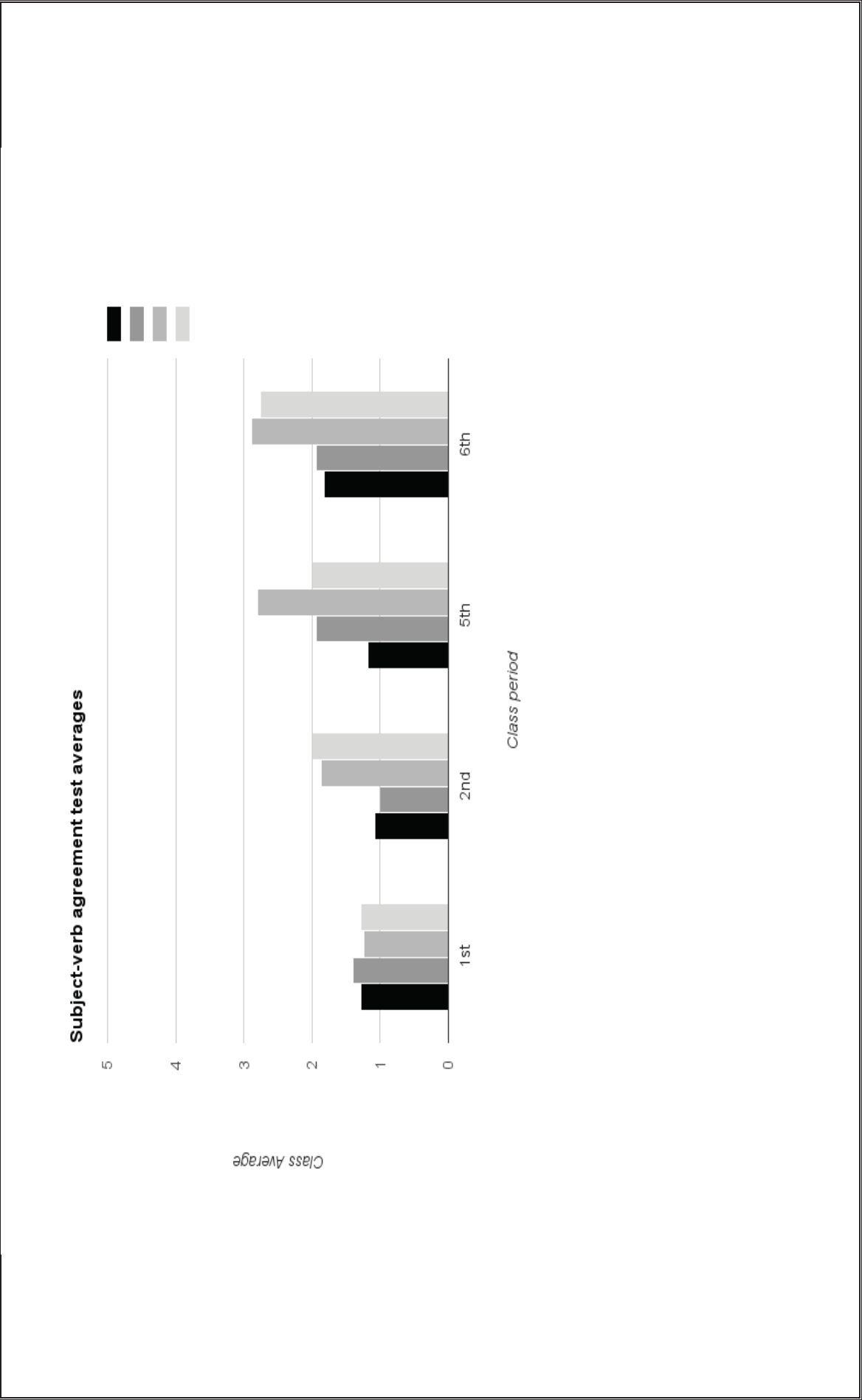
SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

Yes. Teachers in Math, Algebra AB are charting student data based on assessments so that student can view their own levels of proficiency on STAR or Pearson exams. This gets students in the mind frame of knowing that they cannot stay in the red areas indicating need for support. In several classes, students have moved from Red to Blue which indicates growth. Red=In need of support, Blue=Close, Green=Ready, Yellow=Exceeding.

See chart below from a literacy teacher: From left to right you will see pre-test (black), post 1, post 2, and post 3. As you can see on the graphs, my second period's class average increased with each post-test; first period increased from the 2nd to 3rd post-test; fifth and sixth period's averages increased from the pre-test through the 2nd post test.





