

**Arkansas Department of Education
Standing Committee on Academic Distress
Friday, December 9, 2016 - 12:00 PM
ADE Auditorium**

AGENDA

- I. Call to Order
- II. Consideration to Approve Minutes - October 14, 2016 2
Presenter: Deborah Coffman
- III. Recommendations from School Improvement Unit 7
the recommendations were submitted to the State Board on July 15, 2016.
Presenter: Dr. Richard Wilde
- IV. Report from School in Academic Distress - Blytheville High School - A New 26
Tech School and Blytheville Middle School
The ADE School Improvement Unit will provide a presentation/report
documenting the progress in meeting the school and district
recommendations.

Blytheville High School - A New Tech School and Blytheville Middle School
Administration and District Administration will provide a presentation/report to
the Special Committee documenting the progress in meeting the school and
district recommendations from the ADE School Improvement Unit.
Presenter: Dr. Richard Wilde
- V. Report from School in Academic Distress - Forrest City Jr. High School and 182
Forrest City High School
The ADE School Improvement Unit will provide a presentation/report
documenting the progress in meeting the school and district
recommendations.

Forrest City Jr. High School and Forrest City High School Administration and
District Administration will provide a presentation/report to the Special
Committee documenting the progress in meeting the school and district
recommendations from the ADE School Improvement Unit.
Presenter: Dr. Richard Wilde
- VI. Reporting Schedule 354
Presenter: Deborah Coffman
- VII. Adjournment
Presenter: Chair Diane Zook

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, October 14, 2016

The State Board of Education Special Committee on Academic Distress met Friday, October 14, 2016, in the Arkansas Department of Education Auditorium. Chair Diane Zook called the meeting to order at 12:44 p.m.

Present: Diane Zook, Chair; Brett Williamson; Joe Black; Ouida Newton; Charisse Dean; Mireya Reith; Dr. Fitz Hill; and Meghan Ables.

Absent: none

Consideration to Approve Minutes – September 9, 2016

Ms. Reith moved, seconded by Ms. Newton, to approve the minutes from the September 9, 2016, meeting. The motion carried unanimously.

Recommendations from School Improvement Unit

School Improvement Director Dr. Richard Wilde said the recommendations were submitted to the State Board on July 15, 2016. He said there were four pillars found in excellent and equitable schools– challenging, rigorous curricula; engaging, effective instruction; a culture of continuous improvement; and positive, powerful relationships. He said the State Board approved three recommendations for schools in classified in Academic Distress: modify/create school improvement plan around three goals; districts develop a plan of support; and engage the local school board in the process. He said the school improvement leadership teams had three overarching goals: 1) develop a clear and shared academic focus that will lead to removal from Academic Distress; 2) in conjunction with all stakeholders develop a positive school culture conducive to learning and staff professional growth; and 3) in conjunction with the district improvement leadership team develop a culture of continuous improvement.

Dr. Wilde said the districts were asked to submit a plan of support for the schools. He said eight (8) essential questions were used to guide the development of the plan.

Consideration of Progress for Hope High School – Hope School District

ADE School Improvement Specialist Dr. Robert Toney said the Hope School District submitted the district plan. He said the plan would require revisions as

progress is made. He said this is the first time the Hope High School has been classified in academic distress. He said the areas of strength at the district level include: professional development plan to support the principal; assessment of curricular needs and implementing a curriculum alignment plan; efforts to create a positive school climate and a culture that is conducive to learning; staff organized into Professional Learning Communities with structured trainings provided; and utilizing multiple cyber-media opportunities to communicate with parents and community.

Dr. Toney said areas in need of refinement at the district level include: evaluation process for categorical expenditures, review the assessment plan using a formal assessment inventory to provide clarity for each assessment used; provide specific additional supports to engage parents of students that are below proficient on ACT Aspire exam; and increasing documentation of reports to the local school board related to school improvement.

Dr. Toney said the strengths of Hope High School include: specific roles and responsibilities for the administrative team have been identified; initial analysis of the current realities and school improvement needs have been completed; development of a positive school culture is emphasized; and math and Language Arts instructional teams meet to plan and analyze instruction. He said the areas for additional refinement for the high school include: the communication of the clear and shared academic focus should be clarified; in the initial phases of the academic distress improvement process; and recommendation for Hope High School to return to the subcommittee at the end of the school year to report their progress.

Hope High School Principal Mr. Bill Hoglund said he was learning how to use data to guide decision-making and leadership. He said they are focusing on adult data rather than just student data. Mr. Hoglund said the high school was a New Tech High School. He said Response to Intervention was conducted during the instructional period. He said all classes are implementing literacy. He said the high school implemented the Strive for Five campaign to encourage students to reduce tardiness and absenteeism. He said teacher absenteeism was improving.

Hope School District School Improvement Specialist Ms. Carla Narlesky said she was using a data wall to track the progress of each class. She said the teams are collaborating to meet the needs of students.

Hope School District Superintendent Mr. Bobby Hart said the school board was supportive and engaged. He said the Department has very helpful with answering questions. He said the district was implementing Academies in Grades 5-8 to help students be prepared to enter high school. He said as a result of the academic distress designation, opportunity choice has resulted in the loss of 18 students to the district. He said the team was working to better

align the curriculum from Kindergarten through Grade 12.

Consideration of Progress for Watson Chapel High School – Watson Chapel School District

School Improvement Director Dr. Richard Wilde said feeder patterns have an effect on high schools. He said the Watson Chapel High School begins with Grade 10.

School Improvement Specialist Ms. Lasonia Johnson said the school has been classified in academic distress for three consecutive years. She said areas of strength at the district include: instructional support for students; effort to acclimate new teachers during orientation; and professional supports for teachers. She said areas in need of refinement include: clarification of the amount of discretionary funds; anticipated impact on student improvement for each categorical expenditure should be evidence-based; the purpose of unit assessments needs to be defined and included in the assessment inventory; and the expected levels of student achievement on each assessment to be identified within the SMART goal.

Ms. Johnson said within the high school plan department leaders have been assigned an administrative period to work with colleagues based on identified areas. She said areas of strength included: educator and student climate surveys were administered in the first quarter; the school leadership team utilizes guiding questions in their data analysis; the school leadership team in collaboration with instruction teams developed annual student achievement goals.

Watson Chapel High School Principal Ms. Kristy Sanders said the school worked on the school culture, included changing some teaching assignments and increasing student expectations. She said restorative justice was implemented and a School Culture and Climate Specialist was hired. She said a survey was utilized. She said student and teacher attendance was improving. She said the school was using a variety of methods to communicate with parents. She said the support from the Department has been on target.

Watson Chapel School District Superintendent Dr. Connie Hathorn said the students were in need of wrap around services. He said the teachers were using short cycle instruction and assessment to monitor the academic needs of students.

Watson Chapel School District School Culture and Climate Specialist Ms. Dovie Burl said the students were exhibiting behaviors as a result of reading issues. She said she helped to build relationships between the teachers and students.

Watson Chapel School District Director of Teaching and Learning Ms. Karen Fuller said the focus areas in elementary are reading, math, science and social studies. She said the interventions are being targeted to the needs of the students.

Watson Chapel School District School Improvement Specialist Ms. Kerri Williams said the district communicated with parents through School Messenger, Blackboard Connect, Remind 101, and social media.

Consideration of Progress for Pine Bluff High School and Belair Middle School – Pine Bluff School District

Dr. Wilde said the two schools have been classified in academic distress for three years.

Belair Middle School Principal Dr. Suzette Bloodman said the school has provided professional development in the focus areas. She said the teachers were using common assessments and modifying instruction and intervention for the students. She said the school was inviting parents to participate in various events.

Pine Bluff High School Interim Principal Dr. Reginald Wilson said the high school had three goals: parental involvement, culture, and assessments. He said information materials and planned event nights were helping to engage parents in the learning. He said the campus was working on events to change the culture. He said the teachers were planning to use assessments periodically to identify student needs.

Pine Bluff School District Superintendent Dr. Michael Robinson said interventions are provided to scholars during the school day. He said the district needed honesty and trust to be able to communicate effectively and improve the learning culture. He said the district was building systemic pillars to transform the effectiveness of the work. He said culture was an issue in the district but he was seeing some great improvements. He said he was hosting round table conversations and getting support from the community. He said the sense of urgency was shared across the district. He said Ms. Smith had started the work before he arrived. He said all officers were focused on the work.

Dr. Wilde said Dr. Robinson was trying to build capacity within the district. He said Dr. Robinson was setting a work tone that the district has been previously unfamiliar with.

Assistant Commissioner for Fiscal and Administrative Services Mr. Greg Rogers said the district was in early intervention for fiscal services.

Pine Bluff School Board President Mr. Henry Dabner said he mentored 17 male students in the district last year. He said he was a member of the Parent-Teacher Organization (PTO).

Reporting Schedule

Hope will be scheduled to report in late spring. Watson Chapel may be rescheduled if necessary based on the degree of progress reported in their 45 reports. Pine Bluff was scheduled for further review before the Standing Committee on Academic Distress on March 10, 2017.

Adjournment

The meeting adjourned at 5:28 p.m.

Minutes recorded by Deborah Coffman.



ARKANSAS
DEPARTMENT
OF EDUCATION

Arkansas Review of Schools Classified in Academic Distress

July 15, 2016

Submitted by
Division of Public School Accountability
School Improvement Unit

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INTRODUCTION

The Arkansas State Board of Education took action on April 14, 2016, to classify twenty-four schools and three districts as meeting the definition of Academic Distress (attachment A). In accordance with the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program (10.06.2 and 10.06.3) the Arkansas Department of Education (ADE) appointed teams to conduct on-site reviews of these schools and districts (attachment B).

Schools are classified in Academic Distress if **less than** 49.5 percent of the students assessed over a consecutive three year period score proficient. The reviewers visited fourteen high schools, nine middle school/junior high schools, and one elementary school. Seventeen of the schools were classified for a third consecutive year; three schools were classified for a second consecutive year; and four schools were newly classified. Twenty-two of the schools were also classified under the federal Elementary and Secondary Education Act (ESEA). Under the ESEA Flexibility Waiver granted to Arkansas, these twenty-two schools were classified as "Priority School". Two of the schools reviewed were not currently classified as Priority or Focus under the federal ESEA Flexibility Waiver.

Three districts/systems were classified in Academic Distress. Blytheville School District, Dollarway School District and the one-school charter system of Covenant Keepers were identified in Academic Distress. A school district or charter school system is classified in Academic Distress when **less than** 49.5 of all the students of that district/system score proficient on state assessments during a consecutive three year period.

The schools varied widely in student population ranging from approximately 100 students to over 1000 students. The schools classified had high percentages of students eligible for free or reduced lunch, all had high minority populations, and all reported high rates of discipline referrals. Teacher turnover or teacher attendance issues were identified by almost all as a substantial problem. Twenty-two of the schools were currently making efforts to implement Priority Improvement Plans and were receiving assistance from one or more ADE support units. Principals voiced concern that the review would result in a change of direction or numerous additional activities.

RECOMMENDATION # 1: PREVIOUSLY CLASSIFIED SCHOOLS

Because twenty of the schools were previously classified in Academic Distress, and two of the other four schools were classified as Priority, it was noted that they have goals and efforts currently in progress from prior ADE site reviews or technical assistance. Thus, the review team is recommending continuation of the Priority Improvement Plans established for school year 2015-16, but with modifications for greater clarity. ADE School Improvement Unit (SIU) staff will provide technical assistance to assist these twenty-two schools in integrating into their current plans three targeted goals that would be monitored monthly by the SIU. These overarching goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

RECOMMENDATION 2: NEWLY CLASSIFIED SCHOOLS

Two of the schools classified in Academic Distress are not currently working under goals and efforts identified by an ADE site review team. Thus, the review teams make the following recommendation:

By the first of October these two schools will develop a School Improvement Plan based on a comprehensive needs assessment and designed to address the three overarching goals identified in recommendation 1. The Needs Assessment will be done in collaboration with the ADE School Improvement Unit and the overall plan will be developed collaboratively by the school and district leadership teams with support from the ADE Fiscal Support Unit, the School Improvement Unit, Educator Effectiveness Unit, and the Assessment Unit. The school will report progress to the State Board of Education quarterly in the same manner as a Priority School.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

RECOMMENDATION 3: DISTRICT WILL CLARIFY SUPPORT TO BE PROVIDED

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected

outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.
- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will

be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

RECOMMENDATION 4: INFORMING AND DEVELOPING THE LOCAL SCHOOL BOARD

The local school board holds accountability for the progress of students. The National School Boards Association in conjunction with the Center for Public Education have identified characteristics of effective school boards. These include and require that school boards are data literate, allocate resources to needs, and maintain a focus on student achievement goals. To support the local school board in being effective, the review teams make the following recommendation:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and/or trainings in which the local school board can participate to further support the school or schools.

To clarify the intent of this recommendation, each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, the report to the local board will highlight the decisions made that either supported or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE Team will then assist the local school board in identifying any trainings that would assist in their efforts to become more effective.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

SUMMARY:

All review teams identified that every school was making efforts towards improving student outcomes. The degree of sophistication level of these efforts varied by the expertise and experience level of school and district leaders. It was noted that a majority of the school leaders were in the first three years of being assigned to a school

in Academic Distress. While each school staff had a general understanding of the Academic Distress classification, it was noted that in all schools reviewed that there was minimal understanding of specific efforts that the school was taking to advance beyond Academic Distress. The intent of these recommendations is to assist the district and school in maintaining the efforts currently underway, but adding a more defined focus on the specific grade levels and/or courses that are used to determine state accountability classifications. Further, it is anticipated that by the schools structuring their work under the recommended three overarching goals, they will be better able to communicate to all stakeholders the purpose of each action being taken to improve student outcomes.

Attachment A

Schools Identified in Academic Distress Three Consecutive Years

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville High School New Tech	44.089
Covenant Keepers	Covenant Keepers Charter	44.147
Dollarway	Dollarway High School	39.53
Forrest City	Forrest City High School	39.516
Forrest City	Forrest City Junior High School	48.697
Forrest City	Lincoln Academy of Excellence	46.771
Helena	Central High School	48.517
Little Rock	Cloverdale Aerospace Tech	42.905
Little Rock	Hall High School	41.006
Little Rock	Henderson Middle School	46.459
Little Rock	JA Fair High School	48.335
Little Rock	McClellan Magnet High School	46.989
Pine Bluff	Belair Middle School	46.129
Pine Bluff	Pine Bluff High School	43.268
Pulaski County	Wilbur D. Mills High School	46.188
Strong-Huttig	Strong High School	46.05
Watson Chapel	Watson Chapel High School	47.31

Schools Identified in Academic Distress Two Consecutive Years

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville Middle School	44.899
Dermott	Dermott High School	49.445
Pulaski County	Jacksonville Middle School	46.487

Newly Identified Schools in Academic Distress

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Dollarway	Robert F Morehead Middle School	46.206
Hope	Hope High School	47.362
Little Rock Prep	Little Rock Prep Academy Elementary	47.992
Marvell-Elaine	Marvell-Elaine High School	45.932

Districts Identified in Academic Distress

District	District Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville School District	49.257
Covenant Keepers	Covenant Keepers Charter School	43.211
Dollarway	Dollarway School District	47.829

Attachment B
Academic Distress Site Review Schedule and Teams

School District	School	Date of Academic Distress Review Visit	ADE Review Team
Blytheville School District	Blytheville High School-A New Tech School	May 4, 2016	Dr. Bob Brewer, SIU Janie Hickman, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Blytheville School District	Blytheville Middle School	May 4, 2016	Jamie Holiman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU
Covenant Keepers Charter School	Covenant Keepers Charter	May 9, 2016	Dr. Bob Brewer, SIU Janie Hickman, SIU Lasonia Johnson, SIU Renee Nelson, EEU Dr. Robert Toney, SIU Tiah Frazier, SIU
Dermott School District	Dermott High School	May 23, 2016	Janie Hickman, SIU Misty Pitman, SIU Dr. Robert Toney, SIU
Dollarway School District	Dollarway High School	May 10, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Renee Nelson, EEU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Dollarway School District	Robert F. Morehead Middle School	May 10, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Renee Nelson, EEU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Forrest City School District	Forrest City High School	May 16, 2016	Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU

			Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Sandra Hurst, EEU Tiah Frazier, SIU Tommy Norton, SIU
Forrest City School District	Forrest City Jr. High	May 17, 2016	Misty Pitman, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tiah Frazier, SIU
Forrest City School District	Lincoln Academy	May 17, 2016	Janie Hickman, SIU Lasonia Johnson, SIU Dr. Richard Wilde, SIU Tommy Norton, SIU
Helena/W. Helena School District	Central High School	May 18, 2016	Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tiah Frazier, SIU Tommy Norton, SIU
Hope School District	Hope High School	May 25, 2016	Judy Foot, SIU Krista Harrell, SEU Lisa Knoedl, SIU Misty Pitman, SIU Tiah Frazier, SIU
Little Rock Preparatory Academy	Little Rock Prep Academy Elementary	May 13, 2016	Dr. Bob Brewer, SIU Dr. Robert Toney, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Little Rock School District	Cloverdale Aerospace Tech Charter	May 26, 2016	Janie Hickman, SIU Krista Harrell, SEU Rocci Malone, EEU Sharesa White, SIU Tiah Frazier, SIU
Little Rock School District	Hall High School	May 11, 2016	Becky Gibson, EEU Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU
Little Rock School District	Henderson Middle School	May 26, 2016	Becky Cezar, SEU Lasonia Johnson, SIU Maureen Harness, EEU Misty Pitman, SIU

			Dr. Richard Wilde, SIU Tammy Thorn, SEU
Little Rock School District	J.A. Fair High School	May 11, 2016	Dr. Robert Toney, SIU Sharesa White, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Little Rock School District	McClellan Magnet High School	May 3, 2016	Becky Gibson, EEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Sharesa White, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Marvell-Elaine School District	Marvell-Elaine High School	May 19, 2016	Janie Hickman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU Tommy Norton, SIU
Pine Bluff School District	Belair Middle School	May 6, 2016	Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU
Pine Bluff School District	Pine Bluff High School	May 5, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Maureen Harness, EEU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Pulaski County Special School District	Jacksonville Middle School	May 20, 2016	Janie Hickman, SIU Judy Foot, SIU Lisa Knoedl, SIU Renee Nelson, EEU Dr. Robert Toney, SIU Tammy Thorn, SEU Tiah Frazier, SIU

Pulaski County Special School District	Wilbur D. Mills High School	May 24, 2016	Janie Hickman, SIU Judy Foot, SIU Lasonia Johnson, SIU Lisa Knoedl, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tammy Thorn, SEU Tiah Frazier, SIU
Strong-Huttig School District	Strong High School	May 23, 2016	Judy Foot, SIU Lisa Knoedl, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU Tiah Frazier, SIU
Watson Chapel School District	Watson Chapel High School	May 6, 2016	Jamie Holiman, SIU Judy Foot, SIU Lisa Knoedl, SIU Dr. Robert Toney, SIU Renee Nelson, EEU Sandra Hurst, EEU Tammy Thorn, SEU Tiah Frazier, SIU
ADE Unit Abbreviation Key:			Educator Effectiveness Unit – EEU School Improvement Unit – SIU Special Education Unit – SEU

Attachment C

SCHOOL GOALS

BACKGROUND

Campus teams did not clearly articulate the components of accountability that would lead to the removal from Academic Distress, including the steps that need to be taken to improve student outcomes.

GOAL 1

The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

CLARIFICATION

The School Improvement Leadership Team ensures the development of a clear and shared focus involving all stakeholders. All stakeholders know the focus and how achieving the focus will lead to increased achievement, long range commitment to continuous improvement and specifically removal from Academic Distress classification. All stakeholders can articulate their role, and the role of interventions/innovations/programs in accomplishing the focus. The focus will be foremost in decisions related to support expenditures. All faculty will clearly understand the evidence that identify progress throughout the year. The School Improvement Leadership Team will provide an update of progress to the local school board quarterly.

BACKGROUND

School staff interviewed as part of the site reviews communicated high turnover rates of teachers, difficulty recruiting qualified teachers, high number of discipline referrals, high teacher absenteeism, high failure rate and a high number of students entering secondary settings behind grade level.

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.

CLARIFICATION

The School Improvement Leadership Team ensures there is a sense that educating students extends beyond teachers and staff in schools to include all educational stakeholders. Parents, as well as businesses, social service agencies, and community colleges/universities all know their role in this effort. Teachers, staff, students and stakeholders believe that all students can learn and are able to articulate a personal vision of success. The school has a safe, caring, healthy and intellectually stimulating learning environment where all

students and staff feel welcomed, supported and valued. The social-emotional, behavior and academic needs of students are addressed using a research based multi-tiered approach. Instruction is student-focused; teachers have high expectations of student learning and believe they can teach all students. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. Teachers determine needed support and professional development that aligns with the school and district's clear focus and high expectations. The School Improvement Leadership Team will regularly assess school culture by utilizing ADE provided or approved student and teacher surveys and provide an update to the state and local school board quarterly.

BACKGROUND

Campus teams did not articulate the plans and processes in place for creating a culture of continuous improvement. Various teams did not demonstrate an understanding of the comprehensive picture of a culture of continuous improvement.

GOAL 3

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

CLARIFICATION

A culture of continuous improvement is one that involves assessing, planning and monitoring of school improvement indicators and making data-driven decisions toward achieving the shared and clear focus. All teams work collaboratively within and outside of their teams, have a clear and communicated written purpose, bylaws, and can articulate their role in achieving the focus.

The School Improvement Leadership Team has the autonomy to identify and attend necessary training to ensure they are capable of leading a turnaround effort. The School Improvement Leadership Team meets regularly and serves as a conduit of communication to all stakeholders in a way that enables the School Improvement Leadership Team to receive input. A schedule and description of all assessments to be administered will be created including detail of how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is recommended that the Aspire Interim Assessments and Aspire Classroom Assessments are used for progress monitoring as available. Post-Unit Assessments can be combined with Aspire Classroom Assessments to monitor both standards attainment and/or the learning of foundation knowledge. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). The School Improvement Leadership Team analyzes data in order to draw conclusions and make decisions about school improvement and professional development. The School Improvement

Leadership Team with support from the District Improvement Leadership Team seeks ways to retain effective teachers and how they will recruit and incentivize qualified teachers. This would include monitoring teachers for their “feelings or perceptions” of support on a quarterly basis.

The Instructional Improvement Team (otherwise referred to as PLC) works collaboratively with the empowerment to draw conclusions and make decisions based on data. Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work. An assessment is administered prior to instruction to plan for differentiated instruction within the unit. Assessments will be administered following instruction in two to three week intervals to assess effectiveness of instruction and to identify students in need of instructional support or enhancement. The Instructional Improvement Teams use student data to assess strengths and weaknesses of the curriculum and instructional strategies. The Instructional Improvement Team reviews the results of assessments and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit and reflect on personal effectiveness. The Instructional Improvement Teams use the results from multiple measures of data to plan for professional development, inform subsequent instructional unit plans and make adjustments to the curriculum.

Attachment D

DISTRICT RECOMMENDATIONS

BACKGROUND for recommendation 1:

The ADE Review Team did not find a clearly articulated plan to support the school's turnaround effort.

RECOMMENDATION 1: DISTRICT

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review, a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.
- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement

(SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.

- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.
- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

CLARIFICATION of the recommendation:

The ADE will make Specialists available (upon request) to assist the district in the development of the plans. Specialists from Educator Effectiveness, School Improvement, Standards, Curriculum, Finance and Assessment may be accessed in July and August.

The turnaround principles are the basis of this recommendation:

- Providing strong leadership by ensuring the principal is capable of leading a turnaround effort; and Providing operational flexibility in the areas of scheduling, staffing, curriculum, and budget

- Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of classroom level data
- Establishing a school environment that improves safety and discipline as well as addressing other non-academic factors that impact student achievement such as social, emotional and health needs.
- Incentivizing effective teachers to remain at the school and preventing the transfer or hire of ineffective teachers.
- Increasing mechanisms for parent and community involvement

BACKGROUND for district recommendation 2:

There was evidence of the required reporting of progress to the local school board. There was not clear evidence that the local board was receiving training in how their actions and decisions could influence or support the school improvement process.

RECOMMENDATION 2 District:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and or trainings in which the local school board can participate to further support the school or schools.

CLARIFICATION of the recommendation:

Each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, report to the local board will highlight the decisions made that either supported the school's efforts or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE support team would then assist the Local School Board in identifying any trainings that would assist in their efforts to become more effective.

The National School Boards Association has published articles related to eight characteristics of effective school boards. In addition, the Center for Public Education has both an executive summary and a full report on the characteristics of effective school boards. This can be easily accessed

at <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards>.



School Improvement Unit
Background and Support Needs for 2nd Quarter
2016-2017

Arkansas Department of Education – School Improvement Unit

Blytheville School District

Jamie Holiman

November 2016

Overview and Background

A team of educators from the Arkansas Department of Education (ADE) visited all schools that were designated as Academic Distress in order to gain insights into the schools' circumstances that led to the academic distress classification. Following these visits, the ADE School Improvement Unit (SIU) developed recommendations that were designed to assist schools in their efforts to be removed from academic distress. Three overarching goals were developed and these goals serve as the foundation for the recommendations. The goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

In April of 2016, the Blytheville School District was classified as Academic Distress due to the district level of student proficiency falling below 49.5%. Prior to the designation, the district reorganized curriculum and instructional practices at the elementary schools which were designated focus schools in 2015-16 and at the high school and the middle school which were previously both priority schools since 2014-15 and 2015-16 respectively. The following details about the school district are considered pertinent:

- With the past level of teacher turnover and student choice to leave the district, the district has implemented a teacher recruitment and retention plan to encourage effectiveness and longevity within district employees. This includes a "Stay" conference during the year to encourage new teachers to continue within the district.
- Both principals have served the district for several years. The high school principal has been in the district for 8 years and has led the staff through the process of becoming a New Tech School and led through 2 years of school processes under state guidance. The middle school principal has served as the principal for 8 years and has currently led the staff to incorporate the New Tech model within the middle school.
- The superintendent and local school improvement specialist who is also the assistant superintendent for instruction within the district have provided support to the four schools in the Blytheville School District. The school improvement specialist attended the Locally-Hired School Improvement Specialist Overview Workshop held at the Arkansas Department of Education (ADE). In addition, along with the principals and instructional facilitators from the priority schools,

she attended the School Improvement Conference in June, 2016, and presented at the conference on the current progress toward the realignment of curriculum and instruction within the district. An additional locally hired improvement specialist was added in October, 2016, to assist with the high school process.

- Specific supports planned for the principals of the schools include:
 - Learning and Growth meetings within the district
 - Arkansas Leadership Quest workshops through the Educational Cooperative
 - Bloom Board observations and insights
 - Arkansas Leadership Academy Team Institute and Support for Focus Schools
 - Reading of the following books: Leverage Leadership, Leaders of Learning, Get Better Faster, How to Help Your School Thrive, and Got Data? Now what: Creating and Leading a Culture of Inquiry.
- Principals will iterate the district support process in each of their buildings with assistant principals, instructional facilitators and other members of the core teams. District administration will offer mentoring and support by participating in building meetings and through observation.
- Blytheville High School was initially classified in Academic Distress in the 2014-15 school year and Blytheville Middle School was initially classified in Academic Distress during the 2015-2016 school year. The district was classified in Academic Distress in April, 2016. The elementary schools became focus schools in the 2015-16 school year.
- The administration and leadership team positions have remained stable. Although teacher turnover has traditionally been a problem, the high school reports a consecutive three year downturn in teacher turnover. The middle school turnover is similar with instructional facilitators and teachers remaining within the school for multiple years.
- Both schools have made concentrated efforts to improve school culture through the PBIS process and by having Student Voice committees and more active parent involvement groups.
- State and Federal monies are used to support the school improvement effort. Federal funding has been used to support salaries for a federal director, social worker, and ELL tutor. Salaries are also provided for paraprofessionals and interventionists. NSLA funding also supports these positions and program materials purchased.
- Each school conducts a diagnostic analysis and needs assessment yearly with the entire staff using a series of questions to analyze the vision, the programs, and the current effectiveness of the system.
- The data gathered from the diagnostic analysis is shared with the district leadership team and personnel in charge of curriculum, finances, community development for additional support and information. The data and progress made is reported to the local board of education monthly.

- All schools use pre/post assessments to monitor instruction within units. Interim assessments from ACT Aspire along with reading survey instruments to assist in diagnoses of the reading processes are also administered.
- Each school is organized into the four teams of instruction, stakeholder, operations, and culture with representatives on the school leadership team.
- The School Leadership Team meets weekly with two-way communication between the school teams and the leadership team. The vehicle of google docs allows internal communication at all times.
- The district supports the participation of the district in the state special education grant to support the RTI process and PBIS program. This process had previously been introduced within the district, but is being formally incorporated through the SPDG grant.
- The Stakeholder team is a part of the overall district effort to stay in contact with parents and create partnerships with both parents and community organizations. Each school has a plan for parents to get involved with the school and the education of their children through open dialogue, surveys, and activities.

Areas for Arkansas Department of Education (ADE) Support

Blytheville Primary, Elementary, Middle, and High School

- Support a process to consistently document School Improvement Leadership Team meeting discussions and define decisions in the Indistar platform for the purpose of communication and accountability.
- Analyze specific data points (*i.e.* discipline data, attendance data, assessment data, and survey data) consistently and deeply for trends and decisions for improvement in order to drive changes for adult behavior in the next quarter.
- Assist in the identification of a clear strategy to improve school climate based upon educator and student survey results.
- Support the RTI/PBIS process by participating in activities and offering assistance in observation of processes.

Blytheville School District

- Increase engagement in the school improvement process through the review/coaching of:
 - School Improvement Leadership Team meeting minutes
 - Quarterly 45-Day Progress Reports
 - Local school improvement specialist weekly reports
 - Arkansas Department of Education (ADE) school improvement specialist monthly reports

- Priority Improvement Plans (PIPs)
- Support the expected outcomes for each component of professional development for the principal in order to support them in becoming an accomplished turnaround principal.
- Support alignment of district initiatives/goals to school initiatives/goals.

Summary

The Blytheville School District prior to being designated in Academic Distress had conducted a thorough curriculum review and found gaps within the reading curriculum which could account for the district's lack of achievement. The process of academic distress accountability has verified the progress made by the district in making academic achievement the priority of the district. This has been accomplished through creating a positive school culture, a safe environment, and a continuous process of improvement. The staff and board of the Blytheville district have remained forward thinking and student focused.



DISTRICT:	BLYTHEVILLE PUBLIC SCHOOLS	SUPERINTENDENT:	RICHARD ATWILL
SCHOOL:	BLYTHEVILLE HIGH SCHOOL	PRINCIPAL:	BOBBY ASHLEY
STATUS:	PRIORITY		
SITE-BASED SIS:	SALLY COOKE AND CASEY DEFORD		
EXTERNAL PROVIDER:	N/A		
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:	JAMIE HOLIMAN		

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.)	<ul style="list-style-type: none">• On Monday, October 10, 2016, instructional teams met to review ACT Aspire Data and create SMART Goals.<ul style="list-style-type: none">o Specific<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• 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."
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<ul style="list-style-type: none"> o Achievable <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. <p>On Wednesday, October 12, 2016, during the BHS Leadership Team meeting, the leadership team voted to accept these SMART goals as written.</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: The leadership team has identified the following as areas of progress towards improving student learning or teacher skills/processes this quarter:</p> <ul style="list-style-type: none"> 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
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<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:
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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"> 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
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<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.	
Quarter 1:	<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 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	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							
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	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							
	1Q	2Q	3Q	4Q	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 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 Unit 1 D&F	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	X 100					
																1Q	2Q	3Q	4Q		
Alg 1	138	15	6					133	93	136	54										
Geo	128	0	13					128	127	128	55					55					
Alg 2	152	34	41	2				150	36	149	96					71					

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 D&F a Unit 1 D&F B Unit 2 C Unit 3 D Unit 4 D&F C Unit 3 D Unit 4 D&F d Unit 4 D&F	1Q 2Q 3Q 4Q
9	137	9	23		130 100 136 13 136 13 131 30	30
10	148	8	13		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

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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
	The 2016-2017 goals in the chart above reflect a 10 percent increase based on our 2015-2016 scores for each subpopulation.			

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>
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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 development 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.

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Quarter 2:</p>
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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 SLT 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 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 mid-term 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 mid-term 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 all discipline referrals)	Number of Students with 5 or more Discipline Referrals (*Cumulative)

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	Semester 2		
	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.

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	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			
				1Q	2Q	3Q	4Q	A		B		C		c		1Q	2Q	3Q	4Q		
				Unit 1 D&F	Unit 1 D&F	Unit 2 D&F	Unit 2 D&F	Unit 1 D&F	Unit 2 D&F	Unit 3 D&F	Unit 3 D&F	Unit 1 D&F	Unit 2 D&F	Unit 3 D&F	Unit 3 D&F	Unit 1 D&F	Unit 2 D&F	Unit 3 D&F	Unit 3 D&F		
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			
				1Q	2Q	3Q	4Q	A	Unit 1	a	B	Unit 2	b	Unit 3	c	Unit 1	1Q	2Q	3Q	4Q	
6	136	10	21	20				120	78	78	122	64	117	32	48.5 %						
7	132	12	24	29				117	59	59	112	78	101	82	66.4 %						
8	136	1		13				100	48	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

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

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

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

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



Arkansas Department of Education

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Commissioner

Process for Review of Schools Classified in Academic Distress by the State Board of Education

**State Board
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The process for schools and districts classified in Academic Distress to report progress in the implementation of the ADE Site Review Team Recommendations at the State Board of Education meeting is as follows:

1. Principals will be asked to submit a written report on the three goals established in Recommendation 1.
 - A. GOAL 1 The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
 - B. GOAL 2 The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional development.
 - C. GOAL 3 The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.
2. Dr. Wilde from the ADE School Improvement Unit will present the goal as a question and then function as time keeper. The questions will be presented one at a time, with each principal responding to the first question before the second question is presented. This process will repeat for the three questions.
 - A. What steps has the leadership team taken to create a clear academic focus that will lead your school to the removal from Academic Distress? What were your successes and/or challenges, if any, in attaining stakeholder buy-in for this focus?
 - B. What steps has the leadership team taken to improve the culture of the school? What successes and/or challenges have you had in attaining an improved culture?

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- C. What steps has the leadership team taken to develop a culture of continuous improvement?
- 3. The district superintendent representative will be asked to report on Recommendation 3.

Recommendation 3: District will clarify support to be provided (full recommendation attached)
- 4. Dr. Wilde will present the district representative with three questions.
 - A. What are the key actions in the professional development plan for the principal?
 - B. What is the district doing to identify effective teachers and then maintain these teachers?
 - C. What steps or actions is the district taking to ensure the curriculum is aligned (written, taught, assessed)?
- 5. Following the presentation of responses by the principals, Dr. Wilde from the ADE School Improvement Unit will provide a summary statement based on:
 - A. The 45-Day Progress Report submitted
 - B. Locally-Hired School Improvement Specialist reports submitted in the Indistar platform
 - C. The School Leadership Team Agendas and Minutes as reported in the Indistar platform
- 6. The Superintendent, Principals, Locally-Hired School Improvement Specialists and the ADE School Improvement Specialists will be available to respond to any questions the State Board members may have.

