



AGENDA

STATE BOARD OF EDUCATION

February 12, 2016

Arkansas Department of Education

ADE Auditorium

9:00 AM

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Reports

Report-1 Recognition of AP Scholars

Two high school students in Arkansas have qualified for the College Board's State Advanced Placement (AP) Scholar Award. The State AP Scholar Award is an academic distinction acknowledging students who have earned the most scores of 3 or higher statewide and the highest average score (at least 3.5) on all AP Exams taken. The award is presented annually to one male student and one female student from each state. Today the Board will recognize Mr. Chuang Tang, graduate of the Little Rock Central High School in Little Rock, and Ms. Sherry Gao, graduate of Little Rock Central High School in Little Rock.

Presenter: Dr. Mary Kathryn Stein

Report-2 Recognition of President Scholars

The White House Commission on Presidential Scholars has selected the 2015 U.S. Presidential Scholars from among a pool of extremely qualified candidates. One young man and one young woman have been chosen from each state. The United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and honor some of the Nation's most distinguished graduates. Today the Board will recognize Mr. Alan B. May, graduate of the Episcopal Collegiate School in Little Rock, and Ms. Erin McShane, graduate of Conway High School West in Conway. Mr. May and Ms. McShane have demonstrated accomplishments in the arts, sciences, humanities, and other fields of interest.

Presenter: Dr. Mary Kathryn Stein

Report-3 ForwARd Arkansas Report

ForwARd Arkansas is a strategic partnership of the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education that aims to prepare all Arkansas students for success in college and the workplace. To accomplish its vision, ForwARd has creating a holistic guide for P-16 education in Arkansas, with specific recommendations for academically distressed schools and school districts. The recommendations are available at <http://www.forwardarkansas.org>

Presenter: Kathy Smith, Senior Program Officer - Walton Family Foundation; Sherece West-Scantlebury, president and CEO – Winthrop Rockefeller Foundation; and Jared Henderson, managing director – ForwARd Arkansas

Report-4 Closing the Achievement Gap Commission Report

The Commission on Closing the Achievement Gap in Arkansas will present an annual report pursuant to A.C.A § 6-15-1601.

Presenter: Dr. Luis Fernando Restrepo

Report-5 Priority Schools 2nd quarter Progress Reports

Members of the School Improvement Unit will highlight the Priority Schools' progress report format and clarify data collected. The School Improvement Unit will be available to answer questions related to specific schools or districts.

Presenter: Dr. Richard Wilde

Report-6 Quarterly Report on Helena-West Helena School District

The Helena-West Helena School District was classified by the State Board of Education as being in Fiscal Distress on September 30, 2010, and the State assumed authority on June 20, 2011. Pursuant to Arkansas Code Annotated § 6-13-112, attached is the quarterly status report for Helena-West Helena School District, that is currently under state authority.

Presenter: Cindy Smith and Greg Rogers

Report-7 Yearly Review of Superintendent - Helena-West Helena School District

Pursuant to A.C.A. § 6-13-112 (d) a review of the state appointed superintendent for the Helena-West Helena School District is provided.

Presenter: Commissioner Key

Report-8 Quarterly Report on Pulaski County Special School District

The Pulaski County Special School District (PCSSD) was classified by the State Board of Education as being in Fiscal Distress on May 16, 2011, and the State assumed authority on June 20, 2011. Pursuant to Arkansas Code Annotated § 6-13-112, attached is the quarterly status report for PCSSD, that is currently under state authority.

Presenter: Cindy Smith and Greg Rogers

Report-9 Yearly Review of Superintendent - Pulaski County Special School District

Pursuant to A.C.A. § 6-13-112 (d) a review of the state appointed superintendent for the Pulaski County Special School District is provided.

Presenter: Commissioner Key

Report-10 Quarterly Report on Little Rock School District

The State assumed authority of the Little Rock School District (LRSD) on January 28, 2015. Pursuant to Arkansas Code Annotated § 6-13-112, attached is the quarterly status report for LRSD.

Presenter: Dr. Richard Wilde



2015


Arkansas Commission on Closing the Academic Achievement Gap

2015 Annual Report

The Arkansas Commission on Closing the Academic Achievement Gap goal is to document and assess progress in educational equity. As a state commission, we serve as both a resource and advocacy group. This report includes policy recommendations based on reports, research and input from educational stakeholders across the state.

Dr. Luis Fernando Restrepo, interim chair

11/2/2015



Arkansas Commission on Closing the Achievement Gap Annual Report

Mission

Originally created by Act 1777 in 2003, the GAP Commission's primary purpose was to work with educators from across the state who worked first-hand in addressing the academic disparity that we continue to see among various disadvantaged groups. As such, we are committed to working along-side school districts to ensure that all students are given the support they need to succeed in school, and we are also committed to provide any assistance we can on the state level to make real progress in closing the academic achievement gap here in Arkansas.

Specifically, the legislation (HB 2164) mandated the Commission to focus on these 5 key issues:

- *To develop a plan designed to enable all public school students to meet the state's student academic achievement standards while working towards the goal of narrowing the achievement gaps in public schools, for both economically disadvantaged students, as well as students from major racial and ethnic groups.*
- *To monitor the Arkansas Department of Education's efforts to comply with federal guidelines on improving the academic achievement of the disadvantaged, specifically including, but not limited to, the No Child Left Behind Act of 2001.*
- *To monitor the department's identification of population groups to be motivated in closing the academic achievement gap efforts.*
- *To receive national school lunch data and reports biennially from the Arkansas Department of Education.*
- *To interface with local school district achievement gap task forces to provide data on the achievement gap, as well as intervention strategies.*

Legislation

The Arkansas Commission on Closing the Achievement Gap has been re-constituted, and is now composed in accordance with two powerful pieces of legislation enacted by the General Assembly of the State of Arkansas: Act 949 (HB 2163) and Act 1314 (HB 2164) of 2009 as approved on April 6, 2009 and April 9, 2009 respectively.

In accordance with Arkansas Code 6-15-1601 (b) concerning membership on the Commission, the body includes eleven (11) Commissioners in total: Five Commissioners appointed by the Governor, three (3) by the President Pro Tempore of the Senate, and three (3) by the Speaker of the House (**see attached legislation ANNEX I**).

Commission Website Link

<http://www.arkansased.org/divisions/policy/arkansas-commission-on-closing-the-achievement-gap>

Commission Acknowledgements

The Commission would like to acknowledge the service and leadership of our departing chair, Dr. Dawn Simpson and Commissioner Dr. Jesse Hargrove. We commend them both for their sustained efforts and commitment as members of the Commission since 2003.

Commission Meetings: 2015

Since submitting our last annual report in 2014, the Commission has met on 7 separate occasions, which includes not only our Commission meetings, but also our educational symposium. Although we are only required to meet no less than 4 times a year, we as a Commission believe that there is too much important work to be done to only meet on a quarterly basis. As such, we met each month, beginning in January, taking breaks in the summer and the beginning of the school year.

2015 Meeting Dates:

- January 15, 2015
- February 12, 2015
- March 19, 2015
- April 16, 2015
- May 21, 2015
- September 17, 2015
- October 16, 2015

2015 *Bridging the Gap* Annual Educational Symposium

- June 19, 2015

The Commission website is hosted by the Arkansas Department of Education (ADE). The page provides the following information:

- Current Membership List
- Relevant Legislation
- Annual Reports
- Meeting Agendas
- Meeting Minutes
- Presentations
- Relevant research and educational reports

Committee Work

The Commission currently has a total of five Standing Subcommittees aimed at developing a state plan to close the achievement gap for Arkansas students statewide. These committees examine issues that have been tied to closing the academic achievement gap among the various subpopulations, as documented by current research. These subcommittees include the following:

- Bridging the Gap Annual Educational Symposium
- Common Core and its Impact on Achievement
- Evaluation of Yearly Progress in Closing the Academic Achievement Gap
- Parental Involvement and its Impact on Student Success
- Scholastic Resources and ACSIP – Evaluation of a Future Pilot Program

Subcommittee: Bridging the Gap Symposium

Chairman, Dr. Dawn Tirado Simpson

- ***Committee Members:***
 - ***Dr Jesse Hargrove***
 - ***Senator Jack Crumbly***

Fourth Annual Educational Outreach – Bridging the Gap

On June 19, 2015, we hosted our Fourth Annual Educational Symposium series, *Bridging the Gap*, at the Arkansas Career Training Institute (ACTI) in Hot Springs, Arkansas (**see Annex II. Flyer and agenda**). Our vision in hosting these educational symposiums is to invite educators from each Congressional District who work first-hand in addressing the academic achievement gaps in their local schools. As a Commission, we emphasized that we were ready to work alongside school districts to ensure that all students are given the support they need to succeed in school. Additionally, we as a Commission are committed to provide any assistance we can on the state level to make real progress in closing the academic achievement gap in Arkansas.

Since we are already mandated by current legislation to interface with the local achievement gap task forces in each of the four congressional districts, we believe that hosting the *Bridging the Gap* symposium gives our Commission the opportunity to meet educators, parents and community stakeholders from across the state that are interested in this vital issue – plans are already underway to host next year’s symposium at the Arkansas Career Training Institute, in Hot Springs, Arkansas

Purpose of the Symposium/Educational Outreach

- Establish rapport and partnership with those around the state who are interested in closing the gap.
- Increase the visibility of the Commission and emphasize our advocacy and dedication to work alongside school districts across the state.
- Collect information from different constituencies across the state as to what the achievement gap looks like in their region and what attempts have been made to close it.
- Compile the information from meetings around the state and develop an overall report (annual report) authored by this Commission.

Structure of the Symposium/Educational Outreach

- Our goal was to host one of these symposiums in each of the Arkansas’ four congressional districts, and we have been successful in that endeavor. Beginning our journey in Blytheville, AR, our second symposium was held in Pine Bluff, AR, our third symposium was held in Springdale, AR, and this year’s event was held in Hot Springs.
- Plans included an Opening Session, Keynote Speakers and Breakout Sessions held by key educators and legislators (**see attached agenda. Annex II**).
- The welcome was given by Mr. Jonathan Bibb, the Administrator of ACTI ,and breakout sessions included members of the Gap Commission, along with key educational leaders. US Congressman Bruce Westerman was also there in support of our Commission and gave his remarks as well.
- Professional development credit was offered through ACTI all those who qualified, and the symposium ran from 8:00 AM until 3:00 PM, with lunch being served.

Subcommittee: Common Core

- ***Chairman, Mrs. Kathy Powers***
- ***Members: Dr. Jesse Hargrove, Dr. Luis Restrepo, and Dr. Vera Lang Brown***

Even in the wealthiest areas of Arkansas, there exists an academic achievement gap between and among Arkansas's ethnic and socioeconomic groups and sub-populations. Members of this Commission have been working for the past two years to find and enact system change to address this issue. The philosophy of the Commission is to "ensure that all children have an opportunity for an education that will focus on equity as a means to achieve a closure in scores between and among diverse learning communities of students." The Common Core State Standards provide a structure which supports students from poverty and helps to close the academic achievement gap.

The Common Core State Standards (CCSS) were created in 2009 in response to the fact that not every student in the United States had access to a great public school with rigorous coursework necessary to allow students to transition smoothly to postsecondary educational options without remediation. Graduation rates were improving incrementally, but achievement gaps and increased dropout rates that fell along socioeconomic, ethnic, and racial lines persisted. If students in this country were going to be equally ready to be globally competitive in the future, we needed a set of consistent learning standards that would ensure that ALL students had access to the same increased rigor no matter where they lived (**for further information, visit <http://www.corestandards.org>**).

A group of state and educational leaders developed the common core state standards for Mathematics and English Language Arts. In Arkansas, Common Core became fully implemented in fall 2014. The standards were designed to be fewer in number, clearer, encompass broad academic goals, integrate content area instruction, and to prepare students for a variety of postsecondary experiences. Today, forty-three states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have adopted the Common Core State Standards.

In 2014 Arkansas Governor Asa Hutchinson created a task force to review the Common Core standards for the state. In addition to sending out a public perception survey to parents, educators, and citizens, the task force heard testimony from educators and the public about Common Core. The task force concluded that Arkansas should keep but revise the standards to address survey and public concerns. In 2015, a committee of educators from all over the state was created to revise the standards for Arkansas. Until that work is complete, Arkansas educators will continue to base math and English Language Arts instruction on the Common Core standards.

Although the standards will be revised, Arkansas school districts continue to have the freedom to select curriculum and programs for delivering the standards. Individual teachers have the flexibility to use professional judgment to design instruction for how the standards would be best taught to his or her students. This includes designing modified instruction necessary to support and accommodate students with disabilities, English language learners, and impoverished students.

Students who are raised in poverty are not disabled, but come to school with distinct disadvantages. Ruby Payne's research on poverty states that kindergarten children come to school with one half of the listening and speaking vocabulary that other classmates possess and that children in poverty have a huge deficit in the area of background knowledge(**for further information visit <http://www.ahaprocess.com/who-we-are/dr-ruby-payne/>**).

Robert Marzano's work states that what works in schools for struggling students and students from poverty is direct instruction in vocabulary and providing background knowledge. The revised Common Core English Language Arts standards should continue promote both rich vocabulary instruction and paired fiction with related nonfiction texts. This pairing of texts provide background knowledge to the reader where no prior knowledge exists. All students can discuss the text and provide evidence for their arguments from "right-there" texts no matter the depth of their previous background knowledge on the subject. The research of Marzano and Payne also suggest that instructional strategies such as cooperative learning structures, thematic, integrated approaches, and work with

peers also support learners from poverty. The Common Core ELA standards have these support structures built by design (**see attached report, The Art and Science of Teaching. ANNEX III**).

Having common standards also benefits Arkansas teachers. One of the recommendations of the Common Core task force is to keep the CCSS numbering system intact so that Arkansas teachers can still access internet resources designed around the Common Core. Professional development workshops, training, and materials can all be focused on common standards; not just designed for the old state standards of the larger educational markets like Texas and California. Teachers from all over the nation can collaborate online and share best practices centered around our now common standards- especially ideas for how to raise the achievement level of our students living in poverty. The Common Core State Standards are a systemic change that will help to narrow the academic achievement gap.

This subcommittee recommends that the revised standards for Arkansas align as closely as possible to the original Common Core State Standards in order to maintain the rigor our students need to stay competitive with their national peers, and for teachers to continue to have access to online resources built around the Common Core state standards.

Subcommittee: Evaluating Yearly Progress in Closing the Academic Achievement Gap in Arkansas

- ***Chairman, Dr. Luis Restrepo***
- ***Committee Members: Dr. Dawn Tirado Simpson***

The Commission seeks to evaluate yearly progress in closing the academic achievement gap in Arkansas. Following the *2008 Report Education in the Post-Lake View Era: What Is Arkansas Doing To Close The Achievement Gap?* Written by Jay Barth and Keith Nitta, the Commission focuses on 1) economically disadvantaged students, identified as those eligible for free or reduced –price lunches under the federal school lunch program and 2) students from major racial and ethnic groups in Arkansas. Arkansas Department of Education (ADE) identifies four major ethnic groups: White, African American, Latino, and Asian/Pacific Islander. The Barth and Nitta Report recommended measuring the achievement gap between these groups with (1) standardized test scores, (2) graduation rates, (3) remediation rates, (4) access to advanced coursework, (5) school discipline rates, and (6) college-attendance rates. Based on state and national data and reports, this 2015 Commission Report indicates that although there has been considerable progress in educational equity in Arkansas, there are still significant educational disparities that need to be addressed.

1. STANDARIZED TEST REPORTS

This year’s report focuses on two indicators of the work to be done in terms of closing the academic achievement gap.

First, despite the improving performance of low income students in Arkansas public schools, there achievement gap has not been significantly reduced.

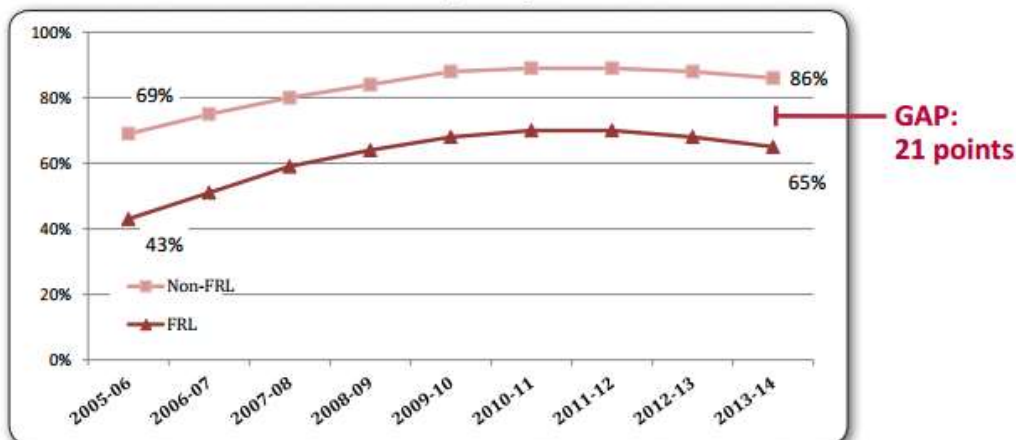
The University of Arkansas Educational Policy 2014 Arkansas Schools Report Card, released February 25, 2015, clearly illustrates this pattern.

OEP 2014 REPORT CARD:

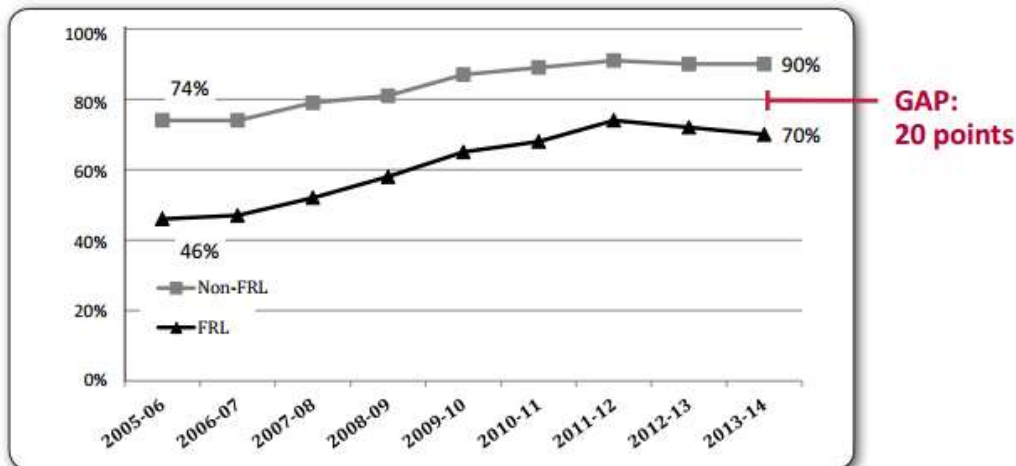
The academic performance of students who face economic challenges has increased over the last decade, but the gap between those students and their peers who are not eligible for Free/ Reduced lunch programs have proven difficult to close. Students have made substantial gains in Benchmark proficiency rates in both literacy and math since 2005-06, and students eligible for Free/Reduced lunch programs are scoring proficient at rates similar to non-FRL students from 2005-06. Growth across both student groups, however, has not significantly impacted the achievement gap, which has been holding around 20 percentage points for several years.

(OEP 2014 AR Report Card p.9 ANNEX IV)

Arkansas Benchmark Math: 2009-2014
Percent Proficient & Advanced by Free/Reduced Lunch Status



Arkansas Benchmark Literacy: 2009-2014
Percent Proficient & Advanced by Free/Reduced Lunch Status



Although there is still work to be done in closing the academic achievement gap, it is important to recognize efforts that are making a positive impact across the state. The September 30, 2015 report *Beating the Odds- High-Achieving Schools Serving Low-Income Communities* by the Office of Educational Policy lists over fifty schools across Arkansas, public and charter, with a significant number of students performing at the proficient or advanced levels in the benchmark exams, despite serving a high poverty student body (66% and above of students in Free and Reduced Lunch). (See attached Beating the Odds report ANNEX V)

The second standardized test the Commission examined to determine attainment gaps is the Arkansas ACT exam. The following five year trends for ACT exam by race and ethnicity shows a significant gap between average ACT scores of Whites (21.6) and other ethnic groups, with African Americans and Latinos with average scores of 16.9 and 19.6, respectively. However, Latino/Hispanic average increased slightly from 18.8 in 2014. The Commission is deeply concerned with the recent changes to the lottery scholarships that rely solely on ACT scores with a minimum of 19, considering that low income and minority groups may be significantly affected by this policy to receive state financial aid.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2011			2012			2013			2014			2015		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	27,020	100	19.9	26,058	100	20.3	25,875	100	20.2	26,821	100	20.4	26,955	100	20.4
Black/African American	4,880	18	16.6	4,677	18	16.9	4,403	17	16.7	4,452	17	16.9	4,540	17	16.9
American Indian/Alaska Native	274	1	19.8	178	1	19.7	161	1	19.5	138	1	19.8	167	1	19.6
White	17,526	65	21.1	17,282	66	21.4	16,784	65	21.4	17,181	64	21.6	17,071	63	21.6
Hispanic/Latino	1,666	6	18.5	1,776	7	18.7	2,005	8	18.9	2,179	8	18.8	2,342	9	19.0
Asian	492	2	21.4	433	2	21.3	416	2	22.1	466	2	22.3	519	2	22.5
Native Hawaiian/Other Pacific Islander	19	0	19.3	28	0	18.9	37	0	18.2	54	0	17.2	41	0	18.4
Two or more races	601	2	20.6	758	3	20.7	920	4	20.8	942	4	20.8	1,106	4	20.7
Prefer not to respond/No response	1,562	6	18.1	926	4	19.3	1,149	4	19.0	1,409	5	19.1	1,169	4	19.1

SOURCE: 2015 ACT STATE REPORT p. 8.

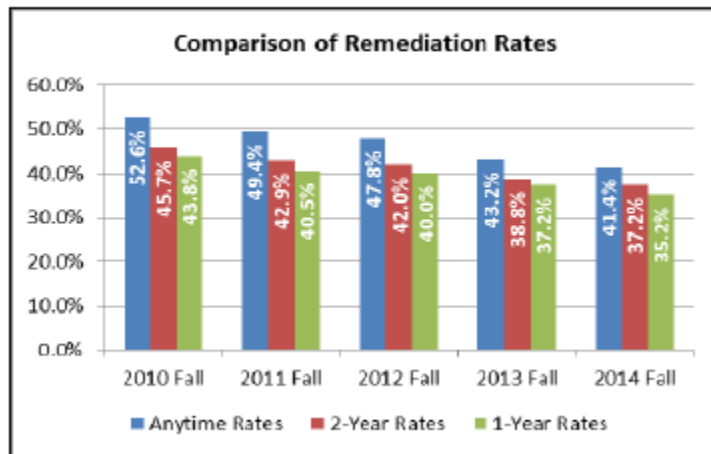
2. GRADUATION RATES

The graduation rates for the 2014 school year indicate that there is a 9% gap between the TAGG groups (Targeted Achievement Gap Group) and non-TAGG students, as indicated by the last column to the right in the ADE Data Center Graduation Rates Report for 2014.

Executive Summary Adjusted Graduation Rates for Arkansas Districts: 2013-14								
District Name	District Enrollment	Region	District % FRL	District % Minority	Overall Graduation Rate	TAGG Graduation Rate	Non-TAGG Graduation Rate	Gap Between TAGG and Non-TAGG Students
Arkansas Overall	471.407	-	61%	37%	87%	83%	92%	-9%
Northwest	165.616	1	58%	30%	89%	84%	93%	-9%
Northeast	95.348	2	64%	28%	88%	85%	93%	-9%
Central	137.934	3	57%	44%	83%	78%	89%	-11%
Southwest	46.436	4	68%	44%	89%	87%	92%	-5%
Southeast	26.073	5	72%	52%	86%	83%	92%	-9%

3. REMEDIATION RATES

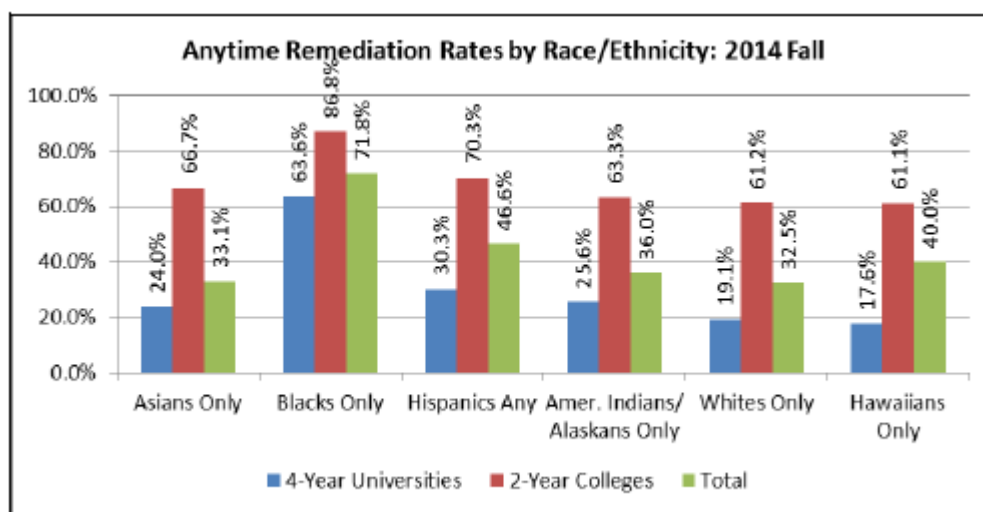
According to the ADHE Annual Report on First-Year Student Remediation, released January 30, 2015, there is a steady decrease in remediation rates since 2009, and an slight positive decrease in remediation rates from 2013 to 2014.

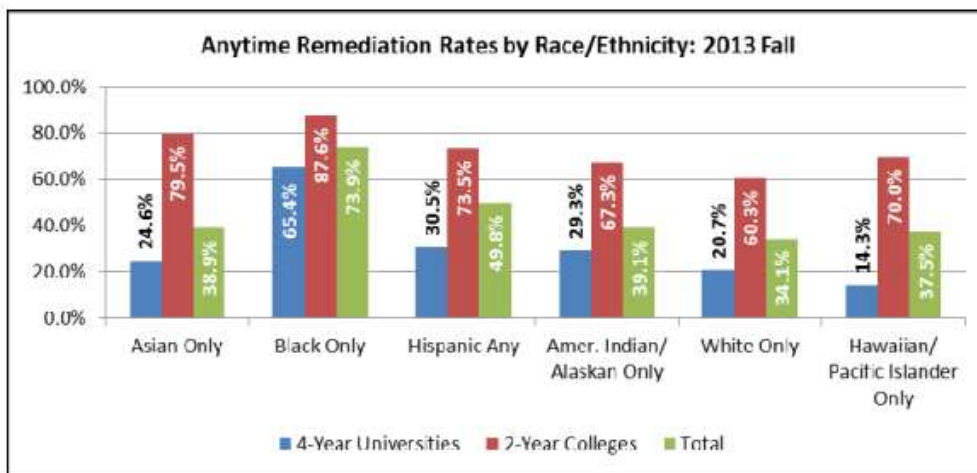


ADHE calculates remediation rates according to the following formula:

1. Anytime Rates – rates in which the high school graduation date is ignored
2. 2-Year Rates – rates in which the student graduated high school in the previous 2 years
3. 1-Year Rates – rates in which the student graduated high school in the previous 1 year

Based on the same 2015 ADHE report, remediation rates by student ethnicity shows still show some disparities between Whites and other ethnic groups, although, compared to the 2013 remediation report, included below, there is a slight positive decrease in the remediation rates of Arkansas ethnic minorities.