DISTRICT: SIATECH LITTLE ROCK CHARTER
SCHOOL: SIATECH CHARTER HIGH
STATUS: PRIORITY
SITE-BASED SIS: KATIE TATUM
EXTERNAL PROVIDER: DR. B. HUNTER-COX
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MS. SHARESA WHITE

SUPERINTENDENT: KATIE TATUM
PRINCIPAL: KATIE TATUM

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p> <p>1. Students will increase their performance on the ASPIRE assessment in Literacy and Math by completing more courses per year and improve student attendance by 5%. Student progress of the students will be measured using the Renaissance Star Reading and Math six week assessment.</p>
<p>Set a threshold of 10% figured out where schools failed and set a goal for them.</p> <p>SIATech ADE saw:</p> <p>Math needed this year 10 8.3 to be above threshold 0% in math</p> <p>One student for each grade to meet or exceed the threshold.</p> <p>ELA 26.5/29.2% 9/10</p> <p>Less than 10 that took it.</p> <p>Model</p> <p>How to increase based on analysis</p> <p>What is our starting point?</p> <p>0% percent-----</p> <p>Longitudinal analysis</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.	
Quarter 1:	For the 2016-2017 school term, the charter incorporated a new curriculum management system called Schoology. This system allows immediate feedback in all content areas, curriculum can be accessed on mobile devices, teachers are able to chat with students to troubleshoot issues and the system provided more current data. Two new staff members were hired in English and social studies. Both of these staff members are being provided with a virtual coach by the Learning Support Team (known as Instructional Facilitators in Arkansas). They also are receiving onsite help from the Lead Mentor teacher, Mrs. Dukes. One barrier that all teachers were dealing with on a daily basis, was assisting students (new and returning) with their student accounts. The CIO from the Charter Management Office has been on campus to provide support. Due to the charter's low ADA Student attendance is still one of the charter's main focus. Due to the population of the charter and the curriculum model, both new hires decided to resign. We are diligently searching for replacements. We are using the following methods to recruit new teachers: SIATech website, Arkansas Democrat Gazette, university educational placement offices, and Teacher-teacher.
Quarter 2:	
Quarter 3:	
Quarter 4:	

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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)
Quarter 1: Team decided to provide the following incentives to students: student dress down passes, gift cards, and school t-shirt. Based upon course completions and attendance.
Quarter 2:
Quarter 3:
Quarter 4:
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
Quarter 1: The School Leadership team meeting twice a month will continue to monitor the incentive program. Data will be collected on course completions and school attendance to help analyze the effectiveness of the incentive program.
Quarter 2:
Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7														
8														
9	44				3		11				0			
10	60				3		12				0			
11	43				1		4				0			
12	24				1		2				0			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8																		
9-10	7				17.25				0				0%					
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications: Due to stress level and demands of this job, both newly hired teachers missed a total of 5.75 days.

The current science teacher is expecting twins. Since she is considered a high risk pregnancy, she has been attending doctor's appointments every Tuesday morning at 8:30 and classes must be covered by a staff member (Ms. Bryant or Ms. Tatum). Upon October 31st, the science teacher will be on medical leave until January of 2017. Currently, our instructional teaching assistant is covering English course as well as elective courses. Each staff member is working in the capacity of two positions (or more) per person due to staff shortage.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5																
6																
7																
8																
9	16.45%										67					
10	18.55%										67					
11	13.55%										47					
12	6.43%										38					

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5																					
6																					
7																					
8																					
Alg 1 8																					
Alg 1 9																					
Geo 9																					
Geo 10																					
Alg 2																					

Comments/Clarifications:

SIATECH uses a competency based model. Students are unable to move forward in the curriculum until equivalent of a C average is met.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period	Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter				
					A		B		b		C		c		D		d		1Q
					Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q	
5																			
6																			
7																			
8																			
9					N/A														
10					N/A														

Comments/Clarifications:

SIATECH uses a competency based model. Students are unable to move forward in the curriculum until equivalent of a C average is met.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I			0.0%		1.4%
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

STAR Reading/Math identifies proficiency at 75%.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by STAR Math_ (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by _____ (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9	N/A		N/A	
10	87%		94%	
11	N/A		N/A	
12	N/A		N/A	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.8			
Student Results	3.0			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

[Copy of SIA Tech School Climate Surveys \(2\).xlsx](#)

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.



DISTRICT: STRONG-HUTTIG SCHOOL DISTRICT
SCHOOL: STRONG HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: SHIRLEY KYLE
EXTERNAL PROVIDER: NONE
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. BOB BREWER

SUPERINTENDENT: JEFF ALPHIN
PRINCIPAL: WENDELL COLEN

45-DAY Priority School Progress Report: Secondary

First QUARTER

2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

<p>What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)</p>	<p>50% of all students will perform at the meeting or exceeding level on the ACT Aspire. 80% of all students will advance two grade levels based upon the pre testing in Plato</p>
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

Strong High School has used the Accucess tests through Edmentum Assessments as beginning of the year pre-tests to gauge each student's beginning level for reading comprehension, language arts, and math. The data from these tests have been used to guide classroom instruction. Based upon the results from these pre-tests, Edmentum provides individualized prescriptions for students to help them with deficiencies. Science teachers used Edmentum's Test Pack to create pre-tests for their students. The data has been used to guide classroom instruction. The Test Pack also creates prescription work for students who have deficiencies. The Study Island/Plato program is being used to provide remediation and enrichment in addition to the efforts of the teacher. The leadership team has developed a plan so that the modules for remediation/enrichment will count in students' grades as a way of letting students see the value of completing the work. Our teachers received professional development at the beginning of the year on how to use Study Island/Plato in the classrooms as well as lesson plan format, classroom management, and how to review data relevant to their assigned students.