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
HOT SPRINGS SCHOOL DISTRICT	2603000	SUMMIT SCHOOL	2603013	10	14	0.0%
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	10	37	0.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	10	29	0.0%
SIATECH LITTLE ROCK CHARTER	6052700	SIATECH HIGH CHARTER	6052703	10	13	0.0%
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE ROCK	6053703	10	19	0.0%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	10	19	0.0%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	10	24	0.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	10	258	01.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	10	97	02.1%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	10	84	02.4%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	10	71	02.8%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	10	36	02.8%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW HIGH SCHOOL	1505026	10	32	03.1%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	10	30	03.3%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	10	311	03.5%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	10	52	03.8%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	10	235	03.8%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW HIGH SCHOOL	7307032	10	98	04.1%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	10	166	04.2%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	10	24	04.2%
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	10	46	04.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	10	156	05.1%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	10	38	05.3%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	10	37	05.4%
HAMPTON SCHOOL DISTRICT	0701000	HAMPTON HIGH SCHOOL	0701002	10	34	05.9%
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	RURAL SPECIAL HIGH SCHOOL	6901012	10	17	05.9%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	10	200	06.0%
BLITHEVILLE SCHOOL DISTRICT	4702000	BLITHEVILLE HIGH SCHOOL-A NEW TECH S	4702706	10	152	06.6%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL HIGH SCHOOL	3509067	10	219	06.8%
BARTON-LEXA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	10	59	06.8%
RECTOR SCHOOL DISTRICT	1106000	RECTOR HIGH SCHOOL	1106023	10	43	07.0%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	10	42	07.1%
FOUKE SCHOOL DISTRICT	4603000	FOUKE HIGH SCHOOL	4603010	10	80	07.5%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	MAMMOTH SPRING HIGH SCHOOL	2501002	10	39	07.7%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
SIATECH LITTLE ROCK CHARTER	6052700	SIATECH HIGH CHARTER	6052703	09	14	0.0%
ARK. SCHOOL FOR THE DEAF	6092000	ARK. SCHOOL FOR THE DEAF H.S.	6092002	09	11	0.0%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	09	19	0.0%
BEEBE SCHOOL DISTRICT	7302000	BADGER ACADEMY	7302703	09	10	0.0%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	09	55	01.8%
FORDYCE SCHOOL DISTRICT	2002000	FORDYCE HIGH SCHOOL	2002007	09	42	02.4%
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	09	37	02.7%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	09	104	02.9%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	09	315	02.9%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	09	30	03.3%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	09	174	03.4%
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE R	6053700	PREMIER HIGH SCHOOL OF LITTLE RO	6053703	09	29	03.4%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	09	85	03.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCELLELLAN MAGNET HIGH SCHOOL	6001064	09	184	03.8%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	09	249	04.4%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	09	193	04.7%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	09	246	05.3%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	09	18	05.6%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	NORTH PULASKI HIGH SCHOOL	6003136	09	47	06.4%
NEVADA SCHOOL DISTRICT	5008000	NEVADA HIGH SCHOOL	5008014	09	30	06.7%
LAKEVIEW SCHOOL DISTRICT (CHICOT COUNTY)	0903000	LAKEVIEW HIGH SCHOOL	0903018	09	72	06.9%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW HIGH SCHOOL	1505026	09	29	06.9%
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	09	97	07.2%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER JUNIOR HIGH SCHOOL	1803035	09	127	07.9%
PALESTINE-WHEATLEY SCH. DIST.	6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	09	76	07.9%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT HIGH SCHOOL	0901003	09	25	08.0%
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	09	25	08.0%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	09	37	08.1%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	09	97	08.2%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	09	24	08.3%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	09	34	08.8%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	09	21	09.5%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	09	258	09.7%
BLITHEVILLE SCHOOL DISTRICT	4702000	BLITHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	4702706	09	165	09.7%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	08	20	0.0%
STRONG-HUTTING SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	08	22	04.5%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	08	20	05.0%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HIGH	3541703	08	15	06.7%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	08	60	06.7%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	08	97	07.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	08	107	07.5%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	08	12	08.3%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	FULLER MIDDLE SCHOOL	6003120	08	156	08.3%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	08	48	08.3%
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	08	23	08.7%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	08	179	08.9%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	08	44	09.1%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	08	160	10.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	08	266	10.2%
BLITHEVILLE SCHOOL DISTRICT	4702000	BLITHEVILLE MIDDLE SCHOOL	4702012	08	142	10.6%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	08	55	10.9%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	08	50	12.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	08	25	12.0%
HUNTSVILLE SCHOOL DISTRICT	4401000	ST. PAUL HIGH SCHOOL	4401012	08	16	12.5%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	08	87	12.6%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	08	228	12.7%
LAWRENCE COUNTY SCHOOL DISTRICT	3810000	WALNUT RIDGE HIGH SCHOOL	3810027	08	78	12.8%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	08	31	12.9%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	08	215	13.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	08	197	13.2%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW JUNIOR HIGH SCHOOL	7307033	08	106	13.2%
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	08	60	13.3%
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	08	112	13.4%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	08	36	13.9%
LITTLE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	08	232	14.2%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	08	14	14.3%
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	08	28	14.3%
CEDAR RIDGE SCHOOL DISTRICT	3212000	CEDAR RIDGE HIGH SCHOOL	3212027	08	61	14.8%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	08	217	16.1%
BARTON-LEXA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	08	62	16.1%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	07	29	03.4%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	MOUNT JUDEA HIGH SCHOOL	5106010	07	13	07.7%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	07	38	07.9%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	07	183	10.9%
ROSE BUD SCHOOL DISTRICT	7310000	ROSE BUD HIGH SCHOOL	7310043	07	65	12.3%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	07	87	12.6%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	07	58	13.8%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	07	230	15.2%
NEVADA SCHOOL DISTRICT	5008000	NEVADA HIGH SCHOOL	5008014	07	37	16.2%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	07	67	16.4%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	07	29	17.2%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	07	199	17.6%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	07	163	17.8%
MIDLAND SCHOOL DISTRICT	3211000	MIDLAND HIGH SCHOOL	3211035	07	45	17.8%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	07	11	18.2%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	07	22	18.2%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	07	253	19.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	07	56	19.6%
COSSATOT RIVER SCHOOL DISTRICT	5707000	UMPIRE HIGH SCHOOL	5707017	07	10	20.0%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	07	50	20.0%
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	07	59	20.3%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	07	169	20.7%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	07	19	21.1%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	07	37	21.6%
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	07	285	22.1%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE MIDDLE SCHOOL	4702012	07	136	22.1%
CORNING SCHOOL DISTRICT	1101000	CORNING HIGH SCHOOL	1101004	07	76	22.4%
CEDAR RIDGE SCHOOL DISTRICT	3212000	CEDAR RIDGE HIGH SCHOOL	3212027	07	58	22.4%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	07	159	22.6%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	07	192	22.9%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW JUNIOR HIGH SCHOOL	7307033	07	91	23.1%
STAR CITY SCHOOL DISTRICT	4003000	STAR CITY MIDDLE SCHOOL	4003015	07	131	23.7%
CADDO HILLS SCHOOL DISTRICT	4901000	CADDO HILLS HIGH SCHOOL	4901003	07	53	24.5%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	07	89	24.7%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	07	32	25.0%
HOT SPRINGS SCHOOL DISTRICT	2603000	HOT SPRINGS MIDDLE SCHOOL	2603020	07	246	25.2%

2015-2016 ACT Aspire Preliminary School Results

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STRONG-HUTTIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	06	23	08.7%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS ELEM. SCHOOL	3104005	06	16	18.8%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	06	16	18.8%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE ELEM. SCHOOL	6505013	06	21	19.0%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	06	31	19.4%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE MIDDLE SCHOOL	4702012	06	135	20.0%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WEAVER ELEMENTARY SCHOOL	1803030	06	38	21.1%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	06	216	21.8%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	06	95	22.1%
WEST MEMPHIS SCHOOL DISTRICT	1803000	JACKSON ELEMENTARY SCHOOL	1803027	06	44	25.0%
JASPER SCHOOL DISTRICT	5102000	JASPER ELEMENTARY SCHOOL	5102005	06	44	25.0%
MARION SCHOOL DISTRICT	1804000	MARION MIDDLE SCHOOL	1804016	06	317	26.2%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	06	91	26.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	06	45	26.7%
LEAD HILL SCHOOL DISTRICT	0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	06	26	26.9%
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	1608022	06	67	26.9%
FORREST CITY SCHOOL DISTRICT	6201000	LINCOLN ACADEMY	6201016	06	170	27.1%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT ELEMENTARY SCHOOL	0901001	06	29	27.6%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	06	259	27.8%
RIVERVIEW SCHOOL DISTRICT	7307000	JUDSONIA ELEMENTARY SCHOOL	7307026	06	36	27.8%
LITTLE ROCK PREPARATORY ACADEMY	6049700	LITTLE ROCK PREP ACADEMY	6049702	06	43	27.9%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW ELEMENTARY SCHOOL	1505025	06	39	28.2%
LITTLE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	06	229	29.3%
CEDAR RIDGE SCHOOL DISTRICT	3212000	NEWARK ELEMENTARY SCHOOL	3212026	06	43	30.2%
SOUTH SIDE SCHOOL DISTRICT(VAN BUREN COUNTY)	7105000	SOUTH SIDE ELEMENTARY SCHOOL	7105018	06	33	30.3%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	06	46	30.4%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	06	184	31.0%
JACKSONVILLE LIGHTHOUSE CHARTER	6050700	JACKSONVILLE LIGHTHOUSE CHARTE	6050701	06	54	31.5%
WEST MEMPHIS SCHOOL DISTRICT	1803000	FAULK ELEMENTARY SCHOOL	1803026	06	76	31.6%
FOUKE SCHOOL DISTRICT	4603000	PAULETTE SMITH MIDDLE SCHOOL	4603011	06	79	31.6%
FORT SMITH SCHOOL DISTRICT	6601000	SPRADLING ELEMENTARY SCHOOL	6601016	06	57	31.6%
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	06	41	31.7%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	NORTH LITTLE ROCK MIDDLE SCHOOL	6002070	06	622	31.8%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	06	168	32.1%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE ELEMENTARY SCH	5404030	06	28	32.1%
BALD KNOB SCHOOL DISTRICT	7301000	BALD KNOB MIDDLE SCHOOL	7301004	06	103	33.0%

2015-2016 ACT Aspire Preliminary School Results

ELA						
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met Readiness Benchmark
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE RO	6053700	PREMIER HIGH SCHOOL OF LITTLE RO	6053703	10	19	05.3%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	10	19	05.3%
HOT SPRINGS SCHOOL DISTRICT	2603000	SUMMIT SCHOOL	2603013	10	12	08.3%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	10	24	08.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	10	244	10.7%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	10	30	13.3%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	10	41	14.6%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	10	99	15.2%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	10	82	17.1%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	10	301	17.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	10	233	18.0%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	10	192	18.8%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	10	53	18.9%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	10	161	19.3%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	10	30	20.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCELLELAN MAGNET HIGH SCHOOL	6001064	10	135	20.7%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	10	24	20.8%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	10	178	22.5%
GUY-PERKINS SCHOOL DISTRICT	2304000	GUY-PERKINS HIGH SCHOOL	2304022	10	31	22.6%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	10	70	24.3%
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	10	24	25.0%
MCGEHEE SCHOOL DISTRICT	2105000	MCGEHEE HIGH SCHOOL	2105028	10	78	25.6%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE HIGH SCHOOL-A NEW TECH SCHOOL	4702706	10	150	26.0%
POYEN SCHOOL DISTRICT	2703000	POYEN HIGH SCHOOL	2703010	10	53	26.4%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	10	36	27.8%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL HIGH SCHOOL	3509067	10	217	28.1%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW HIGH SCHOOL	5204023	10	177	28.2%
RIVERCREST SCHOOL DISTRICT 57	4706000	RIVERCREST HIGH SCHOOL	4706066	10	89	29.2%
NEWPORT SCHOOL DISTRICT	3403000	NEWPORT HIGH SCHOOL	3403013	10	77	29.9%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	10	39	30.8%
PERRYVILLE SCHOOL DISTRICT	5303000	PERRYVILLE HIGH SCHOOL	5303011	10	84	31.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	10	29	31.0%

2015-2016 ACT Aspire Preliminary School Results

ELA						
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met Readiness Benchmark
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	09	18	11.1%
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE RO	6053703	09	26	11.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	09	276	13.0%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	09	103	14.6%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	09	240	15.4%
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	09	38	15.8%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	09	188	16.0%
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	09	25	16.0%
HAMPTON SCHOOL DISTRICT	0701000	HAMPTON HIGH SCHOOL	0701002	09	43	16.3%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	09	55	16.4%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	09	30	16.7%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	09	82	17.1%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	09	172	18.0%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	09	96	18.8%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	09	26	19.2%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	09	243	19.8%
BEEBE SCHOOL DISTRICT	7302000	BADGER ACADEMY	7302703	09	10	20.0%
TRUMANN SCHOOL DISTRICT	5605000	TRUMANN HIGH SCHOOL	5605023	09	128	20.3%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	NORTH PULASKI HIGH SCHOOL	6003136	09	48	20.8%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	09	60	21.7%
LAKE SIDE SCHOOL DISTRICT (CHICOT COUNTY)	0903000	LAKE SIDE HIGH SCHOOL	0903018	09	73	21.9%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	09	243	22.2%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	09	18	22.2%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	09	44	22.7%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	09	172	22.7%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	WILBUR D. MILLS HIGH SCHOOL	6003125	09	149	23.5%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	09	37	24.3%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	09	24	25.0%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER JUNIOR HIGH SCHOOL	1803035	09	125	25.6%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	09	34	26.5%
PALESTINE-WHEATLEY SCH. DIST.	6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	09	75	26.7%
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	09	97	26.8%

2015-2016 ACT Aspire Preliminary School Results

				ELA	
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District Name	District LEA	School Name	School LEA	Grade	
FORDYCE SCHOOL DISTRICT	2002000	FORDYCE HIGH SCHOOL	2002007	09	42
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	09	21
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	4702706	09	160
DEWITT SCHOOL DISTRICT	0101000	DEWITT HIGH SCHOOL	0101004	09	100
GREEN FOREST SCHOOL DISTRICT	0803000	GREEN FOREST HIGH SCHOOL	0803012	09	100
BARTON-LEXA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	09	69
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT HIGH SCHOOL	0901003	09	24
GURDON SCHOOL DISTRICT	1003000	GURDON HIGH SCHOOL	1003018	09	47
JONESBORO SCHOOL DISTRICT	1608000	ANNIE CAMP JR. HIGH SCHOOL	1608023	09	211
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	09	66
PERRYVILLE SCHOOL DISTRICT	5303000	PERRYVILLE HIGH SCHOOL	5303011	09	69
CARLISLE SCHOOL DISTRICT	4303000	CARLISLE HIGH SCHOOL	4303013	09	55
WARREN SCHOOL DISTRICT	0602000	WARREN HIGH SCHOOL	0602703	09	122
MARKED TREE SCHOOL DISTRICT	5604000	MARKED TREE HIGH SCHOOL	5604017	09	47
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW HIGH SCHOOL	5204023	09	180
CROSSETT SCHOOL DISTRICT	0201000	CROSSETT HIGH SCHOOL	0201006	09	124
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	09	37
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	09	68
FORT SMITH SCHOOL DISTRICT	6601000	DORA KIMMONS JR. HIGH SCHOOL	6601022	09	280
DUMAS SCHOOL DISTRICT	2104000	DUMAS JUNIOR HIGH SCHOOL	2104020	09	102
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	BRUNO-PYATT HIGH SCHOOL	6505011	09	15
SPRINGDALE SCHOOL DISTRICT	7207000	GEORGE JUNIOR HIGH SCHOOL	7207060	09	338
MALVERN SCHOOL DISTRICT	3004000	MALVERN HIGH SCHOOL	3004023	09	131
RIVERCREST SCHOOL DISTRICT 57	4706000	RIVERCREST HIGH SCHOOL	4706066	09	118
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	09	49
MULBERRY SCHOOL DISTRICT	1704000	PLEASANT VIEW JUNIOR HIGH	1704018	09	20
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW HIGH SCHOOL	7307032	09	105
TWO RIVERS SCHOOL DISTRICT	7510000	TWO RIVERS HIGH SCHOOL	7510019	09	87
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	09	42
KIPP DELTA PUBLIC SCHOOLS	5440700	KIPP BLYTHEVILLE COLLEGIATE HIGH	5440706	09	56
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	09	39
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	09	22

2015-2016 ACT Aspire Preliminary School Results

						ELA	
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met	Readiness Benchmark
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	08	21	09.5%	
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	08	141	16.3%	
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	08	185	18.9%	
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	08	20	20.0%	
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	08	53	20.8%	
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	08	179	21.2%	
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	08	14	21.4%	
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	TIMBO HIGH SCHOOL	6901016	08	14	21.4%	
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	08	28	21.4%	
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	08	50	22.0%	
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	08	95	22.1%	
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	08	216	22.2%	
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	08	251	22.3%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	FULLER MIDDLE SCHOOL	6003120	08	155	22.6%	
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	08	44	22.7%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	08	112	23.2%	
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	08	20	25.0%	
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	08	12	25.0%	
STAR CITY SCHOOL DISTRICT	4003000	STAR CITY MIDDLE SCHOOL	4003015	08	127	25.2%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	08	212	25.5%	
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HI	3541703	08	15	26.7%	
CALICO ROCK SCHOOL DISTRICT	3301000	CALICO ROCK HIGH SCHOOL	3301002	08	37	27.0%	
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	08	33	27.3%	
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	08	58	27.6%	
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	08	159	28.3%	
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	08	297	28.6%	
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	08	45	28.9%	
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	08	24	29.2%	
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	08	17	29.4%	
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	NORTH LITTLE ROCK MIDDLE SCHOOL	6002070	08	560	30.2%	
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	08	56	30.4%	
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	08	228	30.7%	
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	08	87	31.0%	
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	08	54	31.5%	

2015-2016 ACT Aspire Preliminary School Results

						ELA	
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District Name	District LEA	School Name	School LEA	Grade			
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	07		29	03.4%
STRONG-HUTTING SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	07		19	10.5%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	07		64	17.2%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	07		57	17.5%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	07		87	19.5%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	07		46	19.6%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	07		18	22.2%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	07		174	22.4%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	07		39	23.1%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HI	3541703	07		26	23.1%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	07		195	23.1%
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	07		56	23.2%
RIVERCREST SCHOOL DISTRICT 57	4706000	RIVERCREST HIGH SCHOOL	4706066	07		94	24.5%
CADDO HILLS SCHOOL DISTRICT	4901000	CADDO HILLS HIGH SCHOOL	4901003	07		53	24.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	07		221	25.3%
LAFAYETTE COUNTY SCHOOL DISTRICT	3704000	LAFAYETTE COUNTY HIGH SCHOOL	3704013	07		50	26.0%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	07		34	26.5%
HUNTSVILLE SCHOOL DISTRICT	4401000	ST. PAUL HIGH SCHOOL	4401012	07		15	26.7%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE MIDDLE SCHOOL	4702012	07		135	26.7%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	07		15	26.7%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	07		37	27.0%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	07		37	27.0%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	07		11	27.3%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	07		22	27.3%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	07		167	27.5%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	07		188	27.7%
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	07		18	27.8%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	07		161	28.0%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	07		56	28.6%
FORDYCE SCHOOL DISTRICT	2002000	FORDYCE HIGH SCHOOL	2002007	07		59	28.8%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	07		52	28.8%
NEWPORT SCHOOL DISTRICT	3403000	NEWPORT HIGH SCHOOL	3403013	07		86	29.1%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT HIGH SCHOOL	0901003	07		27	29.6%
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	07		280	29.6%

2015-2016 ACT Aspire Preliminary School Results

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District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met	Readiness Benchmark
STRONG-HUTTIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	06	21		09.5%
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	06	38		10.5%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WEAVER ELEMENTARY SCHOOL	1803030	06	36		19.4%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	06	181		21.5%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE ELEM. SCHOOL	6505013	06	18		22.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	06	93		22.6%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	06	252		25.4%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	06	204		27.5%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT ELEMENTARY SCHOOL	0901001	06	29		27.6%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER ELEMENTARY SCHOOL	1803032	06	32		28.1%
PINE BLUFF SCHOOL DISTRICT	3505000	BELAIR MIDDLE SCHOOL	3505025	06	241		28.2%
EARLE SCHOOL DISTRICT	1802000	EARLE ELEMENTARY SCHOOL	1802005	06	46		28.3%
FORREST CITY SCHOOL DISTRICT	6201000	LINCOLN ACADEMY	6201016	06	169		28.4%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN ELEMENTARY SCHOOL	5201001	06	34		29.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	06	44		29.5%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	06	89		30.3%
MAYNARD SCHOOL DISTRICT	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	06	41		31.7%
JACKSONVILLE LIGHTHOUSE CHARTER	6050700	JACKSONVILLE LIGHTHOUSE CHARTE	6050701	06	53		32.1%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	06	31		32.3%
WEST MEMPHIS SCHOOL DISTRICT	1803000	JACKSON ELEMENTARY SCHOOL	1803027	06	40		32.5%
FORT SMITH SCHOOL DISTRICT	6601000	TRUSTY ELEMENTARY SCHOOL	6601019	06	46		32.6%
BLTTHEVILLE SCHOOL DISTRICT	4702000	BLTTHEVILLE MIDDLE SCHOOL	4702012	06	131		32.8%
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	1608022	06	66		33.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	06	228		33.8%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	06	168		33.9%
LEAD HILL SCHOOL DISTRICT	0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	06	26		34.6%
FORT SMITH SCHOOL DISTRICT	6601000	HARRY C. MORRISON ELEM. SCHOOL	6601030	06	23		34.8%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	RISON HIGH SCHOOL	1305010	06	65		35.4%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN ELEMENTARY SCHOOL	5205011	06	14		35.7%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	06	44		36.4%
BRADFORD SCHOOL DISTRICT	7303000	BRADFORD ELEMENTARY SCHOOL	7303014	06	30		36.7%
KIPP DELTA PUBLIC SCHOOLS	5440700	KIPP BLTTHEVILLE COLLEGE PREP	5440705	06	46		37.0%
LITTLE ROCK PREPARATORY ACADEMY	6049700	LITTLE ROCK PREP ACADEMY	6049702	06	43		37.2%
MCGHEE SCHOOL DISTRICT	2105000	MCGHEE ELEMENTARY SCHOOL	2105026	06	91		37.4%



ARKANSAS
DEPARTMENT
OF EDUCATION

Recommendations 1 and 3

July 15, 2016

Submitted by

Division of Public School Accountability

School Improvement Unit

RECOMMENDATION # 1: PREVIOUSLY CLASSIFIED SCHOOLS

Because twenty of the schools were previously classified in Academic Distress, and two of the other four schools were classified as Priority, it was noted that they have goals and efforts currently in progress from prior ADE site reviews or technical assistance. Thus, the review team is recommending continuation of the Priority Improvement Plans established for school year 2015-16, but with modifications for greater clarity. ADE School Improvement Unit (SIU) staff will provide technical assistance to assist these twenty-two schools in integrating into their current plans three targeted goals that would be monitored monthly by the SIU. These overarching goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

RECOMMENDATION 3: DISTRICT WILL CLARIFY SUPPORT TO BE PROVIDED

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected

outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.
- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will

be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

Attachment C

SCHOOL GOALS

BACKGROUND

Campus teams did not clearly articulate the components of accountability that would lead to the removal from Academic Distress, including the steps that need to be taken to improve student outcomes.

GOAL 1

The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

CLARIFICATION

The School Improvement Leadership Team ensures the development of a clear and shared focus involving all stakeholders. All stakeholders know the focus and how achieving the focus will lead to increased achievement, long range commitment to continuous improvement and specifically removal from Academic Distress classification. All stakeholders can articulate their role, and the role of interventions/innovations/programs in accomplishing the focus. The focus will be foremost in decisions related to support expenditures. All faculty will clearly understand the evidence that identify progress throughout the year. The School Improvement Leadership Team will provide an update of progress to the local school board quarterly.

BACKGROUND

School staff interviewed as part of the site reviews communicated high turnover rates of teachers, difficulty recruiting qualified teachers, high number of discipline referrals, high teacher absenteeism, high failure rate and a high number of students entering secondary settings behind grade level.

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.

CLARIFICATION

The School Improvement Leadership Team ensures there is a sense that educating students extends beyond teachers and staff in schools to include all educational stakeholders. Parents, as well as businesses, social service agencies, and community colleges/universities all know their role in this effort. Teachers, staff, students and stakeholders believe that all students can learn and are able to articulate a personal vision of success. The school has a safe, caring,

healthy and intellectually stimulating learning environment where all students and staff feel welcomed, supported and valued. The social-emotional, behavior and academic needs of students are addressed using a research based multi-tiered approach. Instruction is student-focused; teachers have high expectations of student learning and believe they can teach all students. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. Teachers determine needed support and professional development that aligns with the school and district's clear focus and high expectations. The School Improvement Leadership Team will regularly assess school culture by utilizing ADE provided or approved student and teacher surveys and provide an update to the state and local school board quarterly.

BACKGROUND

Campus teams did not articulate the plans and processes in place for creating a culture of continuous improvement. Various teams did not demonstrate an understanding of the comprehensive picture of a culture of continuous improvement.

GOAL 3

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

CLARIFICATION

A culture of continuous improvement is one that involves assessing, planning and monitoring of school improvement indicators and making data-driven decisions toward achieving the shared and clear focus. All teams work collaboratively within and outside of their teams, have a clear and communicated written purpose, bylaws, and can articulate their role in achieving the focus.

The School Improvement Leadership Team has the autonomy to identify and attend necessary training to ensure they are capable of leading a turnaround effort. The School Improvement Leadership Team meets regularly and serves as a conduit of communication to all stakeholders in a way that enables the School Improvement Leadership Team to receive input. A schedule and description of all assessments to be administered will be created including detail of how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is recommended that the Aspire Interim Assessments and Aspire Classroom Assessments are used for progress monitoring as available. Post-Unit Assessments can be combined with Aspire Classroom Assessments to monitor both standards attainment and/or the learning of foundation knowledge. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). The School Improvement Leadership Team analyzes data in order to draw conclusions and make decisions about

school improvement and professional development. The School Improvement Leadership Team with support from the District Improvement Leadership Team seeks ways to retain effective teachers and how they will recruit and incentivize qualified teachers. This would include monitoring teachers for their “feelings or perceptions” of support on a quarterly basis.

The Instructional Improvement Team (otherwise referred to as PLC) works collaboratively with the empowerment to draw conclusions and make decisions based on data. Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work. An assessment is administered prior to instruction to plan for differentiated instruction within the unit. Assessments will be administered following instruction in two to three week intervals to assess effectiveness of instruction and to identify students in need of instructional support or enhancement. The Instructional Improvement Teams use student data to assess strengths and weaknesses of the curriculum and instructional strategies. The Instructional Improvement Team reviews the results of assessments and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit and reflect on personal effectiveness. The Instructional Improvement Teams use the results from multiple measures of data to plan for professional development, inform subsequent instructional unit plans and make adjustments to the curriculum.

Attachment D

DISTRICT RECOMMENDATIONS

BACKGROUND for recommendation 1:

The ADE Review Team did not find a clearly articulated plan to support the school's turnaround effort.

RECOMMENDATION 1: DISTRICT

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review, a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.
- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement

(SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.

- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.
- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

CLARIFICATION of the recommendation:

The ADE will make Specialists available (upon request) to assist the district in the development of the plans. Specialists from Educator Effectiveness, School Improvement, Standards, Curriculum, Finance and Assessment may be accessed in July and August.

The turnaround principles are the basis of this recommendation:

- Providing strong leadership by ensuring the principal is capable of leading a turnaround effort; and Providing operational flexibility in the areas of scheduling, staffing, curriculum, and budget

- Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of classroom level data
- Establishing a school environment that improves safety and discipline as well as addressing other non-academic factors that impact student achievement such as social, emotional and health needs
- Incentivizing effective teachers to remain at the school and preventing the transfer or hire of ineffective teachers
- Increasing mechanisms for parent and community involvement

BACKGROUND for district recommendation 2:

There was evidence of the required reporting of progress to the local school board. There was not clear evidence that the local board was receiving training in how their actions and decisions could influence or support the school improvement process.

RECOMMENDATION 2 District:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and or trainings in which the local school board can participate to further support the school or schools.

CLARIFICATION of the recommendation:

Each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, report to the local board will highlight the decisions made that either supported the school's efforts or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE support team would then assist the Local School Board in identifying any trainings that would assist in their efforts to become more effective.

The National School Boards Association has published articles related to eight characteristics of effective school boards. In addition, the Center for Public Education has both an executive summary and a full report on the characteristics of effective school boards. This can be easily accessed at

<http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards>.



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 28, 2016

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of Education**

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El Dorado

Diane Zook
Melbourne

Mr. Richard Atwill, Superintendent
Blytheville School District
405 West Park Street
Blytheville, AR 72316

Dear Superintendent Atwill:

The Arkansas State Board of Education is committed to the academic success of all students in our state. In support of this commitment, the State Board has appointed a Standing Committee to monitor the progress of schools classified in Academic Distress. To accomplish this goal, the Standing Committee has established meeting dates for school and district leadership to provide oral updates and have discussion on barriers to progress.

Given your district has two schools classified in Academic Distress, the Standing Committee of the State Board of Education has scheduled your next review for Friday, December 9, 2016. The Standing Committee meeting will begin immediately following the adjournment of the regular session of the State Board. Please contact me for an approximate starting time or for assistance in preparing for this meeting.

As a reminder, the Standing Committee would like to hear a progress report specifically from the school principal. Following the principal's report, the Standing Committee would like to hear from you (and other supporting administrators as appropriate) on how the district is supporting the schools' efforts to increase student achievement. Please be prepared to discuss current year's progress for the following school(s):

Blytheville High School (Academic Distress and Priority School)

Blytheville Middle School (Academic Distress and Priority School)

Below you will find a list of recommended documents you may want to submit for the Standing Committee to review prior to the meeting. Please keep in mind that all documents submitted will be posted for public review and no documents should identify students or parents by name.

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Please send this information to Glenda Cupples at Glenda.cupples@arkansas.gov in PDF file format as soon as possible, but no later than by noon on Thursday, November 10, 2016. The items generally requested include:

1. A summary report from the principal on actions taken toward the three goals in Recommendation 1.
2. Agendas and minutes of all School Board meetings for the last six months with highlighted activity related to school improvement.
3. A list of external providers, if any, supporting school improvement and the evaluation of the effectiveness of these services within your school district.
4. A districts' next steps for supporting school(s) per the Plan of Support, if available at this time.
5. Any additional information you consider relevant to your progress.

We look forward to reviewing your information and discussing your successes and challenges.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Richard W. Wilde".

Richard W. Wilde, Ed.D.
Public School Program Manager
Arkansas Department of Education

cc: M. Annette Barnes, Assistant Commissioner of Public School Accountability
Deborah Coffman, Chief of Staff
Elbert Harvey, Coordinator of School Improvement/Standards Assurance



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Process for Review of Schools Classified in Academic Distress by the State Board of Education

State Board of Education

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Melbourne

The process for schools and districts classified in Academic Distress reporting progress in the implementation of the ADE Site Review Team Recommendations at the November 2016 State Board of Education meeting:

1. Principals will be asked to report on the three goals established in Recommendation 1.
 - a. GOAL 1 The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
 - b. 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.
 - c. GOAL 3 The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.
2. Dr. Wilde from the ADE School Improvement Unit will present the goal as a question and then function as time keeper. The questions will be presented one at a time, with each principal responding to first question before the second question is presented. This process will repeat for the three questions.
 - a. What steps has the leadership team taken to create a clear academic focus that will lead your school to the removal from Academic Distress? What were your successes and/or challenges, if any, in attaining stakeholder buy-in for this focus?
 - b. What steps has the leadership team taken to improve the culture of the school? What successes and/or challenges have you had in attaining an improved culture?
 - c. What steps has the leadership team taken to develop a culture of continuous improvement?

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3. Following the presentation of responses by the principals, Dr. Wilde from the ADE School Improvement Unit will provide a summary statement based on: the 45 progress reports submitted, Locally-Hired SIS reports submitted in the Indistar platform and the School Leadership Team Agendas and Minutes as reported in the Indistar platform.
4. The Superintendent, Principals, Locally-Hired School Improvement Specialist and the ADE School Improvement Specialist will be available to respond to any questions the State Board members may have.

Principal's Summary

Bobby Ashley, Blytheville High School

#1 - A clear Academic Focus

Blytheville High School began this year as always with a clear focus on academics. All new staff were onboarded through a two day New Teacher Boot Camp in which we shared 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 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.

In early fall instructional teams at Blytheville High School met to review ACT Aspire Data and create SMART Goals for student growth. These were presented to the leadership team which voted to accept them as written and shared with all staff and the district leadership.

- SMART Goals.
 - 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.
 - 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."
 - 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.
 - 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.
 - 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.

Conversation in collaboration and leadership meetings throughout the semester has revolved around specific subject areas and the concerns and issues they were working on to improve results. There has been a specific focus on data and improvement with Excel documents built around comparison of data from

year, grade, subject, and subpopulation. Drop Everything and Read (DEAR) and Drop Everything and Divide (DEAD) time has been scheduled to ensure that math and literacy get ample attention across the curriculum by increasing student time with text and math. The Learning and Growth Model that principals have been using has been implemented in collaboration and PLC groups so teachers can measure themselves against the Indistar standards and work on next steps to improve.

After a review of the first interim, the leadership team agreed that the fact that we acquired baseline data on the majority of our ninth and tenth grade students would be helpful in instruction and remediation. Some challenges that we have found this fall are noted below and culminated in a revision of how we will test with Interim II. Over the span of several leadership meetings a common theme was addressed regarding school day interruptions that affect classroom instruction and assessment.

- ACT Aspire Interim Assessments
 - At times we were scheduled to give an interim, but students were out for an extracurricular activity that had been announced late. Clubs and extracurricular activities leaders are not always holding students accountable for their grades and teachers want those students who have not met goals to be in class rather than participating in club activities, competitions, or volunteer work.
 - Look at a way that we could have the WHOLE school give the interim in December/February in the same way as when we give the actual test in May to work out all the bugs of testing prior to test day.
 - Lost a substantial amount of class time as classes with multiple grades tested on different days. Teachers with mixed classes only give one test: Some classes are mixed 10th/11th/12th so it is hard to motivate 10th graders when other students are taking a different test. Students ALL take the test at the same time
 - 11th graders get practice on the computer: We noticed a steep drop off last year on their performance on the computer based test vs their paper test. Giving them an opportunity to take it on a computer might alleviate this.
 - Look at opportunity for seniors enrolled in an AP class, particularly those AP classes that are scheduled during 1st, 2nd, or 3rd periods, to take a mock AP exam so that teachers don't feel like interim testing time for 9-11 is wasted time for seniors
- What kind of non-monetary incentives can we offer to students who show growth on the test? This might be a good way to motivate those who sleep or aren't taking the test seriously.
 - Growth party in auditorium for 2 class periods (watch movie, eat popcorn, play board games)
 - Recognition at 9 Weeks Awards Ceremony
 - Picture and name in paper
- Revision and Approval of the Academic Field Trip Application form.
 - Leadership team worked to revise the field trip form looking at several points to balance the opportunity for students to experience things outside of the school in a learning environment with not missing too much classroom instruction since we are in academic distress.
 - What constitutes eligibility to go on a trip- adding grades and a check with all teachers prior to trip. Limit the number of school activities students may take (week, month, etc) Students must pick number of trips per week helping them learn to make choices.

As noted above, these challenges have led us to revamp our testing procedures at our school to streamline efforts to collect data while minimizing disruptions to instructional time.

Our next Interim, Interim II, will be on December 6th and 7th, 1st through 3rd period, in the same format as we plan on giving the summative this Spring. The 11th grade students will be taking a practice ACT test during this same time as well as the affected Senior AP classes will meet with their AP teachers for intensive work in preparing for the AP exams this Spring. Other seniors will meet in prescribed areas to meet with the counselors and colleges at these times and will not affect other instructional days.

#2 Steps to Improve Culture

BHS has seen a tremendous improvement in culture over the last few years, especially as we have converted to a New Tech School and provided a clear mission, vision and core beliefs to staff and students.

Mission: BHS New Tech values all learners as individuals and strives to promote learning outcomes that matter.

Vision: All learners will show agency, demonstrate the ability to communicate, collaborate, think critically, and transition into the college or career of their choice.

Core Beliefs: New Tech Strategies benefit our students. Relationships are essential and our responsibility. Teamwork is key to collaboration, innovation, and creativity, which are our standard operating procedures. The community is a vital partner in our process.

BHS is providing opportunities for students to see their future after graduation through a variety of ways. We have 17 AP certified teachers on staff, offer 10 AP courses on campus and students participate in concurrent credit classes with Arkansas Northeastern College. Many students attend academic and technical classes on the ANC campus daily. Our College Prep Academy of the Delta (CPAD) gives them the support they need to improve ACT scores in order to apply for college and receive scholarships. Our locally hired college and career counselor works daily to help students follow college and career pathways, makes them aware of scholarships and application deadlines, takes them on tours of colleges and regularly brings college and university teams on campus. BHS was a showcase school for college application week this spring. We partner with local industry to get student in internships and show them options for careers in our county.

An example of some of the success we have seen with our culture is information from the class of 2016. BHS had the highest graduation rate in Mississippi county. From the 160 graduates there were 50 National Honor Society Members, 55 National Beta Club Members, and 42 Honor Graduates. 111 students received achievement awards, 115 were CTE completers, 61 received industry certifications, and 11 were CTE interns. 48 students completed four years of high school with no referrals. 30% of the class was offered scholarships totaling over \$2,150,580.00 including 29 recipients of the Arkansas Academic Challenge Scholarship for \$14,000 each.

On the ADE student survey given first quarter, the two highest scoring statements (both with a score of 3.378) were: "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." Although many of our staff attend extracurricular activities for students and establish strong relationships with them, BHS will work toward a renewed emphasis on all teachers building relationships with students. The principal and a teacher representative, Amanda Haynes, attended the four day Poverty Institute and received training that will help our teachers have a better understanding of the culture and poverty in which the majority of our students live. The district

and school leadership who went will be presenting a series of trainings and support sessions for teachers to ensure that they have strategies to connect with students and their families.

The Leadership team also 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. The participation in new Bloomboard training for Observation Engine and Insight Reports will help us to complete those actions and better support teachers to improve culture.

#3 Culture of Continuous Improvement

As part of our culture for continuous improvement, BHS has been using an observation and feedback cycle with our team of administrators to monitor student and teacher progress and to provide timely and effective feedback to teachers. As part of our Learning and Growth with principals we have studied observation and feedback in the text *Leverage Leadership* and have used an observation tracker in order to be sure that we are observing and providing support to all staff.

This year the district has been able to participate in an Equitable Access Grant which provides additional training for leadership in using Bloomboard and EdReflect. All BHS administrators participated in an additional Bloomboard training that highlighted new tools that can be used to help us provide more direct support to teachers. We can suggest Resources in Bloomboard and EdReflect that will help our teachers grow in areas that are needed. Diane Gathwright is also coming regularly to the district to support administrators as needed in this process and help us align our observations.

We have been using PBIS at BHS, but in a very limited fashion and requested more training and support for those who are leading the process. The district applied to get an SPDG grant and we will be receiving support from ADE to improve this process. The grant also provides support in the RTI program as well. Both of these should lead to improved behavior management, especially for new teachers, and a clear path for supporting students through intervention.

Our work of combining our three year goals in Indistar with the data we have received from surveys and assessments fits perfectly into the district plan for providing support through the Equitable Access Grant and SPDG grant. This should align our goals toward continuous improvement as a school and district.

#1 - A clear Academic Focus

As we work on a clear academic focus at BMS, our goals in 2016-17 listed in our Priority Improvement Plan will be making sure that the curriculum has been analyzed, is aligned, and is available as a guide to all teachers. This will include having instructional teams develop units of instruction that include the use of pre and post tests to guide the instructional process to ensure that learning is differentiated to meet the needs of all students. We can evaluate this process as we regularly look at performance data and classroom observation data in our weekly leadership team meetings. The team structure has been solidly implemented at BMS and provides a streamlined way to communicate with all staff. Time for working on these processes is built into the school day for teachers and additional time after school is also available for training and support as needed.

As part of our focus on academics, 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 data, it was decided to fully implement MSLI at the middle school during the 2016-2017 year in 7th and 8th grade while continuing to support 6th grade teachers. Our Generation Ready consultant works on campus to model for teachers and scaffold them as they implement the process.

Another academic focus is the implementation of New Tech 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. This is helping us to add higher level questioning and collaborative learning to create more critical thinkers on our campus. Blytheville High School has fully implemented New Tech in grades 9-12 therefore the addition on our campus should prepare students for earlier success at BHS. Plans are to implement this program in a new grade level each year with whole school participation scheduled for 2018-2019. We have a New Tech Director from BHS who regularly visits our campus to support teachers. There is access to New Tech Coaches who can train our teachers and we send them to the New Tech Summer Institute as well.

At BMS we provide teachers with support in order to build their capacity whether they new to teaching or a veteran. We have been holding a New Teacher Boot Camp for several years to help onboard new teachers to the district. They meet their mentor and learn about procedures on campus with training that shows them the day to day routines and guidelines for the school. Throughout the year teachers have a built in collaboration time in addition to their personal prep that is designed for them to work together and learn from one another as they write lesson plans, review data, and share strategies.

#2 Steps to Improve Culture

The leadership team at BMS meets weekly and one of the subteams focuses on culture. This group has worked on a number of activities to improve the culture on our campus for staff and students. The addition of a student voice team has created several opportunities for students to provide input on campus and we are currently working with Joe Franks from the Arkansas Leadership Academy to host an expanded student voice meeting in which they will review the results of the ADE student surveys and provide feedback to staff on ways to improve the culture. Our leadership team worked with the entire staff to create a shared mission, vision, and core beliefs that will drive our improvement in academics and culture.

Mission

Blytheville Middle School recognizes that all learners have deeply rooted value and potential in life. We promote an innovative learning environment that stresses the emotional, social, physical, and intellectual development of each student.

Vision

All learners will succeed and achieve in the 21st Century.

Core Beliefs

1. Our strategies benefit all stakeholders.,
2. Relationships are essential--and our responsibility.
3. Collaboration is a part of everything we do.
4. All stakeholders are essential to the success of our students.
5. Innovation and creativity are the standard.

While we have struggles in some areas, we are 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.

On the Educator Survey the highest rated questions were: 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) The lowest rated questions on the educator survey were: 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) We are working to more clearly communicate with all staff and make them aware of multiple opportunities to take part in leadership activities.

On the ADE Student Survey the highest rated questions were: 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) The lowest rated questions on the survey for students were: 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). The principal and the school improvement specialist attended a Poverty Institute training with others from the district which should help us share information with all teachers, especially those new to Blytheville, regarding understanding poverty and the situations in which most of our students live and communicating better to build relationships with students and their families.

Challenges to the middle school around culture include student behavior and discipline. The 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 principal and school improvement specialist will provide resources for staff as we work to improve our staff's ability to relate to all students in a way that keeps them engaged in learning.

The Arkansas Leadership Academy which is supporting our primary and elementary campuses also offers support to the principals at BHS and BMS. ALA provided teachers with a survey on the six categories of LEADS regarding their impression on the effectiveness of the leadership of the principal. Of the 21 staff members who completed the survey, almost all of them expressed that the building leadership was strong in promoting the success of every student across all six categories.