4. ACCESS TO ADVANCED COURSEWORK

Arkansas student involvement in Gifted and Talented Program still reflects a gap between White students and ethnic minorities' participation, as demonstrated by ADE data for 2014-2015.

		2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN	NATIVE HAWAIIAN	WHITE
E	State Enrollment	9944	7345	98720	55681	3065	3005	298323
F	Gifted & Talented	821	1060	7467	2909	221	62	32616
(E/A)*100	% of State Enrollment	2.09%	1.54%	20.74%	11.7%	0.84%	0.63%	62.66%
(F/B)*100	% of Gifted & Talented	1.82%	2.35%	16.54%	6.44%	0.49%	0.14%	72.23%
(F/A)*100	% of Gifted & Talented in District	0.17%	0.22%	1.57%	0.61%	0.05%	0%	6.85%

Regarding AP and IB participation, the commission recommends that ADE provide data for these courses broken down by race/ethnicity and low income, since current information does not provide it. College Board 2015 Report was not available at the time the Commission's report was originally drafted (Oct. 29, 2015). According to College Board Data for 2015 exams, it is evident that African American, Latino/Hispanic students are still underrepresented in these college readiness programs. Only 26,500 students in Arkansas took at least on AP exam. This is low participation, considering that there are over 100,000 students in 10-12th grades across the state.

Arkansas students by grade. (ADE state profile)

Grade 10	36951
Grade 11	34862
Grade 12	32385

5. SCHOOL DISCIPLINE RATES

ADE Data Center provides detailed information on disciplinary actions, as demonstrated in the two charts included below. However, this information is not broken down by race/ethnicity or income level, to determine if there is any disproportion in disciplinary action between different student groups. The information from the U.S. Department of Education Civil Rights Office is included in this report to contrast with the ADE provided data.

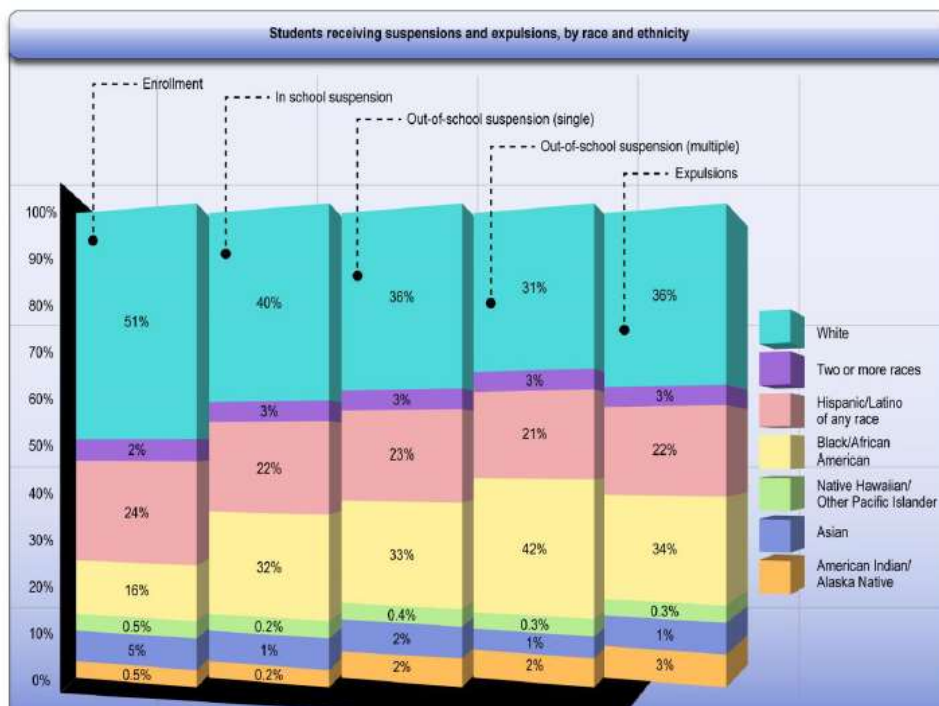
Disciplinary Infractions by State (2014-2015)

Drugs	Alcohol	Tobacco	Truancy	Student Assault	Staff Assault	Knife	Handgun	Rifle	Shotgun	Club	Gangs	Vandalism	Insubordination
2,116	499	3,412	17,966	2,562	664	613	53	10	15	63	162	1,206	58,886

Disciplinary Actions by State (2014-2015)

In-School Suspension	Out-of-School Suspension (Non-Injury)	Expelled	Expelled for Weapons	Corporal Punishment	Other	No Action	Alternative Learning Environment (Full Year)	Expelled for Drugs	Expelled for Dangerousness (Non-Injury)	Expelled for Dangerousness (Injury)
104,307	56,933	296	59	21,370	105,246	2,446	143	103	8	14

The U.S. Department of Education Civil Rights Office 2014) report based on data from every public school in the nation (approximately 16,500 school districts, 97,000 schools, and 49 million students) with a 98% responding rate. Alarmingly, at the national level, students of color are disciplined at significantly higher rates than White students.



NOTE: Detail may not sum to 100% due to rounding. Totals: Enrollment is 49 million students, in-school suspension is 3.5 million students, single out-of-school suspension is 1.9 million students, multiple out-of-school suspension is 1.55 million students, and expulsion is 130,000 students. Data reported in this figure represents 99% of responding schools.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

The Civil Right Data Collection (CRDC) report reveals that “Black students represent 16% of the student population, but 32-42% of students suspended or expelled. In comparison, white students also represent a similar range of between 31-40% of students suspended or expelled, but they are 51% of the student population” (Issue Brief No.1, released March 1, 2014).

Arkansas is highlighted in the Discipline Report, as one of the eleven states with higher gaps between the suspension rates of black students and white students. The Arkansas out of school suspension rate for black males is 24% compared to 20% nationally. The out of school suspension rates for Whites in Arkansas is 8%, compared to 6% nationally.

Recommendation to ADE: provide state disciplinary infractions and actions broken down by race/ethnicity and income levels.

6. COLLEGE ATTENDANCE RATES

ADHE Report on College Going Rates, released July 31, 2015, shows the number of 2014 graduates enrolling in higher education, with Asians and Hispanics enrolling at higher rates.

Race/Ethnicity	AY2014 HS Graduates	College Going Rate	
		First-Time Students	Percent
Asians	506	279	55.1%
Blacks	6,445	2,706	42.0%
Hispanics	1,855	1,084	58.4%
American Indians/Alaskan Natives	342	109	31.9%
Whites	21,200	10,545	49.7%
Hawaiian and Pacific Islanders	134	22	16.4%

The Commission invited ADHE Director Dr. Bret Powell, who presented the department's *Closing the Gap 2020: A Master Plan for Arkansas Higher Education*. Among the recommendations are to increase the number of Minorities and students from low-income families who both enroll in, and complete, higher education at lower rates. In addition the ADHE Master Plan recommends exploring college affordability options. (See ADHE Master Plan. ANNEX VI).

Summary & Recommendations

Summary

With a highly enthusiastic and strongly committed individuals from diverse backgrounds and institutional affiliations, including K-12 educators and administrators, higher education faculty and administrators, legislators, and community leaders the Commission seeks to document and raise awareness on the educational disparities in Arkansas as well as to highlight efforts making education equitable.

As a non-partisan, volunteer Commission, we seek to provide research and experience based information to guide educational policymaking. Through our annual Bridging the Gap Symposium, we also reach out to educators, administrators, legislators, community leaders and other stakeholders across the state.

There are several forces changing public education in Arkansas today that make it imperative to monitor how these changes will affect students from historically underserved groups—the main charge of this Commission. Among these are the efforts to set national educational standards, new models of education including charter and innovation schools, raising costs of higher education with diminished state support and changing formulas for student financial aid, a shortage of qualified teachers in high poverty schools, greater pressures for accountability and transparency.

After a year's work considering these and other factors affecting educational disparities, the Commission would like to make the following recommendations

Recommendations

1) **Speaking to the Joint Committee on Education on an Annual Basis** – we as a Commission would value the opportunity to present our annual report to both the House and Senate and to be considered as a key resource in the policy making process.

2) **Aligning Arkansas Standards with Common Core Standards.** The Commission recommends that the revised standards for Arkansas align as closely as possible to the original Common Core State Standards in order to maintain the rigor our students need to stay competitive with their national peers, and for teachers to continue to have access to online resources built around the Common Core state standards.

3) Distribution and selection process of state financial aid. Current distribution of State financial aid for higher education is merit based than need based. Such formula does not help close the academic achievement gap. Furthermore, given the disparities in ACT performance of ethnic minorities and low income students, broader indicators of intellectual capacity and merit are necessary.

4) Disciplinary infractions and actions reporting. Considering systemic disparities in disciplinary actions across the nation's public schools affecting negatively ethnic minorities and low income students as reported by the U.S. Department of Education Civil Rights Office, we recommend that ADE provide state disciplinary infractions and actions broken down by race/ethnicity and income levels.

5) Funding for Outreach Symposium funding and other GAP tasks. Adding an Annual Budget of \$2,500.00 per Congressional District –. Without an operating budget the Commission has struggled to annual outreach symposium to engage local closing the gap task forces across the state. An annual budget of \$2,500.00 per Congressional District, or \$10,000.00 a year, would allow the Commission the ability to accomplish the following:

- Invite both state, and nationally recognized, keynote speakers
- Provide the necessary educational materials for our annual symposium attendees
- Reimburse the travel expenses for our Commission members who would be presenting at the conference.
- Institute the legislation (2164) mandate across congregational districts

6) Support high priority schools with declining enrollment. School closings due to low enrollment significantly impacts negatively low income communities and their students. The Commission recommends that the state find additional resources to support these schools.

Commission Composition

The Arkansas Commission on Closing the Achievement Gap consists of the following members:

Dr. Dawn Tirado Simpson

Arkansas Commission on Closing the Achievement Gap, Chair

Arkansas Career Training Institute (ACTI)

P.O. Box 1358, 105 Reserve

Hot Springs, AR 71902-1358

Phone: 501-701-6274

Term Expiration 2013; Reappointed by Governor Mike Beebe 2/27/09

Jonathan Fulkerson

1910 North 18th Street

Paragould, AR 72450

Phone: 870-762-0127

Term Expiration 2013; Appointed by Governor Mike Beebe 2/27/09

Dr. Jesse Hargrove

Philander Smith College

P.O. Box 30674

Little Rock, AR 72260

Phone: 501-370-5286

Term Expiration 2013; Reappointed by Governor Mike Beebe 2/27/09

Charles Killion

103 Masonville Road

McGhee, AR 71654

Phone: 870-222-5094

Term Expiration 2013; Appointed by Governor Mike Beebe 09/21/12

Dr. Vera Lang Brown

1521 West 17th Street

Pine Bluff, AR 71603

Phone: 870-575-8275

Term Expiration 2016; Appointed by Paul Bookout, President Pro Tempore, 2012

Dr. Eddie McCoy

2417 Marshall Street

Little Rock, AR 72206

Phone: 501-375-8793

Term Expiration 2012; Appointed by President Pro Tempore of the Senate 2/15/08

Dr. Luis Restrepo

2466 Ferguson Avenue

Fayetteville, AR 72703

Phone: 479-575-2951

Term Expiration 2016; Appointed by Governor Mike Beebe 04/20/2012

Interim Chair Nov 2015- January 2016

Kathy Powers

Carl Stuart Middle School

2745 Carl Stuart Road

Conway, AR 72034

Phone: 501-329-2782

Term Expiration 2016; Appointed by Governor Mike Beebe 11/05/2012

Lillian Williams

Arkansas Department of Higher Education

423 Main Street, Suite 400

Little Rock, AR 72201

Phone: 501-371-2038

Ex Officio Designee for Shane Broadway

Dr. Brett Powell

Arkansas Department of Higher Education

114 East Capitol

Little Rock, AR 72201

Phone: 501-371-2030

Ex Officio

Brittany Kincaid

Arkansas Department of Education

Office of Policy and Special Projects

Four Capitol Mall, Room 401-A

Little Rock, AR 72201

Phone: 501-682-4251

Ex Officio Designee for Susan Harriman

Susan Harriman

Arkansas Department of Education

Office of Policy and Special Projects

Four Capitol Mall, Room 401-A

Little Rock, AR 72201

Phone: 501-682-4251

Ex Officio Designee for Tom Kimbrell

Dr. Tom Kimbrell

Arkansas Department of Education

Four Capitol Mall, Room 304-A

Little Rock, AR 72201

Ex Officio

4th Annual *Bridging the Gap* Educational Symposium



Welcome & Opening Remarks

(8:30 AM – 9:00 AM)

- *Jonathan Bibb, Administrator of the Arkansas Career Training Institute (ACTI)*
- *Dr. Dawn Simpson, Chair, Arkansas Commission on Closing the Academic Achievement Gap*
- *Dr. Eric Saunders, Assistant-Commissioner of Fiscal and Administrative Services (ADE)*
- *Senator Jack Crumbly, Former-Arkansas State Senator and Gap Commissioner*

Breakout Session Presentations:

Breakout Session #1: Equitable Access to Excellent Educator's Plan

(9:15 AM – 10:00 AM)

- *Sandra Hurst, Director of Educator Effectiveness, Arkansas Department of Education (ADE)*
- *Karli Saracini, Director of Licensure, ADE*

Breakout Session #2: Game Design & Immersive Learning at the University of Arkansas

(10:15 AM – 11:00 AM)

- *David Frederick, Director of Humanities, University of AR at Fayetteville*

Breakout Session #3: Performance of All Student Subgroups in AR: Moving Beyond Achievement Gaps

(11:15 AM – 12:00 PM)

- *Heather Painter & Pheron Russell, Research Fellows with the Office for Education Policy*

LUNCH BREAK

Breakout Session #4: Systematic Planning for Struggling Students

(1:15 PM – 2:00 PM)

- *Stacy Smith, Director of Curriculum & Instruction, Arkansas Department of Education (ADE)*

Presentation #5: Common Core Implications on the Closing the Achievement Gap

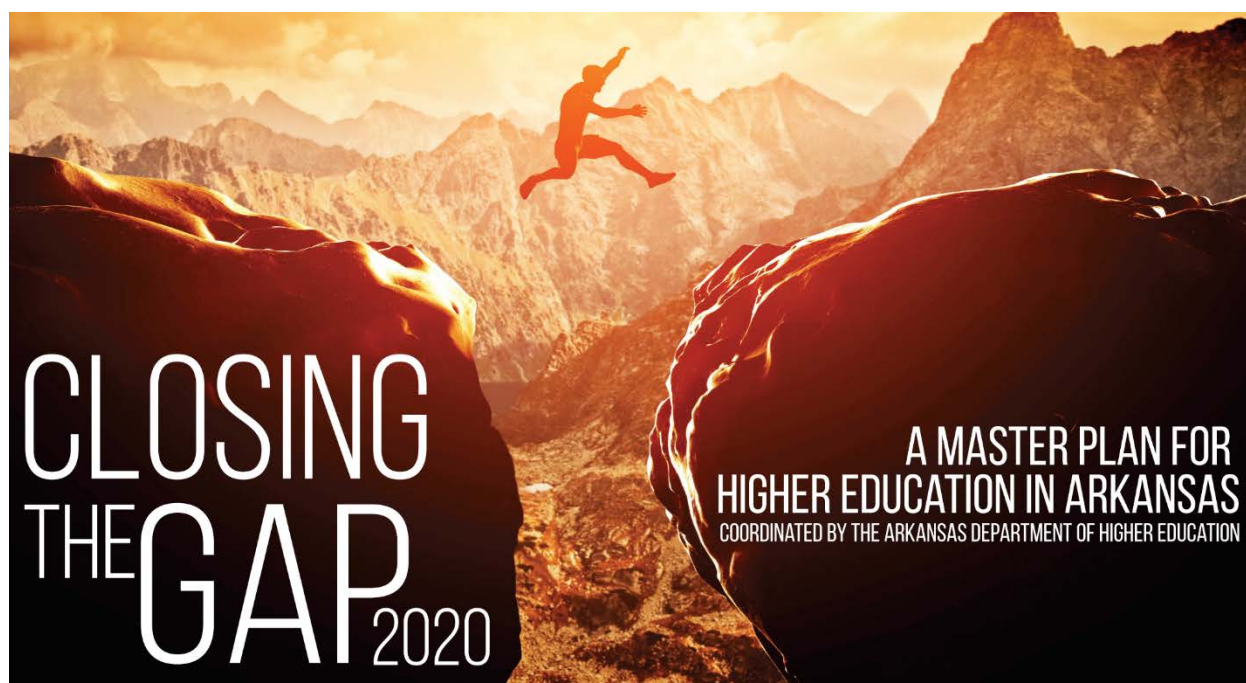
(2:15 PM – 3:00 PM)

- *Dr. Jesse Hargrove, Dean of Academic Affairs, Philander Smith College, Gap Commissioner & Author*

Closing Remarks/Adjournment

(3:15 PM – 4:00 PM)

- *Dr. Dawn Tirado Simpson, Chair, Arkansas Commission on Closing the Academic Achievement Gap*



Presented to the Arkansas Higher Education Coordinating Board

October 30, 2015

Closing the Gap 2020: A Master Plan for Arkansas Higher Education

Executive Summary

Objective

This five year planning cycle is a critical component in the long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%. By 2020, we will reduce the educational attainment gap in Arkansas by increasing the number of postsecondary credentials by 40% over 2013-2014 academic year levels.

	<u>Credentials Awarded 2013-14 Academic Year</u>	<u>% Increase</u>	<u>Credentials Awarded 2019-20 Academic Year</u>
Career & Technical			
Certificates	10,472	61%	16,880
Associates Degrees	8,685	36%	11,860
Bachelor's Degrees	<u>15,277</u>	28%	<u>19,520</u>
	34,434	40%	48,260

Supporting Goals

GOAL 1: Raise completion and graduation rates of colleges and universities by 10%.

- Reduce the percentage of students needing remediation to prepare them for college-level course work
- Reduce the time needed for students to complete remedial requirements
- Raise first year retention rates of students to SREB regional averages

GOAL 2: By fall 2018, increase the enrollment of adult students, age 25 to 54, by 50%.

- Reduce the remedial course enrollments for adults by 50% through alternative means of preparing adults for college-level work
- Improve communication of the value of higher education to non-traditional students

GOAL 3: Raise the attainment rates of underserved student groups in the state by 10%.

- Raise the overall college-going rate for all student groups by 5% from 50.1% to 55.1%
- Raise the underserved student college-going rate to equal that of other students
- Raise completion rates of underserved student groups equal to other students

GOAL 4: Improve College Affordability through Effective Resource Allocation

- Reduced time to degree for students
- Allocate 25% of state scholarship funds to need-based programs
- Re-allocate institutional spending to maximize efficiency and effectiveness

Implementation Plans

Best Practices Consortia

The objective of these consortia is for institutions to share ideas about successful programs that can be implemented on a broader scale and to generate innovative strategies which respond to the goals and objectives of the plan.

Institutional Funding Formulas

An outcomes-based funding model whereby institutions would receive funding based on achievement of specific outcomes which align with the plan and incentive funding when benchmarks are exceeded.

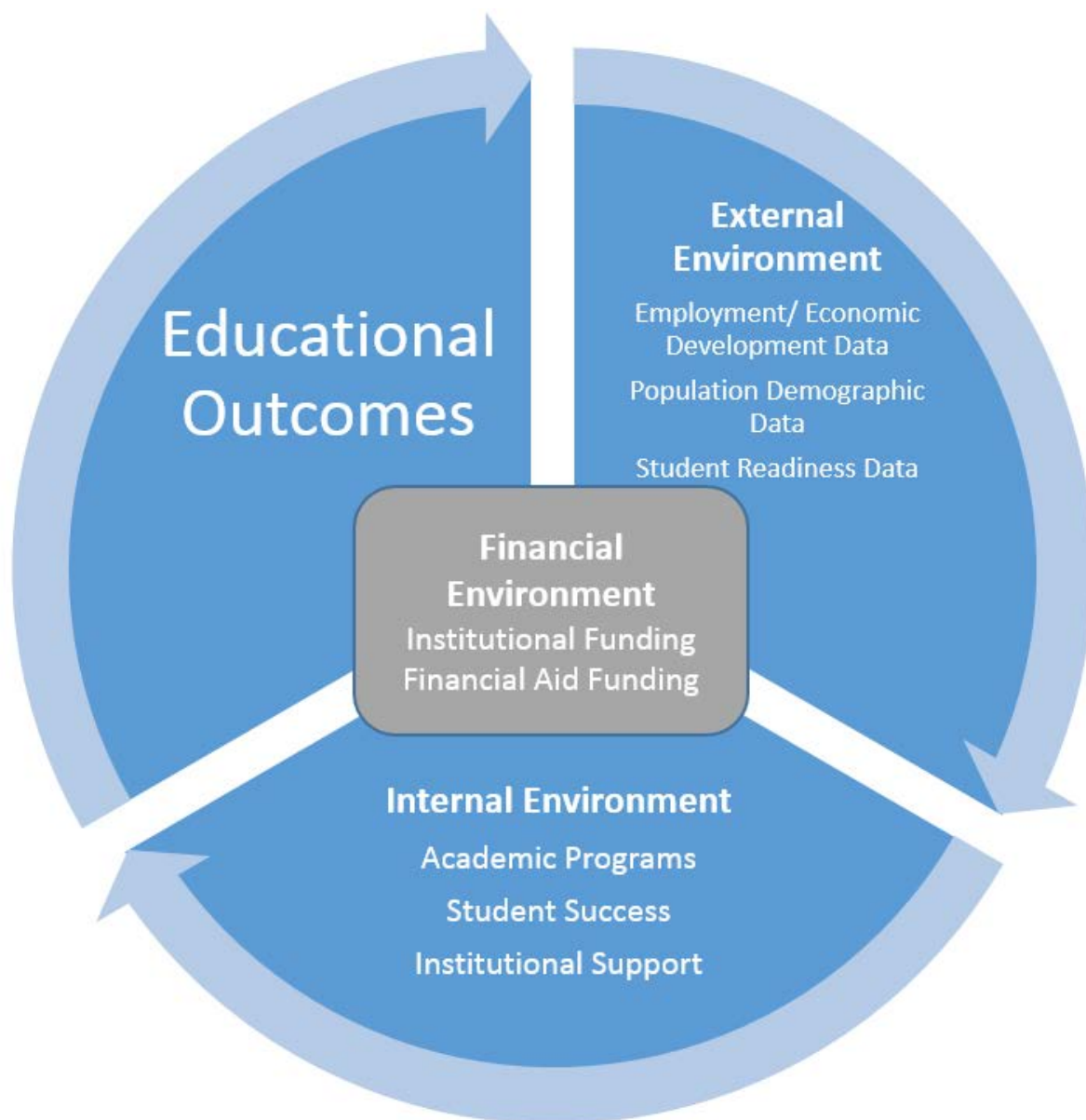
State Scholarship Programs

State scholarship programs, a critical component of affordability, should align with the goals of this plan. Along with merit-based programs, need-based grants should be considered to encourage enrollments by adults and underserved student groups. However, scholarship funding only addresses the financial needs of these students and should be part of a broader package of services geared toward removing barriers to success.



<http://www.adhe.edu/institutions/higher-education-master-plan/>

Closing the Gap 2020 Planning Framework



Closing the Gap 2020: A Master Plan for Arkansas Higher Education

Objective

The objective of this five year plan for Arkansas higher education is to increase educational attainment by 2020 in order to close the gap between workforce needs and attainment levels. Progress will be measured by comparing the percentage of Arkansans holding a certificate or degree, as determined by U.S. census estimates, to the workforce skills needs, as determined by job projections in the publication “Recovery: Job Growth and Education Requirements through 2020.”

Through implementation strategies resulting from this plan related to adult enrollments, minority student enrollments, student preparedness and student completion, Arkansas institutions will close this attainment gap by increasing the total number of credentials awarded annually by 40% over those of the 2013-14 academic year. However, as the projected workforce needs summarized below indicate, these increases should not be evenly distributed across all credential levels. The greatest needs indicated by employment projections are technical certificates, followed by associate’s degrees, then bachelor degrees. Goals for credential awards in the 2019-20 academic year are as follows:

	2019-2020
	<u>Awards</u>
Technical Certificates	16,880
Associate’s Degrees	11,860
Bachelor’s Degrees	<u>19,520</u>
Total	<u><u>48,260</u></u>

This will increase the number of credential holders in Arkansas by approximately 41,000 thereby closing the attainment gap by 17%, and setting the stage for more dramatic increase during the 2020-2025 planning period. This five year planning cycle is an important component of the long-term objective to reach a 60% post-secondary attainment rate in Arkansas, an increase from the current estimate of 43.4%.

This five-year plan is designed to respond to three fundamental questions.

- What are the state’s goals and expectations for its higher education system based on needs of students, employers, and economic indicators?
- How should higher education be financed to best promote these goals and expectations?
- How should the higher education system be held accountable for meeting these goals and expectations?

Baseline data

2013 U.S. Census Bureau data show that 28% of Arkansans hold an associate's degree or higher. Certificate holders are unaccounted for in census data but are estimated, based on adults with one year or more of college credits, to be 15.4% of the population. Below is a summary of 2013 Arkansas educational attainment statistics along with projected employer needs to fill job projections in 2020 and the estimated attainment gap.

Education Level	2013 Attainment Levels (1)	2020 Projected Needs (2)	Attainment Gap
High School Diploma or Less	56.6%	41.0%	
CTE Certificate or less than 2 years college	15.4%	22.0%	-6.6%
Associate's Degree	7.1%	12.0%	-4.9%
Bachelor's Degree	13.8%	18.0%	-4.2%
Master's Degree or Higher	7.1%	7.0%	0.1%

(1) U.S. Census Bureau 3-Year Public Use Microdata Samples 2011-2013

(2) *Recovery: Job Growth and Education Requirements Through 2020*. Georgetown University Center on Education and the Workforce

Based on 2013 Arkansas population estimates (U.S. Census), these data suggest a gap of approximately 236,000 Arkansas residents who have earned education credentials below the level required to meet the projected 2020 workforce needs. This education gap is further segregated as follows.

Education Level	Attainment Gap
CTE Certificate or less than 2 years College	99,433
Associate's Degree	73,535
Bachelor's Degree	63,582
Master's Degree or Higher	(786)
	<u>235,764</u>

Planning Environment

To meet employer needs and provide the workforce necessary to support future economic development, it is essential that we close this attainment gap. This can be accomplished through a coordinated emphasis on both increasing enrollments in strategic populations and improving completion rates of those who enroll.

In 2013, Arkansas colleges and universities awarded 38,127 credentials from certificates of proficiency through graduate degrees. This was an increase of 10,270, or 36.9%, over the number awarded in 2008. During this same period, the population of Arkansas adult residents (between ages 25 and 64) increased

by approximately 40,800. As a result of these changes – population and certificate and degree production – educational attainment in the state only increased from 42.1% to 43.4%.