The District Leadership Team has been supportive of any efforts of the high school. Technology purchases have been made recently for both the high school and elementary. These purchases were supported and approved by the District Leadership Team and the school board. Strong High School does continue to face declining enrollment and low parent involvement. We are taking several approaches to improve these issues and we are hoping to see improvement as we move through the year.

Quarter 2:	
Quarter 3:	
Quarter 4:	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team’s Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)	
Quarter 1:	<p>Listed below are the issues and decisions made during the High School Leadership Team Meeting for the first quarter of 2016.</p> <p>These issues and decisions were meaningful because they related to the school’s three goals (change the culture of the school in relationship to parents and community, improve the curriculum, and retain highly qualified teachers) Decisions have been made on several issues, but there are still some that have been moved to further dates such as increasing students’ reading time. Also, at this time teachers are addressing their academic vocabulary but we have</p>

not purchased any set vocabulary programs school wide.

*******Aug. 22, 2016*******

Issue:

- how to give the students the needed remediation

The 10th -12th grade math teacher stated that some of the students can comprehend the content but the majority of these students are behind.

Suggestions:

- Teachers provide remediation three times a week for part of the class period.
- look at the ACT to see what is being tested
- South Arkansas Community College is sending someone Wednesday, August 24, 2016 to give us options for help with ACT
- The special education teacher will work with her students to address their prescription programs. An instructional assistant will work with the indirect students to help them with remediation.
- before and after school remediation

Decision agreed upon by all members:

*******September 1, 2016*******

Issue:

What research can we do to try to determine the disconnect between the pre test data, ACT data, and the ACT Aspire data?

During the PLC meeting, the members stated their thoughts.

- The ACT is a paper/pencil test and the ACT Aspire is on-line
- The ACT carries more motivation for the students than the ACT Aspire
- Vocabulary could be a problem
- The way the questions are written could be a problem. Although teachers had access to ACT questions, there were limited examples of the ACT Aspire.

During the High School Leadership Team Meeting, the members were presented with the thoughts from the PLC meeting and tried to address the issue.

The ADE School Improvement Specialist said that the department had discussed the issue of vocabulary and the way questions are written on the ACT Aspire as being problems. He stated that teachers must give testing like the ACT Aspire.

He stated that the ADE will possibly come to the schools with some PD to help in these areas.

He also stated that this year teachers will possibly be able to see the interim test questions.

The local SIS pulled out the book by Marzano *Teaching Academic Vocabulary* and gave it to one of the members to look at to see if this would help. She will pass it on to other members.

One member stated that she has purchased a book and index cards with ACT vocabulary. She will bring this for the group to look at to determine if they think purchasing these will help.

No conclusions were made during the above meetings. The members are doing some research and will try to come up with some suggestions during the next meeting.

*******September 13, 2016*******

The team is reassessing Indicator IIAO1 because there has been a high turnover.

The team answered the questions in the Wise Ways and said yes the units of instruction are aligned to the standards.

The ADE SIS suggested that the team share with the others

The facilitator read over the section about "pre/post testing. The team decided that they are going to have teachers give pre-tests in Plato and use the prescriptions to help guide their instruction.

Teachers are using methods that allow choice for students.

The ADE SIS asked "can it be fully met?" and "can you measure student engagement?"

The ADE SIS said that when you make a task, try to make it measurable.

The ADE SIS reminded the team that if you have an and in a task, then you must make two tasks.

The tasks were to use the Internet programs for differentiating student learning

Task - Project Based Learning

The teachers will implement Project-Based Learning to facilitate student learning.

Issue: Giving students choices

- will use Project-Based Learning (Will discuss this further during the PLC meeting)

Issue: Teaching character education

- Use "Overcoming Obstacles"
- Module 1 - Communication Skills - Use in physical education classes - The ADE SIS stated that other teachers could stress the points made during the physical education classes

Issue: Vocabulary for the ACT Aspire

- Members were shown some web sites that have free practice for ACT vocabulary

A statement was made that kids today don't read enough! (NEXT ISSUE)

*******September 27, 2016*******

Issue:

The team came together today to address the need for a local SIS and the need for having members of the team attend the summer School Improvement Conference. The team is considering using the allotted money for the 2016-2017 Strong High School 1003a Grant.

<p>Discussions:</p> <p>The school has been using an external provider to help the school with curriculum, community involvement, and various other issues related to school improvement. External providers were not local and could not be in the school as often as a local school improvement specialist. The team agreed with the ruling from the Arkansas Department of Education that a priority school must have a local SIS and decided to request that the district hire a local School Improvement Specialist for 2016-2017 using allocated money from the 2016-2017 Strong High School 1003a Grant. Because the school is a priority school, the team agreed with the ruling by the Arkansas Department of Education that all priority and focus schools must attend the summer School Improvement Conference. The team will request the district to send members of the high school leadership team to the conference using allocated money from the 2016-2017 Strong High School 1003a Grant. Minutes from this meeting will be sent to the District Leadership Meeting to determine approval for spending the 1003a Grant money for the above needs.</p>
Quarter 2:
Quarter 3:
Quarter 4:
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>
<p>Quarter 1:</p> <p>The teams are going back and looking at other ways to build the school culture. Teachers are changing trying to show students that they care about them and their education. More community members are showing their support for the school, but getting parents</p>

involved is still a struggle. The teams are reassessing our parental involvement and making alternative plans. The prescriptive work being done in Edmentum is showing growth. Therefore the teachers will continue with this program.
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	21				14%	0	4				0			
7	22				5%	0	5				0			
8	23				22%	0	4				0			
9	29				21%	0	12				0			
10	24				4%	0	8				1			
11	20				20%	0	7				0			
12														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