#3 Culture of Continuous Improvement

At BMS we review our Response to Intervention (RTI) data each quarter through data meetings with teachers, instructional facilitators, and the principal. We realized that our triangle is inverted compared to the model because we have many more students needing Tier II and III support than we should. We know we must fix the core first and our work with aligning curriculum in literacy and math, using pre and post assessments to drive instruction, and providing specific feedback and support for teachers is part of that process. Our goal is to work toward improvement of the core classroom instruction that is differentiated for all students so they get what they need without having to have further intervention outside of the classroom. Until that time, we are providing tutoring after school in math and literacy, and our teachers have a designated time during the 90 minute math and literacy block that is dedicated to small group intervention for students.

Our district has applied for and received the opportunity to participate in a State Personnel Development Grant (SPDG) for support in RTI and PBIS. BMS sent the principal and school improvement specialist to the training as part of the district team that will work to make sure that both RTI and PBIS are implemented with fidelity on all campuses. This three year grant will ensure that we are tracking students using evidence based assessments and using our teams to improve outcomes for all students, including students with disabilities.

We have a PBIS team in place and lesson plans with videos showing expected student behavior are shown during advisory time daily. Participation in the SPDG grant will help us to deepen our understanding and use of the PBIS process to use behavioral data to track progress and assign goals for improved behavior. Many of our staff are new and have not had adequate support and training in PBIS so this should make a positive impact on teachers ability to teach students appropriate expectations and also encourage students to work toward the goal of improved behavior.

With the help of our Generation Ready consultant who is guiding us through the Middle School Literacy Initiative (MSLI), we are working to improve the amount of time spent in text across all subjects. Students are keeping track of minutes spent reading throughout the day at intervals in the semester to help us track our progress toward increasing time in text toward the recommended goal of 120 minutes per day. We are working on creating students who can collaborate, communicate, and think critically through the use of reciprocal reading and tracking the comprehension progress of students using Questar's Degrees of Reading Progress (DRP) assessment three times this year.

All of the things we do at BMS are monitored through an observation and feedback cycle that we have worked on through trainings with the district in Learning and Growth sessions for principals. We have

reviewed the Six Steps to Effective Feedback and created an observation schedule and tracker in order to be in all classrooms regularly. The district applied for us to participate in an Equitable Access Grant which provides additional training for leadership in using Bloomboard and EdReflect. This training will be supported by having Diane Gathwright in our district regularly to help us use the Observation Engine and Insight Reports to be sure that we are aligned in our observations and in providing great resources for our teachers to help them grow.

The district leadership team supports BMS in the cycle of continuous improvement through the presence of the school improvement specialist assigned to our campus. A second SIS who is assigned to the high school also works with BMS as needed to provide support to teachers. We have access to data and training that will focus us on moving forward and improving learning for all students and staff.

Blytheville School District
Academic Distress - Plan of Support
2016-2017

Support for Principals to become Accomplished Turnaround Principals

The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identify specific trainings, readings, mentors and timelines for activities to occur and the expected outcome for each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

<u>Trainings:</u>	<u>Readings:</u>	<u>Mentors:</u>	<u>Observation Calibration (TESS) BloomBoard Insight</u>	<u>Informal Observation/ Feedback (TESS)</u>
Learning & Growth in District	<u>Leverage Leadership</u> - Paul Bambrick Santoyo <u>Leaders of Learning</u> - Richard Dufour, Robert J. Marzano	Superintendent Richard Atwill	Principals and district leadership watched the webinars in June and signed up to receive the grant to receive software access and training support.	Observation and Feedback for all teachers will be scheduled on a rotation cycle with all members of the administrative team and instructional support team visiting classrooms with the purpose of providing feedback to improve teacher practice. The Six Steps to Effective Feedback are part of the training from <u>Leverage Leadership</u>
Arkansas Leadership Quest through Co-op	<u>Get Better Faster - A 90 Day Plan for Coaching Teachers</u> Paul Bambrick Santoyo	Curriculum Director/School Improvement Specialist Sally Cooke		
Bloomboard Observation and Insights	<u>How to Help Your School Thrive</u> - John G. Gabriel, Paul C. Farmer	Locally Hired School Improvement Specialist (to be recommended for hire at September board meeting)		
Arkansas Leadership Academy Team Institute and Support for Focus Schools with District Support Provided	<u>Got Data? Now What?: Creating and Leading Cultures of Inquiry-</u>			

Observation Engine and Insight Reports training with Bloomboard	Laura Lipton, Bruce Wellman	<p>Director of Behavior Support Services Jean Cole</p> <p>New Principal Mentor: Chanda Walker for Jana Wilson</p> <p>New Assistant Principal Mentor: Jennifer Blankenship for Eileen Garris</p> <p>ALA- Joe Franks and Jerry Vaughn provide support at focus schools and across the district.</p>	<p>Bloomboard Collections that are focused on specific professional problems of practice are available to provide intentional differentiated study as needed for teachers. Mentors and Novice Teachers are able to access this through their mentoring process in order to provide a stronger base of support for new teachers.</p>	<p><u>Timeline:</u></p> <p>Learning & Growth - Monthly in district</p> <p>AR Leadership Quest - Quarterly and support through Co-op</p>
			<p><u>Timeline:</u></p> <p>August/September Mentors and Novice Teachers begin access to Bloomboard Collections.</p> <p>Fall of 2016 training for all administrators</p>	<p><u>Timeline:</u></p> <p>The goal is to see every teacher face to face at least every two weeks in an informal observation cycle.</p>

<p>(Note: To reduce time out of building for principals, the months with Quest training, the Learning & Growth at the district level will not be held)</p> <p>Focus School Principals will attend ALA in the fall and spring with leadership teams and will have on sight support from ALA leaders weekly</p> <p>Outcome: Principals will reach professional growth goals and grow as leaders in instruction and learning in their buildings. Principals will deepen their teacher support practices through observation & feedback and through TESS</p>	<p><u>Leaders of Learning/Get Better Faster</u> -During the second & third quarters the principals and district leadership team will push deeper into the characteristics of effective leadership, how to building collaborative environments around data and student learning and enriching the support of professional learning communities within each school. Additionally, principals will dig into processes to ensure effective instruction, how to effectively monitor student learning on a consistent basis and how to ensure a truly responsive environment when students are not learning. In addition, principals will work</p>	<p>The shape of the mentoring will depend upon the need of the principal. Mentoring may include, but is not limited to, accompanying principals on observation & feedback sessions for the sake of providing coaching and mentoring support; working with principals through data in his/her building; working through teacher support in his/her building and building an action plan for support.</p> <p>Outcome: Principals will receive mentoring support that is needed to reach individual professional learning goals as well as</p>	<p>and ongoing support throughout the year</p> <p>Outcome: Differentiated support for teachers will cause professional growth for teachers which in turn causes an increase in student growth. As teachers feel support from the district this will increase our likelihood of retaining teachers who are highly qualified.</p> <p>Evaluation: Principals will participate in the proficiency rating of educator performance and the inter-rater reliability process to ensure fidelity.</p>	<p>Outcome: Direct face to face feedback to teachers with specific action steps for improvement will improve teacher practice and student learning.</p> <p>Evaluation: Results of the classroom, formative, and summative assessments will be monitored to see if we show improvement in student learning and achievement. Teacher surveys will be reviewed to see if they are being supported and if that translates into retaining more highly qualified teachers.</p>
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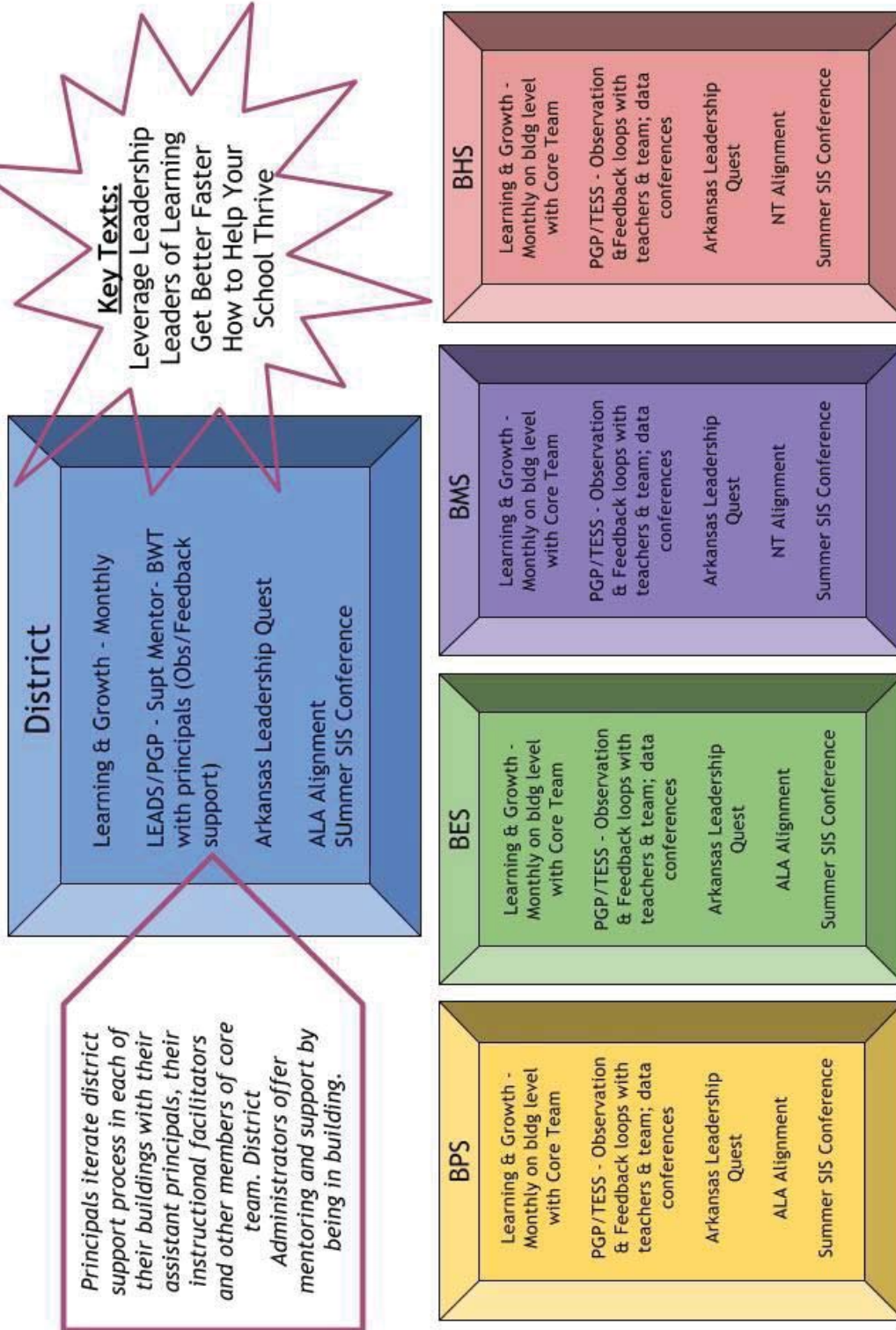
<p>protocols and Bloomboard.</p> <p><u>Evaluation:</u> Process Evaluation: during each quarter, the agendas and learning time outcomes will be evaluated to determine if principals are growing towards meeting their professional growth goals and growing in TESS application. The outcomes of this quarterly evaluation will determine the shape of the following quarter's learning and time.</p> <p>Needs Assessment: At the end of the first semester, principals will be given a needs assessment to determine if the support and training</p>	<p>through effective plans to coach teachers in being highly effective.</p> <p><u>Outcome:</u> These texts will promote principals' growth in building a collaborative building culture where adults collectively work towards improving student outcomes by first improving instruction and the work of the adults in the building. Principals will apply the practices brought forward by these texts and the outcome of those practices will be improved student outcomes.</p> <p><u>Evaluation:</u> Objectives-Based Outcome - District leadership team members will observe the practices (brought</p>	<p>student learning outcomes for his/her building.</p> <p><u>Evaluation:</u> Principals will provide feedback through a process evaluation throughout the course of each semester. Based on the results of that feedback, mentoring support will be adjusted to respond to and meet the needs of the principals.</p>	<p>Professional Growth for teachers will be assessed through teacher evaluation, review of professional development opportunities and surveys from participants, a reduction in the achievement gap for our students.</p>	
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provided meets their learning needs. Data from that assessment will provide insight and direction for the shape of the second semester learning.	forward by the texts) that each principal is employing and work, with the principal through the collection of data, to determine the effectiveness of that practice.		
Impact Evaluation: at the close of the year, the trainings will be evaluated to determine the degree to which principals met their professional growth goals (LEADS) and the degree to which the training supported that.			

Additional Information:

As noted in the graphic organization below, the principals will iterate the training and support process in each of their buildings with their core leadership teams. This iteration will provide both the opportunity for the principal to reinforce his/her own learning and the opportunity to practice leading effective school reform. Assistant principals will also participate this year in Learning and Growth in afternoon sessions following the same timeline as the principals to reinforce learning and assist with leading in the buildings. District leadership will be present at those training times to provide support and mentoring for the principal in that process. In addition to the main line of support listed above, principals will have the opportunity to grow and collaborate with other administrators through attending conferences such as the following: New Tech Fall and Spring Leadership Summit, Arkansas Leadership Academy Master Principals Institute and Team Institutes, Beegle Poverty Institute, and the ADE School Improvement Summer Conference.

Principal Support



State and Federal Funding Support & Outcomes:

A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchases with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team (SILT) will be defined and the allowable use of the funds determined.

	District (Distress)	High School (Distress)	Middle School (Distress)	Elementary School (Focus)	Primary School (Focus)
Title I Funding Personnel and programs purchased	\$265,442.42 (0.5) Director (1) Social Worker (1) Bookkeeper (1) ELL Tutor	\$345,033.27 (6.75) Paraprofessionals (1) Interventionist	\$345,186.51 (8.25) Paraprofessionals (1) Interventionist	\$365,503.12 (11.5) Paraprofessionals	\$423,300.58 (13) Paraprofessionals
NSLA Funding Personnel and Programs Purchased	\$564,936.82	\$320,271.86	\$294,968.20	\$344,381.82	\$339,915.30

Additional Information:

Evaluation of the program/position effectiveness: Each school does a diagnostic analysis and a needs assessment yearly with the entire staff contributing through time in collaboration. A series of questions are used to analyze the vision and programs at the school and to assess the current effectiveness of the system with regards to the following: 1] Community/stakeholder input gathered, 2] Current effectiveness of the system, 3] Teacher effectiveness system supports instructional improvement, 4] School assessment practices and response to intervention practices.

Input from the School Improvement Leadership Team: The school leadership team (made up of administrators, chairperson from instruction, operations, parent & community involvement, and culture as well as other key leaders on campus) uses the data gathered from the staff on the diagnostic analysis and needs assessment in order to form a budget request for their campus. The leadership team will have a review meeting with the District's Federal Coordinator, Director of Behavior/Support Services, School Improvement Specialist/Curriculum Director, Coordinator of Community Development, and Director of Finance in order to share the data gathered, research on any program, positions, or strategies included and review the requests to make sure they meet the needs of the students and teachers, allowable use of funds, and allocations available.

Assessments & Expectations for Student Achievement:

The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards-based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan (s). It is encouraged that the school minimize to Formative Assessments, Aspire Interims (or Aspire-aligned interims) and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administering the Semester Exam.

	High School	Middle School	Elementary School	Primary School
List of assessments	Renaissance Learning STAR reading and STAR math	Renaissance Learning STAR reading and STAR math	Renaissance Learning STAR reading and STAR math	Renaissance Learning STAR reading and STAR math, STAR Early Literacy
	ACT Aspire- Four Interim Assessments	ACT Aspire- Four Interim Assessments	ACT Aspire- Four Interim Assessments	QELI- Qualls Early Learning Inventory (Aug 15-Sept 23)
	Common Assessments in math and ELA	Common Assessments in math and ELA	Common Assessments in math and ELA	DIBELS
		Degrees of Reading Power (DRP)		

Assessment Timeline- Click the links to see the timeline for all major assessment	https://docs.google.com/document/d/1nCzuxL8oowubQEaHi0BEUTUQHx2XxEDgdMpa5vefBU/edit?usp=sharing	https://docs.google.com/document/d/1re3dvB8mMp7fo00GXbFVogTTiOLLI8vvMfYEg8Ea7Lo/edit?usp=sharing	https://docs.google.com/document/d/1hOFU2UVZmSLd_pCJT-qfUqNb9c89U7_yiRMDwkhY9c/edit?usp=sharing	Primary is working on the assessment timeline as they map their curriculum. They will add the new state assessment once information is released.
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Additional Information:

Description of how ALL assessments will be used for progress monitoring:

STAR Reading and STAR Math assessments inform educators about which students are on track to succeed on the year-end summative state test and which students might need additional assistance to reach proficiency. STAR Reading as used for screening and progress-monitoring assessment—is a computer-adaptive assessment of general reading achievement and comprehension for grades 1–12. STAR Reading provides nationally norm-referenced reading scores and criterion-referenced scores. STAR Math as used for screening, progress-monitoring, and diagnostic assessment—is a computer-adaptive assessment of general math achievement for grades 1–12. STAR Math provides nationally norm-referenced math scores and criterion referenced evaluations of skill levels. Teachers and instructional teams in Blytheville use the data to track student progress in reading and math from grade to grade as well as to monitor growth during the school year. Teachers use the data to provide intervention and support for students in time that is set aside specifically for intervention help.

Blytheville Middle School as part of its Middle School Literacy Initiative did a trial of administering the **Degrees of Reading Power (DRP)** to all students in 6th grade during the 2015-16 school year and this year will expand that testing to 7th and 8th grade. DRP tests provide a diagnostic, criterion-referenced measure of how closely and deeply students read and comprehend informational texts at different levels of text complexity. Each DRP test consists of nonfiction passages with embedded probes to determine how well students understand the surrounding text. The students must choose the correct answers from a set of carefully selected common vocabulary words. For each item, they choose the word that makes the best sense within the context of the passage. The reading task of each DRP test item supports the development of close reading skills and requires thought and analysis. DRP results help educators understand how well students derive meaning from the texts they are

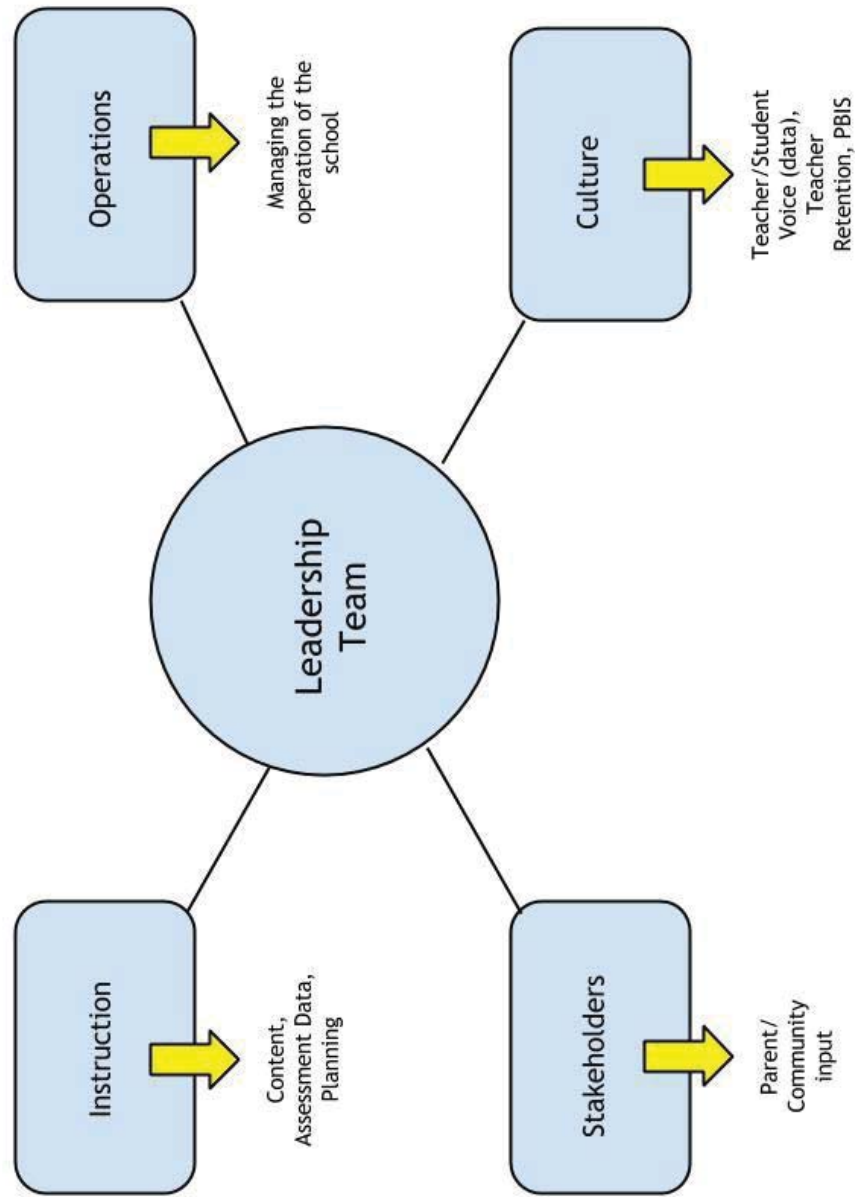
reading. BMS teachers will use the results to design instruction in literacy classes that meets the needs of the students by assessing the reader's ability to use the information within the text and reduce likelihood of guessing strategies.

Description of how assessments are developed by instructional teams:

NOTE: All four schools in the district had an informal review of the number of assessments given during the 2015-16 school year. We will use the Student Assessment Inventory this year as part of the district plan in order to review the number of assessments given, the purpose of each, and how they will be used for progress monitoring students. Building on the information gathered last year, the instructional teams will use Guiding Questions to reflect and plan, conduct an inventory, analyze the inventory, and make recommendations regarding the use of assessment so a formal plan will be in place for the 2017-18 school year.

Decision Making Autonomy for School Improvement Leadership Teams:

Each school has a leadership team that operates with defined autonomy within each building. Each team communicates with the district team and may have district representation at the meetings as a resource, but are allowed to use the data from their school to drive the action steps taken. Each building team meets weekly and minutes are shared with the district team for review and comment. District minutes are also shared with buildings. The needs assessment and diagnostic analysis discussed in funding along with the number of students on each campus help drive the amount of funding designated to each building. The following picture shows the outline of each leadership team and each building may personalize the teams with the addition of subteams that meet their needs.



Recruit & Retain Effective Teachers:

The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).

Description of attempts to retain effective teachers: All four principals and the school improvement specialist/curriculum director who is the project director for mentors and novice teachers in the district had the opportunity to attend several trainings from The National Teacher Project (TNTP) regarding teacher retention.

The following process “**Five Ways to Keep More Irreplaceable Teachers**” has been used throughout the district:

1. Start having “stay” conversations by Thanksgiving (and follow up throughout the year)
 - Rate teachers and have intentional conversations with those who are irreplaceable, telling them what they mean to your school and how much you want them to return before they go home for Thanksgiving break.
 - Give them voice- Ask about their own interests and concerns about the school
 - Ask them if they are considering other options and what you could do to convince them to stay if they are unsure
2. Recognize excellence publicly and frequently
 - Success should not be a secret
 - Set aside 5 minutes in meetings to publicly celebrate teachers who have done exceptional work in the classroom or have achieved a notable milestone with their students.
 - Don’t praise everyone every time
3. Treat your irreplaceables like they are irreplaceable
 - Make it hard for those teachers to leave your school
 - List the teachers who are most critical to your school’s academic success and spend time with them (observation and feedback is important to these successful teachers as well as to those who are struggling because good teachers want to grow!)
4. Set and hold great expectations
 - Invest them in the school by involving them in decision-making
 - The best teachers want clarity
 - Set individualized development goals with each irreplaceable that is aligned to the school’s vision and goals
 - Provide clear, targeted feedback that is aligned to your vision and goals
 - Provide opportunity for these teachers to lead others and build their capacity

5. Hold the line on good teaching
 - When you refuse to tolerate poor teaching you will keep more of your top teachers
 - Be honest with struggling and mediocre teachers about their weakness; give them regular feedback and support so they can grow
 - Set reasonable time limits on how long those teachers have to show significant improvement (months, not years)

Description of support to recruit qualified teachers for openings:

The district will continue to recruit new teachers from colleges and universities, and veteran teachers through advertisement. District openings will be listed on our website through Talent Ed, in job bulletins, Arkansas Association of Education Administrators website, and School Spring to reach teachers both in and out of state. The district will also continue to attend the job fairs and/or keep in contact with the education departments at colleges and universities such as Arkansas State University, University of Arkansas Pine Bluff, Hendrix College, University of Central Arkansas, and Jackson State University. The superintendent has been in contact with the Dean of Education at Arkansas State University and asked that they send us the names of all minority teachers in their program so we can promote our district to them in order to provide more african american role models for our students. The district also partners with Teach For America (TFA), Arkansas Teacher Corps (ATC), the APPEL program, and other non-traditional licensure options in order to recruit teachers to the district. Many teachers are looking for employment in cities where the social and economic status is more appealing than it is in Blytheville, Arkansas, therefore it is the district's goal to stay competitive in the areas of salary, technology, professional development, curriculum, and instruction. We also provide professionally printed recruitment materials and a welcome letter to all those who apply in order to share with them the quality of life and options to get involved with our community outside of education, and we introduce teacher recruits to heads of community organizations, and members of local sororities that they were involved in at college to provide another layer of support.

The long term goal is for our district and school leadership teams to use what we have studied through data collection, recruitment and retention training from The National Teacher Project through TFA, and surveys from those who are hired and those who leave our district in order to implement successful recruitment strategies and to develop a process for recruiting and retaining more teachers each year. We will continue to allow teacher interns from Arkansas State University and Field 1 Experience interns from Arkansas Northeastern College to intern in all of our schools so they will learn about what we have to offer and build interest in working in our district. We will continue our partnership with The New Tech Network, which has created a culture of learning where teaching is engaging, learners are empowered, and technology enables students which makes recruitment of new teachers easier. We are replicating these strategies to create a positive culture district-wide in order to recruit and retain high quality teachers. We will continue to work to attract high school students into the field of education and try to recruit them in our district. Several paraprofessionals have continued their education and have become teachers in the Blytheville District, and we have communicated with ADE regarding new programs that will allow paraprofessionals an accelerated route to teacher licensure using the work they do here as part of their field experience. The Blytheville District will continue to encourage paraprofessionals to pursue certifications in the field of teaching and will provide opportunities for them to attend professional development along with our teachers in order to train them in good teaching strategies. We will monitor the progress of paraprofessionals interested in education by tracking their educational progress and keeping a record of those hired by the district. The Blytheville District also assists by adjusting work schedules for paraprofessionals involved in furthering their education. If we can retain our teachers longer rather than losing them to other districts then our instruction will be stronger. The Blytheville District plans to continue offering high quality educational programs and ongoing adult learning opportunities that will encourage new teachers to seek employment with our district as well as encourage those teachers we have to stay.

Incentives to encourage teachers to remain in district:

In addition to the recruitment and retention strategies listed above the Blytheville School District tries to provide financial incentives to teachers. We have difficulty increasing our base pay or providing bonuses because we are losing students with the advent of an open enrollment charter school in our town, Opportunity School Choice, and regular School Choice which have all added to the numbers of parents/students leaving our district as we were identified in school improvement, as a

priority school, and then in academic distress. We have lost approximately 1000 students over the last seven years, and just this last year 96 transferred to other districts nearby through Opportunity School Choice which will cost the district \$38,400 to transport them there, even though 41 of the 96 have already been attending the other districts while living in the Blytheville School District prior to requesting a Choice transfer.

Our financial incentives are largely in more opportunities to make additional salary for work outside the normal school day including the following: After School Tutoring, Summer School, teaching in our College Prep Academy of the Delta 9-12 (CPAD), working in the Academic Excellence After-school Program K-5 (AEAP), working over the summer on curriculum alignment, and additional responsibilities such as cheerleading sponsor or campus technology integration specialist.

Tool and plan to monitor teacher “feelings or perceptions” about the school/district:

Our district has used several teacher surveys and will do so again this year. Being mindful of overwhelming teachers, we try to limit the number of surveys given and spread them across the school year for a variety of purposes. The following are sources of surveys which provide us with different data regarding teacher perceptions:

- ADE surveys provided to use quarterly this year
- New Tech Surveys (BMS and BHS)
- Arkansas Leadership Academy Surveys (BPS and BES)
- District surveys to see how teachers respond to feedback, professional learning, leadership etc
- Entrance and exit surveys to analyze what brought teachers to the district and why they left

Recruitment/Retention effectiveness evaluation & date: The district will review the data from the surveys and the number of teachers who leave each year with a goal of retaining 5% more each year. The number of teachers who have left the district has remained around 20% for the last 6 years which means we are hiring, training, and supporting anywhere from a low of 39 new teachers in 2014-15 to a high of 47 new teachers last year in 2015-16. For the 2016-17 year 42 new teachers were hired and 24 of those were first year teachers who need to be mentored.

Curriculum Alignment:

A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.

Blytheville School District Curriculum Alignment Process:

Each school in the district has autonomy in curriculum planning and design with the assistance of the district instructional team and specialists from Crowley's Ridge Co-op. Pacing guides and units are constructed with teachers involved in the backwards design process outlined by McTighe and Wiggins in Understanding By Design. Two overarching questions drive the development of the plans: 1) What do students need to be able to do and 2) How will we get them to do it. Using the Arkansas Standards, Common Core State Standards (CCSS) documents, and samples from districts that have had success the teachers are given time to review, revise, and align the curriculum documents annually. More intensive time for planning and alignment is provided for teams during the summer months, on Saturdays and by providing a half day of release time paired with staying extra time to provide chunks of time to work.

Supporting Indicators for the process across all schools in the district:

- IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
- IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
- IIA02 Units of instruction include standards-based objectives and **criteria for mastery**. (89)
- IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
- IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
- IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
- IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
- IIB05 All teachers re-teach based on post-test results. (95)
- IIC01 Units of instruction include specific learning activities aligned to objectives. (96)

- IIC03 Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)
- IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)

Curriculum alignment effectiveness evaluation and timeline:

Evaluation of the curriculum is done by monitoring the quality of instruction and what students have learned through ongoing assessment throughout each unit, at the end of each unit, and from the state and local summative results. This process takes place weekly or monthly throughout the year as teachers come together to look at student work, review and revise lessons and assessments, and work to provide greater depth in each unit. Instructional support teams from each building come together monthly to discuss alignment of the curriculum and to review the process to ensure that the standards are taught at the appropriate grade levels. Training is done throughout the year as needed for teachers to provide instructional strategies and processes based on the review of student work and unit assessments.

Process for Curriculum Alignment for Blytheville Primary School:

Beginning in the 2016-17 school year, Blytheville Primary School's main focus will be to ensure student mastery of Arkansas State Standards. During the second semester of the 2015-16 school year, the literacy team began to sort each standard into 9 week blocks. The math team has begun to sort each standard into 8 modules into 4-5 week blocks. Next, a pacing guide for each grade level K-2 in math and literacy is being created. A checklist was also developed providing a list of the standards and related skills that would be taught. The standards have been deconstructed into a checklist of skills that will lead to the mastery of each standard grades K-2. The curriculum team will collaboratively create units from the 9 week block of standards in literacy and 4-5 week blocks in math. While developing the curriculum the teachers will gather activities related to all Common Core State Standards for their individual grade level. These activities will be placed in their activity binder by standards and will be divided into differentiated activities. The goals for the 2017-18 school year will involve deepening the curriculum alignment by adding more standards-aligned learning activities that are well organized, labeled and stored for convenient use by teachers. This process will be ensured through the use of dedicated chunks of time built into the calendar for teachers to use in professional learning.

Process for Curriculum Alignment for Blytheville Elementary School:

During the 2015-16 school year the BES math department created common assessments (pretest and post-tests) in each grade level based on the standards, which were used to guide classroom instruction. Students were provided with interventions based on a variety of data sources: common assessments, TLI assessments, and STAR Math results. They began the process of building an engaging curriculum that includes opportunities for students to build conceptual and procedural understanding and apply the math standards in multiple contexts.

The Literacy Department spent 3 years developing a solid, enriching curriculum following the backward lesson design. The Literacy teachers have worked to create activities, projects, and assessments for differentiated instruction. During the 2015-16 school year they created common assessments (pretest, quick checks, and post-test) for each grade level based on standards, which were used to drive instruction. Interventions and accelerations were provided to our students from a variety of data sources: quick checks, common assessments, and STAR. They also began the process of rewriting much of our curriculum due to the release of the new Social Studies Standards to create a more fluid alignment between 3rd, 4th, and 5th grade. Our goal is to create lifelong confident readers and thinkers with skill sets to be successful in any situation. The goal in 2016-17 is to review, revise, and align the curriculum in the building and vertically by working closely with the primary and middle schools. Our review will focus on monitoring student learning and using the questions: 1) What do students need to be able to do and 2) How will we get them to do it as we deepen the units.

Process for Curriculum Alignment for Blytheville Middle School:

During the 2015-16 school year, BMS teams introduced the use of pre and post assessment. The math instructional team worked during the summer of 2015 to deepen the curriculum units and reviewed and revised those units during the school year as needed in collaborative meetings. The literacy instructional team worked on the process of designing curriculum and understanding the backward design process of beginning with the end in mind and using data to identify what students need to be able to do and how will we get them to do it. The goals in 2016-17 will be primarily focused on making sure that the curriculum has been analyzed, is aligned, and is available as a guide for all teachers. This will include having instructional teams develop units of instruction that include the use of pre and post tests to help guide the instructional process to ensure that learning is differentiated to meet the needs of all students. The goals in 2017-18 will involve deepening the curriculum alignment by adding more standards-aligned learning activities that are well organized, labeled, and stored for convenient use by teachers. This process will be ensured through the use of dedicated chunks of time built into the calendar for teachers to use in professional learning.

Process for Deep Curriculum Alignment for ELA and Math Courses at BHS:

Curriculum maps that align standards, curriculum, instruction, and assessment will be updated at least annually (IIIA01 - 110). These curriculum documents will be used to guide instruction and will include the following:

- Standards-aligned units of instruction for each subject and grade level (IIA01 - 88).
- Standards-based objectives and criteria for mastery (skill checklists; rubrics) (IIA02 - 89).
- Pre- and post- assessments that assess student mastery of standards-based objectives (IIB01 - 91; IIB02 - 92).
- Specific suggested learning activities aligned to objective designed to individualize instruction and/or to reteach objectives not mastered (IIB04 - 94; IIB05 - 95; IIC01 - 96; IIC03 - 98).
- Activities to address the yearly learning goals set by the Leadership Team (IID06 - 104) as well as activities that address the School Wide Learning Outcomes (Agency, Collaboration, Written Communication, Oral Communication, and Thinking and Knowledge), which were adopted by BHS in 2013 and continues to be a focus.
- The teachers and Instructional Facilitator will use the [New Tech Curriculum Map Rubric](#) to evaluate their subject-specific Curriculum Maps.

Teachers will engage in an ongoing process for deep curriculum alignment by participating in the following collaborative activities within their instructional teams:

- Participating in the [Critical Friends Protocol with the 6As Rubric](#) in order to evaluate project Authenticity, Academic Rigor, Applied Learning, Active Exploration, Adult Connections, and Assessment Practices.
- Collaboratively creating pre- and post- assessments that assess student mastery of standards-based objectives
- Using the [Data Driven Dialogue](#) protocol, the [Looking at Student Work](#) Protocol (LASW), or another applicable protocol in order to evaluate student work samples, data from assessments (including common assessments, STAR assessments, diagnostic assessments, state assessments, and other formative or summative assessments).
- Engaging in a [Cycle of Inquiry](#) in order to develop and analyze strategies to address student need, improve student achievement, and create a vertical alignment of skills.
- [Calibrating expectations](#) by assessing student work during collaboration using common rubrics.
- Participating in the [End of Project Reflection Process](#), and using the data from this reflection process in order to revise the Curriculum Map.

Parent & Community Engagement:

The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

The BSD offers district-wide mid-term Parent-Teacher Conferences 3 times a year. The dates are as follows: September 13/15 from 3:30-6:30 p.m., November 7/10 from 3:30-6:30 p.m., and February 9 - 3:30-6:30 p.m./February 10 - 8:00-11:00 a.m. The sign-in sheets from each quarter's parent-teacher conferences will stand as data and will be collected by each school during each conference. The data will be analyzed by parental involvement teams and teachers in each building giving special attention to analyze parent participation by student proficiency. The response to the data (parent attendance to PTC) will be determined in each round of analysis in each building. Each team will work to determine what barriers to parent attendance (of non-proficient students) may exist and what responses the school should make in return to reach those parents. At the same time, the school will do a wrap around approach with the parents of non-proficient students who do attend

Mid-Term Parent-Teacher Conferences are the result of the 2015-16 Parental Involvement (PI) Team's analysis of the spring Parent-Teacher Conference survey data. Parent-Teacher conferences that occur at the end of a quarter read more as an autopsy to parents and students often feel helpless to set about improving failing scores. By moving the conferences to mid-term, this gives the parents, teachers and students the opportunity to address student learning needs in-person prior to the close of a quarter. This schedule also gives one additional opportunity for parents, teachers and students to meet around learning. The ultimate goal is for students to lead these conferences to share their learning, successes and areas that need improvement.

The PI team will provide a process for teachers to track their parental attendance by proficient and non-proficient in order to begin the data collection. Data will be collected by PI facilitators and analyzed by building leadership teams as well as the district PI team. The plan is to target the parents of the kids who are non-proficient who attend our events and find out what motivated them to attend in order to help us recruit more parents. We will build relationships with this target group in order to provide support for the student as well as the parent. We will use that group as a target and work intensively with them in order to build the students' capacity and move them toward proficiency, thus involving parents of non-proficient students in the education process for their child. This will further develop our culture and show a different group of parents that we want their voices heard and their input taken.

Efforts to grow parental support and move students toward proficiency will be implemented by encouraging participation in our after-school program - AEAP - and parent/student data meetings (BPS/BES), after school tutoring (BMS), and CPAD and Homework Helpline (BHS). We will support parents with training on how to use Home Access Center (HAC) and Echo in order to track daily student progress. We intend to partner with community members who have expressed desire to help in the turn-around process for our district in order to train parents through this process as well. This group will help us contact parents as well as promote events that are beneficial to student learning, particularly to parent groups we have not had success in reaching in the past. If any event has a particularly low showing of parents of non-proficient students, those parents will be contacted and surveyed to determine what would best meet the needs of their student.

In Blytheville Schools, we strive to include our parents and stakeholders in the everyday learning that our children experience. We go beyond getting them involved at sporting events, and attempt to adapt and meet their needs as best we can. As we try to move out of academic distress, we acknowledge that students statistically do overwhelmingly better when their parents or guardians are involved in their education. We have recently moved our Parent-Teacher Conferences to our mid-term marking periods. In the past they have been at the end of the quarter, when grades are already final and parents can't do anything to assist for that period. After researching, we discovered that many schools were finding success by implementing mid-term conferences, and we hope to see the same.