Clearly, increased effort is necessary to match the level of educational attainment to employer needs. To do this, it is important that higher education institutions in the state concentrate on the areas of enrollment and attainment in which we are most significantly lagging. Data suggest three primary areas of focus:

- Adults who have earned no postsecondary credentials
- Minorities and students from low-income families who both enroll in, and complete, higher education at lower rates
- Student success rates that lag compared to other states in the southern region and US

In addition, affordability must be a central component to any efforts to improve Arkansas attainment rates.

According to the Lumina Foundation's 2015 annual report, *A Stronger Nation through Higher Education*, Arkansas is home to over 500,000 adults, or almost 35 percent of the population, who are high school graduates but have completed no college hours. Another 350,000 have some college credits but no degree. Based on these statistics, it is clear that a significant change in levels of higher education attainment can only be achieved through concentrated efforts to encourage adults to enroll for the first time or return to college.

Examining college enrollments and completions by race reveals a second area of focus essential to moving the needle on attainment. African-American and Hispanic residents of the state lag far behind other races in degree-attainment and in the rates at which they enroll in higher education. The Lumina Foundation reports the following degree attainment rates in Arkansas.

White	31.31%
African-American	21.26%
Hispanic	13.05%
Asian	48.86%
Native American	23.20%

The third concentration area essential to planning efforts is in the graduation rates of those who enroll in higher education. Arkansas universities ranks 15th out of the 16 southern region states in the graduation or progression of students toward a degree after six years (SREB, 2015). The Arkansas rate of 63.2% lags by 13.3% behind the SREB average. The results are more promising at community colleges in the state, where three year graduation rates and total progression rates are both at the SREB average, despite first-year persistence rates which are among the lowest in the region.

Influencing all of the above is affordability, an important consideration in the ability of students to enroll and complete higher education. Though recent data show that the percentage of family income needed to pay for college in Arkansas is among the lowest in the region in 2012 at 21% (SREB, 2015) these data do not account for the effects of recent tuition increases. With a lack of additional state appropriations in recent years, tuition and fees have risen by an average of 25% for four-year institutions and 32% for two-year institutions from fall 2009 to fall 2014 (ADHE, 2015), negatively impacting affordability.

2020 Goals

GOAL 1: Raise completion and graduation rates for colleges and universities by 10%. The 150% graduation rate, the percentage of students who complete a degree within 150% of the normal time to completion, is most often employed as a standard for determining institutional effectiveness. The most recent 150% graduation rate for four-year institutions, which is based on the fall 2008 student cohort, is 40.0% and for two-year institutions, measured by the fall 2011 cohort, is 19.9%. Though these metrics do not account for a significant portion of higher education enrollments, those who do not begin as full-time students, immediately after high school, they are the most frequently cited national statistics. Therefore, employing the 150% graduation rate metric, targets for 2020 are a 50% graduation rate for four-year institutions and 30% for two-year institutions. In addition, more broadly defined measures of completion rates should be utilized to accurately measure student success and institutional effectiveness.

To achieve these graduation and completion rate goals, there must be accompanying improvements in intermediate measures of student preparedness.

Reform Remedial Education to reduce remedial course enrollments and increase student success rates. A better understanding and implementation of college readiness will provide a basis for guiding students to appropriate certificate and degree programs and remedial courses necessary to prepare students for credit-bearing courses. Arkansas 2014 remediation rates of 67.2% for community colleges and 28.8% for universities indicate that there is a significant gap between high school and college expectations that must be addressed.

Arkansas has, for many years, used an ACT score of 19 on each subject area assessment as the benchmark for readiness for college-level work. Although ACT scores are an important predictor of student success, they should be used in conjunction with other student-related data, such as high school GPA, student demographics and measures of student motivation to succeed. Using data analytics, we should provide better indicators of the likelihood of student success in college-level courses and clearly identify the efforts needed to get more students college ready. It is important to realize that these interventions may vary by student demographics, such as age or socio-economic status, and by the post-secondary program in which the student enrolls.

Students requiring remediation pay more in tuition and are less likely to complete a credential. Of those students requiring math or English remediation, typically only 25-30% successfully enroll in and pass the college-level course required upon completion of remediation (ADHE Remediation, 2015). Improvement in remediation rates, and thus improving completion rates, requires an increased and coordinated efforts on the part of school districts and colleges and universities to better prepare students before high school graduation.

In fall 2014, 41.4% of Arkansas students enrolled in at least one remedial course. At four-year universities, that rate was 28.8% and at two-year colleges it was 67.2%. Each of these rates have fallen annually since fall 2010. While most students needed remediation in just one subject area, 26.5% of students in fall 2014 required remediation in all three subjects – math, English and reading.

Examining these rates by student demographics provides more detail about remediation. For students in all age groups from age 20 to age 55 and up, remediation rates exceed 75% at four-year institutions and 80% at two-year institutions. By race and ethnicity, remediation rates are highest for African-American

and Hispanic students. A better understanding of these variations in remedial needs should influence and refine institutions' approaches to remedial education.

Reducing the rate of enrollments in remedial courses will require efforts directed to students coming to higher education directly out of high school and to adults returning to or beginning higher education. Different approaches will be necessary to respond to each group. Improving the preparedness of high school students will require strategies for earlier identification and intervention when those students begin to fall behind and collaborative efforts between Arkansas high schools and colleges and universities to intervene when students do fall behind. For adults, it will be necessary to develop strategies to reduce the time and cost necessary to prepare them for college level work.

For too many Arkansas students, achieving their goal of completing a certificate or degree program is delayed, or thwarted, by required enrollment in remedial courses. Although these courses are essential to preparing students for success in college-level courses, they also add to the cost and time required to complete the certificate or degree.

By following best practices for remedial education, we can reduce the time to degree for many students and improve persistence and graduation rates.

- Use historic data to determine remedial or credit-bearing placement to achieve success.
- Eliminate, to the extent possible, semester long remedial courses through implementation of accelerated, supplemental instruction or co-requisite models.
- Examine high school-college bridge programs which have demonstrated success in improving college readiness before high school graduation to determine best practices for adoption.

Re-examine gateway courses for appropriateness to the students' education goals. There have been some efforts, nationally and across Arkansas, to provide alternatives to gateway courses, such as College Algebra, that are more appropriate to students' educational goals while maintaining academic rigor and quality. Though some of these changes have been adopted, they do not have widespread acceptance and integration into institutional practices. Where appropriate, additional efforts should be made to reduce or eliminate barriers to student success by ensuring that gateway courses are appropriate to student educational pathways.

Raise first year retention rates to SREB regional averages. Students leave college for many reasons. Studies of student persistence generally find these reasons center on poor academic performance, financial, personal, and social issues and discouragement over lack of academic progress. There are many examples of programs or initiatives at Arkansas institutions designed to combat these challenges to student retention. By closely examining these programs to determine those that have been proven to be most effective, these efforts can be adopted more broadly and can improve retention rates in the state.

In Arkansas universities, first-year persistence rates are among the lowest in the region, with 79% of the 2012 freshman cohort still enrolled the next fall, a rate that is 5.5% below the SREB average. A similar result is found at Arkansas community colleges where 53.5% of the 2012 cohort was still enrolled a year later. This rate trails the SREB average by 8.4%.

Create guided pathways to student success. As the jobs projections data above indicates, bachelor's degrees are important to meeting the workforce needs of the state. However, they are not the only path to employment and higher-wages. Students, those coming directly from high school and those returning

as adults should be provided clear information about the most appropriate pathways to meet their eventual employment goals. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest degree programs appropriate to the identified career goals. Pathways should also include career step-out points at the completion of each credential.

GOAL 2: Increase by 50% the enrollment of adults, age 25 to 54, by fall 2018. By 2020, almost 60% of jobs in Arkansas will require more than a high school diploma. However, only 25% will require a bachelor's degree or higher. Where appropriate, adults can prepare themselves for higher paying jobs by earning short-term certificates or two-year associate's degrees. These programs may be a better fit for the time demands of those who must balance work, families and school.

To produce the desired increase in credentials by 2020, enrollments must be increased ahead of this date. Therefore the enrollment goal has been set for fall 2018. In addition, enrollments should shift from 4-year to 2-year institutions to achieve the necessary mix of certificate, associate's and bachelor's degrees. The table below presents enrollments for this age group in fall 2014 along with enrollment targets by fall 2020.

	Fall 2014	Fall 2018
	<u>Actual</u>	<u>Target</u>
Public, 4-year	26,068	31,000
Public, 2-year	17,777	36,200
Private	<u>3,544</u>	<u>3,900</u>
Total enrollment	47,389	71,100

These enrollment targets are heavily slanted toward two-year institutions to align with the need for a greater increase in technical certificates and associate's degrees.

Reduce the remedial course enrollments for adults by 50%. Current remediation rates for adults exceed 80% in most cases. Knowing this, it is imperative that we recognize the need to better prepare them for post-secondary education. At the same time, we must be cognizant that these students must begin to accumulate credits toward a credential to keep them engaged. Therefore, alternatives to semester-long remediation courses must be encouraged.

Communicate the value of higher education. We must better communicate the value of higher education, demonstrating the impact postsecondary attainment can have on the lives of Arkansans. Through this effort, it will be important to communicate the impact education can have on quality of life and standard of living for the student and student's family, along with the benefits afforded to the student's community.

GOAL 3: Raise the credential attainment rates of underserved student groups in the state relative to other students by 10%.

African-American and Hispanic students in Arkansas attend, persist and complete higher education at lower rates than other races. In addition, students from families in lower income profiles have the lowest educational attainment rates, according to national data (Crow, 2014).

Raise the college going rate of underserved minority groups, African-American and Hispanic, equal to that of non-minority students. The Arkansas college-going rate significantly lags the US average, with only 54.3% of high school graduates going on to college in 2013 compared to a 66.2% national average. Exacerbating this issue is an additional disparity in college-going rates by race and ethnicity. For

Hispanics in the state, the gap is small, with less than a 1% difference in the college-going rate compared to whites. However, for African-Americans the disparity is greater than 10% with only 45.1% of high school graduates going on to college in fall 2013.

Raise the completion rates of underserved minority groups, African-American and Hispanic, to equal that of non-minority students. In addition to the disparity in college-going rates for underserved minorities, completion rates for these students also trail those for their non-minority counter parts. In academic year 2013-14, African-American student completions as a percentage of white student completions were 80% at four- year institutions and 84% at two-year institutions. Hispanic student completions as a percentage of white student completions were 66% at four- year institutions and 75% at two-year institutions.

	<i>Completions per 100 Students</i>	
	<i>Four-Year</i>	<i>Two Year</i>
Asian	19.4	27.2
White	23.4	30.3
African-American	18.8	25.5
Hispanic	15.5	22.6

Communicate the value of higher education. One way this racial and economic divide can be eliminated is through a coordinated effort to better communicate the value of higher education, demonstrating the impact degree attainment can have on the lives of Arkansans. A culture change is necessary to engrain the importance and value of education for all Arkansans.

GOAL 4: Improve College Affordability through Effective Resource Allocation

State funding for higher education has seen minimal increases in the last decade and is not likely to change dramatically in the near term. As a result, it has been necessary for institutions to raise tuition annually to keep up with rising costs. Tuition and fees have risen by an average of 25% for four-year institutions and 32% for two-year institutions from fall 2009 to fall 2014 (ADHE, 2015).

Reduce time to degree. One way that the effects of rising tuition can be offset is through reducing the time it takes a student to complete a credential. Time to degree can be influenced by two factors: the number of course attempts a student accumulates and the total hours in which a student enrolls each semester. Whether through reducing remediation needs or reducing the amount of flexibility students have in course selection, course attempts can be reduced while maintaining academic quality. Through clearer degree plans, intrusive advising or mentoring, and other intervention efforts, institutions can better assist students in staying on track to completion.

Full-time enrollment, defined as completing 30 credit hours per academic year, should be encouraged, though not required, through state and institutional policies. Full-time enrollment reduces the number of semesters required to complete a credential, thereby reducing accompanying costs for living expenses, transportation and personal expenses. In addition, summer enrollments can be an important variable in reducing time to degree if state and institutional financial aid policies are adapted to improve affordability. Currently, students have few options for financial aid to reduce the cost of summer course enrollments though summer enrollments can be important to keeping students on track to graduation.

Allocate 25% of state scholarship funds to need-based programs. Since the implementation of the Arkansas Scholarship Lottery, most state financial aid funds have been directed toward merit-based aid.

Though these scholarships have been important, they miss the mark on affordability. Though these scholarships have played an important part in the affordability equation, they have inequitably been directed primarily to high-achieving, traditional students. On a national level, state financial aid programs are primarily directed to need based aid, with 75% of state aid being need-based in 2014 (Woodhouse, 2015). In Arkansas, only 6% of state aid was based on need in that same year.

If the goals of this plan are to be realized, a portion of financial aid resources must be directed to underserved minorities and adults on the basis of need, rather than merit. Though performance should not be a consideration in awarding these scholarships, it must be required for retention of the scholarships to encourage continued enrollment.

Re-allocate institutional spending to maximize efficiency and effectiveness. Affordability can also be improved through a review of institution resource allocation decisions to maximize efficiencies without sacrificing educational quality. Institutions often fail to recognize the connections between spending decisions and student outcomes and, as a result, can overspend in areas that do not lead to completions and underspend in areas that do. By closely examining resource allocations, institutions have the opportunity to improve both efficiency and effectiveness.

Increase core expense ratio. Resource allocation decisions must be made that maximize core functional expenses which have an impact on the effectiveness of institutions in helping students complete credentials (Powell, 2012). By identifying inefficiencies in non-core functional expenses, resources can be re-directed to core areas which are directly related to student success. Examining the ratio of instruction, academic support, student services expenses to institutional support expenses per FTE student provides an indicator of core expense allocation which can be compared to appropriate benchmarks to identify potential efficiencies. One potential benchmark for this measure is the annual SACUBO Benchmarking Study.

Administrative positions. A 2014 Delta Cost Project Study (Delta, 2014) shows a decline in the number of FTE faculty per FTE executive and professional staff at all types of public institutions from 1990 to 2012. This shift has occurred as institutions added administrative staff to accommodate needs in academic support, student services, compliance and other administrative areas. Though these are important functions of a college or university, they take valuable resources away from the hiring of teaching faculty. Closely examining this ratio for institutions and comparing to appropriate benchmarks may reveal additional opportunities for efficiencies. These benchmarks should recognize the importance of staff outside the classroom who contribute to student success through advising, tutoring, mentoring, and other critical services.

Raise faculty salaries to regional average. Though this initiative seems to run counter to the idea of increasing affordability, it is an important consideration in the improvements outlined above in student retention and completion as quality faculty are essential to these efforts. Arkansas ranks last in the SREB region in average faculty salaries at \$65,173 for four-year institutions, which is \$11,856 below the average. The gap is slightly smaller at two-year institutions at \$8,386 below the SREB average of \$52,158 and next to last in the region. Improvements to these salaries can be achieved by reallocation of institutional funds through the efficiency measures above.

Implementation Plans

Implementation of this master plan for Arkansas higher education can be achieved through two primary means.

- Following a best practices approach to address the changes in policy and practice necessary to achieve the goals of the plan.
- Aligning resources dedicated to higher education, including appropriations to the institutions of higher education and state financial aid programs, with the desired outcomes of the plan.

Best Practices Consortia

The objective of these consortia is to identify existing, effective programs that can be implemented more broadly across the state and to generate innovative solutions that can be introduced, then expanded. Innovative programs should be encouraged without risk of failure.

Adult Learners Consortium – resources and best practices to support adult enrollment and completion. For planning purposes, adults include anyone age 25 or older or who has not been enrolled in secondary or postsecondary education in five or more years. Research and experience have shown that responding to adult learner needs is often quite different from that for traditional students. For adults, the barriers to completion are often much greater due to family, work, and personal priorities that conflict with educational goals. Flexibility in scheduling course offerings and services and more structured pathways are two examples of ways to build more adult friendly programming.

Examples of existing programs

College Readiness – Fast Track Developmental Education

Student Mentorship/Coaching – Career Pathways Initiative

College Readiness Consortium – resources and best practices for students with traditionally lower college going rates and completion rates to better prepare them for postsecondary enrollment. Often, we consider students to be college ready when they have achieved sufficient test scores to exempt them from remedial courses. There are, however, other factors that must be considered in whether a student can be expected to successfully complete a certificate or degree program. Social skills, communication skills and motivation to achieve can be as important as academic preparedness. In addition, multiple studies have shown that high school GPA is a better predictor of student success than test scores and many institutions across the country are eliminating test scores as an entrance requirement.

Examples of existing programs

College Readiness – Southwest Prep Academy

Gear Up – Phillips Community College

Mentorship – Donaldson Academy

Remediation Consortium – resources and best practices of remedial programs that successfully prepare students for credit-bearing courses while reducing the time invested in remediation. Co-requisite remediation, blended courses, fast track remediation and self-paced modules are all examples of remediation reform efforts. The impact of summer enrollment should also be considered, both for bridge programs to prepare students for postsecondary enrollment and to reduce knowledge loss between spring and fall terms.

Student Success Innovations Consortium – encourage innovative methods to address efficient delivery of academic programs and services to achieve student success, with success defined as students reaching their educational goals. A number of innovative approaches can be considered, including:

- Measuring employability of students
- Student transcripts which also recognize the non-academic skills students gain through postsecondary enrollment
- Measuring progress toward credentials (e.g. Prior Learning Assessment and Competency Based Education)
- Assessment of student learning outcomes
- Eliminating external barriers to student success, such as financial and personal struggles

Affordability Consortium – discovering best practices to guide institutional resource allocation decisions that maximize effectiveness while recognizing the need to improve affordability to provide fair and equitable access to higher education. A combination of investments from students, institutions, state programs and federal programs must all be considered in the affordability conversation. Examples of efforts to improve affordability include:

- Encouraging manageable amounts of student loan debt through better counseling
- Availability of financial aid in summer terms
- Shared administrative services
- Collaborative delivery of academic content across institutions
- Structured pathways which lead students to degrees faster and with fewer hours completed

Institutional Funding Consortium – employing outcomes-based funding to properly align institutional funding with statewide priorities for higher education. Outcomes-based funding can be used to encourage programs and services focused on student success and to incentivize progress toward state-wide goals. However, designing appropriate outcomes metrics is critical to the success of these models. Any new funding model must be built around a set of shared principles embraced by institutions and aligned with goals and objectives of this plan.

Communication Strategies Consortium – Focusing on ways to change the culture in the state to one that places greater value on the personal and societal benefits that accrue from postsecondary education. Beyond encouraging education, communication efforts must also link education to the skills required by

employers and to available jobs through a publicly available database. For true culture change, these messages must extend from young (early grades) to old (adults).

Funding Recommendations

Arkansas supports higher education through two funding mechanisms: direct appropriations to public two-year institutions, public four-year institutions, and related entities; and through scholarship awards to students enrolled at public or private institutions in the state. Both forms of support are essential to sustaining and improving educational attainment.

Institution Funding Formulas

Arkansas has historically funded higher education loosely based on enrollment-based formulas. In 2011, a performance component was introduced which penalizes institutions that do not meet pre-determined performance measures. Most research around state funding formulas suggest that both approaches are problematic. Additionally, funding has fallen short of the amounts recommended by formula due to limitations on the state's budget. As a result, only a small number of institutions receive the full amount recommended by formula.

A fully outcomes-based model is proposed to address these concerns. Through this model, institutions would receive continued funding based on achievement of specific outcomes metrics. These metrics must align with the goals of the plan while also allowing for flexibility to respond to the unique nature of each two-year and four-year institution and recognizing the need for stability in annual funding for operations. In addition, colleges and universities should have opportunities to earn incentive funds based on achievement levels.

- Innovation Funds – Institutions that exceed outcomes targets should have access to innovation funds which can be used to create or enhance programs which are expected to further impact achievement through one of the emphasis areas of this plan. If these innovative programs are successful, innovation grant funds become part of the institution's base funding at the end of the grant period. Funding is discontinued if unsuccessful.
- Improvement Funds – Institutions that lag their outcomes targets would have access to improvement funds to address deficient areas. Institutions must submit a proposal which describes how the improvement grant will be used to improve outcomes. If successful, the institution's base funding will be restored if outcomes targets are reached. If targets are not reached after completion of an improvement project, base funding will be reduced.

State Scholarship Programs

State scholarship programs must also align with the goals of this plan. Scholarships are an essential component of affordability. However, scholarships awarded without strategic direction are often ineffective. In fact, studies have shown that universal scholarships, those awarded to all students regardless of need, can lead to equal rises in tuition (Gillen, 2012).

To support the goals of the program, state scholarship and grant programs must be reconsidered with an emphasis toward the students who have been identified in the plan as integral to changing the landscape of educational attainment in Arkansas. Among others, this would suggest that scholarship funding should be directed to adult students, minority students and students enrolled in certificate programs. Though programs currently exist in these areas, more effort is needed to move the needle in a significant way. Because additional state scholarship funding is unlikely during the planning period, a re-design of existing scholarship programs may be necessary to align scholarship funding with desired educational outcomes.

Awarding scholarships to students based on high school academic performance is important. Students who work hard to prepare themselves for college success should be rewarded for their efforts. However, state financial aid programs must have broader objectives if they are to meet the needs of the wide range of students who enroll in our colleges and universities.

Conclusion

There is a clear gap between the needs of Arkansas employers and potential employers and educational attainment levels of state residents. Beyond meeting employer needs, higher education has been clearly shown to provide benefits both to individuals who attain post-secondary credentials and to society as a whole. Closing this attainment gap will require alignment of goals with available resources to lead to the additional completions, both certificates and degrees, necessary to change the landscape in our state. This plan provides decision makers at state and institutional levels with an outline to meet the challenge and close the gap.



<http://www.adhe.edu/institutions/higher-education-master-plan>

Resources

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U.S. Census Bureau (2015). *2011-2013 ACS 3-year Public Use Microdata Samples (PUMS)*. Retrieved from <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

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Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 1314 of the Regular Session

State of Arkansas
87th General Assembly
Regular Session, 2009

A Bill

HOUSE BILL 2164

By: Representative Rainey

For An Act To Be Entitled

AN ACT TO AMEND THE COMMISSION ON CLOSING THE
ACHIEVEMENT GAP IN ARKANSAS; TO PROVIDE TRAINING
FOR MEMBERS OF THE COMMISSION ON CLOSING THE
ACHIEVEMENT GAP IN ARKANSAS; AND FOR OTHER
PURPOSES.

Subtitle

TO AMEND THE COMMISSION ON CLOSING THE
ACHIEVEMENT GAP IN ARKANSAS AND TO
PROVIDE TRAINING FOR THE MEMBERS OF THE
COMMISSION ON CLOSING THE ACHIEVEMENT
GAP IN ARKANSAS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-15-1601(b) concerning membership is amended to read as follows:

(b) The commission shall consist of ~~twelve (12)~~ eleven (11) members representing the racial and ethnic diversity of Arkansas as follows:

(1)(A) ~~Four (4)~~ Five (5) persons appointed by the Governor.

(B)(i) ~~One (1) of the Governor's appointees shall be a member of the faculty of an historically black college in the state who has demonstrated an interest in and commitment to working with disadvantaged youth.~~

~~(ii) One (1) of the Governor's appointees shall be an Hispanic who has demonstrated a commitment to education.~~



~~(iii)~~ One (1) of the Governor's appointees shall be a representative of business and industry in Arkansas, ~~and~~

~~(iv)~~ ~~One (1) of the Governor's appointees may be a representative of health and human services, or a public school teacher.~~

(ii)(a) Four (4) of the Governor's appointees shall be minority or low-income parents concerned about the achievement gap with one (1) representative from each of the four (4) congressional districts.

(b) A minimum of two (2) of the individuals appointed under subdivision (b)(1)(B)(ii)(a) of this section shall be African American.

(c) A minimum of one (1) of the individuals appointed under subdivision (b)(1)(B)(ii)(a) of this section shall be Hispanic.

(2)(A) ~~Four (4)~~ Three (3) persons appointed by the President Pro Tempore of the Senate.

(B)(i) One (1) of the President Pro Tempore's appointees shall be a member of the school of education faculty of an historically black college in the state with an accredited school of education.

(ii) One (1) of the President Pro Tempore's appointees shall be a minority who has demonstrated a commitment to education, ~~and~~.

(iii) One (1) of the President Pro Tempore's appointees shall be a public school teacher with a special expertise in closing the achievement gap.

(3)(A) ~~Four (4)~~ Three (3) persons appointed by the Speaker of the House of Representatives.

(B)(i) One (1) of the Speaker of the House of Representatives' appointees shall be a person who has experience working with children from low income families.

(ii) One (1) of the Speaker of the House of Representatives' appointees shall be a minority who has demonstrated a commitment to education.

(iii) One (1) of the Speaker of the House of Representatives' appointees shall be a public school administrator with a special expertise in closing the achievement gap.

SECTION 2. Arkansas Code § 6-15-1601(f) and (g) concerning unexcused absences, meetings, and duties is amended to read as follows:

(f)(1) The commission shall meet at times and places the chair deems necessary but no fewer than four (4) times per calendar year.

(2)(A) Commission members shall attend all meetings with no more than ~~one (1)~~ two (2) unexcused ~~absence~~ absences in a period of eighteen (18) months.

(B) Commission members with more than two (2) unexcused absences in a period of eighteen (18) months shall be automatically removed from the commission and the original nominating entity for the position shall be notified to fill the vacancy.

(3) No meetings shall be held outside the State of Arkansas.

(4) A majority of the members of the commission shall constitute a quorum for the purpose of transacting business.

(5) All actions of the commission shall be by a majority vote of the full membership of the commission.

(6) A minimum of one (1) meeting shall be held in each of the four (4) congressional districts every thirty-six (36) months.

(g) The commission shall:

(1) Develop a plan for the state designed to enable all public school students to meet the state's student academic achievement standards while working toward the goal of narrowing the achievement gaps in public schools for the following subgroups:

(A) Economically disadvantaged students; and

(B) Students from major racial and ethnic groups;

(2) Monitor the Department of Education's efforts to comply with federal guidelines on improving the academic achievement of the disadvantaged, specifically including, but not limited to, the No Child Left Behind Act of 2001;

(3)(A) Monitor the department's identification of population groups to be motivated in closing the achievement gap efforts.

(B) The commission may expand the role and scope of the commission to cover specific population groups as identified by the department as target groups for closing the achievement gaps, ~~and~~.

(4) Receive national school lunch data and reports biennially

1 from the Department of Education.

2 (5) Interface with local school district achievement gap
 3 taskforces created under § 6-15-1603 to provide data on the achievement gap
 4 and achievement gap intervention strategies;

5 ~~(4)~~(6) File Present a report ~~with the chairs of~~ to the House
 6 ~~Interim~~ Committee on Education and the Senate ~~Interim~~ Committee on Education,
 7 the Governor, and the State Board of Education no later than November 1 of
 8 each year~~+~~, which shall include without limitation:

9 (A) Profiles of underachieving students;

10 (B) Profiles of chronically under performing schools and
 11 school districts;

12 (C) A review of policies and programs approved by the
 13 Department of Education for national school lunch expenditures on closing the
 14 achievement gap;

15 (D) Child poverty statistics in the state and the impact
 16 poverty has on education;

17 (E) Successful strategies with students of poverty;

18 (F) Best practices for teacher preparation for student and
 19 language diversity;

20 (G) A review of leadership challenges in closing the
 21 achievement gap; and

22 (H) Suggested policy changes to improve the achievement
 23 gap at the legislative, Department of Education, school district, and other
 24 levels; and

25 ~~(5)~~(7) Create a website that contains without limitation:

26 (A) Notices of upcoming meetings;

27 (B) The state plan for closing the achievement gap;

28 (C) A school district plan for closing the achievement gap
 29 from each school district;

30 (D) The membership and contact information for members of
 31 the commission and each local school district achievement gap taskforce;

32 (E) The minutes from commission meetings;

33 (F) A clearinghouse for research and other information the
 34 commission identifies as important or useful for understanding the
 35 achievement gap in the state; and

36 (G) Other information that the commission deems

1 appropriate.