The majority of the discipline issues were what is identified in the handbook as being category 1s or 2s. Although these infractions were serious, they were not bad enough to be sent home for suspension. Most of these were excessive talking, profanity, dress code, and insubordination. The data from disciplinary records were broken down by teacher reporting and student. This data will be shared with the teams to determine what changes can occur to lower this number even further.

The student with 5 referrals also did not have referrals outside the category 1 and 2 infractions.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason				
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	Semester 1	2Q	3Q	4Q	Semester 2
7-12	16				38				27					13%			

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

Because Strong High School is a small school, many teachers have to cover several grade levels. If I had not done the grade span 7-12, the information would have looked skewed. The teacher that has been out for 5 days or more has had medical issues that require visits to a doctor on a regular basis.

The school business absentees are high, but after reviewing the issues behind these, it was determined that all were for reasons that fit in with our school improvement goals.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
7	99%				1											
8	98%				0											
9	96%				1											
10	94%				2											
11	96%				0											
12	93%				1											

Comments/Clarifications:

One of the students who was absent 5 or more days has medical issues that causes him to have to miss excessive days. This student has excuses to document doctor visits.

The other students' parents/guardian have been sent letters requesting a parent/student/principal conference to explain the attendance policy and the consequences of having excessive absentees.

This data will be taken to the teams for feedback on possible ways to get these students to decrease the number of absentees.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter				
				1Q	2Q	3Q	4Q	A		a	B		b	C		c	D		d	1Q	2Q	3Q
								1Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
7	19	0	0	4				57	14										25			
8	20	1	1	2				59	14										24			
Alg 1 9	23	1	1	2				45	9										20			
Geo 10	30	3	3	5				27	11	28	8	27	10		29	20			44			
Alg 2	22	0	0	0				21	2	20	4	21	0						10			

Comments/Clarifications:

Math is the school's weakest area. Because students have come to the high school with weaknesses, the math teachers have to remediate in addition to teaching the content. There have been conversations between the high school and elementary to begin closing this gap. The elementary began last year with a new focus on making sure students have mastered certain skills that they will need for high school math.

Math teachers at the high school are providing remediation/enrichment for students based upon the beginning of the year pre-testing.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period					Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter	
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	D	d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F					
7	20	0	0	1				60	16								27			
8	21	1	1	1				63	10								16			
9	23	0	0	1				57	12								21			
10	28	4	4	3				153	25								15			
11	22	0	0	2				119	18								15			
12	20	0	0	2				204	12								6			

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Window for testing – October 13-20, 2016	44%	38%	39%	27%
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

The High School Leadership Team realizes that the interim test scores are meant to be compared from one interim test to the next. However, the team wanted to make the following notation of growth from the time of the ACT Aspire for the spring of 2016.

	English Proficiency %	Reading Proficiency %	Science Proficiency %	Math Proficiency %
Interim Test 1 School %	44%	38%	39%	27%
Spring 2016 School %	39%	16%	6%	7%

There has been overall growth. The teams will look at individual data for more guidance in classroom instruction.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by _Edmentum Accucess_(assessment tool used)	Percent of students 3 or more years below grade level in ELA as determined by _Edmentum Accucess (assessment tool used)
	Beginning of Year	End of Year
7	52%	Comprehension 65%
8	34%	Comprehension 27%
9	78%	Comprehension 56%
10	83%	Comprehension 41%
11	96%	Comprehension 25%
12	12%	Comprehension 75%

Comments/Clarifications:

The Accucess tested both reading comprehension and language arts. Language arts was much better than the reading comprehension scores. However, we view comprehension as the key to all content areas. These scores were very low. Teachers stated that the students did not value this testing and rushed through. Students are being encouraged to work through prescriptions generated by the Accucess test. The District Leadership Team gave the approval for teachers to decide how to make students accountable for their work. During the last PLC meeting teachers came up with a grading scale consistent with the handbook for the prescription work.

The Leadership Team realizes that the math students are working below grade level. The teachers are seeing improvement using the Accucess Prescriptions. Twelfth grade only has eight students for Algebra 3.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.3			
Student Results	3.1			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

The lowest response on the survey was that teachers know about the students' lives outside the school.

This will be discussed during the next PLC meeting and High School Leadership Team Meeting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.