Each campus has its own PTO, and parents or those serving in that role (hereafter "parents") are invited to come and get involved in different activities and volunteer opportunities through their PTO. We try to offer opportunities through the PTO for all parents on all ability levels, recognizing that every parent is simply not comfortable reading to a classroom or tutoring students after school. Along with PTO, all parents are invited to participate in our ACSIP plans, and they are given guest logins to Indistar so they can follow that process closely. This year we invited Principal Barute Kafele to come and speak to parents for the first time. He gave motivation on reaching students, particularly black males, and encouraged parents to be involved in their children's education. We look forward to bringing Principal Kafele back again to continue this relationship and build community among our parents. Community stakeholders are invited and requested to come get involved in many of the same ways. Teachers are always looking for community members who will come and help when their area of expertise can be of use, and show students all the things that they can learn and become.

We are including our Parental Involvement Plans for the upcoming year from each of our 4 campuses. These have been completed by our Parent Facilitators and a committee from each school. In the plans, you will see the various opportunities for parents to get involved. Parents are invited to a large list of varied opportunities including, but not limited to being a reading buddy for students, attending parent education classes/workshops, assisting with awards day presentations, and being greeters at the door each school day. Please see the attached plans for a more complete list of our opportunities for parents to get involved with our schools and their students' education.

BHS <https://docs.google.com/document/d/1DtNu3yh4pnNKITntB9l9DpcZ5SZ9HvtNb9YU0sK2VeI/edit?usp=sharing>
BMS <https://docs.google.com/document/d/1ST61ZW52wiNRBiBkQ8tTJfGXFEG7GMatIR8dQRmi4k/edit?usp=sharing>
BES <https://docs.google.com/document/d/1dkGUmoRa5figozTsiwoUqknA8tFHC8MutGt-rimdaFM/edit?usp=sharing>
BPS <https://docs.google.com/document/d/1nf42iVRjWtDtT-GJvV7z54fArCsbE7yQmqd9GDgxro/edit?usp=sharing>

Positive Learning Environment:

The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

Positive Behavior Intervention and Support (PBIS):

Blytheville School District implemented Positive Behavior Intervention and Support (PBIS) 14 years ago starting with the middle school. With the success of the process with the students, the other schools in the district implemented the program. Over the years teacher and principal turnover had an impact on the way the program was implemented in each school, so in 2014 the district did a reset of the program. Data was reviewed and plans were made to refresh the program. Specific and intentional tracking of data began with the intent to provide alternate options for students other than out of school suspension.

2013-14 Primary had 209.75 days of out-of-school suspension. In 2014-15 Primary had 155.18 days out of school suspension for a reduction of 26%.

2013-14 Elementary had 813.5 days of out-of-school suspension. In 2014-15 Elementary had 468.75 days out of school suspension for a reduction of 42.37%.

2013-14 Middle had 2045.5 days of out-of-school suspension. In 2014-15 Middle had 1249 days out of school suspension for a reduction of 38.94%.

2013-14 High School had 3423 days of out-of-school suspension. In 2014-15 High School had 1431 days out of school suspension for a reduction of 58.2%.

BHS Example of PBIS Process:

The PBIS team will provide positive behavioral intervention and support to targeted students who have been identified as Level II students and will analyze discipline data and classroom observation data, specifically addressing classroom management, and will use the data to brainstorm strategies to strengthen support for students and teachers. In addition, key stakeholder groups (teachers, students and parents) will be surveyed to gain insight into satisfaction and needed supports. The PBIS team will meet bi-monthly to analyze student discipline data and create strategies to reduce infractions. and the PBIS program. The PBIS team will provide support for Level II students through a check and connect program with specific teachers. The top five referred students are identified each week and placed on a level II support plan with the Behavioral Interventionist. Each week the interventionist sends the teachers of each student the student's objectives and goals. The teachers give feedback on student progress towards goals/behavior, and the interventionists meets with the students twice a week after the data is received and goes over behavior, objectives, and goals. She discusses the targeted areas and, as necessary, redirects students towards goals. Students are rewarded for meeting goals at the end of each week. Students receive ongoing support until they meet their objectives and then are released. Students who have Individualized Education Plans or 504 plans are supported through additional connections.

The PBIS team will provide teacher incentives for engagement with the PBIS process in order to further motivate students to display the objectives. Each month the students are sent a Google form on which they select the teacher who has consistently followed the three objectives (Be Respectful, Be Responsible & Be Academically Engaged). The teacher gets a reserved parking spot and a small gift donated from a community business. As students look for these objectives in teachers, they are consistently reminded of how they should display the objectives. Other incentives for students and teachers are No Tardy Parties, PBIS Giving Thanks (in which students were encouraged to send one person an "I'm thankful for you" bracelet to demonstrate that PBIS is thankful for students' respectful behavior and for the students demonstrating respectful behavior to

other individuals), and a No Referral Celebration (in which students were invited to a celebration that included drawings for prizes).

Focus on Improved Culture:

In Blytheville Schools we continue to create a culture of trust, respect, and responsibility. Each campus has a team that focuses on culture with representation on the leadership team to ensure that the ideas are shared. All schools in the district will give the surveys provided by ADE each quarter and analyze the data to see what needs to be addressed. Principals are doing a study of difference in Climate and Culture through the Quest training and the district will follow up during Learning and Growth with a study of student and staff culture from the Leverage Leadership book study.

Professional Learning opportunities based on culture and relationship building are provided to teachers. Training based on Eric Jensen's books Teaching with Poverty in Mind and Engaging Students with Poverty help staff to understand students and learn how to build positive environment around culture. Principals will take a team to the Poverty Institute in November to continue learning in this area. All schools in the district provide mental health services for all students as needed.

At BHS, the New Tech Process fosters a positive culture where students take ownership of their learning. New Tech Teacher Culture surveys are given to determine level of teacher engagement, satisfaction, and support with the school as a learning system. New Tech Student Culture surveys are also given to determine level of student engagement, satisfaction, and support with BHS as a learning system.

At BMS, a daily Advisory Time provides opportunity to present lessons to students on building a positive culture, PBIS, safe and drug free environment, and anti-bullying campaigns. The Culture Team has a wide variety of representation that works on providing culture building events for the school.

At BES, students are given an online store where students can shop with their PBIS rewards (given for exhibiting positive behavior by any staff member on campus). Weekly lessons are prepared and given on the positive behavior teachers want to see students exemplify.

At BPS, students visit the Chicks store multiple times a month to shop with their PBIS rewards (given for exhibiting positive behavior by any staff member on campus). Weekly lessons are prepared and given on the positive behavior teachers want to see students exemplify.

This Support Plan was developed by the following teams:

<p>District Leadership Team</p> <p>Sally Cooke-school improvement Jean Cole-behavior management Allison Turner-community development Teryn Spears-consultant Richard Atwill-superintendent Kris Williams-technology director and federal coordinator Randy Jumper-operations/PBIS Jennifer Johnson-business manager</p>	<p>Blytheville High School Leadership Team</p> <p>Bobby Ashley- principal Robin Sneed-New Tech director Paul Jenkins -technology</p>	<p>Blytheville Middle School Leadership Team</p> <p>Mike Wallace-principal Louise Davis-assistant principal Debra Siegler-math instructional facilitator Denita White-literacy instructional facilitator</p>
<p>Blytheville Elementary School Leadership Team</p> <p>Chanda Walker-principal Cynthia McCustion- literacy instructional facilitator Lauren Starks- math instructional facilitator</p>	<p>Blytheville Primary School Leadership Team</p> <p>Jana Wilson-principal Diane Jenkins- math instructional facilitator Michelle Hepler- literacy instructional facilitator</p>	<p>Reviewed by the Blytheville Board of Education</p>

Outside Support for Blytheville School District 2016-2017

Blytheville School District is getting outside support from the **Arkansas Leadership Academy**. ALA has support personnel at Blytheville Primary and Blytheville Elementary since they are Focus Schools in order to work on Organizational Development and provide a stronger base for our middle and high schools which are in academic distress.

The district leadership team also receives support from ALA and Mrs. Cooke meets regularly with Mr. Jerry Vaughn and Mr. Joe Franks as they work with the primary and elementary teams. The district team attended an ALA organizational leadership training during the summer along with the leadership teams from BPS and BES and created a District Plan of Support.

The support from ALA is ongoing and is provided at a variety of levels. The leadership teams from both the primary and elementary attend team institutes throughout the year. Teachers from the primary and elementary schools are attending teacher leadership institutes to build capacity. Instructional facilitators are attending training on Facilitation of Adult Learners. The principals at Blytheville Elementary and Blytheville Middle School have already completed the Master Principal Institute and the new principal at Blytheville Primary is attending this year. The assistant principal is also attending an institute.

The work is systems focused with a goal of improvement in student and adult learning. They have supported each building in looking at barriers to learning and helped to create a plan to move forward which each building has connected to the plan they have from ADE using Indistar in order to make sure all efforts are aligned and working toward the same goal of school improvement without duplicating things or overwhelming the staff. The ALA support on intentional feedback loops is perfectly aligned with what the district has been focusing on in school improvement in order to support teachers, build capacity, and guide our professional development.

A second outside support in the district is the use of a consultant from **Generation Ready**, Virginia Kimbrell, who is guiding Blytheville Middle School in the **Middle School Literacy Initiative (MSLI)**. Mrs. Kimbrell is working with teachers and leadership to develop a strong reading foundation using Reciprocal Reading and Word Generation with students. Reciprocal Reading has an effect size of .74 and academic vocabulary support such as Word Generation has an effect size of .67.

The district is also receiving support from the **Equitable Access Grant** which provides additional training for leadership in using **Bloomboard and EdReflect**. It is a premium educator professional growth service with support from Diane Gathwright through ADE to ensure that all students have Equitable Access to the most effective teachers and leaders possible. Administrators will be trained in tools that will assist in promoting data-driven decision making support and development of educators by attending Bloomboard trainings and with Diane Gathwright coming regularly to the district to support their growth. The district will be able to generate and monitor the progress of professional learning plans from teachers through Bloomboard/EdReflect and will build expert observer capacity as they provide coaching and feedback to teachers.

The district is also participating in the **SPDG grant** to support administrators and staff as we build a stronger **Response to Intervention (RTI)** process to increase support to teachers and students resulting in improved outcomes for all students, including students with disabilities. The grant also provides support for **Positive Behavior Intervention and Support (PBIS)** which will help the district to support teachers and administrators through training to implement evidence based behavioral practices to improve behavior outcomes for students. Each school in the district has an RTI process that has been used regularly as well as a behavior system based on the PBIS model, but because of significant turnover of staff, we felt that participation in this grant would provide the fidelity to both programs that was needed across all schools.

BLYTHEVILLE BOARD OF EDUCATION
Blytheville, Arkansas
Regular School Board Meeting
Monday, June 27, 2016
6:00 p.m.

The Blytheville Board of Education met in a special meeting at the Blytheville School District Administration Building at 405 West Park Street at 6:00 p.m. on June 27, 2016, with the following members present:

- | | |
|------------------------------|------------------------------|
| (1) Tommy Bennett, President | (2) Barbara Wells, Secretary |
| (3) Erin Carrington | (4) Billy Fair |
| (5) Tobey Johnson | |

The following members were absent:

- | | |
|------------------------------------|-----------------|
| (1) Tracey Ritchey, Vice President | (2) Gene Henton |
| (3) Henrietta Watt | |

Others present: Geneva Harris, Adron Poole, Tony Hollis, Sandy Bebe Gillespie, Jacquin Benson, Linda Williams, Michelle Sims, Sherry Prunty, Penny Sims, Vera Lucas, Donna Aldridge, Nina Watson, Phil Gebhardt, Marty Orr, Simon Brown, Brandon Harper, Vanessa Stewart, and Chelsea Grimes.

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|----------------------------------|---|
| 1. CALL TO ORDER | President Bennett called the regular meeting for the month of June 2016 to order at 6:05 p.m. |
| 2. ESTABLISHMENT OF A QUORUM | A quorum was established with five members present. |
| 3. PLEDGE OF ALLEGIANCE | The Pledge of Allegiance was recited. |
| 4. INFORMATION ITEMS AND REPORTS | |

A. Superintendent's Report

- | | |
|----|---|
| 1. | Superintendent Atwill reported that Mr. Henton is doing better and will begin rehab soon. |
| 2. | A team from each school went to school improvement last week. |

3. We are rolling into a legislative session in January. There will not be any new schools named in academic distress. A lot of restrictions have been lifted and there will be a lot of latitude.
4. We hope to have good news for July meeting on test scores. Literacy and math curriculum will not come out until 2017-2018 school year.
5. Elementary ALE was approved. Revisions had to be made on BMS and BHS. Working on mechanism to use once we get students out of ALE for support.
6. There were 120 students enrolled in summer school. 110 students stayed and 60 have finished requirements.
7. Tenaris after school program has kicked off. The entire program will be held at BPS this school year.
8. New Tech Conference will be held July 10th – 16th. Teachers, leaders and a couple from BMS will attend.
9. We purchased around 350 new teacher computers and more student computers.
10. Thanks to Vanessa Stewart for taking the number of missing computers from thirty to nine.
11. State Department has four different rating systems and they are narrowing down to one.
12. Instead of the Back to School Bash, supplies will be given out during open houses.
13. Second meeting with concerned citizens was held. First group were retired teachers, second group were gentlemen who talked about discipline and mentoring. The third group that will meet are pastors. I want to talk about anything that is a stumbling block for our students.
14. We feed all of our students for free. Schools used to reimburse the state. There will information sent home from Child Nutrition.

15. Our new website is blythevilleschools.com

B. Operations Report

Randy Jumper, Director of Facilities

1. Lighting at multi-purpose building was discussed.
2. We are in the middle of getting buses ready for state inspection. Our guys do a great job.
3. Food service pressure valves and vents are being cleaned.
4. Lots of work orders this summer.
5. Bathrooms have been painted. Mrs. Davis and Shark Tank Kids are redesigning all bathrooms. 3rd-8th grade will all have different themes.
6. Hinson Signs did a wrap for the CSSO car. It is really nice and well done. Wraps protect paint.

5. ACTION ITEMS AND REPORTS

- A. May 23, 2016, Meeting
- B. May 24, 2016, Special Meeting
- C. May 24, 2016, Special Meeting
- D. May 31, 2016, Special Meeting
- E. May 31, 2016, Special Meeting
- F. June 14, 2015, Special Meeting
- G. Appoint Superintendent Atwill Ex-officio Financial Secretary 2016-2017
- H. A.C.A. § 6-13-622
- I. May Financial Report
- J. Blytheville School District Annual Financial Review

Upon the recommendation of Superintendent Atwill, a motion was made by Billy Fair and seconded by Tobey Johnson to accept items as listed in A., B., C., D., E., F., G., H., I., and J. above.

Motion passed by unanimous vote at 6:41 p.m.

6. EXECUTIVE SESSION The Board went into Executive Session to discuss personnel recommendations.

A. Appointment of Certified Employees (2016-2017)

Gail Baker	Teacher	BMS
Christina Hudson	Teacher	BMS
Shelly Long	Teacher	BMS
Amy Sharar	Teacher	BPS
Crystal Vincent	Teacher	BES

B. Reappointment of Certified Employee (2016-2017)

Chanel Moton	Teacher	BMS
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C. Resignation of Certified Employee

Ashton Newell	Teacher	BMS
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7. OPEN SESSION The Board Came back into open session at 6:53 p.m. Upon the recommendation of Superintendent Atwill, a motion was made by Billy Fair and seconded by Tobey Johnson to accept items as listed in A., B., and C. above.

Motion passed by unanimous vote at 6:53 p.m.

8. ADJOURNMENT The meeting adjourned at 6:57 p.m.



Richard Atwill
Ex-officio Financial Secretary

BLYTHEVILLE BOARD OF EDUCATION
Blytheville, Arkansas
Regular School Board Meeting
Monday, July 25, 2016
6:00 p.m.

The Blytheville Board of Education met in a special meeting at the Blytheville School District Administration Building at 405 West Park Street at 6:00 p.m. on July 25, 2016, with the following members present:

- | | |
|------------------------------|------------------------------------|
| (1) Tommy Bennett, President | (2) Tracey Ritchey, Vice-President |
| (3) Erin Carrington | (4) Billy Fair |
| (5) Henrietta Watt | |

The following members were absent:

- | | |
|------------------------------|-------------------|
| (1) Gene Henton | (2) Tobey Johnson |
| (3) Barbara Wells, Secretary | |

Others present: Missy Langston, Geneva Harris, Sue Jeffers, Michelle Sims, Martha Washington, J. Benson, Donna Aldridge, Shannon Spears, Vanessa Steward, and Brandon Harper.

1. CALL TO ORDER President Bennett called the regular meeting for the month of July 2016 to order at 6:08 p.m.
2. ESTABLISHMENT OF A QUORUM A quorum was established with five members present.
3. PLEDGE OF ALLEGIANCE The Pledge of Allegiance was recited.
4. INFORMATION ITEMS AND REPORTS
 - A. Superintendent's Report
 1. Nationally renowned motivational speaker, Principal Kafele spoke at BHS today. This morning he met with teachers, principals, and paraprofessionals. Kafele met with upper management this afternoon. It is all about building relationships and letting children know we love them.
 2. Tomorrow, Blytheville Elementary, Blytheville Primary, and Administration Leadership will travel to attend a three day leadership conference to receive training and information

on aligning the district, team building, and getting out of academic distress.

3. Professional Development will begin the week after next.
4. Principals are polishing up the Professional Development times and dates. This information will be emailed to the Board.
5. Vacations are almost over.

B. Instructional Report

Sally Cooke, Director of Curriculum

1. August 1st – 3rd will be teachers' flex days to work in their rooms. August 4th and 5th new teacher orientation will be held. Teachers will be in their respective buildings from 8:00 a.m. to 3:00 p.m. if Board Members would like to meet with them. New teachers will be paired with their mentors.
2. August 8th – 10th will be Professional Development days and August 11th will be a work day to get any last minutes things done.
3. August 11th Blytheville Middle School will have their BMS Great Day. It will be very similar to First Things First at BHS. Parents, students and community mentors will be in attendance. 8th grade will be in the morning and 6th and 7th in the afternoon. All dates will be emailed to Board Members.
4. Arkansas Leadership Academy and Arkansas Department of Education are working together and would love to give a report to the Board of our progress.
5. The BHS-New Tech team needs to be congratulated. We received a letter from Jim May inviting BHS to participate in a pilot support experience called Phase 2 at NTAC this summer.
6. Fifty teachers traveled on a charter bus to Orlando, Florida to the National New Tech Conference.
7. We were very lucky to have Principal Kafele as a speaker today. Mrs. Jean Cole did a fantastic job planning and setting up today. Our community members got message out and it was very well attended.

C. Operations Report

Randy Jumper, Director of Facilities

1. Arkansas State University called to ask us to be a training resource for PBIS.
2. Principal Kafele said we were missing the cultural change and that is what needs to be taught.
3. AETN has been doing televised professional development. They are coming here to film in September.
4. A couple of weeks ago, retired Coach Wright, controversial at the time, was honored with a documentary including fifty six of his players then and where they are now. Great success story of the City of Blytheville and what we can be again.
5. We had a small bus accident with eight students. Basically, a square bus trying to go through a round hole. No one was injured. There was some damage to the bus and it is being tested to make sure that the frame is not cracked or compromised.
6. I want to brag on SG-360 cleaning services. They came into the schools in December and this is their first summer to get things ready for starting schools. Summer programs like summer school and Mid-South have created obstacles with cleaning but right now we are ahead of schedule.

5. ACTION ITEMS AND REPORTS

- A. June 27, 2016, Meeting
- B. June Financial Report
- C. Blytheville Middle School Girls' and Boys' Gym Floor
- D. E-rate Wireless Access Points Purchase
- E. Resignation of Board Member

Upon the recommendation of Superintendent Atwill, a motion was made by Tracey Ritchey and seconded by Henrietta Watt to accept items as listed in A., B., C., D., and E.

Motion passed by unanimous vote at 6:36 p.m.

6. EXECUTIVE SESSION The Board went into Executive Session to discuss Personnel Recommendations.

A. Appointment of Certified Employees (2016-2017)

Angela Burnside	Teacher	BES
Devin Chambers	Teacher	BMS
Arvilla Early	Teacher	BMS
Julie Jaques	Teacher	BPS
Crissie Linville	Teacher	BPS
Jennifer Lovell	Teacher	BPS
Christopher McCormick	Teacher	BMS
Jamie Rolland	Teacher	BES
Margaret Thomas	Teacher	BES
Kyle Walker	Teacher	BHS-New Tech

B. Resignation of Certified Employees

Holly Paoli Davis	Teacher	BHS-New Tech
Bryanna Nix	Teacher	BHS-New Tech
Nikki Nyitrai	Teacher	BMS
Gloria Richardson	Teacher	BES
Whitney Rolland	Teacher	BPS

C. Resignation of Classified Employee

Carla Walker	Paraprofessional	BMS-ALE
Sherrel Warren	Paraprofessional	BPS

The Board came back into open session at 6:50 p.m. Upon the recommendation of Superintendent Atwill, a motion was made by Tracey Ritchey and seconded by Billy Fair to accept appointments and resignations as listed in A., B. & C. above.

Motion passed by unanimous vote at 6:50 p.m.

With the resignation of Board Member Mr. Gene Henton, President Tommy Bennett recommended that the Board move to ask and appoint Curtis Walker, Sr. to fill Mr. Henton's position. The motion was seconded by Tracey Ritchey. There was no vote. Erin Carrington made the motion to table the recommendation to allow more time to review. President Tommy Bennett seconded the motion. A special meeting will be held August 4th.

Motion passed by unanimous vote at 7:00 p.m.

8. ADJOURNMENT The meeting adjourned at 7:03 p.m.



Richard Atwill
Ex-officio Financial Secretary

BLYTHEVILLE BOARD OF EDUCATION
Blytheville, Arkansas
Regular School Board Meeting
Monday, August 22, 2016
6:00 p.m.

The Blytheville Board of Education met in a special meeting at the Blytheville School District Administration Building at 405 West Park Street at 6:00 p.m. on August 22, 2016, with the following members present:

- | | |
|------------------------------|------------------------------------|
| (1) Tommy Bennett, President | (2) Tracey Ritchey, Vice-President |
| (3) Barbara Wells, Secretary | (4) Erin Carrington |
| (5) Billy Fair | (6) Desmond Hammett |
| (7) Tobey Johnson | |

The following member was absent:

- (1) Henrietta Watt

Others present: Paul Jenkins, Geneva Harris, Dorothy Anderson, Nina Watson, Linda Williams, Chanel Moton, Joseph Fowler, Lori Hixson, Johnny Wright, Tamiki Jenkins, Ben Fisher, J. Benson, Tracey Plunkett, Jennifer Bennett, Brice Leaks, Allison Turner, Sherry Prunty, Chavis Spann, Cametriss Spann, Cecil McDonald, Chelsea Grimes and Brandon Harper.

- | | |
|------------------------------|---|
| 1. CALL TO ORDER | President Bennett called the regular meeting for the month of August 2016 to order at 6:04 p.m. |
| 2. ESTABLISHMENT OF A QUORUM | A quorum was established with seven members present. |
| 3. PLEDGE OF ALLEGIANCE | The Pledge of Allegiance was recited. |
| 4. SCHOOL PRIDE | A. Allison Turner, Community Development Coordinator
Open House Report |

Mrs. Turner introduced Lori Hixson, parent of BHS New Tech student, Maddie Hixson to speak on her experience at First Things First. Mrs. Hixson thanked everyone for attending and encouraged everyone to attend more meetings and to be involved. Mrs. Hixson expressed how glad she was that BMS had implemented a similar event.

The day began in the cafeteria, and then parents, mentors and students moved to the auditorium. Mr. Bobby Ashley, Principal gave expectations from the staff for the new school year. There were over three hundred guardians/mentors in attendance. We have to be there

as a community. We need to be there for our children. Mrs. Hixson went over Echo, a tool parents can use to keep up with their children and the possibility of working to train parents while the students are at homework hotline.

Mrs. Turner expressed how proud we what our school district offers. Our teachers are invested, we are proud of how this school year has begun and support will continue.

B. Ben Fisher, Head Football Coach

We had a great season last year. We had eighteen seniors out of which fifteen who will be attending college. This year we have ten seniors and we are up by eleven kids for a total of fifty six players. Four years ago we had twenty-eight. We have big, fast players, just not as experienced.

Strength of team is offensive line that is where your success is. Three out of five students started last year. Four have experience and our juniors. They are doing well grade wise and being respectful. We want our guys to be a good example in the hallways. We want to keep our kids from getting down, keep their heads, and stay positive.

Tomorrow night is a pre-scrimmage game at Pocahontas.

We received the 5A Sportsmanship Award this year, which was very special since we also had a great season last year.

Sports help with discipline and grades.

Four years ago the "Peanut Butter Locker" was started my Coach McCrosky. We are always accepting peanut butter and gift cards for bread. We do not want anyone going home hungry.

Thursday nights is family night. Courtney Fisher, Tracey Plunkett, and Misty Manrique help and have sponsors for each meal. It is wonderful!

Coach Fisher was recognized as 5A Coach of the Year - All Star Football.

5. INFORMATION ITEMS AND REPORTS

A. Superintendent's Report

1. Thank you for your prayers for Markita Jackson. Mrs. Jackson passed away yesterday. She ran the Parent Center. Anything you need for students is available and is free. It will be very hard to replace someone as wonderful

as Mrs. Jackson.

2. School Board cooks for the Chicks on September 2nd.
3. The first four games are home games. Tailgating is allowed at BMS. No alcohol is allowed. You can set up tents, have fun and support the Chickasaws.
4. Funding for last year was received the first week of August.
5. Football schedules have been forwarded to Board Members and paper copies are also available.
6. Erin Carrington requested a copy of the 2016-2017 calendar, on behalf of Lt. Governor Tim Griffin who appeared in the calendar this year.
7. I cannot sing the praises to the Leadership Team and Principals. The beginning of school has been incredibly smooth, fantastic and I am very pleased.
8. Superintendent Atwill invited Board Members and community to visit schools. Children have taken responsibility about wanting to come to school.
9. Marshal Hughes, Beardsley Finance, will come and do a two hour financial training that will count toward Boardsmanship.

B. Instructional Report

Sally Cooke, Director of Curriculum

1. Working with Leadership Academy, principals, and teachers. Joe Franks, Arkansas Leadership Academy has already given us a glowing report. We have an incredible organization here to support adults as well as students. Mr. Franks would like to report to the Board at the September meeting.
2. It is very important that we support our staff. We had fewer new teachers this year. Thirty eight out of two hundred sixty. We work hard to support them prior to school starting. The first year is a very difficult transition as a new teacher. We will survey them to find any gaps. We do not want anyone slipping through the cracks. Instructional facilitators are strong; mentors have been assigned.
3. I have met nonstop every day, all day. The five core beliefs we want to focus on throughout the year are strategies that benefit out students, relationships are

essential, collaboration as standard operating procedure, community is a vital partner in our process, and innovation and creativity are the norms.

4. Information will be coming in as we start to analyze ACT Inspire. Mr. Paul Jenkins and I are going to a meeting in two weeks and hope to get solid information. More detailed report will be coming.

Jean Cole, Director of Support Services

1. We are in 100% compliance with Arkansas Department of Education. Self contained one on one in all areas Medical fragile students (one teacher per ten students.) We meet the needs of our students.
2. 504 Students modifications and accommodations are annually reviewed.
3. This is my twenty-eighth year; the first that we have had five different languages in our English Language Learners. We have Arabic, West African, Vietnamese, Hispanic and English.
4. Rosetta Stone has a new program, a translation app that will translate student. Still learning English, but we can use for emergency.
5. We want to set-up in the Parent Center where ELL parents can also learn English.
6. Would like to look at data on discipline and figure out why the students act the way they do. Focusing in on implementing reports that will be given on progress.

Operations Report

Randy Jumper, Director of Facilities

1. Mr. Jumper wanted to tag in on the behavior piece. I always do team building and classroom management skills in the schools.
2. I am really excited about our faculty this year. You can feel the atmosphere changing for the better.
3. Kids have to feel that you care for them. They want to please you, not fear you.
4. In my five years as being Director of Facilities, it was best of years. Everything was without a hitch.

5. We get two thousand students to and from school every day.
6. From facility standpoint, everything is amazing. Everything was ready when school started. Great, great start to the school year.
7. We still need bus drivers. The pay is twenty dollars an hour and we train.

6. ACTION ITEMS AND REPORTS

- A. July 25, 2016, Meeting
- B. August 4, 2016, Special Meeting
- C. August 15, 2016, Special Meeting
- D. July Financial Report
- E. Professional Services Agreement
- F. Policy 7.5 Purchases and Procurement

Upon the recommendation of Superintendent Atwill, a motion was made by Billy Fait to accept items as listed in A., B., C., D., E. and F. There was no second motion.

A motion was made by Erin Carrington and seconded by Barbara Wells to exclude item E and to vote on items A., B., C., D. & F.

Motion passed by unanimous vote at 7:54 p.m.

A motion was made by Billy Fair and seconded by Tommy Bennett to accept items as listed in A., B., C., D., & F (excluding item E.)

Motion passed by unanimous vote at 7:54 p.m.

E. Professional Services Agreement

Superintendent Atwill stated he had submitted the contract with Mrs. Spears to promote transparency, that we are still providing the necessary educational scope and doing the right thing. It is in the best interest of the children.

A motion was made by Billy Fair and seconded by Desmond Hammett to table Item E. until there was more information.

Motion passed by unanimous vote at 8:03 p.m.

7. EXECUTIVE SESSION The Board went into Executive Session to discuss personnel recommendations.

A. Resignation of Classified Employees

Tiffany Byrd	Food Service	BHS-New Tech
Tanya Ellis	Paraprofessional	BHS-ALE
Lucille Harris	Bus Driver	SVC
Rhonda Hodges	RN	BPS
Barbara Johnson	Paraprofessional	BES
Rhonda Lee	Paraprofessional	BPS
Sherry Williams	Food Service	BPS

B. Recommendation of Classified Employees

Angela McGee	Secretary	BPS
Tabitha Sawyer	Paraprofessional	BPS

8. The Board came back into Open Session at 8:45 p.m. Upon the recommendation of Superintendent Atwill, a motion was made by Tobey Johnson and seconded by Tracey Ritchey to accept items as listed in A. & B.

9. ADJOURNMENT The meeting adjourned at 8:45 p.m.



Richard Atwill
Ex-officio Financial Secretary

BLYTHEVILLE BOARD OF EDUCATION
Blytheville, Arkansas
Regular School Board Meeting
Monday, September 26, 2016
6:00 p.m.

The Blytheville Board of Education met in a special meeting at the Blytheville School District Administration Building at 405 West Park Street at 6:00 p.m. on September 26, 2016, with the following members present:

- | | |
|------------------------------|------------------------------------|
| (1) Tommy Bennett, President | (2) Tracey Ritchey, Vice-President |
| (3) Barbara Wells, Secretary | (4) Erin Carrington |
| (5) Desmond Hammett | (6) Tobey Johnson |
| (7) Henrietta Watt | |

The following members were absent:

- (1) Billy Fair

Others present: Paul Jenkins, Eilleen Garris, Geneva Harris, Kris Williams, Larry Clark, Corey Chunn, Ben Fisher, Connie Simpson, Dylan Buckner, Ann P. Coleman, Becky Ramey, Donald Davis, Adron Poole, Dorothy Anderson, Chuck Ryan, Jennifer Modge, Blane Alexander, Jerry Vaughn, Joe Franks, Blaine Alexander, Jennifer Mederious, Michelle Sims, Ken Dumond, Lori Hixson, Pearlie Goings, Demetius Goings, Jacob Ritchey, Nina Watson, Amy Harmon, Sandy Gillespie, Cody Andrews, Stephen Adrews, Savannah Davis, Pierce Moseley, Zaria Allen and Brandon Harper.

- | | |
|----------------------------------|---|
| 1. CALL TO ORDER | President Tommy Bennett called the regular meeting for the month of September 2016 to order at 6:03 p.m. |
| 2. ESTABLISHMENT OF A QUORUM | A quorum was established with six members present. Erin Carrington arrived at 6:04 p.m. making seven members present. |
| 3. PLEDGE OF ALLEGIANCE | The Pledge of Allegiance was recited. |
| 4. REAPPOINTMENT OF BOARD MEMBER | |

Upon a motion made by Tommy Bennett and seconded by Tobey Johnson, Desmond Hammett was reappointed as a Board Member.

Motion passed by unanimous vote at 6:05 p.m.

Mr. Hammett was sworn in by Mississippi County Clerk at 6:06 p.m.

5. SCHOOL PRIDE

A. BHS Band, Mr. Dummond

We have 91 students in 8th period band; three of these students are beginners. Our first contest will be at 3 p.m. this Saturday at Jonesboro High School. There will be eight bands in competition. Competitions will be held October 8th in West Memphis, October 15th in Pocahontas, and October 25th at Lakeside High School. Everyone is invited to join our Chickasaw Marching Band Facebook page. Band students Savannah Davis, Pierce Mosley and Zaria Allen told the Board that everything was positive in band this year and at the week-long Band Retreat at ASU-Beebe.

B. Football, Ben Fisher

Last week's game was closer than the score. Positive things have resulted from three of the first four games, extremely close games. Ten years ago we have just quit; this year was a huge change. Coach Fisher recognized junior right tackle, Larry Clark, who is getting many offers to play football and Corey Chunn, starting linebacker, who has the highest average on the football team. Chunn has 3.7 average and Clark 3.0 average. I am extremely proud of them.

Board Member Desmond Hammett asked the players what did playing for the Blytheville Chickasaws mean to them. Corey Chunn told the Board that it means a lot to me. If it weren't for football, I would probably be in trouble, jail or dead. It has made me a better person and I love the support from family and even people in this room.

Larry Clark stated that Coach Fisher had made him a better person.

Fisher said that the game attendance has been great this year.

Mr. Bobby Ashley, Principal of BHS New Tech said that Dumond and Fisher were putting in a lot of work with this heat index. These kids are demanding better and are taking ownership in their school. I am proud to be principal to these kids and 300 more. Kudos to all!

6. ELECTION OF OFFICERS

A. President

Tobey Johnson nominated Tracey Ritchey for President. Ms. Ritchey was elected President by acclamation at 6:21 p.m. At this time, the meeting was turned over to President Ritchey.

B. Vice President

Barbara Wells nominated Erin Carrington for Vice-President and Tommy Bennett nominated Billy Fair for Vice-President.

Vote was 5:2 in favor of Mrs. Carrington for Vice-President at 6:24 p.m.

C. Secretary

Erin Carrington nominated Barbara Wells for Secretary and Tommy Bennett nominated Tobey Johnson.

Vote was 4:3 in favor of Mrs. Wells for Secretary at 6:25 p.m.

7. PRIMARY BOARD DISBURSING OFFICER

Upon a motion by Tommy Bennett and a second by Tobey Johnson the Board approved a resolution to appoint Tracey Ritchey to serve as Primary Board Disbursing Officer of the District pursuant to Act 671 of 2003.

Motion passed by unanimous vote at 6:27 p.m.

8. ASBA Delegate

Motion was made by Tommy Bennett and seconded by Tobey Johnson that President Tracey Ritchey serve as ASBA Delegate.

Motion passed by unanimous vote at 6:28 p.m.

INFORMATION ITEMS AND REPORTS

A. Superintendent's Report

1. Villagers

Adron Poole introduced Nina Mitchell to speak on behalf of the Villagers. The community group came in this year to be a liaison with our school family. Ms. Mitchell gave the Board an update to a survey given to parents and community at Williams Park Back to School Bash, all school open houses, and First Things First. There were 403 parent surveys - 398 hard copies and 5 on Survey Monkey. The survey questions were: 1) How much are you involved in your child's education? 2) What are your expectations of the Blytheville Public School System? 3) If you could change any aspect of the Blytheville Public School System, what would it be, why? 4) How can we as Concerned Citizens (Villagers) help?

2. Arkansas Leadership Academy, an update was given by Joe Franks, Blaine Alexander, Jerry Vaughn and Jennifer Mederious who have already helped build leadership capacity in our district. When Blytheville Middle School and Blytheville High School went into academic distress, we took this as a district problem.

Arkansas Leadership Academy began working with District on July 1st. We help more schools out of academic distress by using the latest research. We develop needs assessment and customized strategic plans. These plans guide our staff as they work alongside members of the organization to build leadership capacity for sustained improvement.

We report our school improvement plan to the State Department every fall.

There is an approach of how we are able to make changes in the school culture. We will compare now to May. There will be lots of surveys. We want to provide concrete evidence. We give a clear vision of where we want to go.

Arkansas Leadership Academy is impressed with students involved with Blytheville Middle School and Blytheville High School Student Voice.

Arkansas Leadership Academy is about school improvement. We want to close the gap. We focus on where you want to go and build plans.

Blytheville Elementary School is working hard on feedback loop; people support what they create. We are not leading or pushing; we are working beside you. Develop common language with stakeholders.

Working hard on pre and post student assessments. Focus of schools is teacher practice and student achievement to help the students walk out of here the best they can be.

Eileen Garris, Blytheville Primary Assistant Principal told of her experience at Leadership Academy and building leadership skills at what is called the mountain. We haven't had support from an outside source until now. Mr. Franks helped us set core values, beliefs, and helped with observations with teachers in classroom to build our teachers.

Mr. Franks explained that the majority of leadership academy is held at the mountain. The academy is based at University of Arkansas who obtained property through the Rockefeller Foundation at Petit Jean Mountain.

We have a three year contract with the school. We also offer opportunities to work with school board members.

3. Superintendent Atwill announced that BHS-New Tech Drama Club will present a play, "Track" this Wednesday at 6 p.m. Blue Ribbon Commission and Black Caucus will meet at Arkansas Northeastern College at 9 a.m. Thursday and Mr. Atwill will have talk about school safety and the Rave Panic Button. At 1 p.m. there will be a mock drill at BHS New-Tech. Rave will watch first-hand what happens during drills and inspect classrooms. October 17th is New Board Member Institute in Little Rock. After the October 24th Board Meeting, Mr. Marshal Hughes with Beardsley Finance will present a 2 hour training. November 7th is the Regional Meeting in Wynne, Arkansas School Board Annual Conference will be held December 7th – 9th. The National School Board Association Conference will be held March 25th – 27th, 2017. Registration opens on October 19th.
4. Legal ending balances have decreased over the last seven years with the decrease in students.

5. There were 168 applications concerning 164 students. We had 100 Opportunity School Choice applications and 68 regular School Choice applications. Of the 164 total students, only 95 ever attended Blytheville Schools. Of those 95 students, 62 students attended Blytheville Schools during the 2015-2016 school year. Of the 62 students that attended school last year and filed school choice applications to attend Armored or Gosnell for the 2016-2017 school year, 7 have returned to Blytheville as of 9/20/16. Net loss of students due to school choice from the 2015-2016 school year to September 20, 2016 is 55 students.
6. Mrs. Cooke and I spoke to BMS concerning the 1003A School Improvement Grants. BMS received \$75,260. BMS is starting an after school tutor program. Part of the money will be used for transportation and snacks. Also, we are working on summer school to help retain the knowledge that could be lost over the summer. Should be in full force by 2nd semester.
7. Last spring, the School Board started talking about turfing our football field; mileage for new gym did not pass. I think it is something we need to look into. Mr. Hughes, Beardsley Finance says 3.3 mills will generate 10 million and 4 mills will generate 12 million. We have to seek approval from the State Department.
8. Our monies (\$1.32) are down by a million.
9. Our budget has a 1.5% raise for our teachers which would be year after year, as compared to a bonus which is a one-time hit.
10. Back to bond issue. Is it legal construction to ask for both bonds – construction and maintenance at one election. We are looking at numbers; there will be \$5,000 to \$50,000 for architectural fees. With 4 mills, 3.3 going toward gym and field and .7 towards salaries which would get us to the same as other local districts. Part of our improvement plan is to retain quality teachers. We replaced 41 teachers this year. We need to overcome our deficit and have a little extra by not replacing people who leave the district.