2
3 SECTION 3. Arkansas Code § 6-15-1601, concerning the
4 Commission on Closing the Achievement Gap in Arkansas, is amended to add an
5 additional subsection to read as follows:

6 (1) The commission may accept gifts, grants, and donations for use in
7 carrying out the purpose and duties of the commission.

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9 APPROVED: 4/9/2009
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ARKANSAS EDUCATION REPORT
Volume 12, Issue 1

**OUTSTANDING EDUCATIONAL PERFORMANCE AWARDS:
HIGHLIGHTING HIGH ACHIEVING ARKANSAS SCHOOLS,
2015**

**MOST IMPROVED SCHOOLS:
BENCHMARK AND END-OF-COURSE EXAM
GROWTH 2010 TO 2015**

October 21, 2015

By:
Charlene A. Reid
Gary W. Ritter

**Office for Education Policy
University of Arkansas
211 Graduate Education Building
Fayetteville, AR 72701
Phone: (479) 575-3773
Fax: (479) 575-3196
E-mail: oe@uark.edu**

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INTRODUCTION

Since our founding in 2003, the mission of the Office for Education Policy has been looking at pressing issues through the lens of academic research and disseminating our findings to educators, policymakers, and other stakeholders around Arkansas. Every once in a while, however, we think it is okay to stray from issue analysis and simply share some good news!

In this Arkansas Education Report (AER), we aim to highlight excellent performance and offer our congratulations. To that end, we are happy to highlight many excellent schools around the state in our now-annual AER, entitled the Outstanding Educational Performance Awards, or the OEP awards.

In the 2014-15 academic year, Arkansas students have undergone a change in their assessment of student performance to better operate in collaboration with the Common Core Standards. The Partnership for Assessment of Readiness for College and Careers (PARCC) replaced the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) for literacy and math exams for most students in the state. Although results from the PARCC exams have not yet been released, results are available for science exams in grades 5 and 7 and the End-of-Course Biology exam.

This fall, **OEP Awards** begin by highlighting high-performing schools in Arkansas on the Benchmark Science and End-of-Course (EOC) Biology exams.

In 2012, we first introduced an academic performance indicator, the “GPA” rating system, to rank the highest-performing schools. In the past, the rankings were created based on the percentage of students scoring at the proficient or advanced level on each assessment. Generally, when discussing academic achievement on state exams, policymakers focus on this figure. The proficiency indicator, however, suffers from being an “all-or-nothing” measure, in which a student is either proficient or not. The proficiency measure disregards real information provided by student scores that are placed into the four different performance categories: below basic, basic, proficient, and advanced. Additionally, this mark does not differentiate between a school in which 100% of students score proficient and a school in which 100% of students score advanced. Both of these schools would show 100% of students performing at proficient and advanced levels; however, in the latter school, students actually performed at a significantly higher level.

Thus, a more informative indicator gives the most credit to students who score at the advanced level and the least credit to students who score at the below basic level. For such purposes, we have created the “GPA” rating system. In this GPA measure, parallel to the familiar grade point average for individual students, we treat the Benchmark test scores in a similar way, whereby a

4.0 is a perfect score. The GPA measure, we believe, is a better representation of student achievement on statewide standardized exams.

Category	GPA Points Awarded
Advanced	4.0
Proficient	3.0
Basic	2.0
Below Basic	1.0

In this report, we are presenting a list of the top 25 schools in each area. In some cases, these “top 25 lists” will contain more than 25 schools as some schools’ GPA scores will be identical. This is not a new phenomenon, as we also exceeded 25 schools in previous reports when using the percent proficient and advanced metric as an indicator for student achievement; however, there are fewer ties using the more precise GPA measure.

Science exams were only administered in grades 5, 7, and to students completing Biology. There are very different performance patterns by grade: Fifth graders are more likely to be proficient in science than seventh graders and students in Biology. In light of these varied performance trends, we are presenting science reports separately for each level. After we present our high-performing schools, we will release subsequent reports focusing on different subsets of schools. In the following weeks, we will feature schools that are beating the odds (that is, schools that have high levels of student achievement while serving a high percentage of low-income students) and the schools with the greatest improvement in test scores. We will release similar reports when math and literacy scores become available. Our release schedule is:

- **High Achieving Schools based on performance on the 5th Grade Benchmark Science Overall and by Region**
- **High Achieving Schools based on performance on the 7th Grade Benchmark Science Overall and by Region**
- **High Achieving Schools in Arkansas based on performance in End-of-Course (EOC) Biology Exam**
- **Beating the Odds: High-Achieving Schools Serving Low Income Communities.**
- **Most Improved Schools**

V. 2015 OEP AWARDS: MOST-IMPROVED SCHOOLS BETWEEN 2010-2015

In this set of OEP Awards, schools are awarded based on improvement on Benchmark exams at the 5th and 7th grade level Science, and End-of-Course exams in Biology. We rank schools by greatest improvement, where our measure of improvement is simply the difference between the ending score and the starting score over this time period. We also highlight the five most improved schools in each region on each exam.

In this section, we use the GPA rating system described in the introduction. With the GPA measure, schools are given credit for the number of advanced, proficient, basic, and below basic students¹. Thanks to the availability of many years of testing data, we were able to construct a growth score that is less susceptible to the potential instability of year-to-year changes due to an abnormally high or low score in either of the two observed years. To smooth out abnormally high or low scores in one particular year, we use multi-year averages for both the beginning score and the ending score over the five year time period. The starting score is the average score from the 2009-10 and 2010-11 school years; and the ending score is the average of the two most recent school years (2013-14 and 2014-15). Due to the time span of the data, there are currently operating schools not included in this report, because these schools did not exist in the 2009-10 or 2010-11 school years.

Each table presents the most improved schools for the noted Benchmark and End-of-Course Exam. The tables include the region in which the school is located, the grades served, region, and level of poverty (Free-and-Reduced Lunch rates), in addition to two measures of academic growth over roughly the past half-decade. To demonstrate academic growth, we not only show the GPA increase used to compile the rankings, but we also show the point increase in the percent of students achieving at the proficient or advanced levels over that same time period.

On the Office for Education Policy website, you can access the complete growth database: <http://www.officedforeducationpolicy.org/arkansas-schools-data/>. This database is especially helpful because it lists each school's annual End-of-Course Exam results since the 2009-10 academic year. Schools can be compared by Free-and-Reduced Lunch (FRL) status or by region. We recommend you examine the database and see the growth that Arkansas' schools have made.

¹ The GPA rating is a score derived from an average where, an advanced score is counted as a 4.0 like an "A", proficient score as a 3.0, like a "B", basic score as a 2.0, like a "C", and below basic as a 1.0, like a grade of "D".

U. Benchmark Science, 2015

Table 35: Top 20 Most Improved Schools Based on the 5th Grade Benchmark Science Exam

	School (District)	Region	Grades Served	% FRL ²	Proficient/Advanced % Initial→End ³	GPA Initial→End ⁴	GPA Growth ⁵
	Statewide	-	-	67%	50%→55%	2.45→2.57	+0.12
1	Des Arc Elementary (Des Arc)	SE	P-6	72%	34%→90%	2.21→3.33	+1.12
2	Hackett Elementary (Hackett)	NW	K-6	64%	28%→84%	2.10→3.04	+0.94
3	Hardin Elementary (White Hall)	CN	K-5	49%	54%→93%	2.53→3.42	+0.90
4	Umpire Elementary (Cossatot River)	SW	P-6	74%	31%→78%	2.16→3.00	+0.84
5	Marvell-Elaine Elementary (Marvell-Elaine)	SE	P-5	98%	28%→72%	2.03→2.83	+0.80
6	Alpena Elementary (Alpena)	NW	K-6	73%	55%→92%	2.51→3.30	+0.78
6	Lead Hill Elementary (Lead Hill)	NW	K-6	83%	35%→77%	2.27→3.05	+0.78
8	Spring Hill Elementary (Spring Hill)	SW	K-6	62%	68%→92%	2.76→3.49	+0.73
9	Don Roberts Elementary (Little Rock)	CN	P-5	31%	61%→85%	2.60→3.31	+0.71
10	Augusta Elementary (Augusta)	NE	P-6	89%	30%→62%	2.02→2.72	+0.70
11	College Station Elementary (Pulaski County Special)	CN	P-5	76%	25%→61%	2.05→2.74	+0.69
12	Academics Plus Elementary (Academics Plus)	CN	K-5	21%	43%→78%	2.40→3.06	+0.66
13	Vandergriff Elementary (Fayetteville)	NW	K-5	10%	78%→95%	2.96→3.59	+0.63
14	St. Paul Elementary (Huntsville)	NW	K-6	74%	42%→80%	2.39→3.01	+0.62
14	Ringgold Elementary (Benton)	CN	K-5	54%	54%→82%	2.54→3.16	+0.62
16	Baker Interdistrict Elementary (Pulaski County Special)	CN	K-5	26%	50%→80%	2.44→3.04	+0.61
17	Terry Elementary (Little Rock)	CN	P-5	85%	23%→45%	1.88→2.47	+0.59
18	Paron Elementary (Bryant)	CN	K-5	71%	61%→91%	2.61→3.18	+0.57
18	Manila Middle (Manila)	NE	5-8	61%	46%→76%	2.40→2.97	+0.57
20	Norfolk Elementary (Norfolk)	NW	K-6	83%	56%→76%	2.52→3.05	+0.53

² Free-and-reduced lunch rates from the 2013-14 school year

³ Initial Proficient/Advanced % is an average of the 2008-09 and 2009-10 school years. End Proficient/Advanced % is an average of the 2012-13 and 2013-14 school years.

⁴ Initial GPA is an average of the 2008-09 and 2009-10 school years. End GPA is an average of the 2012-13 and 2013-14 school years.

⁵ Due to rounding of numbers, there may be slight differences between the overall growth GPA and the GPA Initial→End column. Refer to the OEP growth database for exact numbers.

Table 36: Top 20 Most Improved Schools based on the 7th Grade Benchmark Science Exam

	School (District)	Region	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
	Statewide	-	-	61%	40%→36%	2.26→2.17	-0.09
1	Berryville Middle (Berryville)	NW	6-8	63%	40%→76%	2.31→3.06	+0.75
2	Lead Hill High (Lead Hill)	NW	7-12	72%	30%→68%	2.17→2.90	+0.73
3	McGehee High (McGehee)	SE	7-12	67%	12%→40%	1.65→2.25	+0.60
4	Oark High (Jasper)	NW	7-12	78%	36%→45%	1.98→2.52	+0.54
5	St. Joe High (Ozark Mountain)	NW	7-12	67%	9%→34%	1.78→2.22	+0.44
6	Foreman High (Foreman)	SW	7-12	63%	26%→50%	2.02→2.44	+0.42
7	Booneville Junior High (Booneville)	NW	7-9	65%	40%→63%	2.26→2.67	+0.41
8	St. Paul High (Huntsville)	NW	7-12	73%	13%→32%	1.78→2.14	+0.36
9	Nemo Vista Middle (Nemo Vista)	NW	6-8	66%	32%→52%	2.15→2.49	+0.34
9	Buffalo Is. Central Junior High (Buffalo Island Central)	NE	7-9	63%	23%→40%	1.94→2.28	+0.34
11	Caddo Hills High (Caddo Hills)	SW	7-12	71%	22%→35%	1.89→2.21	+0.32
12	Hamburg Middle (Hamburg)	SE	6-8	59%	27%→38%	1.98→2.29	+0.31
13	Magnolia Junior High (Magnolia)	SW	7-9	71%	38%→50%	2.22→2.52	+0.30
14	Bruno-Pyatt High (Ozark Mountain)	NW	7-12	71%	47%→52%	2.42→2.70	+0.29
14	East Poinsett Co. High (East Poinsett County)	NE	7-12	74%	43%→58%	2.32→2.60	+0.29
14	East Junior High (West Memphis)	NE	7-9	86%	6%→11%	1.42→1.70	+0.29
17	Bay High (Bay)	NE	7-12	52%	24%→36%	1.91→2.20	+0.28
17	Lakeside Middle (Lakeside Chicot))	SE	6-8	85%	10%→16%	1.49→1.77	+0.28
17	Rison High (Cleveland County)	SE	7-12	50%	22%→39%	1.96→2.24	+0.28
20	Timbo High (Mountain View)	NE	7-12	81%	28%→52%	2.18→2.45	+0.26
20	Poyen High (Poyen)	CN	7-12	53%	27%→38%	1.96→2.22	+0.26

Tables 37-41: Top 5 Most Improved Schools in Arkansas by Region, **5th grade Benchmark Science** Achievement from 2009-10/2010-11 to 2013-14/2014-15



Table 37: Top 5 Most Improved Schools in Northwest Arkansas 5th Grade Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Hackett Elementary (Hackett)	K-6	64%	28%→84%	2.10→3.04	+0.94
2	Alpena Elementary (Alpena)	K-6	73%	55%→92%	2.51→3.30	+0.78
2	Lead Hill Elementary (Lead Hill)	K-6	83%	35%→77%	2.27→3.05	+0.78
4	Vandergriff Elementary (Fayetteville)	K-5	10%	78%→95%	2.96→3.59	+0.63
5	St. Paul Elementary (Huntsville)	K-6	74%	42%→80%	2.39→3.01	+0.62



Table 38: Top 5 Most Improved Schools in Northeast Arkansas 5th Grade Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Augusta Elementary (Augusta)	P-6	89%	30%→62%	2.02→2.72	+0.70
2	Manila Middle (Manila)	5-8	61%	46%→76%	2.40→2.97	+0.57
3	West Elementary (Batesville)	K-6	71%	63%→79%	2.61→3.07	+0.46
4	Westside Middle (Westside Cons. (Craig))	5-7	58%	54%→75%	2.49→2.94	+0.44
5	Heber Springs Elementary (Heber Springs)	K-5	57%	32%→55%	2.20→2.59	+0.39



Table 39: Top 5 Most Improved Elementary Schools in Central Arkansas 5th Grade Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Hardin Elementary (White Hall)	K-5	49%	54%→93%	2.53→3.42	+0.90
2	Don Roberts Elementary (Little Rock)	P-5	31%	61%→85%	2.60→3.31	+0.71
3	College Station Elementary (Pulaski County Special)	P-5	76%	25%→61%	2.05→2.74	+0.69
4	Academics Plus Elementary (Academics Plus)	K-5	21%	43%→78%	2.40→3.06	+0.66
5	Ringgold Elementary (Benton)	K-5	54%	54%→82%	2.54→3.16	+0.62



Table 40: Top 5 Most Improved Schools in Southwest Arkansas 5th Grade Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Umpire Elementary (Cossatot River)	P-6	74%	31%→78%	2.16→3.00	+0.84
2	Spring Hill Elementary (Spring Hill)	K-6	62%	68%→92%	2.76→3.49	+0.73
3	McRae Middle (Prescott)	5-6	81%	24%→48%	2.00→2.49	+0.49
4	Harmony Grove Elementary (Harmony Grove (Ouachita))	K-6	61%	48%→70%	2.40→2.86	+0.46
5	Mount Ida Elementary (Mount Ida)	K-6	70%	72%→86%	2.83→3.27	+0.44



*Table 41: Top 5 Most Improved Schools in **Southeast** Arkansas **5th** Grade
Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15*

	School (District)	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
1	Des Arc Elementary (Des Arc)	P-6	72%	34%→90%	2.21→3.33	+1.12
2	Marvell-Elaine Elementary (Marvell-Elaine)	P-5	98%	28%→72%	2.03→2.83	+0.80
3	Wilmot Elementary (Hamburg)	P-5	88%	15%→17%	1.75→2.17	+0.42
4	Reed Elementary (Dumas)	3-6	80%	34%→59%	2.23→2.62	+0.40
5	Portland Elementary (Hamburg)	P-5	66%	50%→63%	2.50→2.88	+0.37

*Tables 42-46: Top 5 Most Improved Schools in Arkansas by Region, **7th** grade **Benchmark Science** Achievement from 2009-10/2010-11 to 2013-14/2014-15*



*Table 42: Top 5 Most Improved Schools in **Northwest** Arkansas **7th** Grade
Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15*

	School (District)	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
1	Berryville Middle (Berryville)	6-8	63%	40%→76%	2.31→3.06	+0.75
2	Lead Hill High (Lead Hill)	7-12	72%	30%→68%	2.17→2.90	+0.73
3	Oark High (Jasper)	7-12	78%	36%→45%	1.98→2.52	+0.54
4	St. Joe High (Ozark Mountain)	7-12	67%	9%→34%	1.78→2.22	+0.44
5	Booneville Junior High (Booneville)	7-9	65%	40%→63%	2.26→2.67	+0.41



**Table 43: Top 5 Most Improved Schools in *Northeast* Arkansas 7th Grade
Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15**

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Buffalo Is. Central Junior High (Buffalo Island Central)	7-9	63%	23%→40%	1.94→2.28	+0.34
2	East Poinsett Co. High (East Poinsett County)	7-12	74%	43%→58%	2.32→2.60	+0.29
3	East Junior High (West Memphis)	7-9	86%	6%→11%	1.42→1.70	+0.29
4	Bay High (Bay)	7-12	52%	24%→36%	1.91→2.20	+0.28
5	Timbo High (Mountain View)	7-12	81%	28%→52%	2.18→2.45	+0.26



**Table 44: Top 5 Most Improved Elementary Schools in *Central* Arkansas 7th Grade
Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15**

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Poyen High (Poyen)	7-12	53%	27%→38%	1.96→2.22	+0.26
2	Academics Plus High (Academics Plus)	6-12	19%	25%→37%	2.04→2.28	+0.24
3	Mt. Vernon/Enola High (Mt. Vernon-Enola)	7-12	50%	44%→65%	2.38→2.62	+0.23
4	Cloverdale Middle (Little Rock)	6-8	92%	4%→8%	1.28→1.49	+0.21
5	Carl Stuart Middle (Conway)	5-7	44%	43%→54%	2.34→2.52	+0.18



*Table 45: Top 5 Most Improved Schools in **Southwest** Arkansas 7th Grade
Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15*

	School (District)	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
1	Foreman High (Foreman)	7-12	63%	26%→50%	2.02→2.44	+0.42
2	Caddo Hills High (Caddo Hills)	7-12	71%	22%→35%	1.89→2.21	+0.32
3	Magnolia Junior High (Magnolia)	7-9	71%	38%→50%	2.22→2.52	+0.30
4	Hampton High (Hampton)	7-12	73%	21%→24%	1.84→1.99	+0.16
5	Horatio High (Horatio)	7-12	66%	27%→34%	2.00→2.12	+0.13



*Table 46: Top 5 Most Improved Schools in **Southeast** Arkansas 7th Grade
Benchmark Science Achievement from 2009-10/2010-11 to 2013-14/2014-15*

	School (District)	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
1	McGehee High (McGehee)	7-12	67%	12%→40%	1.65→2.25	+0.60
2	Hamburg Middle (Hamburg)	6-8	59%	27%→38%	1.98→2.29	+0.31
3	Lakeside Middle (Lakeside (Chicot))	6-8	85%	10%→16%	1.49→1.77	+0.28
3	Rison High (Cleveland County)	7-12	50%	22%→39%	1.96→2.24	+0.28
5	Hermitage High (Hermitage)	7-12	78%	18%→20%	1.73→1.90	+0.17

V. EOC Biology, 2015

Biology is generally taken during the tenth grade; however, some students may elect to take the course earlier if they have taken prerequisite classes. This typically results in the most advanced students taking the exam in 8th or 9th grade. Because of the likely academic differences between students who take biology in earlier grades, junior high schools tend to have higher proficiency levels than do schools which serve only 10th grade students. For this reason, schools have been split into two groups:

- High School: primarily 9th -12th grades (includes Comprehensive High Schools serving 7th-12th grades)
- Junior High School: primarily 8th-9th grades (and/or any grades below)

For the purposes of this report, all schools were included for the awards by region.

Growth is measured from a baseline average of the 2009-10 and 2010-11 school years to an outcome average of the 2013-14 and 2014-15 school years.

Table 47: Top 20 Most Improved High Schools based on the *EOC Biology Exam*

	School (District)	Region	Grades Served	% FRL ⁶	Proficient/Advanced % Initial→End ⁷	GPA Initial→End ⁸	GPA Growth ⁹
	Statewide	-	-	67%	50%→55%	2.45→2.57	+0.12
1	Greenbrier High (Greenbrier)	CN	10-12	29%	50%→80%	2.46→3.16	+0.69
2	Clinton High (Clinton)	NW	10-12	62%	21%→63%	1.97→2.64	+0.67
3	Foreman High (Foreman)	SW	7-12	63%	29%→64%	2.13→2.73	+0.61
4	Eureka Springs High (Eureka Springs)	NW	9-12	59%	32%→61%	2.11→2.71	+0.60
4	Flippin High (Flippin)	NW	9-12	64%	26%→59%	2.11→2.71	+0.60
4	Buffalo Is. Central High (Buffalo Island Central)	NE	10-12	51%	21%→53%	1.93→2.54	+0.60
7	Armored High (Armored)	NE	7-12	37%	33%→57%	2.07→2.66	+0.59
8	Omaha High (Omaha)	NW	7-12	70%	47%→79%	2.50→3.07	+0.57
9	Murfreesboro High (South Pike County)	SW	7-12	70%	33%→63%	2.21→2.75	+0.54
10	Centerpoint High (Centerpoint)	SW	6-12	62%	31%→61%	2.16→2.69	+0.53
11	Magnolia High (Magnolia)	SW	10-12	65%	31%→50%	2.05→2.56	+0.52
12	Bradford High (Bradford)	NE	7-12	80%	43%→65%	2.33→2.84	+0.51
13	Lavaca High (Lavaca)	NW	9-12	50%	21%→46%	1.91→2.41	+0.50
13	Dover High (Dover)	NW	9-12	55%	18%→46%	1.97→2.45	+0.48
13	Emerson High (Emerson-Taylor-Bradley)	SW	7-12	45%	31%→47%	2.16→2.64	+0.48
16	Atkins High (Atkins)	NW	9-12	55%	34%→56%	2.22→2.70	+0.48
17	Viola High (Viola)	NE	7-12	57%	65%→89%	2.77→3.24	+0.47
17	Ozark High (Ozark)	NW	10-12	45%	36%→58%	2.21→2.67	+0.46
19	Haas Hall Academy (Haas Hall Academy)	NW	8-12	0%	87%→96%	3.25→3.71	+0.46
20	Hackett High (Hackett)	NW	7-12	58%	23%→45%	2.02→2.47	+0.45

⁶ Free-and-reduced lunch rates from the 2014-15 school year

⁷ Initial Proficient/Advanced % is an average of the 2009-10 and 2010-11 school years. End Proficient/Advanced % is an average of the 2013-14 and 2014-15 school years.

⁸ Initial GPA is an average of the 2009-10 and 2010-11 school years. End GPA is an average of the 2013-14 and 2014-15 school years.

⁹ Due to rounding of numbers, there may be slight differences between the overall growth GPA and the GPA Initial→End column. Refer to the OEP growth database for exact numbers.

Table 48: Top 3 Most Improved Junior High Schools based on the *EOC Biology Exam*

	School (District)	Region	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
	Statewide	-	-	57%	79%→88%	2.99→3.28	+0.29
1	George Junior High (Springdale)	NW	8-9	78%	67%→89%	2.79→3.46	+0.67
2	Southwest Junior High (Springdale)	NW	8-9	67%	72%→89%	2.87→3.27	+0.39
3	Central Junior High (Springdale)	NW	8-9	46%	90%→91%	3.15→3.38	+0.23

Tables 49-53: Top 5 Most Improved High Schools in Arkansas by Region, **EOC Biology**
Achievement from 2009-10/2010-11 to 2013-14/2014-15



Table 49: Top 5 Most Improved High Schools in **Northwest** Arkansas, **EOC Biology**
Achievement from 2009-10/2010-11 to 2013-14/2014-15

	School (District)	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
1	Clinton High (Clinton)	10-12	62%	21%→63%	1.97→2.64	+0.67
2	Eureka Springs High (Eureka Springs)	9-12	59%	32%→61%	2.11→2.71	+0.60
2	Flippin High (Flippin)	9-12	64%	26%→59%	2.11→2.71	+0.60
4	Omaha High (Omaha)	7-12	70%	47%→79%	2.50→3.07	+0.57
5	Lavaca High (Lavaca)	9-12	50%	21%→46%	1.91→2.41	+0.50



Table 50: Top 5 Most Improved Schools in **Northeast** Arkansas, **EOC Biology**
Achievement from 2009-10/2010-11 to 2013-14/2014-15

	School (District)	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
1	Buffalo Is. Central High (Buffalo Island Central)	10-12	51%	21%→53%	1.93→2.54	+0.60
2	Armored High (Armored)	7-12	37%	33%→57%	2.07→2.66	+0.59
3	Bradford High (Bradford)	7-12	80%	43%→65%	2.33→2.84	+0.51
4	Viola High (Viola)	7-12	57%	65%→89%	2.77→3.24	+0.47
5	Hoxie High (Hoxie)	7-12	67%	16%→44%	1.90→2.35	+0.45



*Table 51: Top 5 Most Improved High Schools in **Central** Arkansas, **EOC Biology** Achievement from 2009-10/2010-11 to 2013-14/2014-15*

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Greenbrier High (Greenbrier)	10-12	29%	50%→80%	2.46→3.16	+0.69
2	Academics Plus High (Academics Plus)	6-12	19%	44%→75%	2.51→2.96	+0.45
3	Bryant High (Bryant)	9-12	30%	45%→66%	2.43→2.86	+0.42
4	Sheridan High (Sheridan)	9-12	38%	43%→62%	2.39→2.78	+0.38
5	Lonoke High (Lonoke)	9-12	53%	24%→45%	2.09→2.45	+0.37



*Table 52: Top 5 Most Improved High Schools in **Southwest** Arkansas, **EOC Biology** Achievement from 2009-10/2010-11 to 2013-14/2014-15*

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Foreman High (Foreman)	7-12	63%	29%→64%	2.13→2.73	+0.61
2	Murfreesboro High (South Pike County)	7-12	70%	33%→63%	2.21→2.75	+0.54
3	Centerpoint High (Centerpoint)	6-12	62%	31%→61%	2.16→2.69	+0.53
4	Magnolia High (Magnolia)	10-12	65%	31%→50%	2.05→2.56	+0.52
5	Emerson High (Emerson-Taylor-Bradley)	7-12	45%	31%→47%	2.15→2.64	+0.48



Table 53: Top 5 Most Improved High Schools in Southeast Arkansas, EOC Biology Achievement from 2009-10/2010-11 to 2013-14/2014-15

	School (District)	Grades Served	% FRL	Proficient/Advanced % Initial→End	GPA Initial→End	GPA Growth
1	Star City High (Star City)	9-12	59%	27%→48%	2.03→2.42	+0.39
1	Drew Central High (Drew Central)	9-12	65%	18%→37%	1.85→2.24	+0.39
3	Hazen High (Hazen)	9-12	53%	31%→41%	2.03→2.39	+0.36
4	Clarendon High (Clarendon)	7-12	89%	18%→31%	1.92→2.24	+0.32
5	Warren High (Warren)	9-12	69%	20%→24%	1.81→1.98	+0.17

APPENDIX

A. Methods

The Office for Education Policy strives to make all of our calculations and publications transparent to our readers. Thus, in this appendix we describe our data source, calculations performed on these data for the purposes of our reporting, and our method for determining a school's classification as an elementary, middle, or high school.