DISTRICT: TEXARKANA ARKANSAS SCHOOL DISTRICT
SCHOOL: ARKANSAS HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: MATT COLEMAN
EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: ROBERT TONEY

SUPERINTENDENT: BECKY KESLER
PRINCIPAL: EVA NADEAU

45-Day Priority School Progress Report: Secondary

FIRST QUARTER 2016-2017 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)	
	By January 9 th , 2017, we will implement a program of student advocacy and response to intervention. Each student will have at least one adult serving as a mentor and advocate for him/her, and each student will have weekly access to re-teaching/retesting in every core subject. This will be measured by the full implementation of an advisory period which will be used to provide RTI in each subject, advise students academically, and build teacher-student relationships.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>
<p>Quarter 1: We have made great strides with our school culture. We did professional development around mission, vision, and team building in August. That translated to an improved school culture as the year began. We have seen excellent turn out with community events and an increased sense of positive culture in the student body as well.</p>
<p>Quarter 2:</p>
<p>Quarter 3:</p>
<p>Quarter 4:</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	
<p>Quarter 1: The leadership team has worked to develop an awards program for students in all grades. This is important in that it provides for celebration of student success. We have also developed a School Improvement Grant application to provide training in project-based learning, reading intervention, and student leadership.</p>	
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	
<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>	
<p>Quarter 1: We need to work with our math and English teachers to do a better job of addressing the skills on the post-tests (or better aligning them with the curriculum). We are seeing, in too many cases, minimal growth between the pre- and post-test in certain English units and certain math units (namely, reading and geometry).</p>	
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7														
8														
9	282				7%	1%					0			
10	289				7%	1%					0			
11	232				9%	1%					0			
12	250				12%	1%					0			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8																		
9-12	69				126				102				9					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

Too many teachers have multiple grade levels (9-12, 10-11, etc. to break it up the way it was).

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)					Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q		1Q	2Q	Semester 1	3Q	4Q	Semester 2
5											
6											
7											
8											
9	94.49%					215					
10	93.35%					234					
11	92.91%					188					
12	93.01%					222					

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	D	Unit 4 D&F	Unit 4	1Q	2Q	3Q	4Q
5																					
6																					
7																					
8																					
Alg 1 8																					
Alg 1 9	176	37/35	47/36	22				170	88	171	62	128	41					41			
Geo 9	55	0/0	0/0	5				53	31	54	22	54	15					42			
Geo 10	142	52/44	41/39	31				135	105	136	84	27	10					67			
Alg 2	190	28/20	22/17	30				186	72	184	57	112	29					33			

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter								
				1Q	2Q	3Q	4Q	A		a		B		b		C		c		D		d		1Q	2Q	3Q	4Q	
									Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				
5																												
6																												
7																												
8																												
9	243	33/26	22/19	54				229	187	208	156	214	62				62								62			
10	248	42/34	27/24	62				248	117	230	117	231	80				80								44			
				X 100																								
				a+b+c+d																								
				A+B+C+D																								

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

We have yet to take our first Interim Test this year.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by _____ (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by _____ (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9				
10				
11				
12				

Comments/Clarifications:

We are awaiting results from testing. This information should be uploaded in the second quarter report. It will still be "Beginning of the Year" data. It is just not yet fully available.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale*
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.92			
Student Results	3.37			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

AdvancEd Survey used (1 – 5 scale)

Advanced Survey System - Survey Response - Google Chrome

www.advanced.org/survey/public/section/preview?surveyConfigId=584742&institutionId=33751

administered on behalf of
Arkansas High School

Student Survey (Middle and High)

Student Survey (Middle and High) Progress

(39 total questions)

Information About Me

(Section 1 of 7)

1. Gender

Choose...
Male
Female

2. Race

Choose...
American Indian or Alaska Native
Asian
Black or African American

3. Ethnicity

Choose...
Hispanic
Not Hispanic or Latino

4. Current Grade in School

Choose...
6th grade
7th grade
8th grade

<https://drive.google.com/file/d/0B4KIdn7pZR43TFJb2RyMHVGckE/view?usp=sharing>

Advanced Survey System - Survey Response - Google Chrome

www.advanc-ed.org/survey/public/section/preview?surveyConfigId=584741&institutionId=33751

administered on behalf of...

Arkansas High School

Staff Survey

Staff Survey Progress

(61 total questions)

Information About Me

(Section 1 of 7)

1. Gender

Choose...
Male
Female

2. Race

Choose...
American Indian or Alaska Native
Asian
Black or African American

3. Ethnicity

Choose...
Hispanic
Not Hispanic or Latino

4. Role

Choose...
Support Staff
Teacher
Administrator

<https://drive.google.com/file/d/0B4KIdn7pZR43a0JZVXdESEFhR0E/view?usp=sharing>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

NA



DISTRICT: WATSON CHAPEL SCHOOL DISTRICT
SCHOOL: WATSON CHAPEL HIGH SCHOOL
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: KERRI WILLIAMS
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: LASONIA JOHNSON AND ELIZABETH SHOCK

SUPERINTENDENT: DR. CONNIE HATHORN
PRINCIPAL: KRISTY SANDERS

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

Mathematics Department

During the 2016-2017 school year, we will identify and bridge the learning gap of **100%** of our students. This will be done by identifying and targeting their strengths and weaknesses from data collected from summative testing, Star-Math, iReady, and results from their previous ACT ASPIRE.