B. Instructional Reports

Jean Cole, Director of Director of Support Services

1. Mrs. Cole went over the 2016-2017 Title VI-B Budget
Special Education will be under monitoring from State Department for discipline October 3 through November. We are ready.

2. Leadership Team and RTI Team is gathering data and will meet the third Wednesday of each month. There will be representatives from Healing in the Hood, Villagers, DHS, School Based Mental Health and principals and we will be inviting others according to agenda.
3. We are going to revamp our PBIS practices. Last year, we had 25 fewer out of school suspensions.

Sally Cooke, Director of Curriculum

1. Mrs. Cooke passed out handout for the 2016-2017 Blytheville Public Schools Minority and Teacher and Administrator Recruitment Plan. Based on data collected from the Arkansas Department of Education, the Blytheville School District has experienced a slight decrease in minority teachers from 20% to 19% this year. The data shows the district hired nine black teachers, thirty-four white teachers, and zero Asian or Native American teachers. Two new white administrators were hired. Our total teacher turnover remained steady over the last four years. The student body is 81% black, 15% white, and 4% other. 80% of our paraprofessionals are also black, which helps with the minority balance in the schools. We have short term goals; there is a teacher shortage across the United States. We are working with Arkansas Teacher Corp and Teach for America to turn people into teachers. You have to have a four year bachelor degree. Long term goal is to continue to track, working through National Teacher Project to help recruit and retain our teachers.
2. Second handout was the Arkansas Leadership Academy Organizational Development – Needs Assessment. With this information we can develop a plan. Look at the evidence, then you will see next steps of what need to be. We train all principals from all buildings together where they can all receive the same information. We will bring action plan to next meeting.
3. Third handout was the Blytheville School District Academic Distress Plan of Support. The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identify specific trainings, reading, mentors and timelines for activities to occur and the expected outcome for each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with the training in the use of the BloomBoard Insight Reports. Further, district and school leaders will

work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations with the TESS (BloomBoard) process.

We have to report to the state how we use the funds and how it will help our schools. We have to make sure it is legal. We have great communication; we know what is going on in all of our buildings.

We want to recruit and retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument). Extra pay would help; we have lots of opportunities to work for extra pay. Out of the 43 teachers hired, 24 were brand new. All four principals and the school improvement specialist/curriculum director who is the project direct for mentors and novice teachers in the district had the opportunity to attend several trainings from The National Teacher Project (TNT) regarding retention.

With the Blytheville School District Curriculum Alignment Process, each school in the district has autonomy in curriculum planning and design with the assistance of the district instructional team and specialist from Crowley’s Ridge Co-op/ Pacing guides and units are constructed with teachers involved in the backwards design process by McTighe and Wiggins in Understanding by Design. Two overarching questions drive the development plans: 1) What do students need to be able to do and 2) How will we get them to do it. Using the Arkansas Standards, Common Core State Standards documents, and samples from districts that have had success, the teachers are given time to review, revise, and align the curriculum documents annually. More intensive time for planning and alignment is provided for teams during the summer months, on Saturdays and by providing a half day of release time paired with extra time to provide chunks of time to work.

The Parent & Community Engagement gives the description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities offered, a timeline and how the school will maintain and analyze data related to parent participations. The analysis should contrast parents of proficient students to parents of non-proficient students

with the intent of providing additional services and support to the parents of non-proficient students.

Positive Learning Environment gives the description of the support to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies. Everyone wants to feel safe, have a voice, and know they are cared for.

This support plan was developed by the District Leadership Team, BHS Leadership Team, BMS Leadership Team, BED Leadership Team and the BPS Leadership team.

At this time, the Board took a short break.

Board Member Henrietta Watt left the meeting at 8:28 p.m. and the Board Meeting resumed at 8:31.

Mrs. Cooke continued with her last report being the Priority Improvement Plan for BHS and BMS and targeted schools BPS and BES. We have started the year based on needs assessment, where they are going next, and why. We know we are below state average. There was no changes in status, new test, no comparisons. There is a lot of data and we have to work methodically through this process.

C. Operations Report

Randy Jumper, Director of Facilities

1. I want to brag on Brandon Harper on 911 app with legislators coming to the school. We are ready. We are proud they picked us. Everything had to be in place last year by September 1st. We had everything done on schedule and Blytheville was picked as a model. The lockdown drill will be at 1:00 p.m. Thursday, be there at 12:45 p.m. if you want in.

10. ACTION ITEMS

- A. August 22, 2016 Regular Meeting
- B. August Financial Report
- C. Act 1120 of 2013 – 5% Salary Rule
- D. Budget for 2016-2017
- E. Title VI-B Budget 2016-2017
- F. ACSIP Statement of Assurance

- G. Arkansas Public School Unemployment Compensation Account Notice for Account Participation
- H. Air Evac
- I. Amplify Education - mClass Dibels assessments BPS - \$11,925.00
- J. Dept of Corrections - 231 stacking chairs for BHS/BMS - \$14,943.62
- K. Transfer \$1,500,000 to Building Fund 3000
- L. Driver Education Standards of Assurance

Upon the recommendation of President Ritchey, a motion was made by Tobey Johnson and seconded by Erin Carrington to accept items as listed in A. – L.

Motion passed by unanimous vote at 9:03 p.m.

11. PERSONNEL RECOMMENDATIONS

A. Appointment of Certified Employee

Megan Davis	Counselor	BES
Casey DeFord	School Improvement Specialist	

B. Resignation of Certified Employees

Pamela DeCaprio	Counselor	BES
Arvilla Early	Teacher	BMS

C. Resignation of Classified Employee (December 31, 2016)

Janice Wilkins	IDEA Secretary	Admin
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D. Appointment of Classified Employee

Tiffany Byrd	Food Service	BHS-New Tech
Syreeta Dawkins	Paraprofessional	BPS
Connie Miller	RN	
Gloria Williams	Paraprofessional	BPS

E. Resignation of Classified Employees

Donna Brown	Paraprofessional	BMS
Joyce Green	Food Service	BHS-New Tech
Tabitha Sawyer	Paraprofessional	BPS

Upon the recommendation of Superintendent Atwill, a motion was made by Tommy Bennett and seconded by Barbara Wells to accept items as listed in A.-E.

Motion passed by unanimous vote at 9:12 p.m.

Superintendent Atwill handed out financial training information.
Beardsley Finance is scheduled for a two hour training session after the
October meeting.

11. Adjournment The meeting adjourned at 9:18 p.m.

Richard Atwill
Ex-officio Financial Secretary

BLYTHEVILLE BOARD OF EDUCATION
Blytheville, Arkansas
Regular School Board Meeting
Monday, October 24, 2016
6:00 p.m.

The Blytheville Board of Education met in a special meeting at the Blytheville School District Administration Building at 405 West Park Street at 6:00 p.m. on October 24, 2016, with the following members present:

- | | |
|-------------------------------|-------------------------------------|
| (1) Tracey Ritchey, President | (2) Erin Carrington, Vice-President |
| (3) Barbara Wells, Secretary | (4) Tommy Bennett |
| (5) Billy Fair | (6) Desmond Hammett |
| (7) Tobey Johnson | |

The following members were absent:

- (1) Henrietta Watt

Others present: Paul Jenkins, Diane Hay, Drake Jackson, Shannon Page, Conner Frazier, Justin Braylock, Grant Langston, Bailee McCustion, Rushanti Taylor, Carzlon Ford, Jacob Pruett, Tonya Taylor, Allison Wierzbicki, Cynthia McCustion, Mark McCustion, Rick Terry, Eric Euler, Steve Taylor, Shirley Taylor, Geneva Harris, Penny Sims, Bobby Ashley, Bebe Gillespie, Cher Williams, Birdie Redd, Henrietta Cherry, Linda Williams, Melissa Young, J. Benson, Sherry Prunty, Frederick Clay, Pamela Bradley, Alisha Williams, Robin Sneed, Marshall Hughes, Rick Terry, Eric Euler, Todd Wells and Brandon Harper.

1. CALL TO ORDER President Ritchey called the regular meeting for the month of October 2016 to order at 6:00 p.m.
2. ESTABLISHMENT OF A QUORUM A quorum was established with six members present. Erin Carrington arrived at 6:04 making seven members present.
3. PLEDGE OF ALLEGIANCE The Pledge of Allegiance was recited.
4. SCHOOL PRIDE RECOGNITION

Blytheville Middle School, Mike Wallace, Principal
Report on trip to US Space & Rocket Center in Huntsville

Mr. Wallace introduced Diane Hay, Gifted and Talented/AP Coordinator to the Board. Mrs. Hay's 8th grade GT students gave a presentation on their recent trip. Mr. Drake Jackson presented the slideshow while students told the Board of their experiences at the US Space & Rocket Center in Huntsville, Alabama. The group also solved all of "The Mars Generation" anomalies and also received the Best Mission Award.

5. INFORMATION ITEMS AND REPORTS

A. Superintendent's Report

1. Annual Charter Report

Robin Sneed, New Tech Director

Our mission: BHS New Tech values all learners as individuals and strives to promote learning outcomes that matter.

Our vision: All learners will show agency, demonstrate the ability to communicate, collaborate, think critically, and transition into the college or career of their choice.

Core Beliefs: New Tech Strategies benefit our students, relationships are essential and our responsibility, teamwork is key to collaboration, innovation, and creativity, which are our standard operating procedures, and the community is a vital partner in our process.

Goal 1: Increase in scores. Blytheville High School reading comprehension, mathematics and mathematical reasoning will increase to at least meet yearly state AMO goals and individual student growth goals for each year for the first six years. Goal 2: STAR growth. There will be 1.5 years of grade level growth on Renaissance Learning, STAR Enterprise testing for each individual student each year, regardless of proficiency in reading, language usage and mathematics. Goal 3: Mastery, All students will progress towards mastery of 80% by the end of the school year on each Common Core Standard as measured by End of Course exams and Star Enterprise. Goal 4: Attendance will increase by 0.5% over the current attendance rate of 95.33% each year for the next six years. Goal 5: Graduation rate. BHS graduation rate, based on the state Annual Measurable Objectives, will increase by 5.86% for the first year, 4.44% the second year and 2.5% for each of the next four years thereafter. BHS New Tech has 17 AP certified teachers and offers 10 Advanced Placement courses. Celebrating the BHS Class of 2016 with 111 students received Achievement Awards, 42 honor graduates, 48 students who completed 4 years of high school with no referrals, 115 CTE Completers, 61 received Industry

Certifications, 11 CTE Interns, 50 National Honor Society Members, 55 national Beta Club Members, 50 students (30% of the class) were offered scholarships totaling over \$2,150,580.00, including 29 recipients of the Arkansas Challenge Scholarship, totaling \$14,000 each.

B. Instructional Report

Sally Cooke, Director of Curriculum

1. Mrs. Cooke introduced Ms. Casey DeFord, our new School Improvement Specialist. It is a great privilege to have her with our District.
2. 45-Day Focus School Progress Reports for all four schools in the District were given and discussion was held. Specific attention was given to attendance of students and teachers and pre and post assessments. Mrs. Cooke is available for any further questions regarding the reports and will provide them as they are turned in to ADE during the year. A new Report Card for Primary School Kindergarten classes was handed out. These report cards show standards; this card is discussed at mid-term with parents so they know what their children need to work on. We will be working with parents throughout the year to help parents understand what areas their student is excelling or struggling in.

Jean Cole, Director of Director of Support Services

1. Response to intervention on behavior. Committees are fully in place. We are working on committee at BHS.
2. Our new focus is on "why" are there out-of-school suspensions. Our goal is to reduce OSS. We have a lot of areas that are decreasing; we working on in-school suspensions. We want to figure out what we can do different. We want to support students and observe and help teachers who struggle in behavior management.
3. 1st District level stakeholder response to behavior action plan is in place. We expect to see a decrease in out-of-school suspensions.

C. Operations Report

Randy Jumper, Director of Facilities

1. Mr. Jumper told the Board that he loves to come to work every day. Our employees do a great job. Ms. Barnes gets 2000 kids to and from school every day, Mr. Jenkins keeps-up four huge campuses, Mrs. Snyder is on the Arkansas Nutrition Board and is now president-elect, Mr. Harper helps principals with all safety issues, inspections, drills and with the recent RAVE review where we were a showcase.

6. ACTION ITEMS

- A. September 26, 2016 Regular Meeting
- B. October 11, 2016 Special Meeting
- C. September Financial Report
- D. Baldwin and Shell Construction Company for construction management on new gymnasium and football field project
- E. Brackett Krennerich - Architects on new gymnasium and football field project
- F. Brackett Krennerich – Architects to provide renderings and plans for millage \$31,687.50
- G. Notification of audit beginning (Thomas, Speight & Noble)

Upon the recommendation of Superintendent Atwill, a motion was made by Desmond Hammett and seconded by Billy Fair to accept items A., B., C., F. & G as listed and to modify Superintendent Atwill's recommendation of D. & E. from "new gymnasium and football field project" to "athletic facility" and to accept to D. & E.

Motion passed by unanimous vote at 7:38 p.m.

7. PERSONNEL RECOMMENDATIONS

A. Resignations of Classified Employees

Ana C. Mabrey	Paraprofessional	BPS
Connie Miller	RN	

Upon the recommendation of Superintendent Atwill, a motion was made by Tobey Johnson and seconded by Billy Fair to accept item as listed in A. above.

Motion passed by unanimous vote at 7:38 p.m.

The Board took a short break and resumed meeting at 7:48 p.m.

At this time Beardsley Finance provided training on public school

finance.

8. ADJOURNMENT

The meeting adjourned at 9:08 p.m.

Richard Atwill
Ex-officio Financial Secretary

Pending Board Approval



School Improvement Unit
Background and Support Needs for Second Quarter
2016-2017

Arkansas Department of Education - School Improvement Unit
Forrest City School District
December 2016

Overview and Background

A team of educators from the Arkansas Department of Education (ADE) visited all schools that were designated as Academic Distress schools in order to gain insights into the schools' circumstances that led to the academic distress status. Following these visits, the ADE School Improvement Unit (SIU) developed recommendations that were designed to assist schools in their efforts to be removed from academic distress. Three overarching goals were developed and these goals serve as the foundation for the recommendations. The goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

In April 2016, the Forrest City School District was classified in Academic Distress. There are five (5) schools, two elementary- Stewart and Central; one middle school- Lincoln Academy of Excellence; one junior high- Forrest City Jr. High; and one high school- Forrest City High School. The following details about the schools and district are considered pertinent:

- The elementary schools are considered focus schools
 - Central Elementary serves Kindergarten – 2nd
 - Stewart Elementary serves 3rd – 5th
- The middle school, junior high, and high school are considered priority and have been identified in Academic Distress for three consecutive years. The grade levels served and percent proficient for All Students in Math and English Language Arts are:
 - Lincoln Academy of Excellence, 6th grade, 46.771%
 - Forrest City Jr. High, 7th – 8th grades, 48.697%
 - Forrest City High School, 9th – 12th grades, 39.516%
- A provision to have four (4) locally-hired School Improvement Specialists (SIS) to serve the five (5) schools has been made; Central Elementary and the high school are served by the same SIS
- The Jr. High is a School Improvement Competitive Grant School; section 1003(a) of the Elementary and Secondary Education Act requires the State Education Agencies allocate funds to local education agencies

to serve focus and priority schools identified under the State-developed differentiated recognition, accountability, and support system, if ADE determines such schools are most in need of additional support.

Areas for Arkansas Department of Education (ADE) Support

Analysis of 45-Day Progress Reports, school leadership team meeting minutes, and school improvement specialists' weekly reports suggest further needed assistance:

Schools –

- Develop and clarify goals that are realistic, attainable, support the specific needs of each grade level, and that clearly support the communication of a clear and shared focus that will lead to removal from Academic Distress
- Develop a process to consistently document school improvement leadership team meeting discussions and define decisions in the Indistar platform for the purpose of communication and accountability
- Deepen analysis of specific data points in order to identify trends and decisions that will drive changes for adult behavior for the next quarter
- Utilize Indistar agenda and minutes system effectively and efficiently to document specific data discussed that drives decision-making; clearly define discussions so that the system can function as both a behavioral record and a communication device for the staff
- Develop system for pre- and post-unit assessments to be analyzed in leadership team meetings

District –

- Increase their engagement in the School Improvement Process through the review/coaching of:
 - School improvement leadership team meeting minutes
 - Quarterly 45-day progress reports
 - Local school improvement specialists reports
 - Arkansas Department of Education (ADE) school improvement monthly reports
- Ensure alignment of district goals to school goals
- Establish school improvement expectations related to school improvement leadership meeting minutes and the 45-day progress reports
- Ensure that a pre- and post-assessment system has been developed and implemented

- Begin process of a Needs Assessment for the feeder pattern of schools inclusive of the 45-day progress reports
- Develop an intervention plan to address the percentage of students two or more grade levels behind in math and literacy in the grade band 3rd – 5th

Summary -

To date, the SIU has provided minimal service based on:

- number of consultants and local-hired SISs working in the district,
- request from the superintendent to lead the school improvement process, and
- the school board being vested in the school improvement process.

The SIU will send a team every two (2) weeks during the 2nd semester to assist with documentation clarity and refinement of their processes. SIU teams will meet with school leadership teams and with district leadership teams to support the improvement endeavors.

Meetings between SIU team members and school leadership members or district leadership members may be conducted electronically or in person.



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%	
10 TH Grade	27%	13%	22%	6%	6%	35%	
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 and 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. 				
Reading - 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 Craft and Structure. Our focus over the next 45 days includes:				
<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.				

6

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		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 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																					
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		B		C		c		D		d		1Q	2Q	3Q	4Q
								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								
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%		

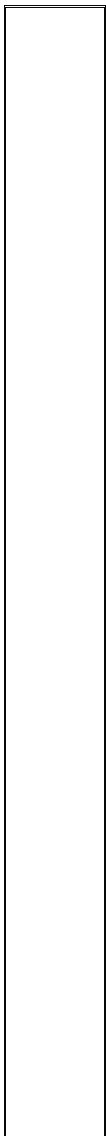
Student Results	Q-1. S. Agree. 37% Agree 57.2% Disagree 3.7% S. Disagree 2%		
	Q-2. S. Agree. 41.4% Agree 52.2% Disagree 4% S. Disagree 1.7%		
	Q-3. S. Agree 15.9% Agree 56.2% Disagree 24.2% S. Disagree 3.7%		
	Q-4. S. Agree 16.8% Agree 57.6% Disagree 18.2% S. Disagree 7.4%		
	Q-5. S. Agree 10.4% Agree 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%		

				Q-9 S. Agree 21.2% Agree 55.6% Disagree 20% S. Disagree 3%		
				Q-10 S. Agree 13.5% Agree 60.6% Disagree 22.6% S. Disagree 3.4%		
				Q-11 S. Agree 31.6% Agree 52.2% Disagree 9.4% S. Disagree 6.7%		
				Q-12 S. Agree 16.2% Agree 48.5% Disagree 27.3% S. Disagree 8.1%		
				Q-13 S. Agree 40.7% Agree 40.4% Disagree 14.1% S. Disagree 4.7%		
				Q-14 S. Agree 18.2% Agree 55.9% Disagree 22.9% S. Disagree 3%		
				Q-15 S. Agree 49.8% Agree 37.7% Disagree 9.1% S. Disagree 3.4%		
				Q-16 S. Agree 26.3% Agree 41.4% Disagree 23.9% S. Disagree 8.4%		
				Q-17 S. Agree 33.3% Agree 49.5% Disagree 15.9% S. Disagree 4.3%		

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	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								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											
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	D	1Q	2Q	3Q	4Q
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	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

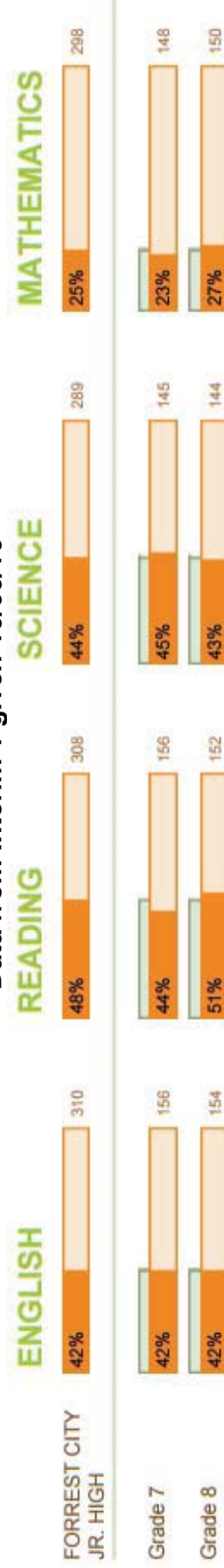
Optional Data

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: FORREST CITY
SCHOOL: LINCOLN MIDDLE ACADEMY OF EXCELLENCE
STATUS: PRIORITY
SITE-BASED SIS: MRS. SUSAN BERRY
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: DR. TIFFANY HARDRICK
PRINCIPAL: MRS. JANA RICHEY

45-DAY Priority School Progress Report: Elementary

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.)						
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. Please consider:						
2015 – 2016 ACT Aspire Overall / 6th grade	ENGLISH 45%	READING 9%	WRITING -	MATHEMATICS 15%	SCIENCE 7%	
2016 – 2017 Overall / 6th Grade	39%	44%	-	24%	29%	

<p>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 achievable.</p>	
<p style="text-align: center;">SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT</p> <p style="text-align: center;">Principal's Narrative Report</p>	
<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"> • Based upon ACT Aspire results for 2015-16, teachers were required to complete an Academic Improvement Plan (AIP) on identified students. • All classroom/content teachers were provided with a notebook, which contains state standards, exemplars for each subject, Summative Assessment Overview, ACT Knowledge/Skills Map (all subjects), DOK question stems/chart • School leadership provided professional development on an explanation of the documents used in planning and instruction. These documents are routinely used during all PLCs • The District Leadership Team has provided and continues to provide support with professional development through the Teacher Leadership Institute (TLI) and the monthly Principal Leadership Institute (PLI); which includes principals, vice principals and school improvement specialists. • The district has also provided support through the Keith Sanders Group and Achievement Network (ANet) 	

<ul style="list-style-type: none"> Lincoln's faces the challenge of having to adopt and develop units to align themselves with the- New Arkansas Curriculum standards as well as aligning with the rigor and expectations of ACT Aspire with external supports and the administration. 	
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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:	
The Leadership Team decided to focus on increasing teacher knowledge of the reporting categories of the ACT Aspire and identifying, with input & feedback from teachers, strategies and instructional practice, necessary to increase student achievement and meet the above mentioned smart goals. Some of our next steps include:	

<p>;</p> <ul style="list-style-type: none"> • Science teachers have and will continue to receive training & support in the 6 modes of science. • Math teachers are working to increase their effectiveness in the reporting categories of J&E and Modeling. • Continuous observation & feedback is provided to support this growth. • ELA teachers are receiving support to assist in providing students with reflective practice in Conventions in Standard English and Production of Writing. An example of this in the reporting category of Conventions in Standard English is the adjustment of teaching grammar in isolation to the use of passages that are similar to the ACT Aspire assessment.
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:

2015 – 2016 ACT Aspire Overall / 6th grade	ENGLISH 45%	READING 9%	MATHEMATICS 15%	SCIENCE 7%
2016 – 2017 Overall / 6th Grade	39%	44%	24%	29%
<p>What this data immediately reveals is substantial growth in reading, math, and science as compared with our ACT-Aspire SUMMATIVE data report a year ago. Please consider....</p> <p>Overall -6% in ENG. +35% in READING +9% in MATH +22 in SCIENCE</p> <p>Due to the slight decrease in English scores, we have determined that an instructional focus must be on the two reporting categories of Production of Writing and Conventions of Standard English. Planning of lessons and instructional delivery must center around topic development and the use of effective strategies to ensure that students are able to discern if a text is logically organized, flows smoothly, and has an effective introduction and conclusion. To address conventions, teachers will focus on punctuation, usage, and capitalization, along with sentence structure and formation. Students must be able to look at different passages and make decisions on how to revise or edit text. In Math, we must include a balance of both foundational skills and grade level progress skills. Math lesson plans will reflect, and classroom instruction will include, opportunities for both modeling and justification/explanation.</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
K														
1														
2														
3														
4														
5														
6	128				20	5	39				1			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/ Clarifications -The majority of our SWD students receive co-teaching in the area of reading and language arts. In math, most of our students receive resource math. Only four students receive pull out services in language arts. Students being included in the general population have proven to be beneficial to students. Students are also participate with other students in encore classes (library, art, p.e.) and music classes) band, keyboarding, and choir).

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	1	2	3	4Q	1	2	3	4Q	Semester 1	Semester 2		

[illegible]

Comments/Clarifications: Most of the absences in our building have been attributed to teacher professional development in the areas of content (literacy and math), AP training for literacy, math and social studies teachers to address enrichment for gifted students, ACT Aspire, and Arkansas Department of Education training in science for the Next Generation Standards. All courses were scheduled during the school day and were not available at other times. At the building level, we are working diligently to schedule as many professional development as possible after school and on Saturdays.

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										
1										
2										
3										
4										
5										
6	96.7%				11					

Comments/Clarifications: We surpassed the 90% Daily attendance expectation! We continue to have a plethora of attendance incentives to ensure students attend school daily and on time. We are now monitoring the 11 children that have missed 5 or more days. Letters are being sent, phone calls, and conferences to alert parents of the importance of students being at school every day. Parents are also notified that we have a school nurse on the premises.

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 Math in 2014-15 prior to summer school	Number of Students with Math in 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
(1)																											
(2)																											
3																											
4																											
5																											
6	128	N/A	22	34				123	28	123	39	N/A	N/A														

Comments/Clarifications: We are providing the math teacher with content support and coaching in order to provide the teacher and students with the necessary skills required for 6th grade standards. The teacher is provided ongoing feedback through lesson planning and instructional observations. We also have an after-school program that will address the percent and number of D's and or F's. This program serves as an intervention as well as a remediation piece to move students towards proficiency.

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					
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	Lower Case Letters: Report the number of D and F grades on each post-unit assessment				a+b+c+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
(1)																							

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 will also utilize the ACT Classroom Assessments to provide students with test taking practice and provide students, teachers, and parents with the information necessary of standard mastery and standards that need to be reinforced or re-taught.

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 (assessment tool used)		Percent of students 2 or more years below grade level in ELA as determined by STAR (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year

(1)				
(2)				
3				
4				
5				
6	38.9% or 40 students		50.6% or 51 students	

Comments/ Clarifications: During our recent Data Day teachers met to disaggregate data. We are utilizing this data for instructional planning and response to intervention. Teachers identified students in areas of literacy and math for the following categories: in need of support, ready, close, and exceeding.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average) There were 8 questions for the students.

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter

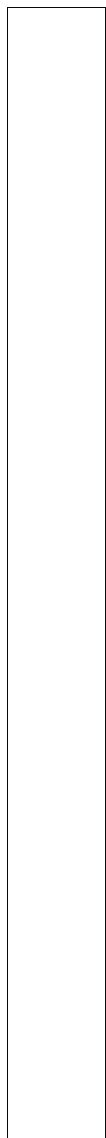
Educator Results	There were 20 questions provided to teachers. The survey is attached.			
Student Results	There were 114 student responses. The survey is attached.			

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

Comments/Clarifications: For the student survey, there were 21 questions. 85.97% of the students strongly agree or agree that Advisory Class is a good place to express their thoughts and feelings. As a result we have continued to include Advisory as part of our character education curriculum. For the teacher survey, there were 20 questions overall. 100% agree that they are able to build a stronger relationship with students through Advisory. 100% also feel that Advisory has helped teachers to see the importance of social emotional learning for increased student success.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data





Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

Process for Review of Schools Classified in Academic Distress by the State Board of Education

**State Board
of Education**

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Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

The process for schools and districts classified in Academic Distress to report progress in the implementation of the ADE Site Review Team Recommendations at the State Board of Education meeting is as follows:

1. Principals will be asked to submit a written report on the three goals established in Recommendation 1.
 - A. GOAL 1 The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
 - B. GOAL 2 The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional development.
 - C. GOAL 3 The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.
2. Dr. Wilde from the ADE School Improvement Unit will present the goal as a question and then function as time keeper. The questions will be presented one at a time, with each principal responding to the first question before the second question is presented. This process will repeat for the three questions.
 - A. What steps has the leadership team taken to create a clear academic focus that will lead your school to the removal from Academic Distress? What were your successes and/or challenges, if any, in attaining stakeholder buy-in for this focus?
 - B. What steps has the leadership team taken to improve the culture of the school? What successes and/or challenges have you had in attaining an improved culture?

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- C. What steps has the leadership team taken to develop a culture of continuous improvement?
- 3. The district superintendent representative will be asked to report on Recommendation 3.

Recommendation 3: District will clarify support to be provided (full recommendation attached)
- 4. Dr. Wilde will present the district representative with three questions.
 - A. What are the key actions in the professional development plan for the principal?
 - B. What is the district doing to identify effective teachers and then maintain these teachers?
 - C. What steps or actions is the district taking to ensure the curriculum is aligned (written, taught, assessed)?
- 5. Following the presentation of responses by the principals, Dr. Wilde from the ADE School Improvement Unit will provide a summary statement based on:
 - A. The 45-Day Progress Report submitted
 - B. Locally-Hired School Improvement Specialist reports submitted in the Indistar platform
 - C. The School Leadership Team Agendas and Minutes as reported in the Indistar platform
- 6. The Superintendent, Principals, Locally-Hired School Improvement Specialists and the ADE School Improvement Specialists will be available to respond to any questions the State Board members may have.

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
HOT SPRINGS SCHOOL DISTRICT	2603000	SUMMIT SCHOOL	2603013	10	14	0.0%
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	10	37	0.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	10	29	0.0%
SIATECH LITTLE ROCK CHARTER	6052700	SIATECH HIGH CHARTER	6052703	10	13	0.0%
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE RO	6053703	10	19	0.0%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	10	19	0.0%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	10	24	0.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	10	258	01.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	10	97	02.1%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	10	84	02.4%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	10	71	02.8%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	10	36	02.8%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW HIGH SCHOOL	1505026	10	32	03.1%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	10	30	03.3%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	10	311	03.5%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	10	52	03.8%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	10	235	03.8%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW HIGH SCHOOL	7307032	10	98	04.1%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	10	166	04.2%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	10	24	04.2%
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	10	46	04.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	10	156	05.1%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	10	38	05.3%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	10	37	05.4%
HAMPTON SCHOOL DISTRICT	0701000	HAMPTON HIGH SCHOOL	0701002	10	34	05.9%
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	RURAL SPECIAL HIGH SCHOOL	6901012	10	17	05.9%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	10	200	06.0%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE HIGH SCHOOL-A NEW TECH S	4702706	10	152	06.6%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL HIGH SCHOOL	3509067	10	219	06.8%
BARTON-LEXA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	10	59	06.8%
RECTOR SCHOOL DISTRICT	1106000	RECTOR HIGH SCHOOL	1106023	10	43	07.0%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	10	42	07.1%
FOUKE SCHOOL DISTRICT	4603000	FOUKE HIGH SCHOOL	4603010	10	80	07.5%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	MAMMOTH SPRING HIGH SCHOOL	2501002	10	39	07.7%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
SIATECH LITTLE ROCK CHARTER	6052700	SIATECH HIGH CHARTER	6052703	09	14	0.0%
ARK. SCHOOL FOR THE DEAF	6092000	ARK. SCHOOL FOR THE DEAF H.S.	6092002	09	11	0.0%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	09	19	0.0%
BEEBE SCHOOL DISTRICT	7302000	BADGER ACADEMY	7302703	09	10	0.0%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	09	55	01.8%
FORDYCE SCHOOL DISTRICT	2002000	FORDYCE HIGH SCHOOL	2002007	09	42	02.4%
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	09	37	02.7%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	09	104	02.9%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	09	315	02.9%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	09	30	03.3%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	09	174	03.4%
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE R	6053700	PREMIER HIGH SCHOOL OF LITTLE RO	6053703	09	29	03.4%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	09	85	03.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCELLELLAN MAGNET HIGH SCHOOL	6001064	09	184	03.8%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	09	249	04.4%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	09	193	04.7%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	09	246	05.3%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	09	18	05.6%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	NORTH PULASKI HIGH SCHOOL	6003136	09	47	06.4%
NEVADA SCHOOL DISTRICT	5008000	NEVADA HIGH SCHOOL	5008014	09	30	06.7%
LAKEVIEW SCHOOL DISTRICT (CHICOT COUNTY)	0903000	LAKEVIEW HIGH SCHOOL	0903018	09	72	06.9%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW HIGH SCHOOL	1505026	09	29	06.9%
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	09	97	07.2%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER JUNIOR HIGH SCHOOL	1803035	09	127	07.9%
PALESTINE-WHEATLEY SCH. DIST.	6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	09	76	07.9%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT HIGH SCHOOL	0901003	09	25	08.0%
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	09	25	08.0%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	09	37	08.1%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	09	97	08.2%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	09	24	08.3%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	09	34	08.8%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	09	21	09.5%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	09	258	09.7%
BLITHEVILLE SCHOOL DISTRICT	4702000	BLITHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	4702706	09	165	09.7%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	08	20	0.0%
STRONG-HUTTING SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	08	22	04.5%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	08	20	05.0%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HIGH	3541703	08	15	06.7%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	08	60	06.7%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	08	97	07.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	08	107	07.5%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	08	12	08.3%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	FULLER MIDDLE SCHOOL	6003120	08	156	08.3%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	08	48	08.3%
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	08	23	08.7%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	08	179	08.9%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	08	44	09.1%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	08	160	10.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	08	266	10.2%
BLITHEVILLE SCHOOL DISTRICT	4702000	BLITHEVILLE MIDDLE SCHOOL	4702012	08	142	10.6%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	08	55	10.9%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	08	50	12.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	08	25	12.0%
HUNTSVILLE SCHOOL DISTRICT	4401000	ST. PAUL HIGH SCHOOL	4401012	08	16	12.5%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	08	87	12.6%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	08	228	12.7%
LAWRENCE COUNTY SCHOOL DISTRICT	3810000	WALNUT RIDGE HIGH SCHOOL	3810027	08	78	12.8%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	08	31	12.9%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	08	215	13.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	08	197	13.2%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW JUNIOR HIGH SCHOOL	7307033	08	106	13.2%
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	08	60	13.3%
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	08	112	13.4%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	08	36	13.9%
LITTLE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	08	232	14.2%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	08	14	14.3%
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	08	28	14.3%
CEDAR RIDGE SCHOOL DISTRICT	3212000	CEDAR RIDGE HIGH SCHOOL	3212027	08	61	14.8%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	08	217	16.1%
BARTON-LEXA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	08	62	16.1%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	07	29	03.4%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	MOUNT JUDEA HIGH SCHOOL	5106010	07	13	07.7%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	07	38	07.9%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	07	183	10.9%
ROSE BUD SCHOOL DISTRICT	7310000	ROSE BUD HIGH SCHOOL	7310043	07	65	12.3%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	07	87	12.6%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	07	58	13.8%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	07	230	15.2%
NEVADA SCHOOL DISTRICT	5008000	NEVADA HIGH SCHOOL	5008014	07	37	16.2%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	07	67	16.4%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	07	29	17.2%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	07	199	17.6%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	07	163	17.8%
MIDLAND SCHOOL DISTRICT	3211000	MIDLAND HIGH SCHOOL	3211035	07	45	17.8%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	07	11	18.2%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	07	22	18.2%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	07	253	19.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	07	56	19.6%
COSSATOT RIVER SCHOOL DISTRICT	5707000	UMPIRE HIGH SCHOOL	5707017	07	10	20.0%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	07	50	20.0%
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	07	59	20.3%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	07	169	20.7%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	07	19	21.1%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	07	37	21.6%
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	07	285	22.1%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE MIDDLE SCHOOL	4702012	07	136	22.1%
CORNING SCHOOL DISTRICT	1101000	CORNING HIGH SCHOOL	1101004	07	76	22.4%
CEDAR RIDGE SCHOOL DISTRICT	3212000	CEDAR RIDGE HIGH SCHOOL	3212027	07	58	22.4%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	07	159	22.6%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	07	192	22.9%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW JUNIOR HIGH SCHOOL	7307033	07	91	23.1%
STAR CITY SCHOOL DISTRICT	4003000	STAR CITY MIDDLE SCHOOL	4003015	07	131	23.7%
CADDO HILLS SCHOOL DISTRICT	4901000	CADDO HILLS HIGH SCHOOL	4901003	07	53	24.5%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	07	89	24.7%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	07	32	25.0%
HOT SPRINGS SCHOOL DISTRICT	2603000	HOT SPRINGS MIDDLE SCHOOL	2603020	07	246	25.2%

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District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
STRONG-HUTTIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	06	23	08.7%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS ELEM. SCHOOL	3104005	06	16	18.8%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	06	16	18.8%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE ELEM. SCHOOL	6505013	06	21	19.0%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	06	31	19.4%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE MIDDLE SCHOOL	4702012	06	135	20.0%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WEAVER ELEMENTARY SCHOOL	1803030	06	38	21.1%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	06	216	21.8%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	06	95	22.1%
WEST MEMPHIS SCHOOL DISTRICT	1803000	JACKSON ELEMENTARY SCHOOL	1803027	06	44	25.0%
JASPER SCHOOL DISTRICT	5102000	JASPER ELEMENTARY SCHOOL	5102005	06	44	25.0%
MARION SCHOOL DISTRICT	1804000	MARION MIDDLE SCHOOL	1804016	06	317	26.2%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	06	91	26.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	06	45	26.7%
LEAD HILL SCHOOL DISTRICT	0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	06	26	26.9%
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	1608022	06	67	26.9%
FORREST CITY SCHOOL DISTRICT	6201000	LINCOLN ACADEMY	6201016	06	170	27.1%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT ELEMENTARY SCHOOL	0901001	06	29	27.6%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	06	259	27.8%
RIVERVIEW SCHOOL DISTRICT	7307000	JUDSONIA ELEMENTARY SCHOOL	7307026	06	36	27.8%
LITTLE ROCK PREPARATORY ACADEMY	6049700	LITTLE ROCK PREP ACADEMY	6049702	06	43	27.9%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW ELEMENTARY SCHOOL	1505025	06	39	28.2%
LITTLE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	06	229	29.3%
CEDAR RIDGE SCHOOL DISTRICT	3212000	NEWARK ELEMENTARY SCHOOL	3212026	06	43	30.2%
SOUTH SIDE SCHOOL DISTRICT(VAN BUREN COUNTY)	7105000	SOUTH SIDE ELEMENTARY SCHOOL	7105018	06	33	30.3%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	06	46	30.4%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	06	184	31.0%
JACKSONVILLE LIGHTHOUSE CHARTER	6050700	JACKSONVILLE LIGHTHOUSE CHARTE	6050701	06	54	31.5%
WEST MEMPHIS SCHOOL DISTRICT	1803000	FAULK ELEMENTARY SCHOOL	1803026	06	76	31.6%
FOUKE SCHOOL DISTRICT	4603000	PAULETTE SMITH MIDDLE SCHOOL	4603011	06	79	31.6%
FORT SMITH SCHOOL DISTRICT	6601000	SPRADLING ELEMENTARY SCHOOL	6601016	06	57	31.6%
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	06	41	31.7%
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	NORTH LITTLE ROCK MIDDLE SCHOOL	6002070	06	622	31.8%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	06	168	32.1%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE ELEMENTARY SCH	5404030	06	28	32.1%
BALD KNOB SCHOOL DISTRICT	7301000	BALD KNOB MIDDLE SCHOOL	7301004	06	103	33.0%