All data used in this report were obtained from the Arkansas Department of Education. Benchmark and End-of-Course exam scores were obtained from the testing section (<http://www.arkansased.org/divisions/learning-services/student-assessment>). Other data, such as the percent of students eligible for free and reduced lunch, were obtained from the Arkansas Department of Education Data Center (<http://adedata.arkansas.gov>).

All data were analyzed at the grade / course level.

As previously discussed in the introduction, in order to calculate the GPA measure we treat the benchmark and EOC test scores similar to the existing grade point system.

Category	GPA Points Awarded
Advanced	4.0
Proficient	3.0
Basic	2.0
Below Basic	1.0

We calculated the GPA measure for every Science score. The GPA measure is comprehensive in that it takes into account all of the test score levels (advanced, proficient, basic, and below basic), instead of lumping together advanced and proficient scores.

B. School Classification

For the OEP Awards, we classified schools based on the following rules:

- Elementary School: primarily grades 3-5 (minimum grade P, K, 1, 2, 3, or 4)
- Middle School: primarily grades 6-8 (minimum grade of 4, 5, or 6 and maximum grade of 7, 8, or 9)

There were also a few “comprehensive schools,” such as K-8 or K-12 schools, that we included as either middle schools or elementary schools based on their enrollment numbers. The following table lists every grade configuration and their classifications.

Table A: School Classifications

Elementary Schools		Middle Schools
1-4		4-6
1-5		4-8
1-6		5-6
1-8		5-7
2-3		5-8
2-4		5-9
2-5		5-12
2-6		6
3-4		6-12
3-5		6-7
3-6		6-8
4-5		7-12
5		7-8
K-3		7-9
K-4		8
K-5		8-9
K-6		8-12
K-7		
K-8		
K-9		
K-12		
P-2		
P-3		
P-4		
P-5		
P-6		
P-7		
P-8		

C. School Classification – High School Awards

For the OEP High School Awards, we primarily classified schools based on the following rules:

- Junior High: primarily grades 7 – 9 (maximum grade of 9)
- High School: primarily grades 9 – 12

Table B: School Classifications

Junior High		High School
5-7		8-12
5-8		9-12
6-7		10-12
6-8		11-12
7-8		9-10
7-9		7-12
8		6-12
8-9		5-12
4-8		K-12
1-8		
K-8		

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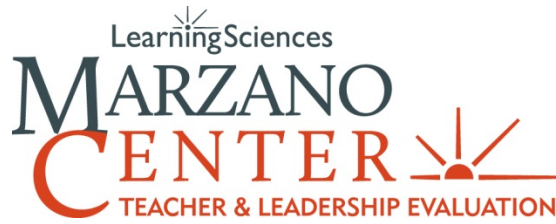
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Phone: 501-701-6274; email: dawn.simpson@arkansas.gov



The Art and Science of Teaching the Common Core State Standards

Author:
Robert J. Marzano

July 2013

Learning Sciences Marzano Center
3001 PGA Boulevard
Palm Beach Gardens, Florida 33410

717.845.6300

MarzanoCenter.com

The Art and Science of Teaching the Common Core State Standards

Robert J. Marzano (July, 2013)

The Art and Science of Teaching (Marzano, 2007) is a research-based framework designed to enhance the pedagogical skills of teachers through self-reflection (Marzano, 2012a) and coaching (Marzano & Simms, 2013a). Additionally, the framework can be used to supervise (Marzano, Frontier, & Livingston, 2011) and evaluate (Marzano & Toth, 2013) teachers in a manner that is focused on teacher development as well as more effective measurement (see Marzano, 2012b). It can also be used to implement the pedagogical shifts implicit in the Common Core State Standards (CCSS). Explicit connections between instructional strategies in the Art and Science of Teaching and the CCSS are described in a number of works (see Marzano & Heflebower, 2012; Marzano, Yanoski, Hoegh, & Simms, 2013; Marzano & Simms, 2013b).

This handout briefly outlines three adaptations that can be made to the Art and Science of Teaching model to align it more specifically with the instructional shifts in the CCSS.

Adaptation 1: Use Seven Elements More Frequently

The Art and Science of Teaching includes 41 elements (i.e., categories of instructional strategies) that are organized into nine broader categories (A through I in Table 1) which themselves are organized into three lesson segments (I. Routine Strategies, II. Content Strategies, and III. Strategies Enacted on the Spot). In the service of the CCSS, seven of the 41 elements in the model should become staples of instruction. These elements are highlighted in Table 1.

Table 1: Elements of the Art and Science of Teaching Model

I. Routine Strategies	
A.	<i>Communicating Learning Goals and Feedback</i>
1.	Providing clear learning goals and scales (rubrics)
2.	Tracking student progress
3.	Celebrating success
B.	<i>Establishing Rules and Procedures</i>
4.	Establishing classroom routines
5.	Organizing the physical layout of the classroom
II. Content Strategies	
C.	<i>Helping Students Interact With New Knowledge</i>

6. Identifying critical information
7. Organizing students to interact with new knowledge
8. Previewing new content
9. Chunking content into “digestible bites”
10. Helping students process new information
11. Helping students elaborate on new information
12. Helping students record and represent knowledge
13. Helping students reflect on their learning

D. Helping Students Practice and Deepen New Knowledge

14. Reviewing content
15. Organizing students to practice and deepen knowledge
16. Using homework
17. Helping students examine similarities and differences
18. Helping students examine errors in reasoning
19. Helping students practice skills, strategies, and processes
20. Helping students revise knowledge

E. Helping Students Generate and Test Hypotheses

21. Organizing students for cognitively complex tasks
22. Engaging students in cognitively complex tasks involving hypothesis generation and testing
23. Providing resources and guidance

III. Strategies Enacted on the Spot

F. Engaging Students

24. Noticing when students are not engaged
25. Using academic games
26. Managing response rates
27. Using physical movement
28. Maintaining a lively pace
29. Demonstrating intensity and enthusiasm
30. Using friendly controversy
31. Providing opportunities for students to talk about themselves
32. Presenting unusual or intriguing information

G. Recognizing Adherence to Rules and Procedures

33. Demonstrating “withitness”
34. Applying consequences for lack of adherence to rules and procedures

	35. Acknowledging adherence to rules and procedures
H.	<i>Establishing and Maintaining Effective Relationships With Students</i>
	36. Understanding students' interests and backgrounds
	37. Using verbal and nonverbal behaviors that indicate affection for students
	38. Displaying objectivity and control
I.	<i>Communicating High Expectations for All Students</i>
	39. Demonstrating value and respect for low-expectancy students
	40. Asking questions of low-expectancy students
	41. Probing incorrect answers with low-expectancy students

The CCSS require more clarity in the progressions of knowledge being addressed in class, more application of knowledge by students along with more and deeper inferential thinking, and the creation of sound evidence for conclusions and claims. Finally, the CCSS require students to constantly evaluate the validity and accuracy of their thinking and beliefs. The seven elements highlighted in Table 1 are instruments to these ends.

These efforts on the part of the teacher should disclose a clear sequence or progression of facts, details, and lower-order skills to more robust generalizations, principles, and processes. At the end of a lesson, students should be able to describe how the details of the lesson build to support bigger ideas and processes.

- Element 6, *identifying critical information*, articulates the responsibility of the teacher to continually highlight the important information that is being addressed in class.
- Element 11, *helping students elaborate on new information*, describes the requirement that students are continually asked to make inferences about the information addressed in class. Equally important, students are asked to provide evidence and support for their inferences.
- Element 12, *helping students record and represent knowledge*, points to the need for students to create representations of the information and processes with which they are interacting. The CCSS highlight the need to expand the types of representations elicited from students to include mental models, mathematical models, and other more abstract representations of content.
- Element 17, *helping students examine similarities and differences*, is a strategy that can be applied to all types of information and processes to help students create distinctions regarding their defining characteristics.

Students must continually be provided the opportunity and guidance to examine their own reasoning as well as that of others.

- Element 18, *helping students examine errors in reasoning*, is at the core of instructional changes explicit in the CCSS.

- Element 20, *helping students revise knowledge*, refers to the need for students to constantly update their understanding of information and effectiveness at executing processes.
- Element 22, *engaging students in cognitively complex tasks involving hypothesis generation and testing*, might be considered the “centerpiece” strategy of a CCSS classroom. Students are constantly asked to make predictions and provide support for the logic of their predictions. Additionally, they are provided opportunities (some brief and some extended) to test out the efficacy of their predictions.

In summary, in a traditional classroom, Elements 6, 11, 12, 17, 18, 20, and 22 are commonly associated with specific types of lessons. However, in the context of the CCSS, these elements are more frequently deployed in every lesson.

Adaptation 2: Expect More Rigor and Depth Within Each Element

In addition to using the seven elements listed above on a more frequent basis, each of the 41 elements can be modified to produce more rigor and depth of processing on the part of students. These modifications are listed in the third column of Table 2 for each of the 41 elements in the model.

Table 2: Modifications for Rigor and Depth of Processing

I. Routine Segments		
<i>A. Communicating Learning Goals and Feedback</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
1. Providing clear learning goals and scales (rubrics)	The teacher provides or reminds students about a specific learning goal and the scale that accompanies that goal.	Learning goals are more rigorous in nature to reflect the demands of the CCSS. Scales for learning goals include the application of knowledge.
2. Tracking student progress	Using formative assessment, the teacher helps students chart their individual and group progress on a learning goal.	Students are involved in and take some responsibility for providing evidence for their progress on the scale.
3. Celebrating success	The teacher helps students acknowledge and celebrate their current status on learning goals as well as knowledge gain.	Students are involved in and take some responsibility for celebrating their individual status and growth and that of the whole class.
<i>B. Establishing Rules and Procedures</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
4. Establishing and maintaining classroom rules and procedures	The teacher reminds students of a rule or procedure or establishes a new rule or procedure.	Routines focus more on students working individually or in small groups as opposed to whole-class instruction.
5. Organizing the physical layout of the classroom	The teacher organizes materials, traffic patterns, and displays to enhance learning.	The physical layout of the classroom is designed to support long-term projects by individual students and groups of students.
II. Content Strategies		
<i>C. Helping Students Interact With New Knowledge</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
6. Identifying critical information	The teacher provides cues as to which information is important.	The teacher continuously identifies and highlights the information that is critical for students and, by the end of the lesson, these

		efforts portray a clear progression of information that leads to deeper understanding of the content.
7. Organizing students to interact with new knowledge	The teacher organizes students into dyads or triads to discuss small chunks of information.	Students are provided help regarding how to interact in a manner that will help them process new information. Additionally, students are provided guidance regarding how they might focus on one or more of the cognitive or conative skills (see Table 3).
8. Previewing new content	The teacher uses strategies such as KWL (Know, Want to Know, Learned), advance organizers, and preview questions.	The previewing activities allow for students to access and analyze information (i.e., the previewing activities allow for “flipped classroom” activities) as opposed to simply being presented with information.
9. Chunking content into “digestible bites”	The teacher presents content in small portions that are tailored to students’ levels of understanding.	The content is chunked in such a way as to progress to a clear conclusion or “learning progression” about the new information.
10. Helping students process new information	After each chunk of information, the teacher asks students to summarize and clarify what they have experienced.	Group processing of information is focused on students generating conclusions about the new information.
11. Helping students elaborate on new information	The teacher asks questions that require students to make and defend inferences.	The teacher asks questions that not only require students to make inferences about the content but also require them to provide evidence for their inferences.
12. Helping students record and represent knowledge	The teacher asks students to summarize, take notes, or use nonlinguistic representations.	Activities that require students to record and represent knowledge emphasize student creation of a variety of types of models (e.g., mental, mathematical, visual, and linguistic) that organize and summarize the important content.
13. Helping students reflect on their learning	The teacher asks students to reflect on what they understand or what they are still confused about.	Reflection activities include consideration of selected cognitive and conative skills (see Table 3).
<i>D. Helping Students Practice and Deepen New Knowledge</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
14. Reviewing content	The teacher briefly reviews related content addressed previously.	The teacher reviews activities to ensure that students are aware of the “big picture” regarding the content.
15. Organizing	The teacher organizes students into	Students are provided guidance as to how to

students to practice and deepen knowledge	groups designed to deepen their understanding of information or practice skills.	interact in a manner that will help them practice and deepen their knowledge and are also provided guidance as to how they might focus on one or more cognitive or conative skills (see Table 3).
16. Using homework	The teacher uses homework for independent practice or to elaborate on information.	Homework activities allow students to access and analyze information as opposed to simply being presented with information (i.e., homework activities allow for aspects of a “flipped classroom”).
17. Helping students examine similarities and differences	The teacher engages students in comparing, classifying, and creating analogies and metaphors.	Activities involving comparing, classifying, and creating analogies and metaphors address the “big ideas” and “conclusion” as well as specific details.
18. Helping students examine errors in reasoning	The teacher asks students to examine informal fallacies, propaganda, and bias.	Analysis of errors includes more efficient ways to execute processes as well as examining and critiquing the overall logic of arguments.
19. Practicing skills, strategies, and processes	The teacher engages students in massed and distributed practice.	Practice activities are designed to develop fluency and alternative ways of executing procedures.
20. Helping students revise knowledge	The teacher asks students to revise entries in notebooks to clarify and add to previous information.	Revision of knowledge involves correcting errors and misconceptions as well as adding new information. Additionally, it involves viewing knowledge from different perspectives and identifying alternative ways of executing procedures.
E. Helping Students Generate and Test Hypotheses		
Element	Traditional Classroom	Modifications for More Rigor and Depth
21. Organizing students for cognitively complex tasks	The teacher organizes students into small groups to facilitate cognitively complex tasks.	Students are not only provided with guidance as to how to interact in a manner that will help them generate and test hypotheses but are also provided guidance as to how they might focus on one or more cognitive or conative skills (see Table 3).
22. Engaging students in cognitively complex tasks involving hypothesis generation and testing	The teacher engages students in decision-making tasks, problem-solving tasks, experimental-inquiry tasks, and investigative tasks.	In addition to analyzing the accuracy of original hypotheses, students examine their own thinking and execution of the cognitively complex tasks.

23. Providing resources and guidance	The teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks.	Resources include and emphasize the effective use of technology in the context of cognitively complex tasks.
III. Strategies Enacted on the Spot		
<i>F. Engaging Students</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
24. Noticing when students are not engaged	The teacher scans the classroom to monitor students' levels of engagement.	In addition to monitoring for student attention, the teacher monitors for cognitive engagement (i.e., students' interest in the content).
25. Using academic games	When students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content.	Academic games focus on important concepts, generalizations, and principles as opposed to lower-level information.
26. Managing response rates	The teacher uses strategies such as response cards, response chaining, and voting technologies to ensure that multiple students respond to questions.	In addition to ensuring that all students respond, the teacher ensures that student responses are backed up by evidence.
27. Using physical movement	The teacher uses strategies that require students to move physically, such as <i>vote with your feet</i> and physical reenactments of content.	Frequent movement is facilitated by students leaving their desks to gather information, confer with others, use specific types of technology, etc.
28. Maintaining a lively pace	The teacher slows and quickens the pace of instruction in such a way as to enhance engagement.	Students are provided with adequate time to gather information, confer with others, use specific types of technology, etc.
29. Demonstrating intensity and enthusiasm	The teacher uses verbal and nonverbal signals to show that he or she is enthusiastic about the content.	The teacher demonstrates enthusiasm by sharing a deep level of knowledge of the content.
30. Using friendly controversy	The teacher use techniques that require students to take and defend a position about content.	Friendly controversy activities require students to provide evidence for their positions and address the sources of their evidence.
31. Providing opportunities for students to talk about themselves	The teacher uses techniques that allow students to relate content to their personal lives and interests.	Students are asked to relate the use of specific cognitive and conative skills (see Table 3) to their daily lives.

32. Presenting unusual or intriguing information	The teacher provides or encourages the identification of intriguing information about the content.	The unusual information demonstrates in-depth knowledge of the content.
<i>G. Recognizing Adherence to Rules and Procedures</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
33. Demonstrating "withitness"	The teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately.	In addition to awareness of behavioral issues, the teacher senses confusion about or lack of interest in the content and intervenes appropriately.
34. Applying consequences for lack of adherence to rules and procedures	The teacher applies consequences for lack of adherence to rules and procedures consistently and fairly.	The teacher links lack of adherence to rules and procedures to self-regulation strategies students might use.
35. Acknowledging adherence to rules and procedures	The teacher acknowledges adherence to rules and procedures consistently and fairly.	The teacher acknowledges adherence to rules and procedures and links such adherence to specific self-regulation strategies students have used.
<i>H. Establishing and Maintaining Effective Relationships With Students</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
36. Understanding students' interests and backgrounds	The teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students.	The teacher relates content-specific knowledge to personal aspects of students' lives.
37. Using verbal and nonverbal behaviors that indicate affection for students	The teacher uses humor and friendly banter appropriately with students.	The teacher demonstrates and fosters respect for students' thinking.
38. Displaying objectivity and control	The teacher behaves in ways that indicate he or she does not take infractions personally.	The teacher demonstrates a commitment to academic rigor.

<i>I. Communicating High Expectations for All Students</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
39. Demonstrating value and respect for low-expectancy students	The teacher demonstrates the same positive, affective tone with low-expectancy students as with high-expectancy students.	The teacher exhibits respect for and understanding of low-expectancy students' thinking regarding the content.
40. Asking questions of low-expectancy students	The teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-expectancy students.	The teacher asks questions that require conclusions from low-expectancy students.
41. Probing incorrect answers with low-expectancy students	The teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students.	The teacher asks low-expectancy students to provide evidence for their conclusions and examine the sources of their evidence.

Adaptation 3: Directly Teach and Foster Specific Mental Skills and Processes

A third adaptation implied by the CCSS is that specific mental skills and processes are directly taught to students and fostered in the context of regular classroom instruction. These skills are implicit in the Standards for Mathematical Practice and in the College and Career Readiness anchor standards. They can be categorized into two broad categories referred to as cognitive and conative skills (Marzano & Heflebower, 2012; Marzano, Yanoski, Hoegh, & Simms, 2013) and are listed in Table 3. Cognitive skills are those that people use to analyze and process information effectively. Conative skills are those people use to combine what they know with how they feel to better function in society. Those skills that are explicit to the Art and Science of Teaching model have an asterisk next to them in Table 3. Those that are not already explicit in the Art and Science of Teaching model are shaded in Table 3.

Table 3: Cognitive and Conative Skills Implicit in the Standards for Mathematics Practice and the College and Career Readiness Anchor Standards

Cognitive Skills	Conative Skills
*Generating conclusions involves combining known information to form new ideas.	Becoming aware of the power of interpretation involves becoming aware that one's thoughts, feelings, beliefs, and actions are influenced by how one interprets situations.
*Identifying common logical errors involves analyzing information to determine how true it is.	Cultivating a growth mindset involves building the belief that each person can increase his or her intelligence and abilities.
*Presenting and supporting claims involves providing evidence to support a new idea.	Cultivating resiliency involves developing the ability to overcome failure, challenge, or adversity.
Navigating digital sources involves using electronic resources to find credible and relevant information.	Avoiding negative thinking involves preventing one's emotions from dictating one's thoughts and actions.
*Problem solving involves accomplishing a goal in spite of obstacles or limiting conditions.	Taking various perspectives involves identifying the reasoning behind multiple (and often conflicting) perspectives on an issue.
*Decision-making involves using criteria to select among alternatives that initially appear to be equal.	Interacting responsibly involves being accountable for the outcome of an interaction.
*Experimenting is the process of generating and testing explanations of observed phenomena.	Handling controversy and conflict resolution involves reacting positively to controversy or conflict.
*Investigating involves identifying confusions or contradictions about ideas or events and suggesting ways to resolve those confusions or contradictions.	

*Identifying basic relationships between ideas involves consciously analyzing how one idea relates to others.	
Generating and manipulating mental images involves creating a picture of information in one's mind in order to process it more deeply.	

While the Art and Science of Teaching model explicitly includes all but two of the cognitive skills, it does not explicitly include the conative skills. One adaptation to the Art and Science of Teaching model is to explicitly teach students the procedures necessary to execute the cognitive skills and processes that are already explicit in the model, as opposed to having students simply use these skills and processes. That is, instead of simply providing activities that require students to present and support claims (a cognitive skill explicit in the Art and Science of Teaching), the teacher would also instruct students on a procedure for presenting and supporting claims. For those cognitive and conative skills and processes not explicit in the model, the teacher would have to explicitly teach the skills and processes as well as find places where they naturally fit. The third column in Table 2 identifies where those non-explicit cognitive and conative skills might be placed.

For more information about The Art and Science of Teaching Common Core State Standards and aligned school leader and district leader evaluation models, please visit MarzanoCenter.com or call 1.877.411.7114.

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2014

Arkansas Report Card



UNIVERSITY OF
ARKANSAS

COLLEGE OF EDUCATION
& HEALTH PROFESSIONS

Office for
Education
Policy

Letter from the Director

To our readers,

The Office for Education Policy is pleased to bring you its 2014 Arkansas Report Card highlighting our students' educational performance through the 2013-2014 academic year. We hope that this year's edition is informative and helpful in furthering the conversation that surrounds our education system. The following data are intended to provide a snapshot of K-12 education in our state, and inform the discussion as important decisions are being made this legislative session. Although there are many bright spots across the state, it is important for our policymakers, administration, and educators to monitor and adjust based upon current trends and student performance measures at both the state and national level. Thank you,

*Dr. Gary Ritter,
Director of the Office for Education Policy*



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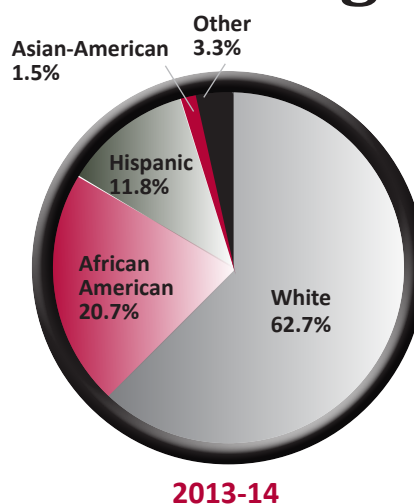
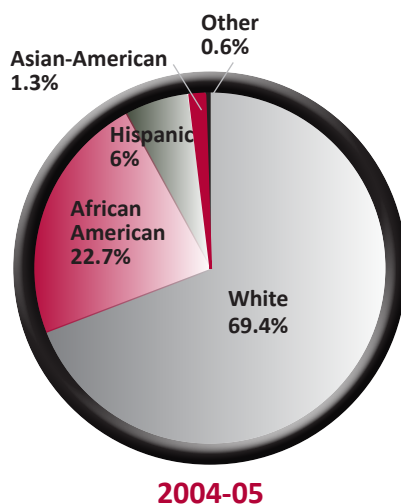
State Profile



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K-12 Enrollment Demographics



Arkansas' K-12 Enrollment

2013-2014 | **474,995**
2004-2005 | **455,515**

+4% Change

Executive Summary

Arkansas is entering a new phase for K-12 education. All students in Arkansas public schools are now being taught new standards, and this spring students in grade 3-11 are planning to take new assessments. Changing the standards taught and how student performance is measured is difficult, but Arkansas is committed to preparing students to leave the K-12 school system ready for college and careers.

In addition to administering new assessments, this spring schools are going to be 'graded' on their performance. Intended to help parents better understand how their local schools are performing, the **A-F grades** (page 5) include a wider set of criteria than the prior school rating system and provide meaningful measures for parents and stakeholders.

As we reflect on Arkansas K-12 performance, there are several areas of success to highlight:

- **Pre-Kindergarten:** In national reports, Arkansas gets high marks for access to, spending on and quality of pre-kindergarten programs (page 6).
- **High School Graduation Rates** are above the national average and continuing to increase (page 12).
- **Education funding** is consistently supported in the state budget, and progressive for regions in need of support (page 13).
- **ACT scores in English, reading and science** are closing in on national averages, and almost all Arkansas high school graduates are taking the test (page 15).

Of course, there are also areas for improvement:

- **Math and literacy proficiency rates on state assessments have been stagnant or declining** over the past three years (page 6). The declining results could be due to the mis-alignment between the new standards and the old assessment (ACTAAP), but student performance has also declined on the ITBS (page 8).
- **The achievement gap** between students who participate in the Free/Reduced Lunch program and their peers who do not, is relatively unchanged over the past several years (page 9).
- Arkansas continues to **lag behind the national average** for 4th and 8th grade students as measured by the NAEP (page 10), and for high school students taking the ACT (page 15).

Pre-kindergarten and high school completion targets are examples of policies that have made a real difference to Arkansas students. The continuing financial support of the K-12 education provides Arkansas students the opportunities to learn and grow every day. While students have demonstrated increased performance on standardized assessments overall, for the past several years there has been little growth and the achievement gaps between advantaged and disadvantaged students persist. Moreover, there are several schools around the state that continue to struggle to serve students year after year. Simply put, education leaders need to do better for the students who need school the most.

New and innovative models for teaching and learning should be implemented and rigorously evaluated for their impact on student achievement. Effective school leadership and quality classroom teachers are critical to student success, and we need to continue to support the development and retention of quality educators. Changes in state assessments may make it more challenging to measure student progress and track the effectiveness of the K-12 education system, so it is important that stakeholders use a variety of methods to monitor student progress. By working together to discover the path to success for each and every student, educators and policy makers will ensure Arkansas students are ready for college and careers!

Making the Grade A-F

This spring, Arkansas schools will be assigned a letter grade based on the performance of their students. The results of the 2013 passage of Act 696, the letter grades are intended to clarify school ratings for parents. Just like the letter grades that students receive from their teachers, the overall grade is the combination of several different scores.

There are four key parts to the new A-F school grading system



Student performance on state

assessments: Schools are awarded points for student performance: Better performance is worth more points!

Below Basic	= 0.00 pts
Basic	= 0.25 pts
Proficient	= 1.00 pts
Advanced	= 1.25 pts

Are student groups meeting

performance targets? Points assigned for how many of the targets are met—

- Overall Literacy Proficiency
- TAGG (At Risk Students) Literacy Proficiency
- Overall Math Proficiency
- TAGG (At Risk Students) Math Proficiency
- Overall Graduation Rate
- TAGG (At Risk Students) Graduation Rate

Are there large performance gaps between students who are at risk and those who are not?

Compares the performance of at risk students on literacy and math to students who are not at risk. Schools with larger than expected gaps have points subtracted and schools with smaller than expected gaps have points added to their score.

Are students graduating and are there large gaps in graduation rates between students who are at risk and those who are not? (Applies only to schools with graduation rates)

Compares the graduation rates of at risk students to students who are not at risk. Schools with larger than expected gaps have points subtracted and schools with smaller than expected gaps have points added to their score.