By April 2017, **75%** of our 9th and 10th grade students will demonstrate measurable growth in mathematics on the end-of-year ACT ASPIRE. This will be done by increasing the variety of questions (ex: multiple choice, open response, using and completing diagrams, tables etc...) used in our classrooms, and incorporating more critical and creative thinking problems into our curriculum that apply to real-life applications.

English Department

At least 75% of the students will raise ACT Aspire writing scores by three or more points by writing two ACT-style essays each quarter and submitting essays using Google Drive.

75% of the students will raise ACT Aspire reading scores by three or more points by reading silently from grade-level text at least forty minutes per week.

History Department

The History Department will raise 75% students' STAR reading scores an average of two grade levels before May 1, 2017 by assigning more guided reading and introducing at least one new vocabulary word per day.

Science Department

The Watson Chapel High School Science Department will work collaboratively to improve our average student performance by 20% in reading and interpreting charts/graphs on the April 2017 ACT® Aspire and ACT® tests assessments by including 2 additional

charts/graphs on the pre-assessment and post-assessment of each common assessment administered during the 2016-2017 academic year.

Special Education Smart Goals

All students in Special Education classes will achieve at least 80% of the goals set in their IEP by May 27, 2017.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1:</p> <p>This school year, we have employed several new teachers who have specialized training in upper level academics. At least half of the new teachers are certified with Master's degrees in the content area that they teach. We have arranged "mindset meetings" with students and staff in order to create a nurturing environment that focuses on academic achievement. We utilize data in our meetings which drives our instruction. This year, department leaders have been assigned an administrative period which allows them to work with their colleagues individually on weak areas and offer assistance where needed after conducting classroom observations. Teachers who teach the same subject will have the opportunity to sit in on their colleagues' classes and provide reflections of what was observed.</p> <p>The I-Ready software program is going to help us tremendously with improving student learning because it is individualized for each of our students and their personal weaknesses. The administrators will distribute each student's individualized plan and teachers will review the plans with the students. The goal is for teachers to learn how to pull the reports themselves for the students and for the administrators to monitor this progress on a regular basis. An additional goal is for the teachers to learn to analyze the results from the I-Ready data in such a way that they will know what items to pull from the resource section to help the students improve on weak areas that the majority of the students are having difficulty mastering.</p> <p>One challenge that our school has faced is that we do not have Wi-fi and our chrome carts don't have a good signal in certain areas of each classroom, this proves to be a great hindrance at times. We are also challenged because we do not have any tutors or paraprofessionals on our campus to assist us. One challenge that the school has overcome has been a change in leadership. The new administrative team is technologically literate and well trained on gathering, disaggregating and presenting data to others for improvement.</p>
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1:</p> <p>Review Indicators and decided to focus on the following indicators: 1) The school's leadership team regularly looks at school performance data and aggregated classroom observation data and uses data to make decisions about school improvement and professional development needs. 2) Instructional teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). 3) The faculty and parents regularly review and discuss the school's Compact that outlines key expectations of students, parents, and teachers.</p> <p>Discussed the 1003(a) grant and the team made decisions on how those funds would best serve our students through 1) after school tutorials 2) summer school 3) embedded classroom tutors 4) supplemental resources</p> <p>Discussed the PIP and made revisions for the current school year</p> <p>Discussed with administrators the possible need to change teacher schedules that will better suit the needs of the students.</p>
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
Quarter 1: The team will collaborate with their content teams and discuss if any changes need to be made for Quarter 2.
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population As of 10/01/16	EL Percent of Total Student Population As of 10/01/16	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	232				6.9%	1.29%	114				2			
10	225				13.78%	0.44%	111				3			
11	193				9.8%	0	59				2			
12														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

This school year we have implemented Restorative Justice and a behavior intervention room for level 1 and 2 incidents. Quarter 1, 66 incidents were disciplined by counseling and behavior intervention.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason							
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2		
9-10	5				21.5					4					20% 1 teacher					
11-12	9				16.5					6.5					11.1% 1 teacher					
All Grades (academic)	2				4					1					0					
All Grades (non academic)	14				56					5					7.1% 1 Inst. Coach					
SPED	4				3					0					0					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

- Our Instructional Coach (all grades non-academic) was absent 30 days due to maternity leave and infant having heart surgery
- 1 History teacher (11-12) was out for 15 days for surgery
- 1 Math teacher (9-10) has a chronic illness and was out 6 days

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter						Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2	1Q	2Q	Semester 1	3Q	4Q	Semester 2
10	94.45%				32											
11	93.70%				34											
12	94.97%				21											

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	Unit 1 D&F	Unit 2 D&F	Unit 3 D&F	Unit 4 D&F	Unit 4 D&F
Alg 1 10	40			12				40	24											60
Geo 9	19	31 (10 th)		0				19	11											58
Geo 10	175	46 (11 th)	60	71				175	81											46
Alg 2	48	41 (12 th)	24	5				48	9											18

Comments/Clarifications:

We have 70 10th graders who failed at least a semester of math in 9th grade.

In Geometry, 10th grade, 7 of our AE students' and incarcerated students' names are still listed on our rosters in Eschool and all of their grades reflect "F's". We also have 2 transitioning students who have moved from our district to another district and back to our district this school year. We have not received grades for them.