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ELA						
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met Readiness Benchmark
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE ROCK	6053703	10	19	05.3%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	10	19	05.3%
HOT SPRINGS SCHOOL DISTRICT	2603000	SUMMIT SCHOOL	2603013	10	12	08.3%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	10	24	08.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	10	244	10.7%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	10	30	13.3%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	10	41	14.6%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	10	99	15.2%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	10	82	17.1%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	10	301	17.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	10	233	18.0%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	10	192	18.8%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	10	53	18.9%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	10	161	19.3%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	10	30	20.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCELLELLAN MAGNET HIGH SCHOOL	6001064	10	135	20.7%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	10	24	20.8%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	10	178	22.5%
GUY-PERKINS SCHOOL DISTRICT	2304000	GUY-PERKINS HIGH SCHOOL	2304022	10	31	22.6%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	10	70	24.3%
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	10	24	25.0%
MCGEEHEE SCHOOL DISTRICT	2105000	MCGEEHEE HIGH SCHOOL	2105028	10	78	25.6%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE HIGH SCHOOL-A NEW TECH SCHOOL	4702706	10	150	26.0%
POYEN SCHOOL DISTRICT	2703000	POYEN HIGH SCHOOL	2703010	10	53	26.4%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	10	36	27.8%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL HIGH SCHOOL	3509067	10	217	28.1%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW HIGH SCHOOL	5204023	10	177	28.2%
RIVERCREST SCHOOL DISTRICT 57	4706000	RIVERCREST HIGH SCHOOL	4706066	10	89	29.2%
NEWPORT SCHOOL DISTRICT	3403000	NEWPORT HIGH SCHOOL	3403013	10	77	29.9%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	10	39	30.8%
PERRYVILLE SCHOOL DISTRICT	5303000	PERRYVILLE HIGH SCHOOL	5303011	10	84	31.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	10	29	31.0%

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						ELA	
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District Name	District LEA	School Name	School LEA	Grade			
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	09		18	11.1%
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE RO	6053703	09		26	11.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	09		276	13.0%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	09		103	14.6%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	09		240	15.4%
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	09		38	15.8%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	09		188	16.0%
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	09		25	16.0%
HAMPTON SCHOOL DISTRICT	0701000	HAMPTON HIGH SCHOOL	0701002	09		43	16.3%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	09		55	16.4%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	09		30	16.7%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	09		82	17.1%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	09		172	18.0%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	09		96	18.8%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	09		26	19.2%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	09		243	19.8%
BEEBE SCHOOL DISTRICT	7302000	BADGER ACADEMY	7302703	09		10	20.0%
TRUMANN SCHOOL DISTRICT	5605000	TRUMANN HIGH SCHOOL	5605023	09		128	20.3%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	NORTH PULASKI HIGH SCHOOL	6003136	09		48	20.8%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	09		60	21.7%
LAKE SIDE SCHOOL DISTRICT (CHICOT COUNTY)	0903000	LAKE SIDE HIGH SCHOOL	0903018	09		73	21.9%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	09		243	22.2%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	09		18	22.2%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	09		44	22.7%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	09		172	22.7%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	WILBUR D. MILLS HIGH SCHOOL	6003125	09		149	23.5%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	09		37	24.3%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	09		24	25.0%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER JUNIOR HIGH SCHOOL	1803035	09		125	25.6%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	09		34	26.5%
PALESTINE-WHEATLEY SCH. DIST.	6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	09		75	26.7%
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	09		97	26.8%

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				ELA	
				ELA N	ELA % Met Readiness Benchmark
District Name	District LEA	School Name	School LEA	Grade	
FORDYCE SCHOOL DISTRICT	2002000	FORDYCE HIGH SCHOOL	2002007	09	42
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	09	21
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	4702706	09	160
DEWITT SCHOOL DISTRICT	0101000	DEWITT HIGH SCHOOL	0101004	09	100
GREEN FOREST SCHOOL DISTRICT	0803000	GREEN FOREST HIGH SCHOOL	0803012	09	100
BARTON-LEXA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	09	69
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT HIGH SCHOOL	0901003	09	24
GURDON SCHOOL DISTRICT	1003000	GURDON HIGH SCHOOL	1003018	09	47
JONESBORO SCHOOL DISTRICT	1608000	ANNIE CAMP JR. HIGH SCHOOL	1608023	09	211
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	09	66
PERRYVILLE SCHOOL DISTRICT	5303000	PERRYVILLE HIGH SCHOOL	5303011	09	69
CARLISLE SCHOOL DISTRICT	4303000	CARLISLE HIGH SCHOOL	4303013	09	55
WARREN SCHOOL DISTRICT	0602000	WARREN HIGH SCHOOL	0602703	09	122
MARKED TREE SCHOOL DISTRICT	5604000	MARKED TREE HIGH SCHOOL	5604017	09	47
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW HIGH SCHOOL	5204023	09	180
CROSSETT SCHOOL DISTRICT	0201000	CROSSETT HIGH SCHOOL	0201006	09	124
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	09	37
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	09	68
FORT SMITH SCHOOL DISTRICT	6601000	DORA KIMMONS JR. HIGH SCHOOL	6601022	09	280
DUMAS SCHOOL DISTRICT	2104000	DUMAS JUNIOR HIGH SCHOOL	2104020	09	102
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	BRUNO-PYATT HIGH SCHOOL	6505011	09	15
SPRINGDALE SCHOOL DISTRICT	7207000	GEORGE JUNIOR HIGH SCHOOL	7207060	09	338
MALVERN SCHOOL DISTRICT	3004000	MALVERN HIGH SCHOOL	3004023	09	131
RIVERCREST SCHOOL DISTRICT 57	4706000	RIVERCREST HIGH SCHOOL	4706066	09	118
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	09	49
MULBERRY SCHOOL DISTRICT	1704000	PLEASANT VIEW JUNIOR HIGH	1704018	09	20
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW HIGH SCHOOL	7307032	09	105
TWO RIVERS SCHOOL DISTRICT	7510000	TWO RIVERS HIGH SCHOOL	7510019	09	87
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	09	42
KIPP DELTA PUBLIC SCHOOLS	5440700	KIPP BLYTHEVILLE COLLEGIATE HIGH	5440706	09	56
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	09	39
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	09	22

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						ELA	
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met	Readiness Benchmark
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	08	21	09.5%	
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	08	141	16.3%	
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	08	185	18.9%	
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	08	20	20.0%	
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	08	53	20.8%	
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	08	179	21.2%	
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	08	14	21.4%	
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	TIMBO HIGH SCHOOL	6901016	08	14	21.4%	
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	08	28	21.4%	
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	08	50	22.0%	
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	08	95	22.1%	
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	08	216	22.2%	
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	08	251	22.3%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	FULLER MIDDLE SCHOOL	6003120	08	155	22.6%	
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	08	44	22.7%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	08	112	23.2%	
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	08	20	25.0%	
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	08	12	25.0%	
STAR CITY SCHOOL DISTRICT	4003000	STAR CITY MIDDLE SCHOOL	4003015	08	127	25.2%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	08	212	25.5%	
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HI	3541703	08	15	26.7%	
CALICO ROCK SCHOOL DISTRICT	3301000	CALICO ROCK HIGH SCHOOL	3301002	08	37	27.0%	
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	08	33	27.3%	
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	08	58	27.6%	
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	08	159	28.3%	
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	08	297	28.6%	
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	08	45	28.9%	
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	08	24	29.2%	
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	08	17	29.4%	
NORTH LITTLE ROCK SCHOOL DISTRICT	6002000	NORTH LITTLE ROCK MIDDLE SCHOOL	6002070	08	560	30.2%	
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	08	56	30.4%	
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	08	228	30.7%	
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	08	87	31.0%	
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	08	54	31.5%	

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ELA						
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met Readiness Benchmark
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	07	29	03.4%
STRONG-HUTTING SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	07	19	10.5%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	07	64	17.2%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	07	57	17.5%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	07	87	19.5%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	07	46	19.6%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	07	18	22.2%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	07	174	22.4%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	07	39	23.1%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HI	3541703	07	26	23.1%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	07	195	23.1%
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	07	56	23.2%
RIVERCREST SCHOOL DISTRICT 57	4706000	RIVERCREST HIGH SCHOOL	4706066	07	94	24.5%
CADDO HILLS SCHOOL DISTRICT	4901000	CADDO HILLS HIGH SCHOOL	4901003	07	53	24.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	07	221	25.3%
LAFAYETTE COUNTY SCHOOL DISTRICT	3704000	LAFAYETTE COUNTY HIGH SCHOOL	3704013	07	50	26.0%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	07	34	26.5%
HUNTSVILLE SCHOOL DISTRICT	4401000	ST. PAUL HIGH SCHOOL	4401012	07	15	26.7%
BLYTHERVILLE SCHOOL DISTRICT	4702000	BLYTHERVILLE MIDDLE SCHOOL	4702012	07	135	26.7%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	07	15	26.7%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	07	37	27.0%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	07	37	27.0%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	07	11	27.3%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	07	22	27.3%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	07	167	27.5%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	07	188	27.7%
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	07	18	27.8%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	07	161	28.0%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	07	56	28.6%
FORDYCE SCHOOL DISTRICT	2002000	FORDYCE HIGH SCHOOL	2002007	07	59	28.8%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	07	52	28.8%
NEWPORT SCHOOL DISTRICT	3403000	NEWPORT HIGH SCHOOL	3403013	07	86	29.1%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT HIGH SCHOOL	0901003	07	27	29.6%
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	07	280	29.6%

2015-2016 ACT Aspire Preliminary School Results

						ELA	
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met	Readiness Benchmark
STRONG-HUTTIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	06	21		09.5%
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	06	38		10.5%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WEAVER ELEMENTARY SCHOOL	1803030	06	36		19.4%
LITTLE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	06	181		21.5%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE ELEM. SCHOOL	6505013	06	18		22.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	06	93		22.6%
LITTLE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	06	252		25.4%
LITTLE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	06	204		27.5%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT ELEMENTARY SCHOOL	0901001	06	29		27.6%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER ELEMENTARY SCHOOL	1803032	06	32		28.1%
PINE BLUFF SCHOOL DISTRICT	3505000	BELAIR MIDDLE SCHOOL	3505025	06	241		28.2%
EARLE SCHOOL DISTRICT	1802000	EARLE ELEMENTARY SCHOOL	1802005	06	46		28.3%
FORREST CITY SCHOOL DISTRICT	6201000	LINCOLN ACADEMY	6201016	06	169		28.4%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN ELEMENTARY SCHOOL	5201001	06	34		29.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	06	44		29.5%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	06	89		30.3%
MAYNARD SCHOOL DISTRICT	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	06	41		31.7%
JACKSONVILLE LIGHTHOUSE CHARTER	6050700	JACKSONVILLE LIGHTHOUSE CHARTE	6050701	06	53		32.1%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	06	31		32.3%
WEST MEMPHIS SCHOOL DISTRICT	1803000	JACKSON ELEMENTARY SCHOOL	1803027	06	40		32.5%
FORT SMITH SCHOOL DISTRICT	6601000	TRUSTY ELEMENTARY SCHOOL	6601019	06	46		32.6%
BLTTHEVILLE SCHOOL DISTRICT	4702000	BLTTHEVILLE MIDDLE SCHOOL	4702012	06	131		32.8%
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	1608022	06	66		33.3%
LITTLE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	06	228		33.8%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	06	168		33.9%
LEAD HILL SCHOOL DISTRICT	0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	06	26		34.6%
FORT SMITH SCHOOL DISTRICT	6601000	HARRY C. MORRISON ELEM. SCHOOL	6601030	06	23		34.8%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	RISON HIGH SCHOOL	1305010	06	65		35.4%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN ELEMENTARY SCHOOL	5205011	06	14		35.7%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	06	44		36.4%
BRADFORD SCHOOL DISTRICT	7303000	BRADFORD ELEMENTARY SCHOOL	7303014	06	30		36.7%
KIPP DELTA PUBLIC SCHOOLS	5440700	KIPP BLTTHEVILLE COLLEGE PREP	5440705	06	46		37.0%
LITTLE ROCK PREPARATORY ACADEMY	6049700	LITTLE ROCK PREP ACADEMY	6049702	06	43		37.2%
MCGHEE SCHOOL DISTRICT	2105000	MCGHEE ELEMENTARY SCHOOL	2105026	06	91		37.4%



ARKANSAS
DEPARTMENT
OF EDUCATION

Recommendations 1 and 3

July 15, 2016

Submitted by

Division of Public School Accountability

School Improvement Unit

RECOMMENDATION # 1: PREVIOUSLY CLASSIFIED SCHOOLS

Because twenty of the schools were previously classified in Academic Distress, and two of the other four schools were classified as Priority, it was noted that they have goals and efforts currently in progress from prior ADE site reviews or technical assistance. Thus, the review team is recommending continuation of the Priority Improvement Plans established for school year 2015-16, but with modifications for greater clarity. ADE School Improvement Unit (SIU) staff will provide technical assistance to assist these twenty-two schools in integrating into their current plans three targeted goals that would be monitored monthly by the SIU. These overarching goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

RECOMMENDATION 3: DISTRICT WILL CLARIFY SUPPORT TO BE PROVIDED

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected

outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.
- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will

be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

Attachment C

SCHOOL GOALS

BACKGROUND

Campus teams did not clearly articulate the components of accountability that would lead to the removal from Academic Distress, including the steps that need to be taken to improve student outcomes.

GOAL 1

The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

CLARIFICATION

The School Improvement Leadership Team ensures the development of a clear and shared focus involving all stakeholders. All stakeholders know the focus and how achieving the focus will lead to increased achievement, long range commitment to continuous improvement and specifically removal from Academic Distress classification. All stakeholders can articulate their role, and the role of interventions/innovations/programs in accomplishing the focus. The focus will be foremost in decisions related to support expenditures. All faculty will clearly understand the evidence that identify progress throughout the year. The School Improvement Leadership Team will provide an update of progress to the local school board quarterly.

BACKGROUND

School staff interviewed as part of the site reviews communicated high turnover rates of teachers, difficulty recruiting qualified teachers, high number of discipline referrals, high teacher absenteeism, high failure rate and a high number of students entering secondary settings behind grade level.

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.

CLARIFICATION

The School Improvement Leadership Team ensures there is a sense that educating students extends beyond teachers and staff in schools to include all educational stakeholders. Parents, as well as businesses, social service agencies, and community colleges/universities all know their role in this effort. Teachers, staff, students and stakeholders believe that all students can learn and are able to articulate a personal vision of success. The school has a safe, caring,

healthy and intellectually stimulating learning environment where all students and staff feel welcomed, supported and valued. The social-emotional, behavior and academic needs of students are addressed using a research based multi-tiered approach. Instruction is student-focused; teachers have high expectations of student learning and believe they can teach all students. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. Teachers determine needed support and professional development that aligns with the school and district's clear focus and high expectations. The School Improvement Leadership Team will regularly assess school culture by utilizing ADE provided or approved student and teacher surveys and provide an update to the state and local school board quarterly.

BACKGROUND

Campus teams did not articulate the plans and processes in place for creating a culture of continuous improvement. Various teams did not demonstrate an understanding of the comprehensive picture of a culture of continuous improvement.

GOAL 3

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

CLARIFICATION

A culture of continuous improvement is one that involves assessing, planning and monitoring of school improvement indicators and making data-driven decisions toward achieving the shared and clear focus. All teams work collaboratively within and outside of their teams, have a clear and communicated written purpose, bylaws, and can articulate their role in achieving the focus.

The School Improvement Leadership Team has the autonomy to identify and attend necessary training to ensure they are capable of leading a turnaround effort. The School Improvement Leadership Team meets regularly and serves as a conduit of communication to all stakeholders in a way that enables the School Improvement Leadership Team to receive input. A schedule and description of all assessments to be administered will be created including detail of how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is recommended that the Aspire Interim Assessments and Aspire Classroom Assessments are used for progress monitoring as available. Post-Unit Assessments can be combined with Aspire Classroom Assessments to monitor both standards attainment and/or the learning of foundation knowledge. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). The School Improvement Leadership Team analyzes data in order to draw conclusions and make decisions about

school improvement and professional development. The School Improvement Leadership Team with support from the District Improvement Leadership Team seeks ways to retain effective teachers and how they will recruit and incentivize qualified teachers. This would include monitoring teachers for their “feelings or perceptions” of support on a quarterly basis.

The Instructional Improvement Team (otherwise referred to as PLC) works collaboratively with the empowerment to draw conclusions and make decisions based on data. Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work. An assessment is administered prior to instruction to plan for differentiated instruction within the unit. Assessments will be administered following instruction in two to three week intervals to assess effectiveness of instruction and to identify students in need of instructional support or enhancement. The Instructional Improvement Teams use student data to assess strengths and weaknesses of the curriculum and instructional strategies. The Instructional Improvement Team reviews the results of assessments and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit and reflect on personal effectiveness. The Instructional Improvement Teams use the results from multiple measures of data to plan for professional development, inform subsequent instructional unit plans and make adjustments to the curriculum.

Attachment D

DISTRICT RECOMMENDATIONS

BACKGROUND for recommendation 1:

The ADE Review Team did not find a clearly articulated plan to support the school's turnaround effort.

RECOMMENDATION 1: DISTRICT

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review, a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.
- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement

(SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.

- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.
- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

CLARIFICATION of the recommendation:

The ADE will make Specialists available (upon request) to assist the district in the development of the plans. Specialists from Educator Effectiveness, School Improvement, Standards, Curriculum, Finance and Assessment may be accessed in July and August.

The turnaround principles are the basis of this recommendation:

- Providing strong leadership by ensuring the principal is capable of leading a turnaround effort; and Providing operational flexibility in the areas of scheduling, staffing, curriculum, and budget

- Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of classroom level data
- Establishing a school environment that improves safety and discipline as well as addressing other non-academic factors that impact student achievement such as social, emotional and health needs
- Incentivizing effective teachers to remain at the school and preventing the transfer or hire of ineffective teachers
- Increasing mechanisms for parent and community involvement

BACKGROUND for district recommendation 2:

There was evidence of the required reporting of progress to the local school board. There was not clear evidence that the local board was receiving training in how their actions and decisions could influence or support the school improvement process.

RECOMMENDATION 2 District:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and or trainings in which the local school board can participate to further support the school or schools.

CLARIFICATION of the recommendation:

Each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, report to the local board will highlight the decisions made that either supported the school's efforts or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE support team would then assist the Local School Board in identifying any trainings that would assist in their efforts to become more effective.

The National School Boards Association has published articles related to eight characteristics of effective school boards. In addition, the Center for Public Education has both an executive summary and a full report on the characteristics of effective school boards. This can be easily accessed at

<http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards>.



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

November 1, 2016

**State Board
of Education**

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Tiffany Hardrick, Superintendent
Forrest City School District
625 Irving Street
Forrest City, AR 72335

Dear Superintendent Hardrick:

The Arkansas State Board of Education is committed to the academic success of all students in our state. In support of this commitment, the State Board has appointed a Standing Committee to monitor the progress of schools classified in Academic Distress. To accomplish this goal, the Standing Committee has established meeting dates for school and district leadership to provide oral updates and have discussion on barriers to progress.

Given your district has three schools classified in Academic Distress, the Standing Committee of the State Board of Education has scheduled your next review for Friday, December 9, 2016. The Standing Committee meeting will begin immediately following the adjournment of the regular session of the State Board. Please contact me for an approximate starting time or for assistance in preparing for this meeting.

As a reminder, the Standing Committee would like to hear a progress report specifically from the school principal. Following the principal's report, the Standing Committee would like to hear from you (and other supporting administrators as appropriate) on how the district is supporting the schools' efforts to increase student achievement. Please be prepared to discuss current year's progress for the following school(s):

Forrest City High School (Academic Distress and Priority School)

Forrest City Jr. High School (Academic Distress and Priority School)

Lincoln Academy of Excellence (Academic Distress and Priority School)

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Below you will find a list of recommended documents you may want to submit for the Standing Committee to review prior to the meeting. Please keep in mind that all documents submitted will be posted for public review and no documents should identify students or parents by name.

Please send this information to Glenda Cupples at Glenda.cupples@arkansas.gov in PDF file format as soon as possible, but no later than by noon on Thursday, November 10, 2016. The items generally requested include:

1. A summary report from the principal on actions taken toward the three goals in Recommendation 1.
2. Agendas and minutes of all School Board meetings for the last six months with highlighted activity related to school improvement.
3. A list of external providers, if any, supporting school improvement and the evaluation of the effectiveness of these services within your school district.
4. A district's next steps for supporting school(s) per the Plan of Support, if available at this time.
5. Any additional information you consider relevant to your progress.

We look forward to reviewing your information and discussing your successes and challenges.

Respectfully submitted,



Richard W. Wilde, Ed.D.
Public School Program Manager
Arkansas Department of Education

cc: M. Annette Barnes, Assistant Commissioner of Public School Accountability
Deborah Coffman, Chief of Staff
Elbert Harvey, Coordinator of School Improvement/Standards Assurance

Attachment: Process for Review



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

Process for Review of Schools Classified in Academic Distress by the State Board of Education

State Board of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

The process for schools and districts classified in Academic Distress reporting progress in the implementation of the ADE Site Review Team Recommendations at the November 2016 State Board of Education meeting:

1. Principals will be asked to report on the three goals established in Recommendation 1.
 - a. GOAL 1 The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
 - b. 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.
 - c. GOAL 3 The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.
2. Dr. Wilde from the ADE School Improvement Unit will present the goal as a question and then function as time keeper. The questions will be presented one at a time, with each principal responding to first question before the second question is presented. This process will repeat for the three questions.
 - a. What steps has the leadership team taken to create a clear academic focus that will lead your school to the removal from Academic Distress? What were your successes and/or challenges, if any, in attaining stakeholder buy-in for this focus?
 - b. What steps has the leadership team taken to improve the culture of the school? What successes and/or challenges have you had in attaining an improved culture?
 - c. What steps has the leadership team taken to develop a culture of continuous improvement?

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3. Following the presentation of responses by the principals, Dr. Wilde from the ADE School Improvement Unit will provide a summary statement based on: the 45 progress reports submitted, Locally-Hired SIS reports submitted in the Indistar platform and the School Leadership Team Agendas and Minutes as reported in the Indistar platform.
4. The Superintendent, Principals, Locally-Hired School Improvement Specialist and the ADE School Improvement Specialist will be available to respond to any questions the State Board members may have.



Lincoln Middle Academy of Excellence

“Where We Learn, Master, Achieve, and Empower”

149 N. Water Street
Forrest City, Arkansas 72335

Goal 1: The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress. .

The Lincoln school improvement leadership team, in conjunction with external partners, work collaboratively to:

- Ensure all classroom/content teachers were provided the necessary resources for lesson planning and instructional implementation such as; a notebook, which contains state standards, exemplars for each subject, Summative Assessment Overview, ACT Knowledge/Skills Map (all subjects), Depth Of Knowledge question stems/chart
- Provide professional development for data analysis, planning and instruction. Follow up is extended and addressed during PLCs.

Lincoln’s faces the challenge of having to adopt and develop units to align themselves with the- New Arkansas Curriculum standards as well as aligning with the rigor and expectations of ACT Aspire with external supports and the administration. The success has been teachers incorporating the resources with their planning, curriculum implementation, instructional delivery and the improvement of the rigor of classroom assessments.

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.

During the 2014-2015 school year, the school achieved the following results on the PARCC Assessment: 46.46% of our students passed the literacy benchmark. In math, 48.29% of our students passed the math benchmark.

Our goals for the 2016 – 2017 school year are to exceed the expected rate of 49.5% proficiency for all students in English, Reading, Mathematics and Science as set forth by the Arkansas Department of Education. Please consider:

	ENGLISH	READING	WRITING	MATHEMATICS	SCIENCE
2015 – 2016 ACT Aspire Overall / 6th grade	45%	9%	-	15%	7%
2016 – 2017 Interim 1 (ACT) Overall / 6th Grade	39%	44%	-	24%	29%

Our Interim I results have revealed progress in reading, math, and science.

- The leadership team suggested that we have a school retreat prior to school starting in order to establish a positive culture among staff to begin the 2016-2017 school year. We met for 2½ days and disaggregated advisory survey data, teacher student relationships, and school wide expectations. Together we formulated norms and discussed routines, protocols, incentives for students and other impactful decisions. With the positive changes, attendance has increased to 96% among our students.
- Another success had been the student led Town Hall Meetings. Students have taken leadership and ownership of starting each day positively. Our meetings consist of affirmations, announcements, chants, and celebrations.
- Flex Fridays has been a beneficial cultural success! Students are able to participate in a variety of physical activities as well as the joy of discovery and positive socialization.
- We have incorporated a mentor partnership with Forrest City High School students. There are four young men that work with Mr. Sanders and the Men of Lincoln. The mentors have led panel discussions, assisted with classwork, tutoring, homework, and participated in other social activities that are beneficial and motivating to young men.

A challenge to attain and improve the culture has been that our staff has been reduced, therefore we have utilized outside stakeholders to assist with activities and instructional coaching such as the Extension Office of St. Frances County, Great Rivers Educational Coop, outside consultants, and volunteers from a local sports program.

GOAL 3: The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

In order to take steps to develop a culture of continuous improvement the school and district leadership team began meeting this summer in order to strategically begin instructional planning for the

year. The Summer Retreat focused diagnosing our system and reflecting of the previous school year's data, curriculum implementation, and instruction. Data was disaggregated in order to analyze outcomes in the areas of literacy and math. Next steps were strategically planned in collaboration of district support personnel. Collaboratively we were able to create school based plans. The implementation of these school based plans is being supported through monthly collaborations with the District Improvement Leadership team.

In order to address continuous school improvement at Lincoln, the leadership team decided to; based on student achievement data, focus on increasing teacher knowledge of the reporting categories of the ACT Aspire. The team also recognized that we needed more input from teachers in order to provide strategies and instructional practices necessary to increase student achievement. Administrators and teachers are working together, in conjunction with external partners, through a continuous dialogue driven by observation and feedback to increase student outcomes.

Forrest City Junior High School

Superintendent: Dr. Tiffany Hardrick
Principal: Carlos J. Fuller
Curriculum Specialist: Felicia Kelly

Deputy Superintendent: Mr. Zrano Bowles
Vice-Principal: Claire Dearing
School Improvement Specialist: Susan Berry

Summary Report

Goal 1: The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress

The lesson plan format at Forrest City Junior High has been modified to include ACT Aspire Reporting Categories, sample task types, and scientific modes. This lends itself to the way teachers must plan and deliver instruction due to the shifts in ACT Aspire assessments.

We have provided introductory support on the Cornell Note Taking Strategy and many teachers are already implementing these with success. We will continue to support those teachers needing additional help. We are also discussing Costa's Level of Teaching as a way to ensure teachers are going deeper in their instruction. Observations and feedback will be provided to teachers to support in the planning and delivery of the content.

As a result of daily implementation of Expeditionary Learning and Go Math! In conjunction with the note taking strategy, higher levels of learning, and the knowledge teachers have gained about the ACT Aspire, we expect to see the following gains on the Spring 2017 ACT Aspire:

7 th English	52.7% to 62.7%	8 th English	45.3% to 55.3%
7 th Reading	21% to 49.5%	8 th Reading	22% to 49.5%
7 th Writing	16.2% to 49.5%	8 th Writing	11.2 to 49.5%
7 th Math	20.7% to 49.5%	8 th Math	8.9% to 49.5%
7 th Science	17% to 49.5%	8 th Math	10% to 49.5%

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.

In order to develop a positive school culture for our students, Forrest City Junior High offers various learning experiences for the students. Students have the opportunity to participate in various field trips during the year such as post-secondary college and career visits and cultural events. Award ceremonies are held after each grading period to recognize those students who are meeting goals and showing improvement. Parents are invited to attend these awards programs as well as participate in monthly parent meetings where staff shares information with parents. Topics have included online access to student grades, teacher websites, and the gifted and talented program.

Students take part in Town Hall meetings on Mondays and Fridays. These are student led opportunities to build community within the school as we promote school spirit and recognize students for their efforts in academics, athletics and citizenship.

Teachers will receive on-site professional development through weekly content area planning sessions. These sessions include using data for planning, looking at student work, and lesson planning. Some teachers have also received professional development off site for Pre-AP and AVID training. Trainings will continue throughout the year as we see specific needs.

As a result of the weekly meetings and data disaggregation, teachers will select groups of students to receive additional support through ACT Aspire Saturday Academy; after school tutorial program; and/or classroom pullouts.

Goal 3: The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

To ensure a culture of continuous improvement, the School Improvement Leadership Team and the District Improvement Leadership Team embarked on a 2 day strategic planning retreat in Casco, Arkansas June 26-28. We focused on diagnosing our challenges by reflecting on our processes and systems as supported by data and outcomes. We examined literacy and math practices, as well as outlined our next phase of the work.

The District Improvement Leadership Team meets regularly with our core team to provide support and direction leading to continuous improvement. Through this collaboration, we have analyzed data, become more familiar with the ACT Aspire assessment, and have begun to identify teaching practices that will significantly impact student learning. Keith Sanders Group, one of our external partners, collaborates weekly with math and science teachers in support of their efforts to move our students toward proficiency, while Tanji Marshall, with Liaison Educational Partners, provides support to our Pre-AP English Language Arts teacher to ensure that those students are being pushed to even higher levels of rigor.

Inspired by the District Improvement Leadership Team retreat, the School Improvement Leadership Team subsequently conducted a 2 day training with our staff to create school based plans. The School Improvement Leadership Team continues to develop this culture with the sustained support of the District Improvement Leadership Team.

Forrest City High School

Focus*Character*Honor*Service

Goal #1

As a result of our collectively and carefully aligning the CCSS with the New Arkansas Curriculum Standards and the Engage NY units and related lessons, we have developed and put into robust practice a seamless approach to instruction and learning. These efforts began 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 ensure 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 and non-core teachers found that resources such as Livebinder could prove to be our best "friend." This single resource provided not only clarity but also examples of what one could expect in the manner in which it would be presented on the actual exam itself. Additionally, we progressed through the insightful need to revisit our Lesson Design and as a result modified the document to ensure proper planning around the rigor of the ACT-Aspire exam and its emphasis on college and career readiness.

Our successes came in the form of the comparative data from the First Interim to the ACT-Aspire Summative data from a year ago. Hence and as a result of this work and the teacher's will to 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 ACT-Aspire Summative for the 2015-2016 school year. Our challenges would have definitely come in the form of having a huge number of new staff; many of which are first year teachers in the core areas and are therefore teachers of record. The challenge of having to adopt and develop units to align themselves with the New Arkansas Curriculum Standards at the building level with external supports and the administration are certainly worth noting as well.

Goal #2

Our SILT instituted the idea of keeping our motif at the forefront of our attention by having all classes repeat at the end of every class and to recite our mission statement at the beginning of every class. We have an Honors Assembly at the end of each nine weeks, which speaks directly to the first tenet of our motif – a **FOCUS** on academic excellence. We have been able to establish an after school credit recovery and tutoring program where all school-day rules apply. We have had non-core departments to overtly share what their department efforts would be on a continual basis to ensure our school hitting the target. The SILT has scheduled and put into play an ACT-Aspire Academic Success night for all 9th and 10th grade parents and scholars. The latter was just held on November 01, 2016 for our 10th grade. The ACT-Aspire Academic

Success night for the 9th grade will be held on November 14, 2016. Additionally, the SILT approved Using Questioning and Discussion in conjunction with Managing Student Behavior (CM) from the TESS Domains 3b and 2d, respectively to add to the productivity of our work. Because of the degree of newness in staff, the principal and one of the VPs held a special session all-inclusive but not limited to these domains of interest. The SILT also came to consensus in the development of a curriculum/pacing guide or calendar (if you will) whose purpose is to ensure focus and coverage; and because of there being so many new staff the non-negotiable decision was made to provide additional supports to those performance coaches who are teachers of record in the core areas (i.e. CM, Lesson Design Planning, Frequent Observations with immediate feedback, etc.). Our Instructional and Learner Leader/Principal redefined the roles of our External Supports as well as our SIS for ELA, MATH and SCIENCE.

Our successes are in the form of what has been previously stated (academically) and the reduction in misbehavior, especially on behalf of our boys. Our challenges are inherent in our work with respects to the new assessment and being able to ensure clarity of the same to our parents. Naturally, a staggered sense of urgency on behalf of all those publics that matter and play a role, I guess will always prove to be a challenge.

Goal #3

The School Improvement Leadership Team (SILT) and District Improvement Leadership Team (DILT) had the opportunity to spend time together during a summer retreat June 26-28 to strategically identify our goals for the 2016-2017 school year. An emphasis was placed on math and literacy data and the supports the DILT could provide to help meet the goals to help students meet student achievement goals. The DILT is providing that support through the vehicle of monthly district/school leadership meetings.

Our SILT has created a data room to help inform our instructional practices. This space has given all teachers a safe haven to dialogue during common planning and study the current reality the data generated from their individual classes and students while at the same time being able to compare this data with colleagues. Our external partners Larry Buck and Tony Timms, support teaches through the analysis of this data. This process is systemically in place each 2nd and 4th Wednesday and Thursday. Additionally, we have scheduled ACT-Prep sessions prior to each administration of the ACT examination.

**FORREST CITY SCHOOL DISTRICT NO. 7
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH SCHOOL
THURSDAY, APRIL 21, 2016
5:30 P.M.
AGENDA**

I. CALL TO ORDER

II. APPROVAL OF MINUTES (Behind Orange)

March 17, 2016

April 4, 2016

III. APPROVAL OF EXPENDITURES (Behind Green)

March 1, 2016 - March 31, 2016

IV. CONSENT AGENDA - (Behind Pink)

Personnel - Resignations-Retirements-Employment

V. SUPERINTENDENT'S REPORT

~~A~~1 Academic Update

VI. New Business

1. Personnel Policy Committee (Licensed and Classified)
2. Personnel

VII. Old Business

1. Old Admin Building

VIII. MAY BOARD MEETING

May 19, 2016

VIX. ADJOURNMENT

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, APRIL 21, 2016
5:30 P.M.**

CALL TO ORDER

Mr. Joey Astin, President called the meeting to order. Mr. Will Harris offered prayer.

ROLL CALL

The following board members were present: Mr. Joey Astin, President; Mr. Will Harris; Mr. Miles Kimble; MS. Evette Boyd; Mrs. Annie Norman; Mr. Pierre Evans and Dr. Tiffany Hardrick, Superintendent. Mrs. Sandra Taylor was absent.

APPROVAL OF MINUTES

President Joey Astin moved the March 17, 2016 and April 4, 2016 meeting minutes would be approved as submitted. No objections were noted.

APPROVAL OF EXPENDITURES

President Joey Astin moved the expenditure report for the time beginning March 1, 2016 - March 31, 2016 be approved as submitted. No objections were noted.

NEW BUSINESS

LICENSED PERSONNEL POLICY REVISIONS

Dr. Tiffany Hardrick recommended approval of the personnel policy revisions submitted by the Licensed Personnel Policy Committee. Mr. Pierre Evans moved to approve and Ms. Evette Boyd seconded. The motion carried unanimously.

PERSONNEL

Dr. Tiffany Hardrick recommended the board approve the amended listing of personnel for the 2016-2017 school year. Ms. Evette Boyd moved to approve the recommendation and Mrs. Annie Norman seconded. The motion carried unanimously.

OLD BUSINESS

OLD ADMINISTRATION/OLD FCHS BUILDING UPDATE

Dr. Hardrick informed board members of the Historical Societies decision to not take possession of the old administration/FCHS building. Dr. Hardrick stated the district would proceed with the demolition of the building.

UNIFORM POLICY

Dr. Hardrick discussed the administration's plan to revise the uniform policy for the high for a period of one (1) month. She stated the policy would be in the form of a pilot. She and board members agreed that consistency and accountability enforcing the

policy must go hand in hand. Board members urged Dr. Hardrick to collect additional information on how to streamline the policy and bring a recommendation during the next school board meeting.

LAST DAY OF SCHOOL

Dr. Hardrick informed board members the student's last day of school for this school year would be May 31, 2016.

SUPERINTENDENT'S REPORT

*

Academic Update

Dr. Hardrick utilized her superintendent report for administrators', principals, and external providers to present an Academic Retreat. The retreat focused on the recently released assessment scores by the Arkansas Department of Education.

APRIL BOARD MEETING

The next regular school board meeting is scheduled for May 19, 2016. at 5:30 p.m. in the Forrest City Jr. High library.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 7:49 p.m.

Mrs. Sandra Taylor, Secretary

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, MAY 19, 2016
5:30 P.M.
AGENDA**

I. CALL TO ORDER

II. APPROVAL OF MINUTES

April 21, 2016

April 26, 2016

III. APPROVAL OF EXPENDITURES

April 1 – April 30, 2016

IV. SUPERINTENDENT'S REPORT

1. Operations Update

2. Finance Update

* 3. Academic Update

V. EXECUTIVE SESSION

VI. CONSENT AGENDA

1. Personnel – Retirements\Resignations\New Employment

2. 2016/2017 Student/Athletic Accident Insurance

3. Community Eligibility Provision (CEP)

A. NEW BUSINESS

1. Personnel Policy Committee (Licensed/Classified)

B. OLD BUSINESS

1. Superintendent Evaluation

2. Old FCHS/Administration Office Building Update

VII. JUNE BOARD MEETING

VIII. ADJOURNMENT

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, MAY 19, 2016
5:30 P.M.**

CALL TO ORDER

Mr. Joey Astin, President called the meeting to order. Mrs. Sandra Taylor offered prayer.

ROLL CALL

The following board members were present: Mr. Joey Astin, President; Mr. Will Harris; Mr. Miles Kimble; MS. Evette Boyd (arrived at 5:50 p.m.); Mrs. Annie Norman and Dr. Tiffany Hardrick, Superintendent. Mr. Pierre Evans was absent.

APPROVAL OF MINUTES

President Joey Astin moved the March 17, 2016 and April 4, 2016 meeting minutes would be approved as submitted with the following correction: insert the word "school" behind the word "high" on the second line under the Uniform Policy heading. No objections were noted.

APPROVAL OF EXPENDITURES

President Joey Astin moved the expenditure report for the time beginning April 1, 2016 - April 30, 2016 be approved as submitted. No objections were noted.

CONSENT AGENDA

Dr. Tiffany Hardrick recommended the following Consent Agenda be approved:

- 1) Personnel - Retirements, Resignations, New Employment, Transfers
- 2) 2016/2017 Student Athletic Insurance Renewal
- 3) Community Eligibility Provision - CEP Program

Mrs. Annie Norman moved to approve the recommendation and Mrs. Sandra Taylor seconded. The motion carried unanimously.

SUPERINTENDENT'S REPORT
OPERATIONS UPDATE

Dr. Hardrick informed board members that she had been in contact with Adam Seiter with Nabholz regarding the cost of constructing a track on the property at Central Elementary. She provided a "high" estimate of roughly \$1,498,792. The estimate didn't include restrooms or a concession stand. Dr. Hardrick stated the next step would be to meet with Adam again and work on possibly lowering the cost of the track. After this point, Dr. Hardrick stated she would meet with Cromwell to draw schematics and discuss what the cost savings could possibly become.