District Status

Districts are not assigned letter grades but are assigned a label of **Achieving** (7 districts) or **Needs Improvement** (241 districts). This label is determined by measuring district success at meeting annual performance targets for student proficiency and graduation rate.

In 2014, seven districts were identified as Achieving:

Norfolk School District

Responsive Ed Solutions Northwest

Cedarville School District

Des Arc School District

Academics Plus School District

eStem Public Charter School

Haas Hall Academy



Getting Started Right!

Arkansas ranks **first in the nation in the percentage of students attending full-day pre-school**, and ranks in the top 10 for early education overall according to *Education Week's* Quality Counts report. In addition, Arkansas received a \$60 million grant to expand pre-kindergarten services in 10 of the state's highest-need, most underserved counties. To read more about Pre-Kindergarten in Arkansas, see our [Policy Brief about National and State Research on Pre-Kindergarten](#).



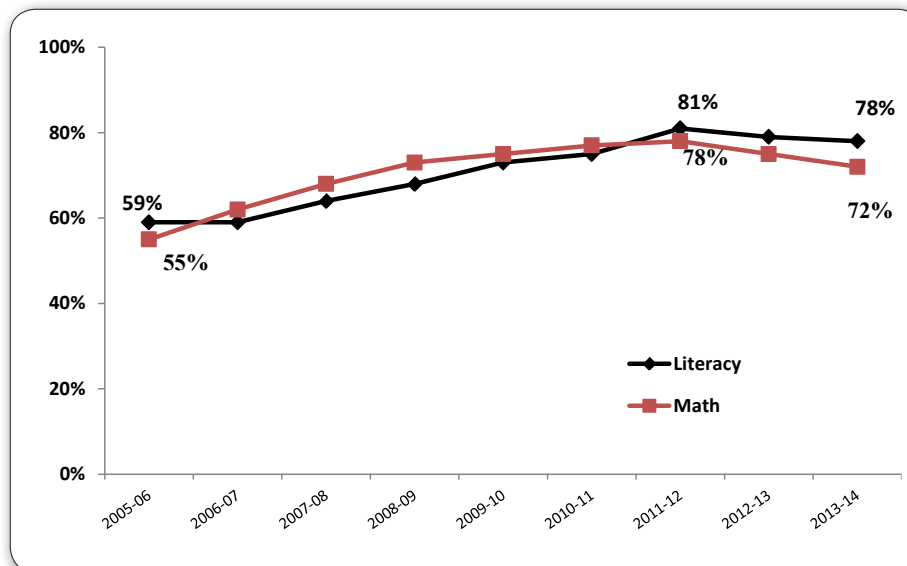
Benchmark Exam



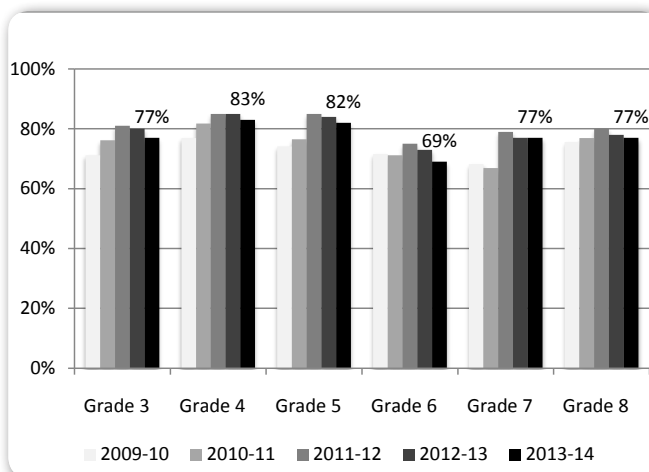
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The Arkansas Comprehensive Testing Assessment and Accountability Program (ACTAAP) “Benchmark exams” measure student performance on Arkansas’ state standards. This criterion-referenced assessment is administered to students in grades 3 through 8 each year in the spring. Proficiency rates have increased significantly over the past 10 years. In 2013-14, however, **literacy and math proficiency rates declined**. Statewide, proficiency rates are higher in literacy than in math. Examined by grade level, proficiency rates declined or remained consistent. For an expanded look at this test and the others that Arkansas students take, take a look at our policy brief: [2013-14 Arkansas Test Results](#).

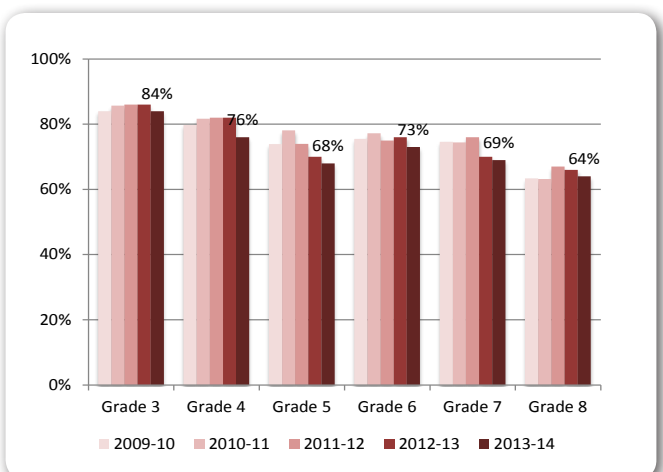
Statewide Benchmark Exam 2005-2014 Percent Proficient & Advanced



Arkansas Benchmark **Literacy**: 2009-2014 Percent Proficient & Advanced by Grade



Arkansas Benchmark **Math**: 2009-2014 Percent Proficient & Advanced by Grade



Iowa Test of Basic Skills (ITBS)

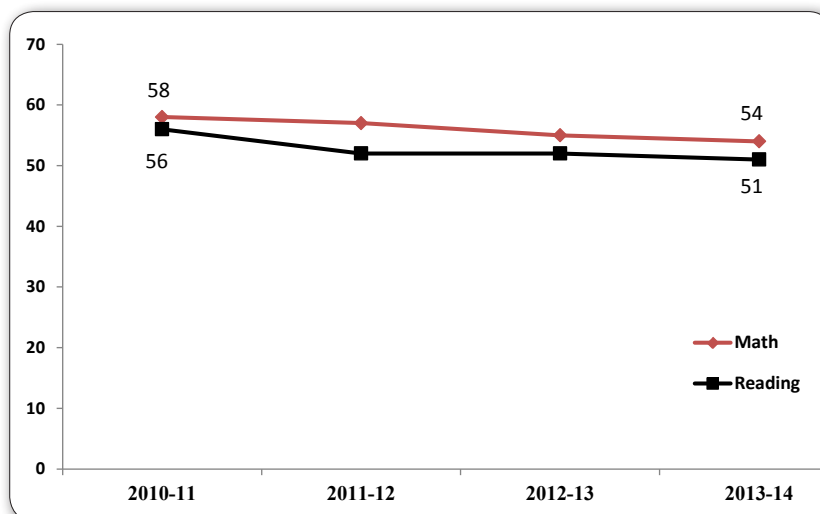
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The Iowa Test of Basic Skills (ITBS) is administered to students in grades 1 - 9. These norm-referenced questions allow for comparison across state borders using National Percentile Ranks (NPR).

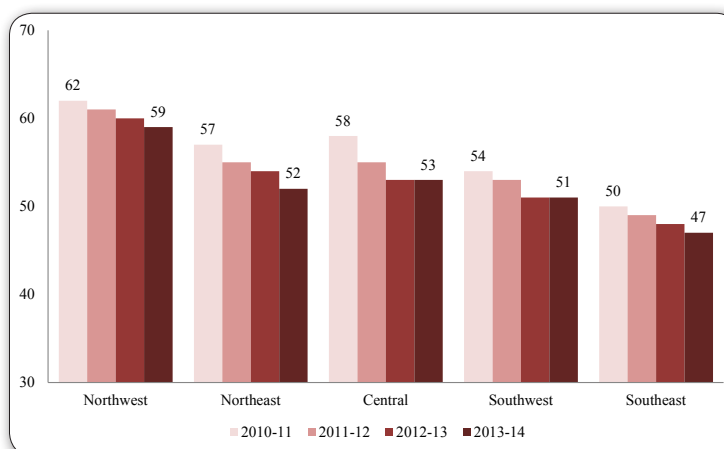
In 2013-14, Arkansas students continued to score above the national average on the ITBS, but **scores in both reading and math have declined consistently** since 2010-11. This declining performance is consistent across all regions of the state. In contrast to the Benchmark results, which show Arkansas students performing higher in Literacy than in math, on the ITBS Arkansas students perform better in mathematics than in reading. For an expanded look at this test and others that Arkansas students take, take a look at our policy brief:

[2013-14 Arkansas Test Results.](#)

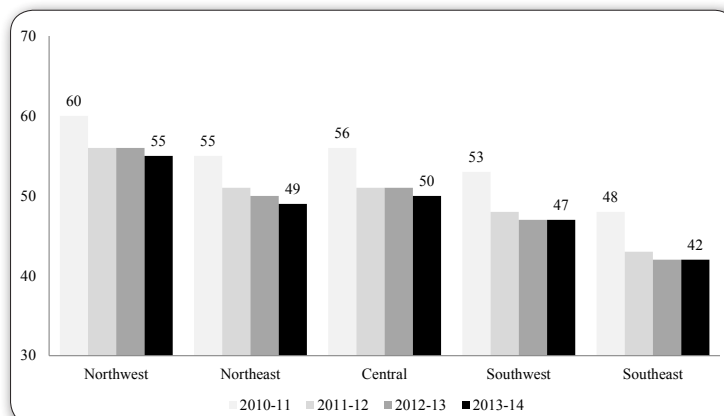
ITBS National Percentile Rank Statewide 2010-2014



ITBS Math: National Percentile Rank by Region, 2010-2014



ITBS Reading: National Percentile Rank by Region, 2010-2014

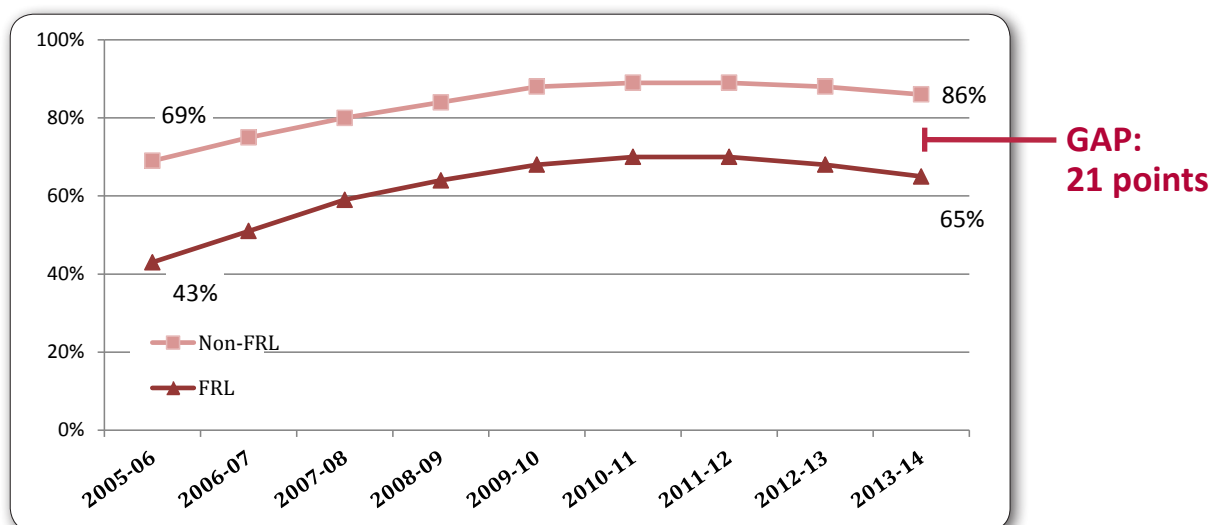


Closing the GAP

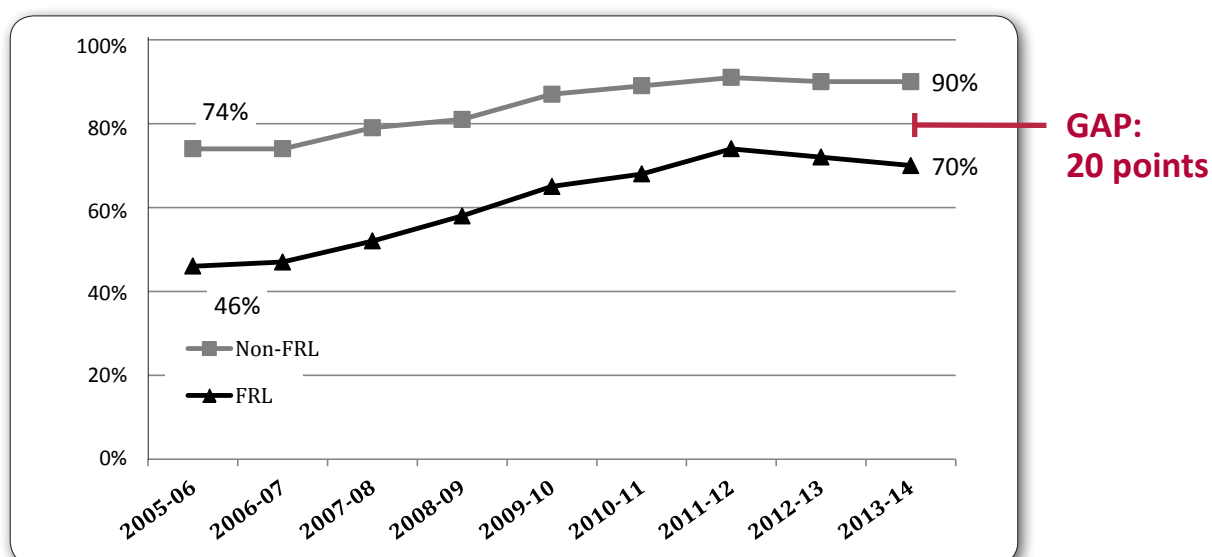


The academic performance of students who face economic challenges has increased over the last decade, but the gap between those students and their peers who are not eligible for Free/Reduced lunch programs has proven difficult to close. Students have made substantial gains in Benchmark proficiency rates in both literacy and math since 2005-06, and students eligible for Free/Reduced lunch programs are scoring proficient at rates similar to non-FRL students from 2005-06. Growth across both student groups, however, **has not significantly impacted the achievement gap**, which has been holding around **20 percentage points** for several years.

Arkansas Benchmark Math: 2009-2014
Percent Proficient & Advanced by Free/Reduced Lunch Status



Arkansas Benchmark Literacy: 2009-2014
Percent Proficient & Advanced by Free/Reduced Lunch Status



NAEP Performance

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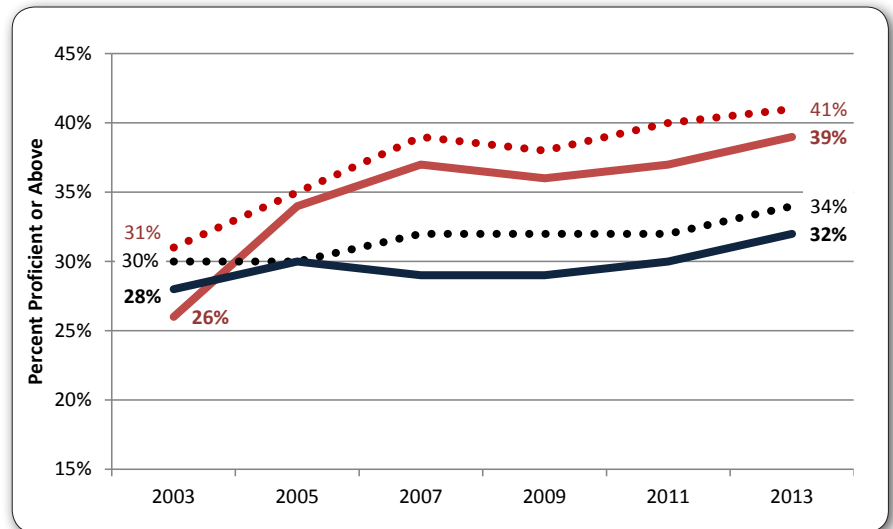
Every two years, the National Assessment of Educational Progress (NAEP) test is administered to a representative sample of students in each of the 50 states plus Washington, D.C. For this reason, this test is known as the **“Nation’s Report Card.”** Administered at the 4th and 8th grade levels, these results can help us track how Arkansas performs against the nation as a whole.

Arkansas students **consistently perform below the national average** on the NAEP, although 4th grade performance is closer to the average than 8th grade performance. Additionally, Arkansas students score closer to the national average in reading than in math.

Arkansas’ 4th grade students scored 2 percentage points below the national proficiency rate in both reading and math in 2013, the most recent year that NAEP was administered. Arkansas’ 8th grade students scored 4 percentage points lower than the national average in reading, and 6 percentage points below in math.

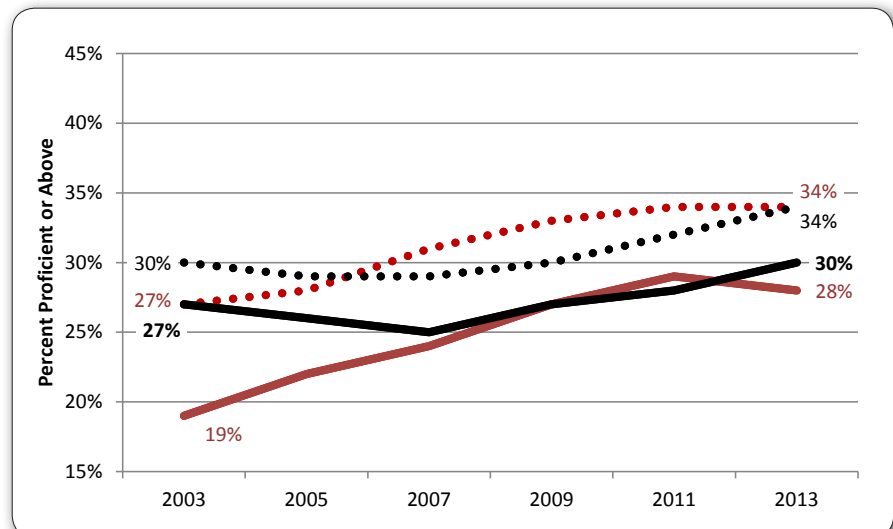
While the reading performance gap between Arkansas students and the national average has remained consistent since 2003, Arkansas students in both 4th and 8th grade have closed the performance gap for math by a few percentage points over the last decade.

NAEP Grade 4 2003-2013



Math-US Reading-US
Math-AR Reading-AR

NAEP Grade 8 2003-2013



End of Course Exams

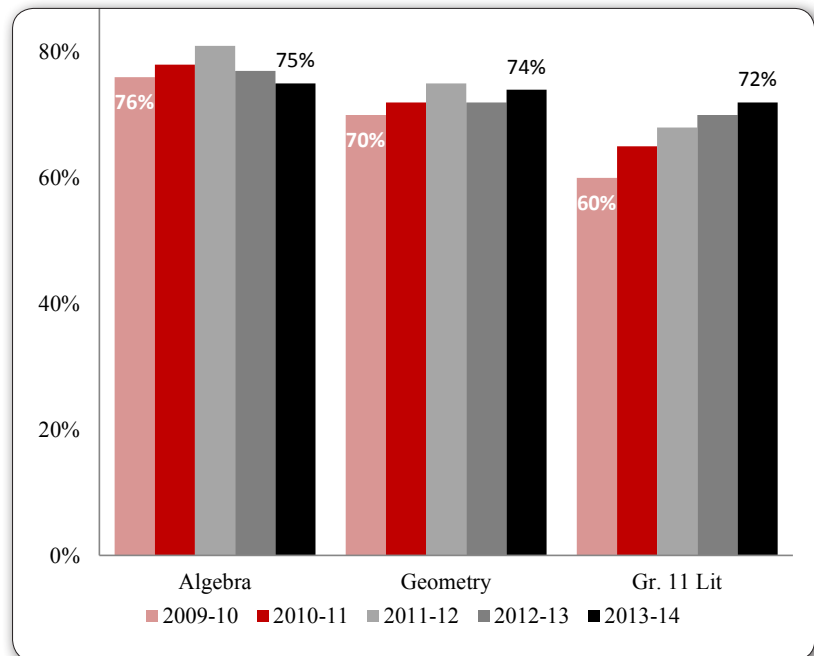


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As “capstone tests” for Arkansas high school students, End-of-Course (EOC) examinations test proficiency in key subjects, including Algebra, Geometry, and 11th grade Literacy. These assessments are the last required academic performance evaluation of students before they leave the Arkansas K-12 system.

In the 2013-14 school year, test results were mixed, as 11th grade Literacy scores demonstrated consistent gains, geometry scores increased over the prior year, and Algebra proficiency was at the lowest level since 2009-10.

Arkansas End-of-Course Exams % Proficient & Advanced by Course, 2009-2014

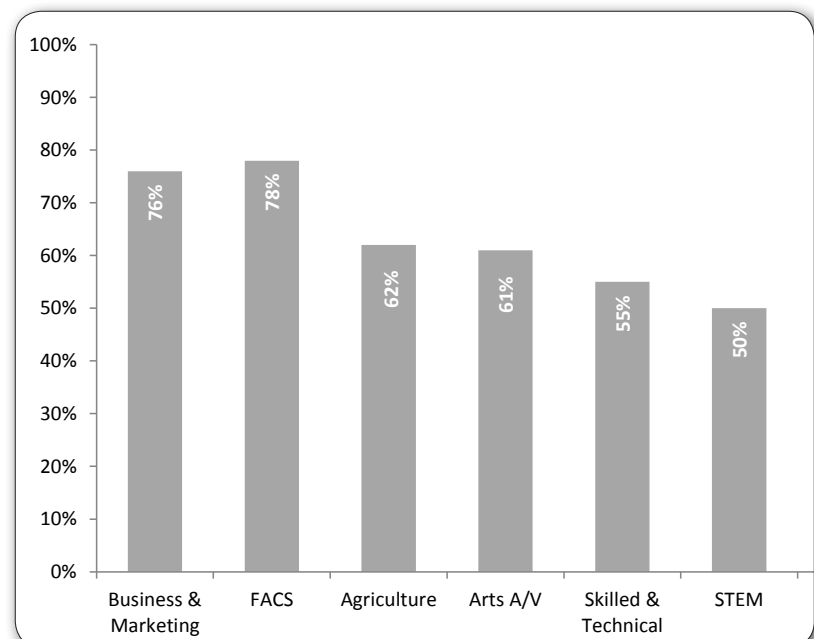


Career & Technical Exam

All core courses in each of the CTE programs of study conducts end-of-course assessment which measures technical skill attainment as required by the federal Perkins Act. In 2013-14 over 100,000 CTE exams were completed, with the largest percentage of assessments in Business and Marketing (44%) and Family and Consumer Science (35%).

Statewide, **73% of students scored proficient on CTE exams**. Over 75% of students met proficiency expectations on the most common exams (B&M and FACS), while only half of the 1,151 students who completed a STEM assessment were proficient.

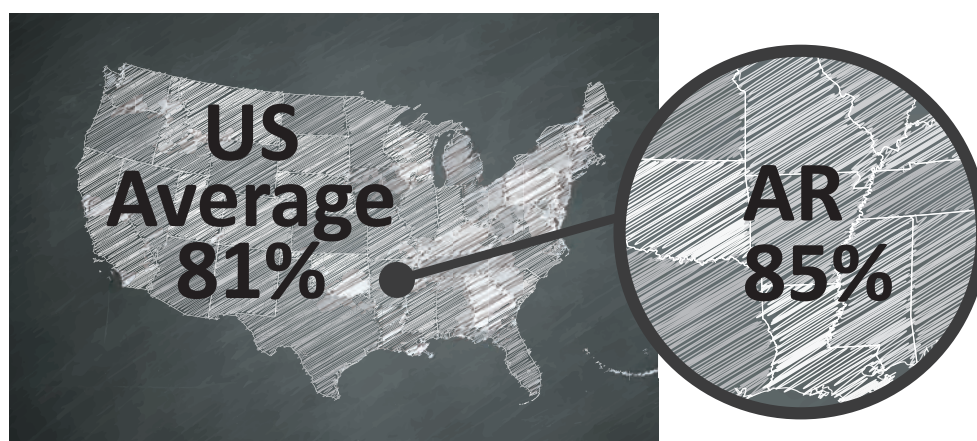
CTE End-of-Course Assessment Proficiency 2013-2014



Graduation Rates

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High school graduation is a key milestone in students' transition to college and careers, and the major finish line for our K-12 school system. Over the past three years, since our state has begun calculating four-year cohort graduation rates, **Arkansas graduation rates have been steadily climbing**, across all regions and across all demographic groups. More information about this issue can be found in our [Arkansas Education Report Graduation Rates in Arkansas](#).



Four-Year cohort high school graduation rates for the nation, Arkansas & bordering states

	2010-11	2011-12	2012-13
US	79%	80%	81%
AR	81%	84%	85%
LA	71%	72%	74%
MS	75%	75%	76%
OK	—	—	85%
MO	81%	84%	86%
TN	86%	87%	86%
TX	86%	88%	88%

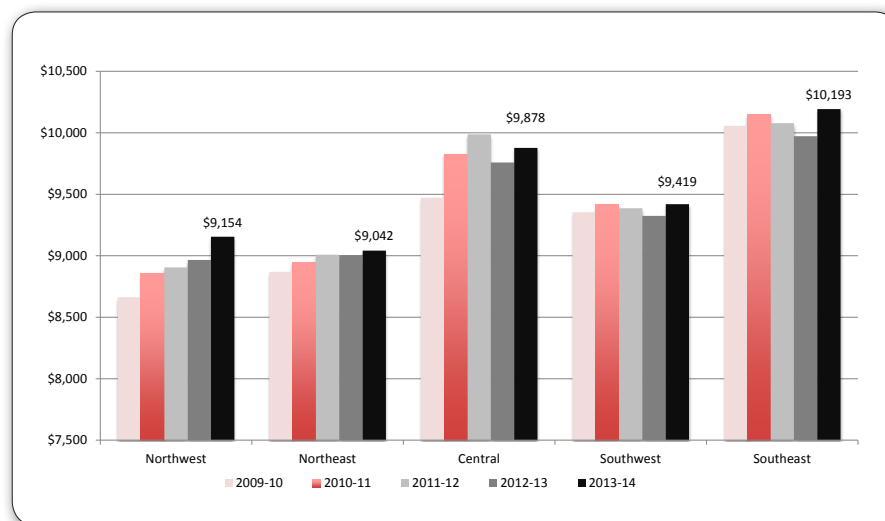
Note: Oklahoma did not calculate cohort graduation rates until 2012-13

Arkansas K-12 School Finance

2014 AR Report Card | 13

Arkansas is earning high marks from national reports for its investment in education. With any investment it is important to review the trends over time. **Arkansas' per pupil expenditure for 2013-14 was \$9,457.** This represents a modest increase of \$345 (3.8%) since 2009-10. Per pupil expenditures for each region are represented in the graph below. The southeast region of the state consistently spends more per pupil than other regions, while the northeast reported the lowest spending in 2013-14.

Per Pupil Expenditure by Region 2009-10 to 2013-14



Regional differences are reflected in other areas aside from per pupil expenditure. Average classroom teacher salary is consistently higher in the northwest and central regions of the state, as are teacher to student ratios. Percentage of economically disadvantaged students (as measured by participation in Free/Reduced price lunch programs) is lower in the northwest and central regions.