In Algebra 2, we have two students participating in Home School but their grades still reflect F's in Eschool.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Comments/Clarifications:

We have 43 10th graders who failed at least a semester of English in 9th grade.

4 of our 10th grade AE students' and incarcerated students' names are still listed on our rosters in Eschool and all of their grades reflect "F's". We also have 2 transitioning students who have moved from our district to another district and back to our district this school year. We have not received grades for them from the other district yet.

In 10th grade English, we have one student participating in Home School but the grades still reflects an F in Eschool.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications: *Interim assessments were taken 10/18 and will provided in Quarter 2 data.*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>iReady</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>iReady</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
10	56%		68%	
11	65%		86%	
12	82%		73%	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale (Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results Analysis: <ul style="list-style-type: none"> Teachers feel that discipline of students hinders classroom instructional time Teachers feel they are not able to provide input on school matters or decisions Teachers do not feel that there is an atmosphere of trust and mutual respect within the school 	6 Educators 1. 2.8 11. 3.6 2. 2.5 12. 3.3 3. 3 13. 3.3 4. 2.8 14. 3.1 5. 3.8 15. 3 6. 3.1 16. 2.3 7. 3.8 17. 3.1 8. 3.1 18. 2.8 9. 3.3 19. 3.5 10. 3.1 20. 2.3			
Student Results Analysis: <ul style="list-style-type: none"> Our weakest area - teachers do not know about students' lives outside of school Teachers allow them to give up when work gets hard Students accept and follow rules Students care about learning and getting a good education 	117 Students 1. 3.2 11. 3.0 2. 3.4 12. 2.9 3. 2.8 13. 3 4. 2.4 14. 3.5 5. 2.4 15. 3.0 6. 2.6 16. 2.0 7. 2.0 17. 3.0 8. 2.1 18. 2.8 9. 2.7 19. 2.7 10. 2.8 20. 1.9			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications: *(Provided on the box)*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.

This is the K-12 district diagnostic screener

STAR Math Data

10 th Grade Students – 208 assessed	11 th Grade Students – 201 assessed	12 th Grade Students – 158 assessed
55.56% - At/Above benchmark	51.52% - At/Above benchmark	63% - At/Above benchmark
14.14% - On Watch	13.13% - On Watch	11% - On Watch
17.17% - Intervention	16.16% - Intervention	11% - Intervention
13.13% - Urgent Intervention	19.19% - Urgent Intervention	15% - Urgent Intervention

STAR Reading Data

10 th Grade Students – 196 assessed	11 th Grade Students – 141 assessed	12 th Grade Students – 180 assessed
5.1% - At/Above benchmark	2.8% - At/Above benchmark	4.4% - At/Above benchmark
12.8% - On Watch	9.8% - On Watch	13.9% - On Watch
19.9% - Intervention	20.1% - Intervention	27.2% - Intervention
62.2% - Urgent Intervention	67.3% - Urgent Intervention	54.4% - Urgent Intervention



DISTRICT: WEST MEMPHIS SCHOOL DISTRICT
SCHOOL: WONDER JR. HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: STEPHANIE HALE
EXTERNAL PROVIDER: E2E EDUCATIONAL CONSULTING
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JAMIE HOLIMAN

SUPERINTENDENT: JON COLLINS
PRINCIPAL: DR. PALMER QUARRELS

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)	
	<p>Based on the 2015-16 Aspire data analysis, ELA data shows that 18.8% of grade 7-9 students met the ACT readiness range for the skill area of Key Ideas and Details. During the 2016-17 school year, 30% of grade 7-9 students will meet the ACT readiness range in the skill area of Key Ideas and Details.</p> <p>Based on the 2015-16 Aspire data analysis, Science data shows that 7.6% of grade 7-9 students met the ACT readiness range for the skill area of Interpretation of Data. During the 2016-17 school year, 25% of grade 7-9 students will meet the ACT readiness range in the skill area of Interpretation of Data.</p> <p>Based on the 2015-16 Aspire data analysis, Math data shows that 18.7% of grade 7-9 students met the ACT readiness range for the skill area of Foundations. During the 2016-17 school year, 25% of grade 7-9 students will meet the ACT readiness range in the skill area of Foundations.</p>

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

<p>Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> • Implementation of RCA House system is having a positive impact on school climate. Students are enjoying the house competitions, which has resulted in improved attendance, increased student engagement, and decreased disciplinary referrals. • AVID Cornell notes implementation has been a challenge for our teachers. SILT is providing continuous feedback and focused support. Faculty meetings throughout first quarter have been utilized as professional development opportunities. Teachers have modeled Cornell notes and have reflected on their level of implementation. • The first WMSD K-12 Math Initiative meeting was held on October 11th. K-12 principals and instructional coaches discussed current assessments being used by schools and identified barriers/needs. These meetings will continue throughout the year resulting in a clearly articulated K-12 implementation plan that aligns curriculum, assessments and instruction. • The K-12 Reading Initiative completed the first quarter of the district implementation plan. The DRA has been administered to students in grades 1 -8 and grade 9-10 students enrolled in Critical Reading. The data is reported through the district teaming structure (teachers review data with instructional team, instructional team data is reported to SILT, and SILT data is shared in the DILT). • There have been significant challenges with maintaining a stable Internet connection. The district technology team is working diligently to replace all of the wiring throughout the school. The wiring should be successfully completed by the end of October. <p>Quarter 2:</p> <p>Quarter 3:</p> <p>Quarter 4:</p>
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SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