CUSTODIAL SERVICES

Dr. Hardrick informed board members that the district would bid out the district's custodial services. She stated the district would look at companies that could provide innovative custodial services.

FINANCE UPDATE

1. LONG TERM SUB SALARY SCHEDULE

Dr. Hardrick recommended the board approve the Long Term Sub Salary Schedule for the 2016-2017 school year only. Mr. Will Harris made the motion to approve the recommendation and Mrs. Sandra Taylor seconded. The Motion carried.

*** ACADEMIC UPDATE**

1. LONG TERM SUBSTITUTE TEACHERS

Dr. Hardrick recommended the board approve the following list of long term substitutes for the 2016-2017 school year:

Brittany Williams - Journalism/Mustang 17

Bindu Kaimal - Environmental Sciences

Emmanuel Wade - Art

Yathish Ramena - Biology/Chemistry

Ms. Evette Boyd moved to approve and Mrs. Annie Norman seconded. The motion was unanimous.

2. SUPERINTENDENT'S EVALUATION

Dr. Tiffany Hardrick recommended the board the board approve her Professional Growth Plan as part of the Superintendent's Evaluation. Mrs. Sandra Taylor moved to approve the recommendation and Mrs. Annie Norman seconded. The motion carried unanimously.

OLD FCHS/ADMINISTRATION OFFICE BUILDING UPDATE

Dr. Hardrick informed board members that the demolition work of the old Central building had begun today (May 19). The demolition would begin on the Division Street side with the North Rosser side saved for last.

JUNE BOARD MEETING

The next regular school board meeting is scheduled for June 1, 2016. at 5:30 p.m. in the Forrest City Jr. High library.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 6:09 p.m.

Mrs. Sandra Taylor, Secretary

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, JUNE 1, 2016
5:30 P.M.
AGENDA**

I. CALL TO ORDER

II. APPROVAL OF MINUTES
May 19, 2016

III. APPROVAL OF EXPENDITURES

IV. SUPERINTENDENT'S REPORT

V. CONSENT AGENDA

1. Personnel – Retirements\Resignations\New Employment
2. Bread & Grain Bid
3. FCSD – Special Education Statement of Intent & Budget
4. Child Nutrition Refrigerated Truck Bid

A. NEW BUSINESS

1. Personnel Policy Committee (Licensed/Classified)

B. OLD BUSINESS

1. Student Uniform Policy

VI. JULY BOARD MEETING
July 21, 2016

VII. ADJOURNMENT

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
WEDNESDAY, JUNE 1, 2016
5:30 P.M.**

CALL TO ORDER

Mr. Joey Astin, President called the meeting to order.

ROLL CALL

The following board members were present: Mr. Joey Astin, President; Mrs. Sandra Taylor; Mr. Will Harris; Mr. Miles Kimble; Ms. Evette Boyd; Mr. Pierre Evans; Mrs. Annie Norman and Mr. Zrano Bowles, Deputy Superintendent.

APPROVAL OF MINUTES

President Joey Astin moved the May 19, 2016 board minutes would stand approved as read. No objections were noted.

APPROVAL OF EXPENDITURES

President Joey Astin moved the expenditure report for the time beginning May 1, 2016 - May 31, 2016 be approved as submitted. No objections were noted.

CONSENT AGENDA

Prior to the approval of the Consent Agenda, two agenda items (Personnel & Child Nutrition Refrigerated Truck) were placed under New Business. Mr. Zrano Bowles recommended the following Consent Agenda be approved:

- 1) Bread & Grain Bid for 2016/2017 School Year
- 2) Special Education Statement of Intent & Budget

Ms. Evette Boyd moved to approve the recommendation and Mr. Pierre Evans seconded. The motion carried unanimously.

SUPERINTENDENT'S REPORT

No report given.

NEW BUSINESS

PERSONNEL POLICY COMMITTEE (LICENSED & CLASSIFIED)

No report given from either committee.

PERSONNEL

Mr. Zrano Bowles recommended the approval of personnel changes as presented to board members. Mrs. Sandra Taylor moved to approve and Ms. Evette Boyd seconded. The motion carried unanimously.

REFRIGERATED TRUCK

Before this issue was discussed, Mrs. Annie Norman recused herself (5:48 p.m.) Mr. Bowles recommended the purchase of a district refrigerated truck (2017 Ford F450 Reg. Cab) from Jim

Crain Auto Nation in Memphis in the amount of \$72,245 be approved. The motion to approve was made by Mr. Pierre Evans and seconded by Ms. Evette Boyd. The purchase of the truck was deemed necessary by Ms. Cynthia Gammon, Director of Child Nutrition, as it will keep the district in compliance with health department regulations when transporting food. The motion carried unanimously upon a roll call vote of 6-0.

(Mrs. Annie Norman re-joined the meeting - 5:52 p.m.)

DISTRICT UNIFORM POLICY

Mr. Zrano Bowles recommended the new dress code policy be approved for the jr. high and high school campuses. Mr. Miles Kimble made the motion to approve and Mr. Pierre Evans seconded. However, after much discussion regarding the policy, Mr. Bowles amended his recommendation stating the dress code policy be implemented district wide and stating young ladies skirts must be without slits. Mr. Miles Kimble moved to approve the amended recommendation and Mr. Pierre Evans seconded. The motion carried unanimously.

JULY BOARD MEETING

The next regular school board meeting is scheduled for July 21, 2016. at 5:30 p.m. in the Forrest City Jr. High library.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 5:59 p.m.

Mrs. Sandra Taylor, Secretary

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, JULY 21, 2016
5:30 P.M.
AGENDA**

I. CALL TO ORDER

II. APPROVAL OF MINUTES

June 1, 2016

July 6, 2016

III. APPROVAL OF EXPENDITURES

June 1 – June 30, 2016

IV. SUPERINTENDENT'S REPORT

1. Finance Update
2. Academic Update

V. * CONSENT AGENDA

1. Personnel – Retirements\Resignations\New Employment
2. Milk/Juice Bid
3. 2017-2018 Proposed Budget of Expenditures
4. 2016-2017 Food & Supplies Bid
5. 2016-2017 Dwight Jones School Catastrophic Accident Insurance
6. Special Funding for Mustang Special Olympics
7. Custodial Contract
8. Vaughn Thompson Proposal
9. Keith Sanders Group MOU
10. Larry Buck Consulting
11. APSRC – Pre-K Contract
12. APSRC – Jr. High Contract
13. Achievement Network – ANET
14. Ashley King – Speech Language Pathologist
15. Ardor Health Solutions
16. Lillie Herring/Personal Care Services
17. Dulli Audiology, PLLC
18. Crowley's Ridge Therapies, Inc.
19. Angela Sanders, Clinical Psychologist
20. Norman Hill Enterprises, LLC
21. Supplemental Pay Schedule

VI. NEW BUSINESS

1. Personnel Policy Committee (Licensed/Classified)

VII. OLD BUSINESS

1. Track Facility Update

VIII. EXECUTIVE SESSION

IX. AUGUST BOARD MEETING

August 4, 2016

X. ADJOURNMENT

FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, JULY 21, 2016
5:30 P.M.

CALL TO ORDER

Mrs. Sandra Taylor called the July 21, 2016 board meeting to order.

ROLL CALL

The following board members were present: Mr. Will Harris; Mr. Miles Kimble; Mr. Pierre Evans; Ms. Evette Boyd; Mrs. Annie Norman and Dr. Tiffany Hardrick, Superintendent. Mr. Joey Astin was absent.

AMENDING OF AGENDA

Dr. Hardrick stated the agenda would be amended to add Scope of Work from Tony Timms, Education Specialist and a contract from Therapy Possibilities. No objections were noted.

APPROVAL OF MINUTES

Mrs. Annie Norment moved the June 1, 2016 board meeting minutes would be approved as submitted. Ms. Evette Boyd seconded. The motion carried unanimously.

Mrs. Annie Norment moved the July 6, 2016 board meeting minutes be approved as submitted. Ms. Evette Boyd seconded. The motion carried unanimously.

APPROVAL OF EXPENDITURES

Mrs. Annie Norment moved to approve the expenditure report for the time frame of June 1 - June 30, 2016. Ms. Evette Boyd seconded. The motion carried with no objections.

SUPERINTENDENT'S REPORT

Finance Update

Dr. Tiffany informed board members of the decrease of \$1.3 million dollars in funding due to the loss of students. She added that the district has made the appropriate adjustments to the budget and will still meet all of the fiscal requirements to ensure the district is not placed in fiscal distress.

* Academic Update

Dr. Hardrick noted the district has 5 positions that haven't been filled, but the district is constantly interviewing for the best teacher to place in the classroom for these positions.

SPECIAL CALLED BOARD MEETING

Dr. Tiffany Hardrick informed the board that a special meeting would need to be held on Monday, July 25, 2016 in order to award the custodial contracts. The meeting would begin at 5:30 p.m.

CONSENT AGENDA

Dr. Tiffany Hardrick recommended the following Consent Agenda be approved with the exception of items numbered 1-Personnel; 7 - Custodial Contract; 9-Keith Sanders Group Contract and 10-Larry Buck Consulting Contract. Items 9 - Keith Sanders and #10-Larry Buck will be placed under new business.

1. Milk/Juice Bid
2. 2017-2018 Proposed Budget of Expenditures
3. 2016-2017 Food & Supplies Bid
4. 2016-2017 Dwight Jones School Catastrophic Accident Insurance
5. Special Funding for Mustang Special Olympics
6. Vaughn Thompson Proposal
7. APSRC - Pre-K Contract
8. APSRC - Jr. High Contract
9. Achievement Network - ANET
10. Ashley King - Speech Language Pathologist
11. Ardor Health Solutions
12. Lillie Herring/Personal Care Services
13. Dulli Audiology, PLLC
14. Crowley's Ridge Therapies, Inc.
15. Angela Sanders, Clinical Psychologist
16. Norman Hill Enterprises, LLC
17. Supplemental Pay Schedule

Mr. Will Harris moved to approve the recommendation and Mr. Pierre Evans seconded. The motion carried unanimously.

NEW BUSINESS

Personnel Policy committees - licensed and classified - no reports given.

Tony Timms, Education Specialist

Dr. Hardrick recommended the Scope of Work for Tony Timms, Education Specialist be approved. Mr. Pierre Evans moved to approve and Ms. Evette Boyd seconded. The motion carried unanimously.

THERAPY POSSIBILITIES CONTRACT

Dr. Hardrick recommended the approval of the Therapy Possibility contract for the 2016-2017 school year. Mr. Will Harris made the motion to approve and Ms. Evette Boyd seconded. The motion carried unanimously.

Keith Sanders Group MOU

Dr. Tiffany Hardrick recommended the MOU from Keith Sanders Group be approved as submitted. Mr. Miles Kimble moved to approve the recommendation and Mr. Will Harris seconded. The motion carried.

LARRY BUCK CONSULTING

Dr. Hardrick recommended the contract for Larry Buck Consulting be approved for the 2016-2017 school year. The motion to approve was made by Mrs. Annie Norment and was seconded by Ms. Evette Boyd. The motion carried with no objections.

OLD BUSINESS

Dr. Hardrick reported that she had met with Adam Seiter - Nabholz and Bob Keltman - Cromwell regarding the possibility of constructing a new track. She stated that plans are being constructed with projected costs and could be available as early as the August board meeting.

EXECUTIVE SESSION (5:52 p.m.)

Mrs. Sandra Taylor declared the board in closed session to discuss personnel and stated no action would be taken.

OPEN SESSION (6:15 A.M.)

Mrs. Sandra Taylor declared the meeting back in open session and stated no action was taken.

Dr. Hardrick stated the hiring of the personnel listing would be tabled until the July 25, 2016 called board meeting.

AUGUST BOARD MEETING

The next regular school board meeting is scheduled for August 4, 2016. at 5:30 p.m. in the Forrest City Jr. High library.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 6:19 p.m.

Mrs. Sandra Taylor, Secretary

**FORREST CITY SCHOOL DISTRICT NO. 7
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH SCHOOL
THURSDAY, AUGUST 4, 2016
5:30 P.M.
AGENDA**

I. CALL TO ORDER

II. APPROVAL OF MINUTES (Behind Orange)
July 6, 2016 July 21, 2016

III. APPROVAL OF EXPENDITURES (Behind Green)
July 1, 2016 - July 31, 2016

IV. EXECUTIVE SESSION

V. CONSENT AGENDA - (Behind Pink)
1. Personnel - Resignations-New Employment

VI. SUPERINTENDENT'S REPORT
* 1. Academic Update

VII. OLD BUSINESS
1. Track Facility Update

NEW BUSINESS
1. Personnel Policy Committee Update (Licensed & Classified)

VIII. SEPTEMBER BOARD MEETING
September 15, 2016

IX. ADJOURNMENT

FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, AUGUST 4, 2016
5:30 P.M.

CALL TO ORDER

Mr. Joey Astin called the July 21, 2016 board meeting to order.

ROLL CALL

The following board members were present: Mr. Joey Astin, President; Mr. Miles Kimble; Mr. Pierre Evans; Ms. Evette Boyd; Mrs. Annie Norman and Dr. Tiffany Hardrick, Superintendent. Mr. Will Harris and Mrs. Sandra Taylor were absent.

APPROVAL OF MINUTES

President Astin stated the July 21, 2016 and July 25, 2016 board meeting minutes would stand approved as submitted. No objections were noted.

APPROVAL OF EXPENDITURES

Due to the earlier than normal meeting time, the expenditure report was not available.

CONSENT AGENDA

Dr. Tiffany Hardrick recommended the following Consent Agenda be approved:

- 1) Resignations: Travenon Heard and Elna Pitts
- 2) New Hires: Carla Smith, FCHS; Anna Turner, Pre-K; and Cassandra McCauley, FCHS.

Mr. Pierre Evans moved to approve the recommendation and was seconded by Ms. Evette Boyd. The motion carried.

SUPERINTENDENT'S REPORT



Academic Update

Dr. Tiffany stated she had spoke with Mr. Jack Crumbly about the possibility of the district utilizing the STRIVE program. She noted the possibility exists for this school to be open in the fall. This would be an option for the students of the district that could be possibly expelled. Dr. Hardrick stated official notification would be forthcoming.

OLD BUSINESS

An aerial photo of a proposed track facility on the Central Elementary campus was given to board members for discussion. Dr. Hardrick noted the Central campus is one (1) of (3) three sites the district is considering. She noted the next steps would be doing surveys of the land and to determine the cost of dirt work

of all (3) three sites. Dr. Hardrick informed board members that a firm recommendation would be forthcoming.

NEW BUSINESS

Personnel Policy committees - licensed and classified - no reports given.

SEPTEMBER BOARD MEETING

The next regular school board meeting is scheduled for September 15, 2016. at 5:30 p.m. in the Forrest City Jr. High library.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 6:19 p.m.

Mrs. Sandra Taylor, Secretary

**FORREST CITY SCHOOL DISTRICT NO. 7
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH SCHOOL
THURSDAY, SEPTEMBER 15, 2016
5:30 P.M.
AGENDA**

I. CALL TO ORDER

II. APPROVAL OF MINUTES (Behind Orange)

August 4, 2016

August 25, 2016

August 31, 2016

III. APPROVAL OF EXPENDITURES (Behind Green)

August 1, 2016 - August 31, 2016

IV. CONSENT AGENDA - (Behind Pink)

1. Personnel - Resignations-New Employment
2. Arkansas Dept. of Education Assurances for Title I Programs

V. SUPERINTENDENT'S REPORT

- ✱
1. Academic Update
 2. Finance Update

VI. OLD BUSINESS

1. Track Facility Update

NEW BUSINESS

1. Personnel Policy Committee Update (Licensed & Classified)

VII. OCTOBER BOARD MEETING

October 20, 2016

VIII. ADJOURNMENT

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, SEPTEMBER 15, 2016
5:30 P.M.**

CALL TO ORDER

President, Joey Astin called the September 15, 2016 board meeting to order.

ROLL CALL

The following board members were present: Mr. Joey Astin; Mr. Will Harris (arrived at 5:35 p.m.); Mrs. Sandra Taylor; Mr. Miles Kimble; Mr. Pierre Evans; Mrs. Annie Norman and Dr. Tiffany Hardrick, Superintendent. Ms. Evette Boyd was absent.

APPROVAL OF MINUTES

President Astin stated the August 4, 2016; August 25, 2016 and August 31, 2016 board minutes would stand approved as submitted. No objections were noted.

APPROVAL OF EXPENDITURES

President Astin moved the expenditure report for the time frame of August 1 - August 31, 2016. No objections were noted.

SPECIAL CALLED BOARD MEETING

Dr. Tiffany Hardrick informed the board that a special meeting would need to be held on Monday, July 25, 2016 in order to award the custodial contracts. The meeting would begin at 5:30 p.m.

CONSENT AGENDA

Dr. Tiffany Hardrick recommended the following Consent Agenda be approved:

1) Arkansas Dept of Education Assurances for Title I Programs
Mrs. Sandra Taylor moved to approve the recommendation and Mr. Miles Kimble seconded. The motion carried unanimously.

SUPERINTENDENT'S REPORT

Finance Update

Dr. Hardrick updated board members on the refinancing of the district's bonds that is handled by Stephens, Inc. of Little Rock, Arkansas. The district can expect to receive a preliminary schedule of events regarding the sale and refinancing. She stated the district has completed the required questionnaire to begin the process. Dr. Hardrick stated that if the board should decide to move forward with the refinancing of the bonds, the district could save approximately \$600,000 over a 2-year period.

Dr. Tiffany Hardrick told board members she is working on finalizing the budget for the fiscal year 2016-2017. She stated a possibility exists the district could provide faculty and staff a bonus this year. Dr. Hardrick stated she would bring a recommendation to the board at the next regular board meeting.

Academic Update

* Dr. Hardrick shared the District's Plan of support for academic distressed schools and also shared the Arkansas Department of Education's distress report with board members.

President Astin and Dr. Hardrick appeared before the Legislative Joint Audit Committee on September 15, 2016 to have the district's plan approved. Dr. Hardrick reported the committee accepted the district's plan which outlined how the district will address issues in the fy 2014-2015.

NEW BUSINESS

Personnel Policy committees - licensed and classified - no reports given.

PERSONNEL

Dr. Hardrick recommended the board approve the personnel listing below:

Burnett, Kimberly - Speech Pathologist Asst.
Guyton, Tolise - ISS - FCHS
Hayford, Markeeta - Nurse - Central

Mr. Pierre moved to approve the agenda and Mrs. Sandra Taylor seconded. The motion carried unanimously.

OLD BUSINESS

TRACK UPDATE

Dr. Hardrick stated she had no additional information to report on the track. She stated the district is still exploring additional sites to place the facility.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 5:52 p.m.

Mrs. Sandra Taylor, Secretary

**FORREST CITY SCHOOL DISTRICT NO. 7
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH SCHOOL
THURSDAY, OCTOBER 13, 2016
5:30 P.M.
AGENDA**

I. CALL TO ORDER

II. ELECTION OF 2016-2017 OFFICERS

III. APPROVAL OF MINUTES (Behind Orange)

September 15, 2016

September 28, 2016

IV. APPROVAL OF EXPENDITURES (Behind Green)

September 1, 2016 - September 30, 2016

V. CONSENT AGENDA - (Behind Pink)

1. ASBA Accidental Death & Dismemberment Insurance Coverage
2. Act 1120 Resolution
3. 2016 ASBA Delegate Assembly

VI. SUPERINTENDENT'S REPORT:

1. Finance Update

VII. OLD BUSINESS

VIII. NEW BUSINESS

1. Personnel Policy Committee (Licensed & Classified)
2. Teacher Bonus Pay
3. 2016 ASBA Delegate Assembly

IX. STUDENT HEARING

X. NOVEMBER BOARD MEETING

November 10, 2016

Annual Report To The Public

5:30 p.m. - Forrest City Jr. High Library

XI. ADJOURNMENT

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, OCTOBER 13, 2016
5:30 P.M.**

CALL TO ORDER

President, Joey Astin called the October 13, 2016 board meeting to order.

ROLL CALL

The following board members were present: Mr. Joey Astin; Mr. Will Harris (arrived at 5:55 p.m.); Mrs. Sandra Taylor; Mr. Miles Kimble; Ms. Evette Boyd; Mr. Pierre Evans (arrived @ 5:55 p.m.); Mrs. Annie Norman and Dr. Tiffany Hardrick, Superintendent.

President Astin stated the 2016-2017 Election of Officers would be removed from the agenda. He stated this item will be placed on the regular November, 2016 agenda.

APPROVAL OF MINUTES

President Astin stated the September 18, 2016; September 28, 2016 board minutes would stand approved as submitted. No objections were noted.

APPROVAL OF EXPENDITURES

President Astin moved the expenditure report for the time frame of September 1 - September 30, 2016. No objections were noted.

EXECUTIVE SESSION 5:41 P.M.

President Astin stated the board would adjourn in closed session and stated no action would be taken during this time.

OPEN SESSION (5:54 P.M.)

President Astin declared the meeting in open session and stated no action was taken while in closed session.

CONSENT AGENDA

Dr. Tiffany Hardrick recommended the following Consent Agenda be approved with the exception of Act 1120; which will be added under New Business:

- 1) ASBA Business Trip Accidental AD&D Insurance
- 2) 2016-2017 Sr. Trip

Ms. Evette moved to approve the recommendation and Mrs. Annie Norman seconded. The motion carried unanimously.

SUPERINTENDENT'S REPORT

Finance Update

Dr. Hardrick informed board members the district had moved forward with the process of refinancing of the district's bonds. She stated the district had previously thought the savings of this process would be approximately \$687,000, but the actual savings will be \$978,000. She stated the market held and it was much better than expected. Dr. Hardrick stated Michael McBryde will be at a special called meeting on Wednesday, October 19, 2016 to discuss this matter in further detail.

NEW BUSINESS

1. Personnel Policy committees - licensed and classified - no reports given.

2. PERSONNEL

Dr. Hardrick recommended the board approve the personnel listing below:

EMPLOYMENT

Purnell, Fortenberry Erica	Lincoln ISS
Taggart, Cynthia	Special Education Para-Professional
Bean, Cassandra	Cheer Coach-Jr. High
Humphrey, Michael	Cross Country -Assistant Coach
Coleman, Charlotte	paraprofessional-Central

RESIGNATION

Wilson, Ashley	Cheer Coach - Jr. High
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RETIREMENT

Jennings, JoAnn	Paraprofessional - Central
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Ms. Evette Boyd moved to approve the agenda and Mr. Pierre Evans seconded. The motion carried unanimously.

ACT 1120 RESOLUTION

Dr. Hardrick recommended the board approve the Act 1120 Resolution. Mr. Will Harris moved to approve and Mr. Miles Kimble seconded. The motion carried unanimously upon a roll call vote of 7-0.

OLD BUSINESS

EMPLOYEE BONUS PAY

Superintendent Hardrick informed the board she planned to have a recommendation regarding employee bonus pay by the called board meeting.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 6:11 p.m.

Mrs. Sandra Taylor, Secretary

**FORREST CITY SCHOOL DISTRICT NO. 7
BOARD OF DIRECTORS' SPECIAL CALLED MEETING
FORREST CITY JR. HIGH SCHOOL
THURSDAY, OCTOBER 19, 2016
5:30 P.M.
AGENDA**

I. CALL TO ORDER

II. STEPHENS, INC. - REFINANCING OF DISTRICT'S BONDS
Mr. Michael McBryde

III. SUPERINTENDENT'S REPORT

- * 1. Academic Update
- 2. Finance Update
- 3. Operations Update

IV. OLD BUSINESS

- 1. Employee Bonus Pay

V. NOVEMBER BOARD MEETING

November 10, 2016

Annual Report To The Public

5:30 p.m. - Forrest City Jr. High Library

VI. ADJOURNMENT

FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' SPECIAL CALLED MEETING
FORREST CITY JR. HIGH LIBRARY
WEDNESDAY, OCTOBER 19, 2016
5:30 P.M.

CALL TO ORDER

President, Joey Astin called the October 19, 2016 board meeting to order.

ROLL CALL

The following board members were present: Mr. Joey Astin; Mr. Will Harris; Mrs. Sandra Taylor; Mr. Larry Devasier; Ms. Evette Boyd; Mrs. Annie Norman and Dr. Tiffany Hardrick, Superintendent. Mr. Miles Kimble was absent.

It was duly noted Mr. Larry Devasier had been officially sworn in at the SFC Courthouse on Monday, October 17, 2016.

ADDITIONAL AGENDA ITEMS

President Astin stated Employment would be added under New Business and Potential Site for Proposed Track would be added under Old Business. No objections were noted.

STEPHENS, INC.

Mr. Michael McBryde, Stephens, Inc. spoke to board members regarding the final outcome of the bond refinancing. He noted the district's bonds are worth \$8,170,000, and when refinanced would save the district \$978,922.77. The district received four bids from investments firm, with FTN Financial Capital Markets having best bid. Mr. McBryde informed board members the savings could only be used for improvements on academic facilities. Dr. Tiffany Hardrick recommended the approval of the Resolution to authorize the issuance and delivery of the bonds. Mr. Will Harris moved to approve and Ms. Evette Boyd seconded. The motion carried unanimously.

SUPERINTENDENT'S REPORT

ACADEMIC UPDATE

Dr. Hardrick stated the district is currently preparing a response to the Arkansas Department of Education's academic evaluation of the district. Noting that at the last board meeting, board members received copies of the academic distress report and a plan of action. Each year the Arkansas Department of Education sends a team into each school in the state that has a school labeled academic distress and they do a visit and then make a recommendation for academic approval. Dr. Hardrick stated normally, the plans are specific to schools, but this year they are making the decision to try and capture what they think the best practice is across the state. One document you've seen from the Arkansas Department of Education is just kind of a general

recommendation to all schools, then each district was charged with creating a plan of action based on those recommendations at the district level. Beneath that, each school leadership team was required to create plans as it pertains to their particular campus. So the plan that board members saw last time was the plan that I, along with the district leadership team, put together. This team included principals, school improvement specialists and the deputy superintendent. That was the plan that we put together as a road map for our schools for the 2016-2017 school year. Barring Dr. Hardrick going through the entire report, she did state that one of the things that got her attention was the hard shift around ACT Aspire and learning and understanding how it's assessed and us basically becoming masters in the content of ACT Aspire.

OPERATIONS UPDATE

Superintendent Hardrick gave an update on the status of three partnership projects with the Arkansas Division of Public School Academic Facilities and Transportation. She informed board members the district was approved for two of the three partnership projects for the 2018-2019 school year - a renovation of the HVAC system at the junior high and new roof installation for the high school. The district will know in March, 2017 how much of these projects will be funded, what percentage. Dr. Hardrick noted that she's been told historically, it's 65 percent to 35 percent, but that could change depending on funding from the state. The district was denied for a partnership to replace the roof at Central Elementary.

MAINTENANCE UPDATE

Dr. Hardrick informed board members following the district's annual maintenance and operations inspection, the district has gone from 41 areas in need of correctional or preventative maintenance in the 2014-15 school year, to 7 this current school year. She noted there are still things the district needs to work on, but stated she is very happy with what they've accomplished thus far.

BOAR'S HEAD

Dr. Hardrick told board members Boar's Head night will be held on Friday, November 4, 2016. She stated they will donate \$30,000 to the Forrest City School District. The annual "Boar's Head" tailgate party will be held Friday, October 28 beginning at 11:00 a.m. at Boar's Head.

OLD BUSINESS

EMPLOYEE BONUS PAY

Dr. Hardrick recommended a 1.5% bonus pay for all Forrest City School District staff with an additional .25% going toward benefits. She noted no full time employee will receive less than \$300 and no part time employee will receive less than \$200. The

funds will be used from the fiscal distress and maintenance and operations accounts. Ms. Evette Boyd moved to approve and Mrs. Sandra Taylor seconded. The motion carried unanimously.

POTENTIAL SITE FOR TRACK

Dr. Hardrick gave the board an update on the potential site for the new track facility. She stated the district is waiting for the appraisal of a second piece of land being considered as the site for the track. She said once the appraisal comes through, the district will see how both parcels of land measure up against each other. The district should receive the appraisal within the next two days.

NEW BUSINESS

1. PERSONNEL

Dr. Hardrick recommended the board approve the personnel listing below as submitted

EMPLOYMENT

Davis, Glenda	Paraprofessional - Madison ALE
Mitchell, Elouise	Crossing Guard - FCJHS
Watson, McKinley	Crossing Guard - Central

Ms. Evette Boyd moved to approve and Mrs. Sandra Taylor seconded. The motion carried unanimously.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 6:11 p.m.

Mrs. Sandra Taylor, Secretary

FORREST CITY SCHOOL DISTRICT NO. 7
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH SCHOOL
THURSDAY, NOVEMBER 10, 2016
5:30 P.M.
AGENDA

I. CALL TO ORDER

II. APPROVAL OF MINUTES (Behind Orange)
October 13, 2016 October 19, 2016

III. APPROVAL OF EXPENDITURES (Behind Green)
October 1, 2016 - October 31, 2016

IV. CONSENT AGENDA - (Behind Pink)
1. Strive Resolution

V. SUPERINTENDENT'S REPORT: Annual Report to the Public
* 1. Academic Update- 45 Day Plans
2. Finance Update

VI. OLD BUSINESS
1. Track Update

VII. NEW BUSINESS
1. Personnel Policy Committee (Licensed & Classified)
2. Personnel
3. Legal Transfer Request

VIII. DECEMBER BOARD MEETING
December 15, 2016

IX. ADJOURNMENT

EXTERNAL PROVIDERS: Supporting School Improvement

External Providers

The FCSD is working with the following partners for the 2016-2017 school year to support academic distress schools: Arkansas Public School Resource Center, Achievement Network, and consultants Larry Buck, Tony Timms and Keith Sanders. Partners worked to implement various strategies on different campuses based on individual school needs. School and district leadership teams analyzed needs and created strategic plans over the summer to help define partnership support. In some instances, a provider concentrated in a school while other providers supported multiple schools. All providers have a relationship with the district leadership team.

External Partner	Lincoln Academy	Forrest City Junior High	Forrest City High School	District
Achievement Network	X	X		X
Keith Sanders Group	X	X		X
Larry Buck Consulting	-	-	X	X
Tony Timms Consulting			X	X

Evaluation of Effectiveness

We adopted Thomas Guskey's approach to evaluating professional development as a roadmap to evaluating external provider effectiveness given the connection between the scope of services and professional development expectations. We will follow this model and are currently gathering data with a formal evaluation of effectiveness in December 2016. Our goal is for external providers and professional development to be evaluated at Level 4 and 5.

Evaluation Level	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reactions	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	Paper & pencil instruments	New knowledge and skills of	To improve program content, format, and

	Demonstrations Participant reflections Participant portfolios	participants	organization
3. Organization support and change	District and school records Minutes from meetings Questionnaires Interviews with participants Participant portfolios	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organizational support To inform future change efforts
4. Participants' use of new knowledge and skills	Questionnaires Structured interviews Participant reflections Participant portfolios Direct observations Video or audio tapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	Student records School records Questionnaires Structured interviews Participant portfolios	Student learning outcomes: cognitive, affective, psychomotor	To focus and improve all aspects of program design, implementation, and follow-up. To demonstrate the overall impact of professional development

FORREST CITY SCHOOL DISTRICT: Home of the Mustangs

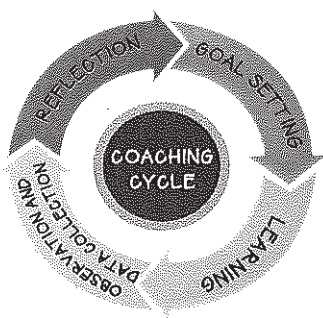
Plan of Support

PD Plan of Activities-Turnaround Principals

The FCSD understands professional development that improves the learning of all students requires skillful school leaders who guide continuous instructional improvement. Therefore, when designing a professional development plan we assessed the needs of turnaround principals from three perspectives: district-wide needs, individual school needs and personal development needs for each individual principal. While we have included some learning opportunities for growth, this list is not comprehensive due to the date of submission and the changing needs of principals and schools.

Monthly PLI agendas and handouts can be made available to ADE via Indistar as they are developed monthly.

Principal Leadership Institute (PLI)



To address topics that will directly benefit all school leaders, we will continue to utilize our professional learning community once per month, referred to as Principal Leadership Institute (PLIs). PLIs will mainly focus on the cycle of coaching and teacher development as it relates to standards, (Arkansas Frameworks), assessments (ACT Aspire), coaching and feedback (Bloomboard and TESS).

<cite cycle>

1. ACT Aspire

Expected Outcomes	Timeline:
<ul style="list-style-type: none">• Understand the purpose, philosophy and format of ACT Aspire assessment• Clearly articulate the reporting categories for each assessed content area and major topics of study at each grade band• Understand scoring procedures• Recognize how grade level and foundational standards are assessed	Monthly

2. Arkansas Frameworks

Expected Outcomes	Timeline:
<ul style="list-style-type: none">• Use Framework documents to support teachers in preparing lesson plans• Review format and curriculum changes• Understand grade level and foundational standards students are expected to master	Monthly

3. Bloomboard and TESS

The Forrest City School District is entering year 2 of the Equitable Access Initiative. We are continuing to partner with the ADE and BloomBoard to continue a strategy for using data to provide support for teachers and leaders and to ensure excellent teachers teach students.

TESS and BloomBoard Support for principals will be offered as follows:

- In-person Training – Two half day, in-person implementation training sessions (one kickoff and another mid-year check-in) with school administrators and teacher leaders. Each session will be conducted with two schools at the same time for a total of 32 half day in-person training sessions at times to be determined by the participants.
- On-demand Consulting – An eight-hour block of phone and web-based ongoing consulting services designed to provide real-time coaching and support to school leaders as they work through how to best provide meaningful feedback, support and follow-through for their staffs. These hours can also be used to help support the meaningful implementation of resources aligned to the professional learning plans developed in the first in-person training session.
- Insight Reporting/ Strengths and Opportunities Reporting – Principal and administrator access to BloomBoard Premium Insights Reports, which allow for deep analysis of evaluation data and directly-embedded, personalized recommendations to the BloomBoard Marketplace of Professional Learning.
- Content Subscriptions – Access to a BloomBoard Marketplace Subscription for some content, which will ensure that every teacher has ample access to content tailored to his or her individual needs. BloomBoard will also work with each school to create personalized bundles of support based on professional growth plans.

<p>Expected Outcomes</p> <ul style="list-style-type: none"> • Use the Continuous Cycle of Instructional Improvement to guide small and whole group improvement in collective inquiry around shared professional learning goals • Use dashboards to conduct strategic planning and develop data-driven professional development plans at school-level • Acquaint all with changes to Bloomboard/EdReflect to include insight reports • Ensure all principals are normed and are focused on accurate practices to help teachers improve 	<p>Timeline:</p> <p>Monthly-Every 6 weeks</p>
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4. TESS

<p>Expected Outcomes</p> <ul style="list-style-type: none"> • Understand the TESS frameworks and determine how to set effective goals, align supports, and collect evidence around high-leverage components • Explore ways to build formal and informal professional leadership capacity within districts and school • Collect and analyze evidence and provide accurate ratings 	<p>Timeline:</p> <p>Monthly-Every 6 weeks</p>
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Individual Professional Growth Plans

FCSD requires dynamic, well-trained, talented leaders in each building willing to lead in a period of change, committed to ongoing learning and capable of inspiring and influencing a building of adults to believe all kids can learn and work hard for students. We have met with each principal individually to discuss their personal growth plans and collaboratively identified possible trainings and/or readings that will directly enhance their personal leadership. While personal growth plans are fluid the initial plans are due October 1, 2017. Below are some of the individual readings and trainings identified by principals to date.

	Expected Outcomes	Timeline
Readings <ul style="list-style-type: none"> • Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership (Fisher & Frey) • The Art of Coaching: Effective Strategies for School Transformation by Elena Aguilar • This We Believe: Keys to Educating Young Adolescent by The Association for Middle Level Education • Focus (Mike Schmoker) 	<p><i>Each principal will Identify best practices from reading that may be implemented in daily practice</i></p> <ul style="list-style-type: none"> • Coach and support teachers to adapt the most effective planning, instructional and assessment practices to help teachers move student learning by <ul style="list-style-type: none"> ○ Plan with purpose ○ Cultivate a learning climate ○ Instruct with intention ○ Assess with a system ○ Impact student learning • Each principal will identify numerous ways to deepen and refine their coaching practice and share findings with school leadership team • Practice transformational coaching skills and receive feedback • Apply key analytical frameworks to deepen coaching and increase impact • Assist the faculty in developing a common understanding of the middle school concept with emphasis on social emotional needs of young adolescents • Understand the 7 steps to using literacy to teach any content 	<p>Fall 2016</p>
Conferences <ul style="list-style-type: none"> • School Turnaround Leader Course- Harvard University 	<ul style="list-style-type: none"> • Develop a theory of action—wherever you may be in the turnaround effort—focusing on establishing priorities to achieve rapid and meaningful improvement 	<p>Fall 2016</p>

	<ul style="list-style-type: none"> • Lead effective transformation of school culture • Understand how to use data effectively to set strategy and drive integrated decision-making at the classroom and school levels • Drive high-quality instruction and instructional leadership • Determine how best to track and assess progress and success • Learn strategies for communicating your vision to the press and stakeholders in the school and community 	
<ul style="list-style-type: none"> • The Art of Coaching 	<ul style="list-style-type: none"> • Practice transformational coaching skills and receive feedback • Apply key analytical frameworks to deepen coaching and increase impact • Refine listening and questioning strategies and learn new ways of engaging clients in conversations that transform teaching or leadership practices • Learn new ways to explore beliefs and shift those which don't support student achievement • Identify core values, develop a vision for coaching, and build confidence as powerful coaches 	Fall 2016
Fast ForWord Conference	<ul style="list-style-type: none"> • Creating a Fast ForWord and/or Reading Assistant lab 	Spring 2017

*Specifics can be found in individual principal growth plans.

State and Federal Categorical Funding

The district's state and categorical funding provided to schools are utilized to help improve instruction and increase student achievement.

As a matter of process, members of the district leadership team met with each principal to provide an overview of the available 2016-2017 funds and the allowable expenditures of those funds. Principals will then work with their school leadership teams using their strategic plan and needs assessment as a guide in the completion of the general descriptions for the use of the State Categorical Funding. School leadership teams will allocate expenditures that will have a positive impact on student achievement and school climate and culture. Specifics to the utilization of funds will be available in Indistar on October 1, 2016.

During the 2015-2016 school year, funds were used for activities such as:

- Providing Title I teachers, school improvement specialists, instructional facilitators, and paraprofessionals
- Providing professional development for administrators and teachers
- Providing instructional programs and supplemental instructional materials and supplies needed to implement the district's literacy and math curriculums
- Providing extended day programs such as: after school tutoring, Saturday School, and Summer School
- Providing technology
- Parental Involvement activities
- Supporting the district in recruitment and retention of teachers

Assessments

The Forrest City School District will administer ACT Aspire interim assessments for progress monitoring and unit assessments to assess all information apart of the unit of study. In some instances semester exams will be administered in the place of the 3rd unit assessment. At the lower grades, this will be a school-based decision.