At A Glance: Regional Financial Highlights 2013-14

	Northwest	Northeast	Central	Southwest	Southeast
Average Mills	38.22	36.26	39.93	36.72	36.07
% Minority	30%	28%	44%	44%	52%
% Free/ Reduced Lunch Participants	58%	67%	56%	68%	73%
Per Pupil Expenditure	\$9,154	\$9,042	\$9,878	\$9,419	\$10,193
Average Teacher Salary	\$49,951	\$44,739	\$51,529	\$42,725	\$42,053
Teacher: Student Ratio	1 to 14.2	1 to 13.8	1 to 14.3	1 to 12.7	1 to 12.6

"Cost of Proficiency"

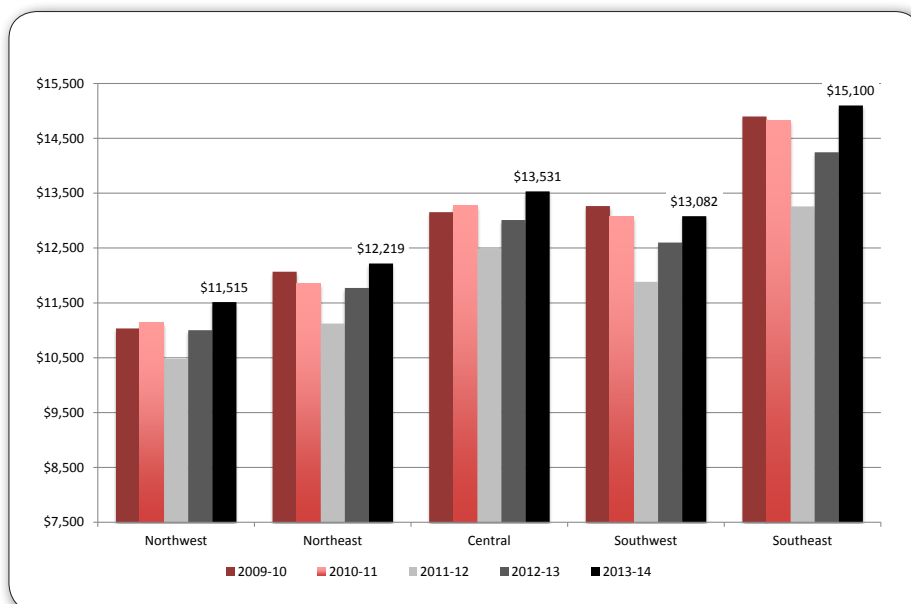
What is the "Cost of Proficiency"?

Examining investments in our students in conjunction with the outcomes those investments produce provides a measure of the efficiency of Arkansas' public school system. The "Cost of Proficiency" is a representation of the investment associated with students meeting the Proficient or Advanced standard on the Arkansas Benchmark exams. The average regional per pupil expenditure is divided by the regional percent proficient in literacy and math. The "Cost" of each proficient score was lowest in 2011-12: expenditures were similar to previous year, but proficiency rates were at their peak.

Statewide, the cost of a proficient score in 2013-14 was \$12,609. "Cost of Proficiency" for each region is represented in the graph below. The southeast region of the state consistently spends more per proficient pupil than other regions, while the northeast reported the lowest spending in 2013-14.

As with per pupil expenditures, student demographics and teacher salaries, there are regional differences in this measure. Students who are economically disadvantaged, English language learners, or have with a learning disability may require greater investment to attain grade-level proficiency. This measure is most informative when comparing across years for a particular region, or between districts with similar student populations.

'Cost of Proficiency' by Region 2009-10 to 2013-14



At A Glance: Regional Overall Percent Proficient 2013-14	
Northwest	79.5%
Northeast	74.0%
Central	73.0%
Southwest	72.0%
Southeast	67.5%

$$\text{Cost of Proficiency} = \frac{\text{Per Pupil Expenditure}}{\text{Overall Percent Proficient}}$$

ACT College Readiness



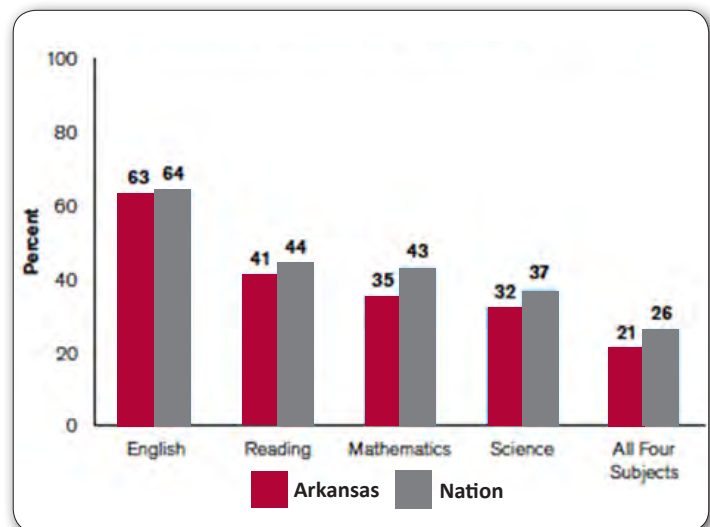
2014 AR Report Card | 15

Almost all Arkansas High School graduates (93% of the class of 2014) voluntarily take the ACT near the end of their high school career. The ACT tests four subject areas: English, Reading, Math and Science. Typically taken by students on a college-going path, nationally 57% of students complete the ACT. It is exciting that more Arkansas students are taking the ACT than ever before, and even more impressive that **Arkansas' composite score reached a 5 year high in 2014 of 20.4.**

ACT College Readiness Benchmarks were developed to provide students and their parents with information about the likelihood that students are ready to be successful in college. Sixty-three percent of Arkansas students met the benchmark for English, just one point shy of the national average. Arkansas' largest gap compared to national performance was in mathematics, where only 35% of students met the benchmark.

It is difficult to directly compare Arkansas' performance on the ACT to national performance because a greater percentage of Arkansas students live in poverty and a greater percentage of Arkansas students take the ACT. When compared to national averages, however, Arkansas students are closing the gap on ACT scores. The graph below shows Arkansas' gap compared to the national average in 2010 and 2014. The subject area where the gap is the largest and most persistent is math, while the English gap has decreased by half over the last four years.

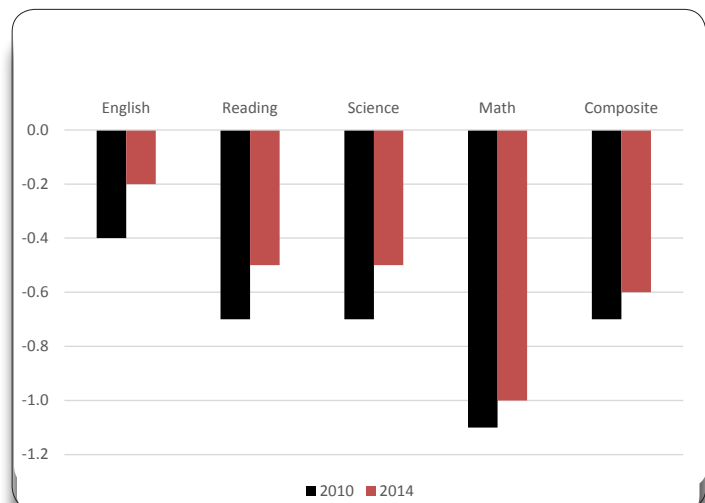
Percent of 2014 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject



Average ACT Score: Arkansas 2014

English	Reading	Math	Science
20.1	20.8	19.9	20.3

Arkansas vs. US ACT Score GAP 2010 and 2014



Information & Staff



Mission:

The Office for Education Policy (OEP) provides relevant education research, data, and policy analysis to support data-driven decision-making for Arkansas PK-12 policymakers and educators.

Do you want to learn more?

Please e-mail or give us a call. We hope you find this edition of the State Report Card helpful. We appreciate your support and interest in the students of Arkansas!

All graphs and tables used in this publication come from publicly-available data.

Sources:

*ACT.org
Arkansas Department of Education
Arkansas Department of Higher Education
Arkansas Realtors Association
Bureau of Labor Statistics
Census.gov
Fortune.com
Institute of Education Sciences
U.S. News and World Report*

Office for Education Policy University of Arkansas

201 Graduate
Education Building
Fayetteville, AR 72701
Phone: (479) 575-3773
Fax: (479) 575-3196

E-mail: oe@uark.edu
www.officedforeducationpolicy.org
Twitter:
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Office for Education Policy

Staff

OEP Faculty Director
Dr. Gary W. Ritter,
Professor of
Education Policy

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**Office for
Education
Policy**



DISTRICT AUGUSTA
SCHOOL: AUGUSTA HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: JACK BROACH
EXTERNAL PROVIDER: JERRY VAUGHN
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: ROBERT TONEY

SUPERINTENDENT: RAY NASSAR
PRINCIPAL: JOSEPH BROWN

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

2nd QUARTER

2015-2016 School Year

10/02/2015

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

A leadership team has been established comprised of the Principal, Federal Coordinator, Curriculum Coordinator, Math and Literacy coach, and the Counselor. Meetings are held weekly for 1.5 hours to discuss and plan for PLC's, progress made on IMO's, disaggregation of data, and next steps. A student council has been formed to address student voice. The student council will host dances, have food drives during the holidays, assist the elderly in the community, and represent the voice of the student body. An 8 sector task force, which is an ALA model, was created two years ago. However, the task force is in the process of being revamped and utilized to close the gap between the school and the community. A list has been compiled of 8 sector committee members and an action plan and agenda was created at the beginning of the 3rd quarter for the upcoming meeting in February.

Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Student Council meets monthly with Administration to voice concerns, make suggestions and to gage the thinking of the student body.	11/13/15	12/16/15	Brown Boatman			Sign in sheets
2. Leadership team weekly meeting	09/17/15	12/16/15	Brown			Agenda of meeting
3. Compile list of community invitees.	02/1/2016	12/16/2015	Leadership Team			Actual list

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

After school P.D. meetings were used to put teachers into in order to design and plan core units based on pre and post tests for the purpose of ensuring that students master the instructional standards being taught in each unit. Results will be used to make adjustments to subsequent instructional plans and guide instruction. After realigning the master schedule for common planning times instructional teams will be formed for the 16-17 school year.

Quarterly Objective:						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Collect Pre-Post unit tests	01/15/2016	12/8/15	Leadership Teams			Actual tests
2. P D on use of Pre and Post test	01/15/2016	12/07/15	Leadership Team			Sign in sheets

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).						
Current reality of effective practice (Assess where we are): At the beginning of each school year, teachers are to review the student handbook with their students and clarify anything that might be confusing regarding the rules and regulations in the handbook. Within two weeks, students and their parents/guardians are to sign a form, acknowledging that they understand the rules and regulations in the handbook. Midway through the first quarter, the principal and the counselor held a general assembly to explain, in depth, the policies regarding sexual harassment, bullying, and dress code. A review of these policies are done on a quarterly basis.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Review handbook with students at the beginning of each quarter	02/12/16	02/04/16	All Teachers			Daily announcements
2. Active shooter drill for faculty and staff	01/28/16	10/23/15	Brown Manning			Sign in sheets

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT**ADE Recommendation:****Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Compacts will be created and distributed at mid-term, parent/teacher conferences February 11, 2016. The compacts will be a signed agreement between the student, parent, teacher, and Principal.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create student/parent compacts	2/11/16	11/5/15	Brown Martin			Signed and returned compacts

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT**ADE Recommendation:****Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Currently, the school has a guidance plan that helps students plan their college and career opportunities. Timelines are set up and a letter will be sent out to students to inquire their current status. Students that have graduated high school and are not attending college are encouraged to come to the school and receive assistance. A career fair will be offered at the school in November, 2015. Current students and former students will be invited to attend. The school also employs a career coach from East Arkansas Community College to help students decide a career path.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1 Hold Career Fair at High School for current and former High School Students	11/15/15	11/06/15	Manning Brown			Contract and MOU



PRINCIPAL'S REPORT 2nd QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES

If yes, what support have you received from the district?

District leadership meetings are held on Mondays weekly. During these meetings, the superintendent discusses the upcoming weeks happenings and does a needs assessment with the leadership team. District support that has been provided includes the ordering of supplies and materials, the STAR math test in order to determine grade level proficiency in math, books for book study in PLC's, and needed books and materials for classrooms. Recently, discussion included testing procedures and guidelines for the upcoming ACT/ASPIRE test.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) The Augusta High School has adopted the LDC and MDC protocols along with the utilization of the local educational cooperative and the Harding University STEM center to help close the achievement gap in math and literacy. The school also uses the APEX program as a means for credit recovery and remediation during the school year and the summer. Data is gathered to determine if students would benefit from the APEX program.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The external provider supports the principal and the leadership team in building capacity, implementing change, and utilizing best practices in education. The school currently employs an internal SIS, Jack Broach. The ADE SIS team has supported the school by clarifying and providing guidance with the 45 day action plan and the quarterly report.

What are the barriers, if any, in improving student outcomes?

One of the major barriers in improving student outcomes is the stigmatism of being a priority school. The priority label, in general, has produced a negative aura that surrounds the school and the community. Also, the inability to be taken off priority status due to ever

changing requirements has been a damper to student and teacher attitude, which in turn, affects the outcome of student achievement.

How is your leadership team monitoring student progress in the skill area of science?

The leadership team is using TLI and pre/post test data to monitor student progress in science.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Student progress in these areas is monitored in several different ways. TLI is used as an interim measure to check student progress on a quarterly basis. The implementation of STAR math and the San Diego Quick Assessment will help track student progress in math and literacy and determine the grade level behind and the grade level the students should be on. Lastly, PARCC and ACT scores will be used to track student progress and achievement. In doing so, students may be placed in the APEX program for remediation and/or placed on an AIP.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The most meaningful decision and action made by the leadership team this quarter was the Professional development regarding pre and post test data and interim assessments.

If anything, what do you intend to change or modify for the next quarter? The one thing I intend to change for the next quarter is to address the IMO's in a more organized fashion. Once again, things have changed on the state level and a different set of accountability standards have been put into place. Organized job charts will be created with specific job duties assigned to the proper personnel. In doing so, addressing IMO's and next steps for action plans should be a much smoother process.

SCHOOL LEADERSHIP TEAM'S REPORT __2nd__ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3 rd	4th			1st	2 nd	3rd	4th	1st	2nd	3rd	4th
7	31	30			7	0					1	0		
8	22	25			5	0						1		
9	33	28			5	0	2				4	6		
10	29	29			6	0						0		
11	27	26			5	0		1			3	2		
12	26	26			5	0						0		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by STAR Math _____ _____/_____(Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____DRA Sept. 2015_____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____San Diego Quick Assessment_____ _____/_____(Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	3/9 33%	1/9 11%										
7							3				0/26	
8							4				0/21	
9							10				15/27	
10							6				13/29	
11							7				14/24	
12							8				12/21	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
											(A)	(B)				
			1st	2 nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7-8	1	53	7	2			Gr.7-18	18	15		51	6		11.7		
9-10	2	62	10	2			Gr.8-18	15	17		50	6		12		
11-12	0	53	18	1			Geom.-24	22	24		64	6		9.4		
							Alg.1-23	22	23		60	8		13.3		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2 nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7-8	5	53	10	12			47	48	50		145	33		22.8		
9	4	33	12	10			26	27	26		107	27		25		
10-12	0	82	16	14			77	75	75	12 th GRD.- 21	248	69		28		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Augusta High School - Math

Combined/Economically Disadvantaged

Grade	2015 Goal	Actual %	Total #	Need	Projected	Net
7 th Grade	22.09%	85.7	26	6	21	+15
8 th Grade		59	22	5	13	+8
Alg. 1		96.1	26	6	25	+19
Geometry		86.9	23	5	20	+15

Overall (note values in cells are rounded)

Grades	2015 Goal	Actual %	Total #	Need	Projected	Net
All	22.09	82.5%	97	22	79	+57

**Augusta High School - Literacy
Combined/Economically Disadvantaged**

Grade	2016 Goal	Actual %	Total #	Need	Projected	Net
7 th Grade	31.47%	87.09	31	10	27	17
8 th Grade		90.9	22	5	20	15
9 th Grade		75.86	29	10	22	12
10 th Grade		86.66	30	10	26	16
11 th Grade		76.92	26	9	20	11

Overall

Grades	2016 Goal	Actual %	Total #	Need	Projected	Net
All	31.47%	83.33	138	44	115	71



DISTRICT: BLYTHEVILLE SCHOOL DISTRICT

SCHOOL: BLYTHEVILLE HIGH SCHOOL - NEW TECH

STATUS: PRIORITY

SITE-BASED SIS: TERYN SPEARS

EXTERNAL PROVIDER: NEW TECH NETWORK/GENERATION READY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/MS. JAMIE HOLIMAN

SUPERINTENDENT: RICHARD ATWILL

PRINCIPAL: BOBBY ASHLEY

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

2nd QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Academic Distress Recommendation: School leadership will implement a team structure that supports student learning and achievement as its primary purpose. (3)

Effective Practice within Category:

The Leadership Team serves as a conduit of communication to enable input from faculty and staff and to make decisions for professional development based on data presented (ID08, ID10)

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

The Leadership Team serves as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development ([IF11](#)). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02).

Current reality of effective practice (Assess where we are):

The Leadership Team is set up in a way that enables it to receive input from the faculty and staff through their responses and participation with their cultural and instructional team meetings, as well as through direct conversation with any member of the Leadership Team and input received during faculty meetings. Pertinent communication from the Leadership Team is shared with faculty and staff through announcements made during collaboration meetings or during monthly faculty meetings. Currently, we do not make agendas and minutes available to faculty and staff.

Professional Development is planned according to classroom observation data and teachers' responses to professional development needs surveys. BHS offers a variety of breakout sessions as a part of its annual August PD sessions so that teachers can choose the sessions that fit their individual needs. In addition, each content teacher attends PLC collaboration meetings in which they receive feedback from their peers about lessons, plan common assessments, review student work, and align curriculum. The principal, Instructional Facilitator, and outside consultant offers feedback and suggests resources following classroom observations. Currently, the principal's and IF's observations, as well as Needs Assessment Surveys completed by the teachers, inform professional development; however, the leadership team does not currently review or plan PD.

Through our TESS Evaluation system, teachers create individual Professional Growth Plans based upon classroom observation data and teacher self assessment. Each teacher then plans to attend professional development based upon his/her PGP and must address that plan to earn credit for their 18 Flex PD hours. The PGP and the Flex plan are reviewed by the principal and each teacher is responsible for bringing in documentation.

Quarterly Objective:

The leadership team will work to fluidly receive input from the faculty and staff through instructional and cultural professional learning communities and will regularly engage in a cycle of inquiry around improving student learning outcomes based on analysis of data from classroom observations, teacher data meetings and common assessments. That analysis will lead to specific strategies teachers will implement in their classrooms and administrators and instructional leaders will look for and specifically scaffold in classroom observations and will provide feedback on in subsequent data meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Julia McBride, New Tech coach, will provide professional development to deepen the Leadership Team and the teacher leaders' (Instructional Team and Cultural Team) understanding of how a Theory of Action can provide purpose-driven direction and revise PLC ToAs according to their purpose	11-11-15	11-11-15	Bobby Ashley/Teryn Spears/Julia McBride			Julia McBride worked with the BHS leadership team and teacher leader team (evidence by agenda and sign-in sheet) and accomplished the following objectives: <ul style="list-style-type: none"> Build further clarity around the purpose of BHS PLCs and each person's role and responsibilities in working to achieve that purpose

						<ul style="list-style-type: none"> • Connect to the ideal future state of BHS PLCs in alignment with their purpose and crosswalk with the current state so as to identify opportune gaps to close • Deepen understanding of how a Theory of Action can provide purpose-driven direction and revise PLC ToAs according to their purpose • Expand leadership knowledge base around the concept of a learning organization and the conditions conducive to leading a process of continuous improvement to support planning next steps in PLC ToA-aligned processes of continuous improvement • Work to build coherence between PLC efforts and their alignment to particular aspects of ADE recommendations and reporting expectations
Administrators and Instructional Facilitator will observe teachers and provide feedback based on the theories of action (TofA).	12-11-15	12-11-15	Bobby Ashley/Donald Davis/Jennifer Blankenship/Robin Sneed			Teachers began process of creating ToA; some of those need to be refined and need direction. Observation and feedback based on

						those have begun and will continue next quarter.
Instructional Facilitators from across the district will meet around the Four Recommendations, focusing specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback conferences based upon exemplars found in the DVD materials that accompany <i>Leverage Leadership</i> by Paul Bambrick-Santoyo.	11-20-15 12-11-15	11-20-15 12-11-15	Sally Cooke Robin Sneed			Instructional Facilitators met with Sally Cooke, our district's Curriculum Director, in November and December to continue our work around formative assessment, data analysis, and the observation and feedback loop. In December, each IF discussed successes with practicing the observation/feedback process since our November meeting. We also discussed barriers to giving face-to-face feedback following observation, and we all agreed that time was the greatest barrier. We will continue coming together to collaborate around the Six Steps of Effective Feedback protocol next quarter.
Administrator Learning & Growth - District leadership and School Improvement Specialists work with principals across the district to increase alignment with leadership team practices and instruction, to focus on teacher recruitment/retention and to provide support in learning and growth. The work involves peer observations in each building and deep, focused learning and application of the work found in <u>Leverage Leadership</u> by Paul	10-26-15 11-10-15 12-4-15 12-8-15 _____ 11-12-15 (The National Teacher Project Training, Part I)	10-26-15 11-10-15 12-4-15 12-8-15 _____ 11-12-15 (The National Teacher Project Training, Part I)	Teryn Spears Sally Cooke			Building administrators came together to work on honing practices for effective observations and feedback. Using <u>Leverage Leadership</u> as a guiding text, the team, under district leadership, worked to establish a structure that was consistent, timely, measurable and actionable. In addition, administrators made peer visits to the Elementary School, Middle School and High School as part of the ongoing work to align practices, instruction and curriculum as well as

<p>Bambrick-Santoyo. The work for second quarter focuses specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback conferences based upon exemplars found in Bambrick-Santoyo's work.</p> <hr/> <p>Specific to the work of retention, the building administrators will take part in the National Teacher Project training and begin applying the learning.</p>					<p>practice the observation/feedback cycle. Agendas, minutes and sign-in provide details and further evidence of the work.</p> <hr/> <p>Administrators attended the National Teacher Project Training in Little Rock on November 12, 2015. As a result of the first portion of the training, the administrators have focused clearly on staff members with whom they should have 'stay conversations' and have carried out those conversations. The training will continue with a webinar on January 19, 2016.</p>
<p>Assistant Principals from across the district will come together to align practices, receive support and have a time of learning focused specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback conferences based upon exemplars found in the DVD materials that accompany <i>Leverage Leadership</i> by Paul Bambrick-Santoyo.</p>	12-10-15	12-10-15	Teryn Spears Sally Cooke		<p>Assistant Principals from across the district came together to work on honing practices for effective observations and feedback. Using <u>Leverage Leadership</u> as a guiding text, the team, under district leadership, worked to establish a structure that was consistent, timely, measurable and actionable. In addition the assistant principals have established a need for continued work together for support, to align practices and to learn. The team will come back together at the end of 3rd quarter.</p>

Data from data conferences and theories analyzed by Leadership Team and strategies and professional development for supporting teachers emerge.	11-18-15	11-18-15	Bobby Ashley/Robin Sneed			Data conferences were held with teachers and ToA developed. The theories were not presented to the leadership team because teachers need further scaffolded support to refine ToA. This task will be carried over into third quarter. However, data from conferences was presented to the Leadership Team on November 18th. As a result of this data analysis, the leadership team began to discuss the need of supporting writing across all disciplines as a schoolwide focus.
Ongoing Professional Development and Support provided for Teacher leaders (instructional team leaders and cultural team leaders).	12-7-15	12-7-15	Teryn Spears/Robin Sneed			The teachers met on December 7 and continued the work began with Julia McBride in November. Teacher leaders worked to create a common structure for PLCs to provide teacher support, create a collaborative atmosphere that is driven by inquiry and ensure that learning around student learning is taking place. They then explored how the experiential learning cycle framework could be used as a possible agenda. Finally, the teacher leaders further honed their PLC's Theory of Action based on student data and explored how to support the cycle of inquiry around that focus.

Professional Development Planning in response to data and teacher needs	12-15-15 12-16-15	12-15-15 12-16-15	Robin Sneed/Bobby Ashley/Teryn Spears			Teryn Spears, our internal SIS, and Robin Sneed, instructional facilitator, met on December 15, 2015 to analyze data and begin brainstorming for PD needs as a response to the data. The January 4th PD Agenda has been set in response to teacher needs as voiced through their PLC collaboration, feedback from a Self-Assessment of Practices survey, Information from data conferences, and data collected during classroom observations. This process will continue through next semester.
Ms. Sneed will attend the TLI ACT Aspire Literacy and Math Bootcamps, will evaluate the materials, and will provide training for instructional teams.	12-1-15 12-3-15	12-1-15 12-3-15	Robin Sneed			Ms. Sneed attended both the Literacy and Math Bootcamps and gathered data from various web resources, including the Arkansas State Livebinders and TLI's testinginar.com website, in order to prepare for the January 4th PD.

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will facilitate an analysis of current English / language arts and math curricula across all grade levels and articulate in writing the process for deep curriculum alignment. (#3)

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Assessing student learning frequently with standards-based assessments (IID02, IID06). IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. ([100](#)) IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

Current reality of effective practice (Assess where we are):

Currently, the Blytheville High School Math and Humanities (literacy and history integrated) teams are administering pre- and post-assessments at approximately every three to four week intervals. Teachers are using pre-assessment data to inform instruction at the classroom level, and to some degree, the teams are analyzing post-assessment data to align curriculum and inform departmental decisions. However, we are not quite where we would like to be on these. The instructional teams have determined that one area that we need to focus on is scaffolding. Because we have still these goals, the Blytheville High School Leadership Team has determined that IIB02 and IIB04 are both in Limited Implementation. The Blytheville High School Leadership Team tabled discussion on IID02 until third quarter because we need to research whether the STAR assessments that we are based on standards. IID06, the establishment of annual learning goals utilizing student data, is fully implemented as of January 4, 2016.

On January 4, 2016, the BHS Leadership committee announced "To improve writing across disciplines" as it's annual learning goal for this year. Using the Data Driven Dialogue Protocol, teachers made inferences about the current reality of our students' writing abilities based on recent writing data. Following this school-wide discussion, instructional teams developed a Round 1 plan of a Cycle of Inquiry and developed Theories of Action. Some examples of Theories of Action include: "If we as a humanities department collaborate on grading, then we will be more aligned" and "If we as a Math department collect common, foundational constructive response data (what data will you gather?), then we can gauge where students are in math writing."