<p>What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> Professional development was provided to the math department focused on calibration of the scoring. Teachers were able better understand student misconceptions that will lead to differentiated instruction. The DRA was given to all 7th and 8th grade students. The data provides insight into student's instructional and independent reading level as well as their progress with written expression. Teachers and students are using this data to identify individual strengths, determine areas for intervention/support, and provide ownership of reading progress/engagement over the course of the school year. The Classroom Walkthrough document was revised to mirror the schoolwide PGP goal related to questioning and Cornell notes. The CWT allows observers to provide individual teacher feedback on areas of strength and opportunities for growth. The Literacy Interventionist schedule was developed to provide small group support by pushing into the regular classroom. Students and teachers benefit from this extra layer of embedded support. Smart Goals were created with ELA, Math, and Science Instructional Teams. Each team analyzed their student data and reviewed the strongest to weakest skills. Teachers determined goals that would allow for focused instruction throughout the school year.
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>	<p>Quarter 1:</p> <ul style="list-style-type: none"> • Based on classroom observations, Cornell notes implementation long-range plan was revised to meet teachers' needs. Professional development is provided to address the current level of implementation and support the teachers as they shift instructional practices that ensure focused note-taking. • SILT will create a plan to provide extended planning time for developing units of instruction. • During the 2nd quarter, SILT will monitor the ELA, Math, and Science instructional teams' post-test at the beginning of each unit. Instructional teams will be asked to submit each unit assessment when they submit the data from the previous unit. • DRA progress monitoring for all students will be completed during second quarter. This modification allowed time to re-test students in order to find their instructional level. • Student survey data indicates student-to-student interactions continue to be a challenge. SILT will focus on developing a plan to address this during 2nd quarter.
<p>Quarter 2:</p>	
<p>Quarter 3:</p>	
<p>Quarter 4:</p>	

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
	144				15%	0%	29				1			
7	140				12%	0%	30				0			
8	150				8%	0%	55				2			
9														

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

Discipline data is reviewed weekly during SILT.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
7-9	38				68				46				3/24 12.5 %					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter Number of Students Absent 10 or more Days Per Semester							
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2		
7	96.09%				11							
8	95.41%				16							
9	93.68%				17							

Comments/Clarifications:

Students with 5 or more absences:
 7th grade – 7/11 students were absent due to suspension
 8th grade – 4/16 students were absent due to suspension
 9th grade – 7/17 students were absent due to suspension

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment										Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	Unit 4 D&F	Unit 4	d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 3	Unit 4	Unit 4 D&F					
7	113	16	12	11				121	44	118	53	111	65					46%			
8	96	8	6	*4				86	43	92	25	95	36					38%			
Alg 1 8	28	0	1	*				24	9	26	17	27	18					57%			
Alg 1 9	122	9	23	*24				109	88	113	77	107	62					69%			
Geom 9	22	0	0	9				20	12	22	7	22	17					56%			

Comments/Clarifications:

The Math Instructional Team continuously analyzes and refines unit assessments. The Math Skills class that traditionally supports the regular classroom has been compromised due to lack of Highly Qualified Teacher. West Memphis School District continues to recruit math teachers; however, the pool of secondary math certified applicants is limited.

*Grades listed are not reflective of all students enrolled in these courses. Due to a medical emergency, one math teacher has been absent for an extended period and has not been able to submit all first quarter grades.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment												Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A		a	B		b	C		c	D		d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F		Unit 2	Unit 2 D&F		Unit 3	Unit 3 D&F		Unit 4	Unit 4 D&F					
7	252	11	11	29				121	79		115	42		110	23					42%			
8	247	17	7	45				127	56		118	30		121	42					35%			
9	144	16	22	32.				134	26		120	85		131	41					39%			

Comments/Clarifications:

7th and 8th grade enrollment numbers reflect students enrolled in an English course and Language Arts course. While this class is double blocked, students receive a report card grade in English and a grade in Language Arts.

Teachers are working toward assessing students using common tasks on independent texts. The Instructional Team is still in the process of identifying instructional reading levels of all students. Progress monitoring required 72 students grade 7-8 scoring at the Intervention level to be reassessed. ELA teachers are working on integration of Reading and Writing Workshop in the blocked classes. This is a significant change in how ELA instruction has been offered at Wonder Jr. High.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

ACT Aspire Periodic Assessments will be administered in November, January, and March.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by STAR MATH		Percent of students 3 or more years below grade level in ELA as determined by STAR READING	
	Beginning of Year	End of Year	Beginning of Year	End of Year
7	28/132 = 21%		52/133 = 39%	
8	31/131 = 24%		73/132 = 55%	
9	51/144 = 35%		77/145 = 53%	

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.4			
Student Results	3.12			

**** Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? You may include a chart to describe your data, but do not include raw data or student names.