The interim assessment data will be analyzed during the district wide Data Day/Professional Development Day. Teachers will use this day as an opportunity to identify specific concepts they must focus on to ensure grade level readiness. In addition data from the interims are used to:

- Measure student growth over time
- Identify intervention and remediation needs for individual or groups of students
- Identify professional development opportunities for teachers

- Evaluate program impact and predict outcomes for state accountability tests
- Communicate with parents and inform them how their child is progressing, what areas he or she needs extra help in – and where he or she is doing well

	Purpose/Utilization	Expected Outcomes	Assessment Window
ACT Aspire Interim	The purpose of the ACT Aspire interim assessment is for progress monitoring. The assessments will measure student understanding of the concepts and skills outlined in the ACT College and Career Readiness Standards and many state standards focused on college and career readiness. Teachers and instructional teams will use these assessments to help measure shorter-term student progress— providing supporting data for a more targeted and responsive program of instruction. Instructional teams will analyze student performance on both individual standards and reporting categories	Each grade level will grow 10% points in each assessed content area on each interim assessment administered. (previous ACT Aspire Results will serve as the baseline)	Oct 4-7 Dec 13-16 Feb 7-10 May (TBD)
ANET Unit Assessment w/Leadership Team Input	The purpose of the ANET unit assessments is to provide teachers and instructional teams with a snapshot of student learning over a unit of study. This differs from the ACT Aspire interim in that one (ANET) measures a snapshot of learning while the other (ACT) provides a roadmap for learning. When designing unit assessments, instructional teams will consider the following questions: <ul style="list-style-type: none"> • What is the unit supposed to accomplish? • What do I want students to be able to do and/or know as a 	School Leadership Teams will set SMART goals at each school campus.	Varies

	<p>result of my course/ program</p> <p>When analyzing unit assessments, instructional teams will consider the following questions:</p> <ul style="list-style-type: none"> • How well are we doing it? • How do we know? • How do we use the information to improve or celebrate successes? • Do the improvements we make contribute to our intended end results? • Which standards in the unit of study require re-teaching? 		
FCSD Semester Exam	The purpose of the semester exams is to measure student growth toward college readiness in a given semester as well as identify any student deficits/needs for targeted remediation.	School Leadership Teams will set SMART goals at each school campus.	December 2016

Decision Making and Autonomy

The FCSD works to find the autonomy-accountability balance. The goal is a culture of collective responsibility, balanced autonomy, and continuous improvement and learning.

Both district leadership team and school leadership teams will work together to ensure district-set outcomes are met, each group with the belief that there is a shared responsibility for student outcomes. School leaders and principals have some measure of autonomy within the parameters set by district leadership team in areas such as curriculum implementation, staffing, professional development and budgeting. Principals should feel that they could report back to the central office if policies are not effective and can work with the district leadership team to adapt programs for specific populations. This is also an environment in which feedback is accepted and encouraged and used to improve future initiatives. Perception surveys will be administered in an attempt to ensure this goal is met.

We are working toward the following:

1. Alignment of goals, strategies, structures, and resources in the district.

This includes the development of strategic plans that identify student achievement goals, the needs of each school, and a plan for achieving them. This work began with the summer leadership retreat where strategic planning was emphasized.

Budgetary priorities (see State and Categorical Funding Section) as well as organizational support are aligned with the strategic plan. A monitoring system is put in place to track progress, adjust implementation if things are not progressing as planned, and obtain feedback so that everyone in the district is aware of the district's direction and their roles in the process. Principals are also be afforded with tools—curricula, data-collection systems, budgets—to ensure that the plans could be implemented.

2. Effective management and support for principals

The role of the principal is clearly defined. This enables principals to focus on the most important areas of the job. There is a formal evidence-based evaluation system for principals (LEADS), a research-based management style for principals that encourages continuous learning and improvement, and supervision from trained and knowledgeable principal managers who work collaboratively with principals and act like sounding boards and coaches.

Teacher Recruitment and Retention

The FCSD has taken and will continue to take steps to effectively recruit and retain quality teachers. Some recruiting efforts include recruitment bonuses, partnerships with non-traditional programs and seeking of licensure exceptions.

Teacher Recruitment Bonus

The FCSD board of directors approved retention bonuses for the 2016-2017 school year for critical areas as identified by ADE. The FCSD board of directors will review shortage areas each school year and adjust accordingly.

The Arkansas Department of Education designated the following as critical academic shortage areas* for the 2016-2017 school year.

- Agriculture Science & Technology – Art
- Computer Science
- Family and Consumer Science
- French
- Library Media
- Mathematics
- Physical Science (Chemistry, Physics) – Spanish
- Special Education

Partnership with non-traditional Programs

The Forrest City School District continues to partner with programs that support teachers through non-traditional routes. We currently have four new Arkansas Teacher Corp teachers on staff for the 2016-2017 school year as well as teachers in their 2nd year of the ATC program. We will continue this partnership going forward as we have experienced much success.

Licensure Exception-Waivers

The Forrest City School District sought licensure exceptions for teachers meeting the qualifications as outlined below by ADE rules governing AQT.

If the teacher (who was not previously HQT) holds a bachelor's or advanced degree and meets one of the following:

- The degree is in the content area;
- The educator has a minimum of 18 college credit hours in the content area;
- The educator has passed a content knowledge assessment in the content area
- The educator is National Board Certified in the content area;
- The educator has documented successful, relevant work experience (*defined in the rules*) in the content area.

It was the intent of the district to attract degreed teachers and support them through the certification process. The district will make a determination in the near future if it should reapply given the initial denial by the ADE state board given other districts have been approved following the FCSD initial request.

High Quality Mentoring

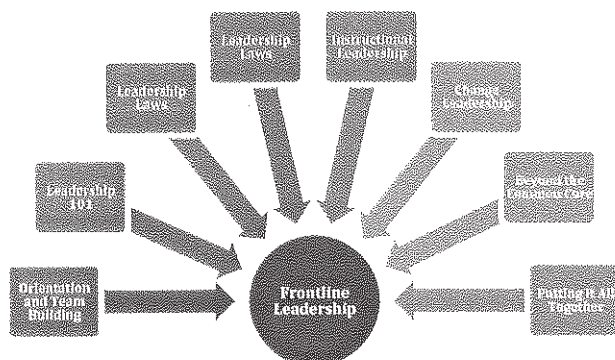
There is research that suggests that 30% of new teachers are leaving the teaching profession within 5 years. We believe that until we are able to meet the needs of the beginning teachers and support them through the challenges of being a new teacher we will continue to experience turnover at alarming rates. We are currently working on a plan to increase our traditional mentoring program to include time for expert mentors to work with new teachers during the day and after school as well as additional trainings and seminars that are available and specifically designed for new teachers.

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Frontline Leadership is a survey course to introduce future school leaders (teacher leaders, team leaders, department chairs, vice principals) to a variety of concepts

and best practices they need to effectively lead their schools and classrooms to high student achievement. In-class exercises, pertinent readings, coupled with updates on current leadership research allow participants to practice what they are learning, in order to ensure immediate application in their personal and professional lives. In these highly interactive sessions, participants gain insight into their leadership roles and practice new skills for their jobs. This course has been structured as a learning experience that is comprised of the following sessions.



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To ensure curriculum alignment in the areas of literacy, mathematics and science for accountability, the district has done (and will continue) the following:

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Parental Engagement

The district team worked with individual principals to create parental engagement plans that embody the spirit of the district but one that speaks to the varying needs of parents at each school. As a result, below you will find the outcome and plan of action for Lincoln Academy of Excellence, Forrest City Junior High School and Forrest City High School.

Lincoln Middle Academy of Excellence

"Where We Learn, Master, Achieve, and Empower"

Description of the supports and events to be provided to engage parents and community in the school's Turnaround Efforts

Date	Event
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Oct. 25	Parent Night ELA and Social Studies
Nov. 14	Title 1 Annual Meeting.
Dec. 19	Winter Wonderland Success Night (Christmas Break Activity/Work Packet and Parent Information Provided)

Jan. 24	ACT Aspire Writing and Keyboarding Workshop (Parents will participate and type in a simulated writing test.)
Feb.13	Mid 9 Weeks Progress Report
Feb. 24	Parent Teacher Conferences
Mar. 7	ACT Aspire Parent Evening
Apr. 28	Mid 9 Weeks Progress Report

Parental Involvement Analysis

Partnering with parents and community are two vital aspects of Lincoln's turnaround efforts. Parents will be supported with data analysis and strategies that can be utilized at home. Parents will be provided materials and resources in order to assist students with best practices that will lead to proficiency. In order to analyze and maintain attendance and participation of parents of proficient students compared to parents of non-proficient students, sign in sheets will be provided at all activities. Follow up such as phone calls, letters, and other modes of communication will be conducted in order to compare and increase participation of parents in both categories. Student achievement data, such as unit assessments and interim assessments will be analyzed to determine if student achievement grows as parental engagement increases.

Support for Parents of Non-Proficient Students

Parents will be provided the 2015-2016 ACT Aspire individualized reports for their children. Parents of non-proficient students will be invited to an individual conference to discuss plan of action using AIPs as tool. After each Interim assessment, parents will be informed of their child's progress and areas to strengthen. Data will be provided in the form of ACT Aspire Reporting Categories: Exceeding, Ready, Close, and Needs Support. Other options for parents include participating in seminars that support reaching proficiency, enrollment of student in after school program where dinner and transportation will be provided.

Parents will receive professional development with technology in areas such as interactive websites, kindles, google classroom, and Chrome Books during the October parent night.

Support for Parents of Proficient Students

In order to support parents of proficient students, parents will be introduced to strategies that will provide enrichment. Parents will be given materials such as books for book studies, flash cards, examples of ACT Test formatted questions, and writing samples. Kindles will also be utilized to reinforce enrichment of literacy through technology. Parents will engage in seminars that will give them a testing experience that mirrors what their children will experience for the spring ACT Aspire summative testing. In addition, parents will also be enlightened of the keyboarding expectation. Data analysis will be afforded to parents to emphasize the challenge of not only remaining proficient, but reaching to the Exceeding Reporting Level category.

Community Support for Turnaround Efforts

Community stakeholders will offer classes that will support math proficiency in programs such as real estate and banking seminars. Volunteers will provide materials and hands on activities that will give students real world application of math strategies and standards that they have learned in their math classes. The Master Gardener Volunteers provide outdoor science activities that integrate classroom and laboratory experiences for the children. Students also design an outdoor garden that they have the opportunity to utilize science hands on learning. Community supporters such as Delta Stem and Great Rivers Educational Cooperative are valuable resources that provide teacher planning, hands on materials, model lessons, and feedback for teachers and students. They have also been beneficial in providing resources that be used at home.

Forrest City Junior High School "Scholars and Champions"

Description of the supports to be provided to engage parents and community in the school's Turnaround Efforts

Date	Event
August 11	District Open House
August 31	Parent Meeting (End of Quarter Student Incentives /Trip Eligibility Requirements/A-Net Assessments/ HAC/Mobile App
September 14	Mid-Quarter Reports
September 20	Parent Teacher Conference
September 28	Parent Meeting
October 10	Crowley's Ridge/Mid-South Community College Tour
October 26	Parent Meeting (End of Quarter Student Incentives /Trip Eligibility Requirements
November	Title I Meeting (TBA)
November 2	1 st Quarter Awards Ceremony - Science Depart
November	Mid-Quarter Reports
November 30	Parent Meeting (End of Quarter Student Incentives /Trip Eligibility Requirement
December 10	Arts in Education Night/District Choral Concerts
December 17	Arts in Education Night/District Band Concerts
December 21	EACC College Tour
February 1	Parent Meeting (End of Quarter Student Incentives /Trip Eligibility Requirements)
February 3	2 nd Quarter Awards – Social Studies
February 13	Mid-Quarter Reports
February 17	Data Day (No Students)
	8 th Grade College Tour Trip – KROC Center/UM

February 21	P/T Conference
March 1	Parent Meeting
	A-Net Assessment/Trip Eligibility Requirements
	ACT Aspire & Mock Assessment/Spring Break Trip/College
	Tours/May Trip
March 11	7 th Grade College Trip – Conway/ Presidential Library
March 16	Parents Meeting
March 17	3 rd Quarter Report Cards
April 13	3 rd Quarter Awards Program
April 28	Mid-Quarter Reports
May 3	Parent Meeting
May 26	8 th Grade Promotion – ELA & Encore

Parental Involvement Analysis

Incorporating a spirit of diligence, the Forrest City Junior High School has adopted the mantra “failure is not an option”. In a concerted effort to achieve a meaningful connection with parents and the community, we have implemented several changes and strategies to improve the climate of our school and the engagement of our students’ parents. We have scheduled monthly meeting to keep our parents abreast of their children’s education.

Sign in sheets will be used for each meeting and event held to allow for data analysis and improved access and communication with parents. These sheets will also be used to encourage participation and in our turnaround efforts. Through additional data analysis, a determination of proficient and non-proficient students will be compiled. Parents, especially of non-proficient students unable to attend meetings and sessions, will be offered the opportunity for alternate meetings so they can receive the necessary information and training missed. Where applicable, working phone numbers and emails will be shared with the staff, to make communication as seamless as possible.

Forrest City High School **“FOCUS, CHARATER, HONOR, SERVICE**

Description of the supports to be provided to engage parents and community in the school’s Turnaround Efforts

Open House	August 12, 2016
The College Initiative-Grades 9-12	September 2016 – May 2017
College Night	September 13, 2016
Parent/Teacher Conference	September 20, 2016
Annual Report to the Public	October 25, 2016
Annual Title I Meeting	October 25, 2016
Parent/Teacher Comm. Workshop	October 25, 2016

Academic Recognition Ceremony	November 2016
PGSS ELA	November, 206
Academic Recognition Ceremony	January 2017
Financial Aid Workshop	February 2017
Parent/Teacher Conference	February 21, 2017
Career Action Plan Night	February – March 2017
PGSS Math	March 2017
Academic Recognition Ceremony	March 2017
Parent Summit	March 2017
Academic Recognition Ceremony	May, 2017

*PGSS – Parents’ Guide to Student Success

Parent Contact Logs will be submitted to the principal quarterly indicating a minimum of 20 parent contacts per quarter.

Parental Involvement Analysis

In our efforts to engage parents and students at Forrest City High School, we will offer meaningful opportunities for parents to build stronger relationships with their child’s teacher and become more involved in their academic pursuits. Follows represents some of these opportunities:

- Employ traditional and non-traditional communications tools.
- Parent/Teacher Conferences
- Academic Recognition Ceremonies
- Career Action Plan night
- College Night
- Financial Aid Workshop
- Parents’ Guide to Student Success in Math

We further determine to enable and coach the parents through a process of assisting their children in not only homework assignments, but through an Analytical Writing practice/experience to foster proficient and exceeding results on the states writing assessment. i.e. Parents’ Guide to Study Success-ELA Workshop.

Upon completion of each activity/event, we will conduct a parent involvement analysis of the participation rate of parents of proficient students versus the parents on non-proficient students. Through the use of Parent Contact logs and sign in sheets, the parent involvement facilitator and/or teachers will make every effort to contact parents and encourage parental participation. These contacts will be made via School Cast, individual telephone calls, letters and various uses of technology such as Remind.com.

In addition, the Forrest City High School has hired a full time parent coordinator to concentrate efforts on parental engagement.

School Climate and Culture

FCSD has adopted a strategy focused on raising adult expectations through professional development grounded in Carol Dweck's *Growth Mindset* model and John Kotter's *Sense of Urgency*. The superintendent introduced the concept in her first address to the employees of FCSD and has continued to build on her expectations yearly, as evidenced by the agendas.

Each school was asked to develop a Culture Plan; which detailed how each school leader would lead a positive initiative in their school. Using the Growth Mindset structures, we continue to support all schools (with additional job embedded support for academic distress schools) in updating and living school culture plans while creating new structures to increase teacher and student investment in learning. The school culture priorities are Town Hall or Morning Meetings, Learning Expectations, Adult Advocacy and Relationship Building. Two of the academic distress campuses hired Behavior Specialist to have a direct impact on culture plans as well as to lead Positive Behavior Intervention System initiative for the 2016-2017 school year.

FORREST CITY SCHOOL DISTRICT: *Home of the Mustangs*

Plan of Support

The FCSD Improvement Leadership Team in consultation with School Improvement Leadership team members and other stakeholders outlined a plan of support designed to assist schools in academic distress as they work to directly and significantly contribute to the achievement of the vision and mission of the district.



Mission Statement: To provide educational services that meet and exceed our customer's needs and expectations, allowing us to prosper as a district and community.

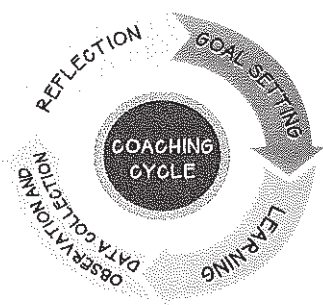
Vision Statement: By 2017, The Forrest City School District will be locally and nationally recognized for its innovative and aggressive approach to improving education in Eastern Arkansas.

PD Plan of Activities-Turnaround Principals

The Forrest City School District (FCSD) understands professional development that improves the learning of all students requires skillful school leaders who guide continuous instructional improvement. Therefore, when designing a professional development plan we assessed the needs of turnaround principals from three perspectives: district-wide needs, varying school needs and personal development needs for each individual principal. While we have included some learning opportunities for growth, this list is not comprehensive due to the date of submission and the changing needs of principals and schools.

Monthly Principal Leadership Institute agendas and handouts can be made available via Indistar as they are developed monthly.

Principal Leadership Institutes (PLI)



To address topics that will directly benefit all school leaders, we will continue to utilize our professional learning community once per month, referred to as PLI. PLIs will mainly focus on the cycle of coaching and teacher development as it relates to standards (Arkansas Frameworks), assessments (ACT Aspire), coaching and feedback (BloomBoard and TESS).

1. ACT Aspire

Expected Outcomes	Timeline:
<ul style="list-style-type: none">• Understand the purpose, philosophy and format of ACT Aspire assessment• Articulate clearly the reporting categories for each assessed content area and major topics of study at each grade band• Understand scoring procedures• Recognize how grade level and foundational standards are assessed	Monthly

2. Arkansas Frameworks

Expected Outcomes	Timeline
<ul style="list-style-type: none">• Use Framework documents to support teachers in preparing lesson plans• Review format and curriculum changes• Understand grade level and foundational standards students are expected to master	Monthly

3. BloomBoard and TESS

The FCSD is entering year two of the Equitable Access Initiative. We are continuing to partner with the ADE and BloomBoard to continue a strategy for using data to provide support for teachers and leaders and to ensure excellent teachers teach students.

TESS and BloomBoard Support for principals will be offered as follows:

- *In-person Training* – Two half day, in-person implementation training sessions (one kickoff and another mid-year check-in) with school administrators and teacher leaders. Each session will be conducted with two schools at the same time for a total of 32 half day in-person training sessions at times to be determined by the participants.
- *On-demand Consulting* – An eight-hour block of phone and web-based ongoing consulting services designed to provide real-time coaching and support to school leaders as they work through how to best provide meaningful feedback, support

and follow-through for their staffs. These hours can also be used to help support the meaningful implementation of resources aligned to the professional learning plans developed in the first in-person training session.

- *Insight Reporting/ Strengths and Opportunities Reporting* – Principal and administrator access to BloomBoard Premium Insights Reports, which allow for deep analysis of evaluation data and directly-embedded, personalized recommendations to the BloomBoard Marketplace of Professional Learning.
- *Content Subscriptions* – Access to a BloomBoard Marketplace Subscription for some content, which will ensure that every teacher has ample access to content tailored to his or her individual needs. BloomBoard will also work with each school to create personalized bundles of support based on professional growth plans.

Expected Outcomes	Timeline
<ul style="list-style-type: none"> • Use the Continuous Cycle of Instructional Improvement to guide small and whole group improvement in collective inquiry around shared professional learning goals • Use dashboards to conduct strategic planning and develop data-driven professional development plans at school-level • Acquaint all with changes to BloomBoard/EdReflect to include insight reports • Ensure all principals are normed and are focused on accurate practices to help teachers improve 	Monthly-Every 6 weeks

4. TESS

Expected Outcomes	Timeline
<ul style="list-style-type: none"> • Understand the TESS frameworks and determine how to set effective goals, align supports, and collect evidence around high-leverage components • Explore ways to build formal and informal professional leadership capacity within districts and school • Collect and analyze evidence and provide accurate ratings 	Monthly-Every 6 weeks

Individual Professional Growth Plans

FCSD requires dynamic, well-trained, talented leaders in each building willing to lead in a period of change, committed to ongoing learning and capable of inspiring and influencing a building of adults to believe all kids can learn and work hard for students. We have met with each principal individually to discuss their personal growth plans and collaboratively identified possible trainings and/or readings that will directly enhance their personal leadership. While personal growth plans are fluid the initial plans are due October 1, 2017. Below are some of the individual readings and trainings identified by principals to date. The list is not comprehensive, but is intended to serve as a snapshot.

	Expected Outcomes	Timeline
Readings	<i>Each principal will Identify best practices from reading that may be implemented in daily practice</i>	Fall 2016
<ul style="list-style-type: none"> Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership (Fisher & Frey) 	<ul style="list-style-type: none"> Coach and support teachers to adapt the most effective planning, instructional and assessment practices to help teachers move student learning by <ul style="list-style-type: none"> Plan with purpose Cultivate a learning climate Instruct with intention Assess with a system Impact student learning 	
<ul style="list-style-type: none"> The Art of Coaching: Effective Strategies for School Transformation by Elena Aguilar 	<ul style="list-style-type: none"> Each principal will identify numerous ways to deepen and refine their coaching practice and share findings with school leadership team Practice transformational coaching skills and receive feedback Apply key analytical frameworks to deepen coaching and increase impact 	
<ul style="list-style-type: none"> This We Believe: Keys to Educating Young Adolescent by The Association for Middle Level Education 	<ul style="list-style-type: none"> Assist the faculty in developing a common understanding of the middle school concept with emphasis on social emotional needs of young adolescents 	
<ul style="list-style-type: none"> Focus (Mike Schmoker) 	<ul style="list-style-type: none"> Understand the 7 steps to using literacy to teach any content 	

Conferences <ul style="list-style-type: none"> School Turnaround Leader Course-Harvard University 	<ul style="list-style-type: none"> Develop a theory of action—wherever you may be in the turnaround effort—focusing on establishing priorities to achieve rapid and meaningful improvement Lead effective transformation of school culture Understand how to use data effectively to set strategy and drive integrated decision-making at the classroom and school levels Drive high-quality instruction and instructional leadership Determine how best to track and assess progress and success Learn strategies for communicating your vision to the press and stakeholders in the school and community 	Fall 2016
<ul style="list-style-type: none"> The Art of Coaching 	<ul style="list-style-type: none"> Practice transformational coaching skills and receive feedback Apply key analytical frameworks to deepen coaching and increase impact Refine listening and questioning strategies and learn new ways of engaging clients in conversations that transform teaching or leadership practices Learn new ways to explore beliefs and shift those which don't support student achievement Identify core values, develop a vision for coaching, and build confidence as powerful coaches 	Fall 2016
Fast ForWord Conference	<ul style="list-style-type: none"> Creating a Fast ForWord and/or Reading Assistant lab 	Spring 2017

*Specifics can be found in individual principal growth plans.

State and Federal Categorical Funding

The district's state and categorical funding provided to schools are utilized to help improve instruction and increase student achievement.

As a matter of process, members of the district leadership team met with each principal to provide an overview of the available 2016-2017 funds and the allowable expenditures of those funds. Principals will then work with their school leadership teams using their strategic plan and needs assessment as a guide in the completion of the general descriptions for the use of the State Categorical Funding. Then members of the district leadership team will meet with members of the School leadership team to discuss how expenditures as allocated will have a positive impact on student achievement and school climate and culture. Specifics to the utilization of funds will be available in Indistar on October 1, 2016.

During the 2015-2016 school year, funds were used for activities such as:

- Providing Title I teachers, school improvement specialists, instructional facilitators, and paraprofessionals
- Providing professional development for administrators and teachers
- Providing instructional programs and supplemental instructional materials and supplies needed to implement the district's literacy and math curriculums
- Providing extended day programs such as: After School Tutoring, Saturday School, and Summer School
- Providing technology
- Parental Involvement activities
- Supporting the district in recruitment and retention of teachers

Assessments

The FCSD will administer ACT Aspire interim assessments for progress monitoring and unit assessments to assess all information apart of the unit of study. In some instances semester exams will be administered in the place of the 3rd unit assessment. At the lower grades, this will be a school-based decision.

The interim assessment data will be analyzed during the district wide Data Day/Professional Development Day. Teachers will use this day as an opportunity to identify specific concepts they must focus on to ensure grade level readiness. In addition data from the interims are used to:

- Measure student growth over time
- Identify intervention and remediation needs for individual or groups of students
- Identify professional development opportunities for teachers

- Evaluate program impact and predict outcomes for state accountability tests
- Communicate with parents and inform them how their child is progressing, what areas he or she needs extra help in – and where he or she is doing well

	Purpose/Utilization	Expected Outcomes	Assessment Window
ACT Aspire Interim	The purpose of the ACT Aspire interim assessment is for progress monitoring. The assessments will measure student understanding of the concepts and skills outlined in the ACT College and Career Readiness Standards and many state standards focused on college and career readiness. Teachers and instructional teams will use these assessments to help measure shorter-term student progress— providing supporting data for a more targeted and responsive program of instruction. Instructional teams will analyze student performance on both individual standards and reporting categories	Each grade level will grow 10% points in each assessed content area on each interim assessment administered. (previous ACT Aspire Results will serve as the baseline)	Oct 4-7 Dec 13-16 Feb 7-10 May (TBD)
ANET Unit Assessment w/Leadership Team Input	The purpose of the ANET supported unit assessments is to provide teachers and instructional teams with a snapshot of student learning over a unit of study. This differs from the ACT Aspire interim in that one (ANET) measures a snapshot of learning while the other (ACT) provides a roadmap for learning. When designing unit assessments, instructional teams will consider the following questions: <ul style="list-style-type: none"> • What is the unit supposed to accomplish? • What do I want students to be able to do and/or know as a result of my course/ program 	School Leadership Teams will set SMART goals at each school campus.	Varies

	<p>When analyzing unit assessments, instructional teams will consider the following questions:</p> <ul style="list-style-type: none"> • How well are we doing it? • How do we know? • How do we use the information to improve or celebrate successes? • Do the improvements we make contribute to our intended end results? • Which standards in the unit of study require re-teaching? 		
FCSD Semester Exam	The purpose of the semester exams is to measure student growth toward college readiness in a given semester as well as identify any student deficits/needs for targeted remediation.	School Leadership Teams will set SMART goals at each school campus.	December 2016

Decision Making and Autonomy

The FCSD works to find the autonomy-accountability balance. The goal is a culture of collective responsibility, balanced autonomy, and continuous improvement and learning.

Both district leadership team and school leadership teams will work together to ensure district-set outcomes are met, each group with the belief that there is a shared responsibility for student outcomes. School leaders and principals have some measure of autonomy within the parameters set by district leadership team in areas such as curriculum implementation, staffing, professional development and budgeting. Principals should feel that they could report back to the district office if policies are not effective and can work with the district leadership team to adapt programs for specific populations. We encourage an environment in which feedback is accepted and encouraged and used to improve future initiatives. Perception surveys will be administered in an attempt to ensure this goal is met.

We are working toward the following:

1. Alignment of goals, strategies, structures, and resources in the district.

This includes the development of strategic plans that identify student achievement goals, the needs of each school, and a plan for achieving them. This work began with the summer leadership retreat where strategic planning was emphasized.

Budgetary priorities (see State and Categorical Funding Section) as well as organizational support are aligned with the strategic plan. A monitoring system is put in place to track progress, adjust implementation if things are not progressing as planned, and obtain feedback so that everyone in the district is aware of the district's direction and their roles in the process. Principals are also afforded tools—curricula, data-collection systems, budgets—to ensure that the plans could be implemented.

2. Effective management and support for principals

The role of the principal is clearly defined. This enables principals to focus on the most important areas of the job. There is a formal evidence-based evaluation system for principals (LEADS), a research-based management style for principals that encourages continuous learning and improvement, and supervision from trained and knowledgeable principal managers who work collaboratively with principals and act like sounding boards and coaches.

Teacher Recruitment and Retention

The FCSD has taken and will continue to take steps to effectively recruit and retain quality teachers. Some recruiting efforts include recruitment bonuses, partnerships with non-traditional programs and seeking of licensure exceptions.

Teacher Recruitment Bonus

The FCSD board of directors approved retention bonuses for the 2016-2017 school year for critical areas as identified by ADE. The FCSD board of directors will review shortage areas each school year and adjust accordingly.

ADE designated the following as critical academic shortage areas for the 2016-2017 school year.

- Agriculture Science & Technology – Art
- Computer Science
- Family and Consumer Science
- French
- Library Media
- Mathematics
- Physical Science (Chemistry, Physics) – Spanish
- Special Education

Partnership with non-traditional Programs

The FCSD continues to partner with programs that support teachers through non-traditional routes. We currently have four first year Arkansas Teacher Corp teachers (ATC) on staff for the 2016-2017 school year as well as teachers in their 2nd year of the ATC program. We will continue this partnership going forward as we have experienced much success.

Licensure Exception-Waivers

The FCSD sought licensure exceptions for teachers meeting the qualifications as outlined below by ADE rules governing AQT.

If the teacher (who was not previously HQT) holds a bachelor's or advanced degree and meets one of the following:

- The degree is in the content area;
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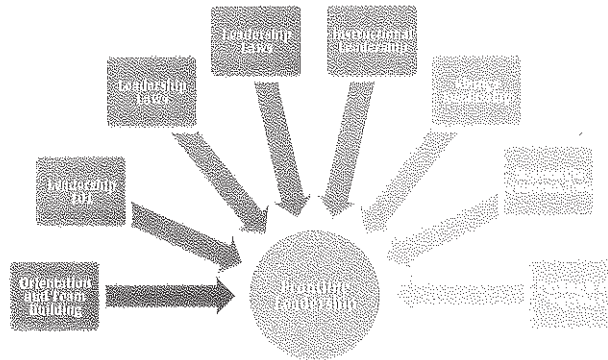
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Nov. 14	Title 1 Annual Meeting.
Dec. 19	Winter Wonderland Success Night (Christmas Break Activity/Work Packet and Parent Information Provided)

Jan. 24	ACT Aspire Writing and Keyboarding Workshop (Parents will participate and type in a simulated writing test.)
Feb.13	Mid 9 Weeks Progress Report
Feb. 24	Parent Teacher Conferences
Mar. 7	ACT Aspire Parent Evening
Apr. 28	Mid 9 Weeks Progress Report

Parental Involvement Analysis

Partnering with parents and community are two vital aspects of Lincoln's turnaround efforts. Parents will be supported with data analysis and strategies that can be utilized at home. Parents will be provided materials and resources in order to assist students with best practices that will lead to proficiency. In order to analyze and maintain attendance and participation of parents of proficient students compared to parents of non-proficient students, sign in sheets will be provided at all activities. Follow up such as phone calls, letters, and other modes of communication will be conducted in order to compare and increase participation of parents in both categories. Student achievement data, such as unit assessments and interim assessments will be analyzed to determine if student achievement grows as parental engagement increases.

Support for Parents of Non-Proficient Students

Parents will be provided the 2015-2016 ACT Aspire individualized reports for their children. Parents of non-proficient students will be invited to an individual conference to discuss plan of action using AIPs as tool. After each Interim assessment, parents will be informed of their child's progress and areas to strengthen. Data will be provided in the form of ACT Aspire Reporting Categories: Exceeding, Ready, Close, and Needs Support. Other options for parents include participating in seminars that support reaching proficiency, enrollment of student in after school program where dinner and transportation will be provided.

Parents will receive professional development with technology in areas such as interactive websites, kindles, google classroom, and Chrome Books during the October parent night.

Support for Parents of Proficient Students

In order to support parents of proficient students, parents will be introduced to strategies that will provide enrichment. Parents will be given materials such as books for book studies, flash cards, examples of ACT Test formatted questions, and writing samples. Kindles will also be utilized to reinforce enrichment of literacy through technology. Parents will engage in seminars that will give them a testing experience that mirrors what their children will experience for the spring ACT Aspire summative testing. In addition, parents will also be enlightened of the keyboarding expectation. Data analysis will be afforded to parents to emphasize the challenge of not only remaining proficient, but reaching to the Exceeding Reporting Level category.

Community Support for Turnaround Efforts

Community stakeholders will offer classes that will support math proficiency in programs such as real estate and banking seminars. Volunteers will provide materials and hands on activities that will give students real world application of math strategies and standards that they have learned in their math classes. The Master Gardener Volunteers provide outdoor science activities that integrate classroom and laboratory experiences for the children. Students also design an outdoor garden that they have the opportunity to utilize science hands on learning. Community supporters such as Delta Stem and Great Rivers Educational Cooperative are valuable resources that provide teacher planning, hands on materials, model lessons, and feedback for teachers and students. They have also been beneficial in providing resources that be used at home.

Forrest City Junior High School "Scholars and Champions"

Description of the supports to be provided to engage parents and community in the school's Turnaround Efforts

Date	Event
August 11	District Open House
August 31	Parent Meeting (End of Quarter Student Incentives /Trip Eligibility Requirements/A-Net Assessments/ HAC/Mobile App
September 14	Mid-Quarter Reports
September 20	Parent Teacher Conference
September 28	Parent Meeting
October 10	Crowley's Ridge/Mid-South Community College Tour
October 26	Parent Meeting (End of Quarter Student Incentives /Trip Eligibility Requirements
November	Title I Meeting (TBA)
November 2	1 st Quarter Awards Ceremony - Science Depart
November	Mid-Quarter Reports
November 30	Parent Meeting (End of Quarter Student Incentives /Trip Eligibility Requirement
December 10	Arts in Education Night/District Choral Concerts
December 17	Arts in Education Night/District Band Concerts
December 21	EACC College Tour
February 1	Parent Meeting (End of Quarter Student Incentives /Trip Eligibility Requirements)
February 3	2 nd Quarter Awards – Social Studies
February 13	Mid-Quarter Reports
February 17	Data Day (No Students)

February 21	8 th Grade College Tour Trip – KROC Center/UM
March 1	P/T Conference
	Parent Meeting
	A-Net Assessment/Trip Eligibility Requirements
	ACT Aspire & Mock Assessment/Spring Break Trip/College
	Tours/May Trip
March 11	7 th Grade College Trip – Conway/ Presidential Library
March 16	Parents Meeting
March 17	3 rd Quarter Report Cards
April 13	3 rd Quarter Awards Program
April 28	Mid-Quarter Reports
May 3	Parent Meeting
May 26	8 th Grade Promotion – ELA & Encore

Parental Involvement Analysis

Incorporating a spirit of diligence, the Forrest City Junior High School has adopted the mantra “failure is not an option”. In a concerted effort to achieve a meaningful connection with parents and the community, we have implemented several changes and strategies to improve the climate of our school and the engagement of our students’ parents. We have scheduled monthly meeting to keep our parents abreast of their children’s education.

Sign in sheets will be used for each meeting and event held to allow for data analysis and improved access and communication with parents. These sheets will also be used to encourage participation in our turnaround efforts. Through additional data analysis led by our Parent Facilitator, a determination of proficient and non-proficient students will be compiled. Parents, especially of non-proficient students unable to attend meetings and sessions, will be offered the opportunity for alternate meetings so they can receive the necessary information and training missed. Where applicable, working phone numbers and emails will be shared with the staff, to make communication as seamless as possible.

Forrest City High School “FOCUS, CHARATER, HONOR, SERVICE

Description of the supports to be provided to engage parents and community in the school’s Turnaround Efforts

Open House	August 12, 2016
The College Initiative-Grades 9-12	September 2016 – May 2017
College Night	September 13, 2016
Parent/Teacher Conference	September 20, 2016

Annual Report to the Public	October 25, 2016
Annual Title I Meeting	October 25, 2016
Parent/Teacher Comm. Workshop	October 25, 2016
Academic Recognition Ceremony	November 2016
PGSS ELA	November, 206
Academic Recognition Ceremony	January 2017
Financial Aid Workshop	February 2017
Parent/Teacher Conference	February 21, 2017
Career Action Plan Night	February – March 2017
PGSS Math	March 2017
Academic Recognition Ceremony	March 2017
Parent Summit	March 2017
Academic Recognition Ceremony	May, 2017
*PGSS – Parents' Guide to Student Success	

Parent Contact Logs will be submitted to the principal quarterly indicating a minimum of 20 parent contacts per quarter.

Parental Involvement Analysis

In our efforts to engage parents and students at Forrest City High School, we will offer meaningful opportunities for parents to build stronger relationships with their child's teacher and become more involved in their academic pursuits. Follows represents some of these opportunities:

- Employ traditional and non-traditional communications tools.
- Parent/Teacher Conferences
- Academic Recognition Ceremonies
- Career Action Plan night
- College Night
- Financial Aid Workshop
- Parents' Guide to Student Success in Math

We further determine to enable and coach the parents through a process of assisting their children in not only homework assignments, but through an Analytical Writing practice/experience to foster proficient and exceeding results on the states writing assessment. i.e. Parents' Guide to Study Success-ELA Workshop.

Upon completion of each activity/event, we will conduct a parent involvement analysis of the participation rate of parents of proficient students versus the parents on non-proficient students. Through the use of Parent Contact logs and sign in sheets, the parent involvement facilitator and/or teachers will make every effort to contact parents and encourage parental participation. These contacts will be made via School Cast, individual telephone calls, letters and various uses of technology such as Remind.com.

In addition, the Forrest City High School has hired a full time parent coordinator to concentrate efforts on parental engagement.

School Climate and Culture

FCSD has adopted a strategy focused on raising adult expectations through professional development grounded in Carol Dweck's *Growth Mindset* model and John Kotter's *Sense of Urgency*. We have worked under this philosophy for two years and will continue to build on expectations yearly, as evidenced by the agendas.

Each school was asked to develop a Culture Plan; which detailed how each school leader would lead a positive initiative in their school. Using the Growth Mindset structures, we continue to support all schools (with additional job embedded support for academic distress schools) in updating and living school culture plans while creating new structures to increase teacher and student investment in learning. The school culture priorities are Town Hall or Morning Meetings, Learning Expectations, Adult Advocacy and Relationship Building. Two of the academic distress campuses hired Behavior Specialist to have a direct impact on culture plans as well as to lead Positive Behavior Intervention System initiative for the 2016-2017 school year.

Quarterly Reports to the State Board			
District	Dates	Dates	Dates
Little Rock School District	November 10, 2016	February 10, 2017	May 12, 2017
Dollarway School District	November 10, 2016	February 10, 2017	May 12, 2017
Pulaski County School District	December 8, 2016		
Helena- West Helena School District	December 8, 2016		

Reports to the Standing Committee on Academic Distress		
District	Dates	Dates
Pine Bluff School District	October 14, 2016	March 10, 2017
Forrest City School District	December 9, 2016	May 12, 2017
Blytheville School District	December 9, 2016	May 12, 2017
Dermott School District	September 9, 2016	June 9, 2017
Marvel-Elaine School District	September 9, 2016	January 13, 2017
Strong-Huttig School District	September 9, 2016	TBD
Watson Chapel School District	October 14, 2016	TBD
Hope School District	October 14, 2016	late spring
Little Rock Preparatory Academy	TBD - charter up for renewal	
Covenant Keepers	January 13, 2017	
Pulaski County School District	TBD	
Helena- West Helena School District	TBD	

Dates
July 14, 2017
July 14, 2017