Quarterly Objective:

The humanities and math instructional teams will engage in a Cycle of Inquiry concerning data collection, analysis, and strategy development regarding various forms of data, especially from common pre- and post- assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Chad Wheeler (11/12 Humanities Instructional Team Leader), Nicole Washington (9/10 Humanities Instructional Team Leader), Casey Bice (a history department representative), and Robin Sneed (Instructional Facilitator) will attend the New Tech Network Arkansas Literacy Convening, which will focus around the following Driving Question: "How can we use literacy as a driver of deeper learning?"	11-10-15	11-10-15	Robin Sneed			Members of the Humanities Team traveled to Searcy, Arkansas on November 10th and participated in the NTN Arkansas Literacy Convening. They were able to network with other humanities teachers from NTN schools in the state around the purpose of defining literacy, exploring the topic of disciplinary literacy, and creating literacy tasks (IAKTs, which are writing prompts that students complete individually during a project in order to demonstrate their proficiency towards that project's focus standards). They used NTN IAKT templates, which were designed by the Literacy Designed Collaborative to draft their IAKTs. Then, each teacher worked with a team of teachers from other schools in order to evaluate IAKTs based on the NTN IAKT Creation Checklist/Rubric, using the Critical Friends process. Teachers expressed that they came away from the conference with a deeper understanding of a quality IAKT, as well as an understanding of the

						difference between the two forms of IAKTs: literacy tasks (which take 1-3 days) and College Readiness Assessments (CRAs, which take 5-8 days).
2. Chad Wheeler (11/12 Humanities Instructional Team Leader), Nicole Washington (9/10 Humanities Instructional Team Leader), Casey Bice (a history department representative), and Robin Sneed (Instructional Facilitator) will share information gleaned from the New Tech Network Arkansas Literacy Convening, including the effective development and evaluation of IAKTs (Individual Assessment of Knowledge and Thinking - literacy tasks) with the other members of the Humanities Department via departmental collaboration.	12-10-15	12-10-15	Robin Sneed Chad Wheeler Nicole Washington Casey Bice			Instructional team leaders shared information gleaned from the NTN Arkansas Literacy Convening with the humanities teams over the course of several department collaborations. The department then used the information to develop literacy tasks, using the NTN templates that are based upon the original templates designed by the Literacy Design Collaborative (LDC). Nicole and Robin, who attended LDC training over the course of the 2014-2105 school year, were able to give additional information.
3. Data conferences will be held with all content area teachers in order to analyze student data for growth and needs, brainstorm strategies, and determine next steps and an area of focus. Teachers will then draft a Theory of Action: If I _____, then my students will _____. This ToA will be used by principals and the Instructional Facilitator as they	11-13-15 11-17-15 11-19-15	11-13-15 11-17-15 11-19-15	Robin Sneed Bobby Ashley Teryn Spears			Instructional leaders met with all content area teachers individually, or in teams with their team-teachers (teacher pairings for integrated courses) or with co-teachers (for special education co-taught classes). Data conferences were approached as a formal way of reflecting on teaching and learning. Teachers referenced data from STAR Reading and/or STAR Math assessments, as well as Common Assessments and

observe classroom instruction as an area of teacher support.					<p>ACT Diagnostic assessments in order to answer the following questions:</p> <ol style="list-style-type: none"> 1. What growth have you noticed as a result of instruction so far this year? 2. What do you notice as overall student need? 3. What are some strategies that you have or plan to employ in order to meet that need? 4. What are some next steps for you? <p>Teachers then completed their individual Theories of Action based upon the results of their answers to the above questions.</p> <p>Written communication, reading, and math skills were needs that were mentioned repeatedly in the conferences. One teacher's ToA statement appears as follows: "If I use more instances of written 'justify, argue, explain' questions, then my students will understand what skill a question is requiring them to perform." Another teacher wrote, "If I model the use of context clues and other related vocabulary skills, then my students' reading comprehension scores will improve on the next STAR assessment."</p>
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4. Ninth and tenth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	12-1-15 12-17-15	12-1-15 12-17-15	Robin Sneed			Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling. Teachers agreed that they needed to align their scoring and grading practices and made plans to address that in collaboration during the 3rd quarter.
6. Eleventh and twelfth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	12-1-15 12-17-15	12-1-15 12-17-15	Robin Sneed			Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling. Teachers agreed that they needed to align their scoring and grading practices and made plans to address that in collaboration during the 3rd quarter.
7. The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit pre-assessments and analyze the data.	12-1-15 12-17-15	12-1-15 12-17-15	Robin Sneed			Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling. Teachers agreed that teaching and assessing written communication, particularly through constructed response-style items, was a needed area of focus.

8. The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit post-assessments and analyze the data.	12-1-15 12-17-15	12-1-15 12-17-15	Robin Sneed			Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling with the above stated focus areas in math.
9. Math teachers will evaluate the progress of the Action Plans for they created for those students who have Ds or Fs in their classes at the end of the quarter.	11-13-15 11-17-15 11-19-15	11-13-15 11-17-15 11-19-15	Bobby Ashley			Mr. Ashley, Ms. Spears, and Ms. Sneed conducted data meetings during the quarter in which teachers reflected upon the needs of those students with Ds or Fs and where students were struggling. Teachers then brainstormed strategies to help those students who were struggling to learn content or struggling with the agency/responsibility that it takes to take ownership of one's own learning. There were fewer students with Ds/Fs in second quarter as compared to the first quarter in the 10th grade math classes.
10. Humanities (English and history) teachers will evaluate the progress of the Action Plans for they created for those students who have Ds or Fs in their classes at the end of the quarter.	11-13-15 11-17-15 11-19-15	11-13-15 11-17-15 11-19-15	Bobby Ashley			Mr. Ashley, Ms. Spears, and Ms. Sneed conducted data meetings during the quarter in which teachers reflected upon the needs of those students with Ds or Fs and where students were struggling. Teachers then brainstormed strategies to help those students who were struggling to learn content or struggling with the agency/responsibility that it takes to

						take ownership of one's own learning.
11. Science teachers will evaluate the progress of the Action Plans for they created for those students who have Ds or Fs in their classes at the end of the quarter.	11-13-15 11-17-15 11-19-15	11-13-15 11-17-15 11-19-15	Bobby Ashley			Mr. Ashley, Ms. Spears, and Ms. Sneed conducted data meetings during the quarter in which teachers reflected upon the needs of those students with Ds or Fs and where students were struggling. Teachers then brainstormed strategies to help those students who were struggling to learn content or struggling with the agency/responsibility that it takes to take ownership of one's own learning.
12. Review lesson plans within ECHO, our online learning management system, to determine the level of consistent implementation of IIB04.	12-18-15	12-18-15	Robin Sneed			A review of lesson plans and data from common assessments indicates that pre- and post- assessments are given regularly in English and humanities courses. In science courses and in elective courses, formative assessments are used, but less consistently. All core teachers do bring data from their assessments and bring student work to collaboration and to data conferences and evaluate that data to determine student growth, students need, brainstorm instructional strategies, and determine next steps.
13. The Science department will evaluate data from ACT aligned common assessments twice during this quarter.	11-12-15	11-12-15	Robin Sneed Virginia Andrews			On November 12, 2015, the Science department brought data and discussed around the following questions:

					<p>1- What trends did you notice from your assessment?</p> <p>2- How do these trends relate to data from you diagnostic assessment in August?</p> <p>3- How will modify your day to day teaching based on the results of this formative assessment?</p> <p>4- How will you modify your long term implementation of teaching ACT skills based on the results of this formative assessment?</p> <p>5- What assistance do you need from others in the group in order to make these modifications?</p> <p>Some of the Next Steps shared by the group are: They will use lab reports to create questions, start low/work up with same set of data (scaffolding); they will implement ACT style questions into lab report (authentic learning); they need more ACT / ACT Aspire PD.</p>
14. The Science teachers will travel to Cross County New Tech in order to observe veteran New Tech Science teachers and in order to get a different perspective of PBL implementation in a science classroom. Our school has partnered with Cross County for this day of learning; Cross County plans to send a couple of their math teachers to observe	12-9-15	12-9-15	Teryn Spears Virginia Andrews		<p>Upon returning from the visit to Cross County New Tech, the science department met (12-10-15) to discuss their visit using the following protocol: (What did we SEE? -concrete, objective, visual, or auditory observations and conversations; What did this make us THINK? - subjective opinions, ideas, feelings, goals; How should we ACT -next steps, people to</p>

<p>PrBL and agency in our math classrooms. One of the teachers that our Science department will be observing and conversing with is Teresa Fuller, a 20 year veteran teacher with 9 years of experience in PBL, and 5 years with New Tech. She is a New Tech Certified Teacher and Certified Trainer.</p>					<p>contact, conversations to have, strategies to implement) Overall, the department saw students gathering materials without being prompted, getting to work on Echo immediately, students using rubrics on their own, students using technology wisely, etc. They think that the level of agency demonstrated by the students was a result of a school wide consistency in rewards/discipline, which Cross County facilitates through their Trust Card Initiative. They agreed that some actions our science department needs to take include scaffolding project work time; including “mini-projects” as benchmarks instead of a whole overarching entity, keeping college mindset, talking to guidance about a college tracking system, ensuring that all projects are aligned to standards. As a result of the Cross County visit, the science department began conversations around and brought to the leadership team the recommendation to realign the science curriculum; one suggestion being to integrate Pre-AP Biology and Environmental Science, but not to integrate regular Biology/ Environmental because the integration has enabled some</p>
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						students not to take a science in their junior year and caused some students to struggle with the science section of the ACT.
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IMO AREA 3-STUDENT SAFETY AND DISCIPLINE
ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).
Current reality of effective practice (Assess where we are): The Blytheville High School Leadership team assessed indicator IIIC10 and determined that our current level of implementation is “Limited Development.” While being reinforced in some classes, the expected behavior is not implemented in all classes consistently. The BHS faculty and staff has developed a discipline T-Chart that determines classroom managed behavior versus office managed behavior, and we have a PBIS team that periodically provides Professional Development support for positive behavioral intervention. The PBIS team has identified Level II students to whom the faculty provides additional behavioral support. Students who need a more structured learning environment are evaluated for possible placement in our Alternative Learning Environment (ALE) program. In order to accurately determine the necessary supports, surveys have been given to teachers, students and parents and the data will be analyzed and used to inform ongoing behavioral supports and interventions as well as other cultural processes.
Quarterly Objective: 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.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Teacher Culture survey will be given to determine level of teacher engagement, satisfaction and support with BHS as a learning system.	Week of December 14, 2015	12-18-15	Teryn Spears/Bobby Ashley			Teacher survey link was sent and each teacher sent Mr. Ashley evidence of completion of the survey. The data from the survey will be compiled by New Tech Network data team and will be reported back in January for analysis by the BHS teacher leaders and leadership team.
Student Culture survey will be given to determine level of student engagement, satisfaction and support with BHS as a learning system.	12-9-15	12-9-15	Teryn Spears/Bobby Ashley/Emily Crosskno			During Connections Advisory period, students were asked to take the student culture survey and through teacher monitoring of the survey, student completion was observed. The data from the survey will be compiled by New Tech Network and will be reported back to the BHS team by the end of January/first of February for analysis by the BHS teacher leaders and leadership team.
Parent Culture/Instruction survey will be given to parents to determine the level of parent engagement, satisfaction and support with BHS as a learning system. This survey will be administered in conjunction with the University of Arkansas (Dr. Evan Rhinesmith).	11-15-15	11-15-15	Teryn Spears/Shane Spears/Bobby Ashley			Parents were notified of survey during parent-teacher conferences and were emailed with the survey link. UofA will process the data and will report survey results back to the BHS team in 3rd quarter for further analysis and inquiry.

The PBIS team will meet bi-monthly to analyze student discipline data and create strategies to reduce infractions. and the PBIS program.	10-28-15, 11-11-15	10-28-15, 11-11-15	Harriett Jumper			
The PBIS team will provide support for Level II students through a check and connect program with specific teachers.			Rhonda Johnson/ Teresa Miner			The top five referred students are identified each week and placed on a level II support plan with Ms. Miner, Behavioral Interventionist. Each week Ms. Miner sends the teachers, of each student, the student's objectives and goals. The teachers give feedback on student progress towards goals/behavior, and. Ms. Miner meets with the students twice a week after the data is received and goes over behavior, objective and goals. She discusses the targeted areas and, as necessary, redirects students towards goal. 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. graduate we get another set. Students who with Individualized Education Plans or 504 plans are supported through additional connections with Mrs. Johnson and due process.
The PBIS team will provide teacher incentives for engagement with the PBIS process in order to further motivate students to display the objectives.	10-30-15 11-30-15 12-18-15	10-30-15 11-30-15 12-18-15	Amanda Haynes			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 (each gift has been donated from a community business). As students look for these objectives in teachers, they are consistently reminded of how they should display the objectives.
The PBIS team will provide incentives for positive student behavior	10-22-15 11-5-15 11-20-15 12-11-15		Amanda Haynes/Daziale Goodwin		<p>During the 1st 9 weeks award ceremony (10/22/15), in October, all students who did not receive any referrals were recognized, and the names were put into a drawing for four gifts to be awarded to the students, per grade level.</p> <p>October "No Tardy Party" (11/5/15) students were allowed to watch a movie at the beginning of November if they did not receive any tardies for the month of October.</p> <p>November - "PBIS Giving Thanks" PBIS purchased inspiration rubber bracelets (distributed 11/20/15), and the students were encouraged to send one person a "I'm thankful for you" to demonstrate that PBIS is thankful for students' respectful behavior and for the students demonstrating respectful behavior to other individuals. It was set up in a Google Doc (11/16/15-11/18/15) and the thankful slips were attached to the bracelets. The bracelets were</p>

						<p>distributed to students' English teachers.</p> <p>December - No Referral Celebration (12/11/15) Students with no referrals for the first semester were invited to a celebration that included drawings for prizes. The celebration was took place by two grade divisions: 9-10 and 11-12.</p>
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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.
Current reality of effective practice (Assess where we are): The Blytheville Leadership Team assessed IVA01, “The school’s Title I Compact will include responsibilities (expectations) that will communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)” and determined that our level of development is “Limited Development.” A new compact has been developed and was signed during parent teacher conferences during the week of October 19 th – 23 rd . In April, parents and community stakeholders will take part in the annual evaluation and revision of the Compact as well as the parental involvement plan.

Quarterly Objective: The Leadership Team will review and approve a parent-school Compact and make plans to have them signed during Parent Teacher Conferences.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Distribute compacts to all parents and gain support as evidenced by signature.	10/20/15 10/22/15	10/20/15 10/22/15	Shane Spears			Parents, teachers and students signed the compacts at Parent-Teacher Conferences on 10-20-15 and 10-22-15
District support and alignment for adjusting compacts annually	12-10-15	12-10-15	Shane Spears			Parental involvement coordinators from across the district worked, under the direction of district leadership, to align expectations for the parent-school compacts and to work towards revising that compact annually to reflect the current learning expectations.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)
Effective Practice within Category: Post-Secondary School Options (VA01)
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Blytheville High School New Tech has limited implementation of VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. The guidance and counseling office is staffed with three counselors, one of whom is a specialist with college and career advisement and most recently worked as a career coach. The counseling department is in the process of creating a comprehensive guidance plan that includes services offered through the counseling office as well as through local partnerships such as with Arkansas Northeastern College. BHS New Tech has an effective working relationship with Arkansas Northeastern College and provides office space and time with students for career coach Jeff Echols. The career coach provides assistance with ACT registration, college applications and career pathway advisement.

The counselors are working to identify the best process by which to provide individualized plans for each student and have taken on, as tasks this quarter, investigating various resources by which students help create and manage those plans. No final decisions have been made as there is one more resource to test. BHS New Tech does not have a sustainable process by which recent graduates are tracked. Recent graduates have been tracked through connections with local colleges and through connections with students. Identifying a tracking process is a task the guidance teams has also taken on this quarter.

As a component of the overall guidance plan for the school, the counselors have established an advisory period, Connections, for the purpose of connecting students with their future. Through this advisory time, counselors are able to work with students, teachers are able to mentor students and make them aware of options as well as remind them of transcript position and graduation requirements and students gain real-world skills and understanding in service of their life beyond high school through EverFi (provided through a partnership with a local bank).

Through the work this quarter, the counselors have identified areas of weakness in students transitioning from Middle school to high school and have also identified areas that a comprehensive district counseling plan would address. As part of the movement towards full implementation, the counselors have identified new tasks to move into next quarter as well as continued work on the current tasks.

Quarterly Objective: Evaluate current guidance plan, recent graduate tracking procedures and other guidance/counseling processes in order to identify gaps, needs and seek appropriate resources.

Updated webpage with scholarship information
 Email to parents with scholarship information
 District-Wide Counselor Meetings - alignment
 Other points

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Gather guidance counselors K-12 for a comprehensive planning and support meeting in service of student support beyond high school.	11-20-15	11-10-15	Scottie Landess, Emily Crosskno, Susan Stonner			District Counselors met (evidence sign-in sheet and agenda) to collaborate on a K-12 comprehensive guidance program in service of student support beyond high school. Counselors will meet again on January 12, 2016 to continue this work.
2. Create a comprehensive guidance plan for BHS New Tech	12-16-15	2-29-16	Scottie Landess, Emily Crosskno, Susan Stonner			This work is still in process and will continue as a function of the district comprehensive plan. There are ongoing adjustments being made to master schedule, to advisory (Connections) and other opportunities based on student need. These changes will be components of the guidance plan.
3. Select a resource for individualized guidance plans and graduate tracking	12-16-15	2-29-16	Scottie Landess, Emily Crosskno, Susan Stonner			In process.
4. Complete NCAA Paperwork updating BHS so students are able to attend college and receive appropriate scholarship opportunities	12-18-15	12-18-15	Scottie Landess Emily Crosskno			Paperwork has been submitted with an updated course catalog (part of the comprehensive guidance program) and a body of other evidence to show learning and expectations at BHS.



PRINCIPAL'S REPORT 2nd QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO (Please circle) If yes, what support have you received from the district?**

The District Leadership Team has provided support around the team structure, vertical alignment, improving instructional practices, and teacher recruitment and retention. Through the principals' monthly Learning and Growth time (held for all building principals across the district on October 26, November 10, December 4 and December 8), a learning and growth time specifically for assistant principals and work with instructional facilitators the district has provided specific learning and support in effective use of data, modeling observation/feedback cycle with teachers and the identification of action steps to grow teacher practice and thus student learning and the modeling of team leadership, structures culture. Through the principal meetings and Instructional Facilitator meetings, the district has facilitated a vertical alignment process that specifically addresses the needs not only of our own school, but of our feeder schools as well. As a component of vertical alignment, one of the two monthly meetings with the principals' Learning & Growth is a tour of another campus.

The District Leadership Team and school improvement specialists (Teryn Spears and Sally Cooke) began a study during the second quarter to determine the level to which each building in the district demonstrated internal coherence. The results of that study revealed a need for coherence between classrooms in buildings and buildings within the district. In order to accomplish this, the leadership team will work in the third quarter to analyze data and develop strategies to use and train building leadership teams. The goal is to increase each school's capacity to engage in deliberate improvements in instructional practice and student learning across classrooms, over time. The work will focus on three common patterns of organizational features the school improvement literature associates with schools' capacity to improve: leadership focused on the support for instructional improvement, individual and collective efficacy beliefs of faculty related to instructional practice and student learning, and the whole school and team-level organizational structures and processes that support improved instruction and student achievement over time.

The District Leadership Team also provided building administrators with the opportunity to take part in the National Teacher Project Training in Little Rock on November 12, 2015. As a result of the first portion of the training, the administrators have focused clearly on

staff members with whom they should have ‘stay conversations’ and have carried out those conversations. The training will continue with a webinar on January 19, 2016. The end goal of this training is to retain solid, highly-qualified teachers through intentional conversations and support.

The District Leadership Team has quarterly meetings in which building core leadership teams meet to evaluate data to determine progress and engage in a cycle of inquiry, to align practices and gain support for to support.

Additionally, the district leadership team facilitated training for Instructional Facilitators at the end of October that focused on Student Centered Coaching, the effective use of data, the importance and types of formative assessment, and modeling observation/feedback cycle with teachers. This work was continued through the monthly IF meetings in November and December.

The district leadership team’s weekly meetings also provide support and provide clarity in communication around indicators and support the school needs to move forward.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The Leadership Team continues to monitor the progress of students who were placed in our Critical Reading classes, which was designed for students who are reading on a 4th-6th grade level to help bring those students up to grade level. Within the Critical Reading classes, students are grouped based upon the list of recommended skills for small group instruction that the Instructional Planning Reports (IPRs) generate based upon the most recent STAR Reading assessment. Skill recommendations are based on the median score for each Instructional Group. Specifics skill are taught around engaging readers, comprehension strategies, how to respond to text, and vocabulary development.

ELA teachers have set aside specific class time to devote to intervention and remediation. They, too, use STAR Reading IPRs to develop intervention for individual and small groups of students who have the same skill recommendations. In addition, teacher hold conferences with students following each STAR Reading assessment in order to discuss progress toward their Projected Scaled Score (SS). The Renaissance STAR Reading program determines the Projected SS using data they have collected from millions of student users for which they have found that 50% of students in the same grade whose baseline assessment are the same will achieve the Projected scale score within one school year. During these conferences, teachers also set each student’s new Accelerated Reader point goal based upon their most recent STAR Reading assessment. Accelerated Reader point goals are individualized for each student. The program determines how much a student who reads within a specific Zone of Proximal Development (ZPD) range should be able to achieve over the course of a semester at 85% comprehension and at a minimum set daily reading time. ELA teachers and the school librarian then assist students with finding books in their ZPD based upon their reading interests.

Our math interventionist works daily with ninth and tenth grade students who are performing below grade level. The math interventionist uses the STAR Math Instructional Planning Reports (IPRs) to develop intervention for individual and small groups of students who have the same skill recommendations. In addition to this data, the math interventionist works closely with the Algebra I teachers to support classroom instruction, particularly around foundational skills which common pre-assessments indicate students are lacking, such as numbers and operations in base ten, numbers and operations in fractions, and pre-algebra and pre-geometry skills.

For math, our interventionist is concentrating on Algebra I as the focal point to address the skills gaps affecting our students in this foundational subject. The interventionist, a high school math certified teacher, identifies students that are struggling in Algebra I through collaboration with the Algebra I teachers as well as analyzing the data from various sources, such as STAR data, previous grade-level assessments, and work habits that need to be addressed, to determine student needs and develop strategies to pull students to grade level, push grade-level and beyond students to growth and assist students in being successful and able to move to the next math level with confidence. A firm grasp in Algebra I curriculum leads to success in future math courses and preparing our students to be college and career ready.

In addition, students receive specific scheduled intervention based upon Instructional Planning Reports (IPRs) through both math and English classes at least once per week. All students who scored basic or below basic have Academic Improvement Plans. Scheduled in-class or after school interventions are in place.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our external provider, Pamela Chipman, provides support for leadership and specifically Mr. Ashley. When on our campus, she visits classrooms with the principal, conducts observations, and offers immediate feedback to teachers. She offers the principal and instructional facilitator advice on providing support in classroom management and instruction.

Our internal SIS, Teryn Spears, works closely with instructional facilitator, Robin Sneed, to provide leadership and support for teachers. She attended and helped analyze data from Data Conferences in order to provide insight on Professional Development need and strategies to implement to target student need for the third quarter. Additionally, she works with Mr. Ashley to support his work as instructional leader. In collaboration with New Tech Coach, Julia McBride, Spears and McBride have created a structure and plan for supporting the building core leadership team and teacher leaders throughout the course of this school year. The plan includes quarterly transformational leadership workshops purposed to ground school leadership team in shared learning, content, and frameworks that create common language around practice, leadership, and improvement, all in service of state-level and BHS teaching and learning goals. Additionally, through targeted learning and work time with teachers leaders, Spears has worked to assist teacher

leaders in actively and openly sharing their work, progress and struggles with one another to get feedback and to accelerate learning across the system in service of BHS improvement goals. Spears has also worked with New Tech Network to facilitate the administration of a teacher culture survey and the student culture survey. The data from these surveys will be given back to the school in January and will be part of the third quarter analysis/ inquiry in order to identify areas for growth and need for support.

Our ADE SIS Team, Dr. Robert Toney, Ms. Jamie Holiman, John Calaway, and Judy Foote, has guided us in structuring the ADE Recommendations to align the recommendations with district needs, best practices and Priority Status requirements. The team has also provided us with clarity and led insightful discussion around indicators and best practices that satisfy indicators. In addition, the team has provided direction on how to share meaningful data and points to consider as we monitor student growth. They have attended District and School Leadership meetings and provided feedback.

What are the barriers, if any, in improving student outcomes?

- Poverty & Community Culture- 79.5 percent of the students in our school are classified as living in poverty, and 16.6 percent are classified as homeless. In many cases, the family unit of our students do not see education or school attendance as a priority.
- Teacher turnover - 18 teachers are newly hired at the beginning of this school year, of those 10 teachers are first year teachers. We have also had teachers to resign during this school year. Coach James took a position as a head football coach in another district, and his wife, Christina James, resigned simultaneously. She was our ALE Science teacher. Mindy Middleton, one of our reading interventionists, resigned due to illness. At the end of second quarter, since we were unable to replace her, we reworked the schedule so that her students' needs are being met in one of our other Critical Reading classes.
- Students entering ninth grade below grade level in math and reading. Fifty-four percent of our incoming freshmen tested three or more years below grade level in math on their baseline STAR Math assessment in August. Seventy-two percent of our incoming freshmen tested three or more years below grade level on their baseline STAR Reading Assessment in August.
- Teacher attendance - Particularly in our ALE building, but with some pockets of attendance issues with our regular core teachers as well. Ms. Walling, our ALE Director, brought this barrier forward in our January 13th leadership meeting. Since she has fewer teachers, when one is out, it really affects her students, particularly since Ms. James resigned and there has been a long-term sub in the science classroom.

How is your leadership team monitoring student progress in the skill area of science?

Ms. Sneed, the instructional facilitator, attends science department collaborations and assists teachers in looking at student data and aligning curriculum. She reports progress back to the Leadership team. Data review includes scores from an ACT Diagnostic that was given at the beginning of the school year.

The science team gave ACT-style common assessments and analyzed the results during collaboration. All students had a written assessment, and they analyzed their lab reports against a common rubrics. The science instructional team discovered a huge gap in their data. We had two sets of 40 questions, but did not know why students were missing the multiple choice questions. Therefore, the science instructional team has designed and will implement scaffolded Constructed Response questions so that they can pinpoint why students are missing the questions they are missing on the ACT-style common assessments.

In addition, the science instructional team has completed curriculum maps for the first semester so that the department was more aligned for the next year, and began connecting the maps to the Next Generation Science standards. They also began creating their curriculum maps for the second semester. The science instructional team has planned to use their collaboration time during the entire month of May to revise their maps in preparation for next school year, so that if someone leaves, the new teacher will have a revised, fully-aligned curriculum to begin their planning for the 2016-2017 school year.

Mr. Ashley, Ms. Spears, and Ms. Sneed conducted Data Conferences with each science teacher in which teachers reflected on data to determine student need, student growth, scaffolding strategies, and next steps. Teachers also created a Theory of Action (ToA) that illustrated the next steps in an if - then statement. Based on the data, the ToA are a hypothesis in which teachers create a hypothesis that anticipates change in student behavior and/or learning as a result of the change in teacher action.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Ms. Sneed, the instructional facilitator, attends math and humanities department collaborations and assists teachers in looking at student data and aligning curriculum. She reports progress back to the Leadership team. Scheduled time has been set aside for each student to practice math skills through the Renaissance program, Math Facts in a Flash, and for reading practice through a Drop Everything and Read program that is monitored by progress on the the STAR Math and Reading assessments and the Renaissance Accelerated Reading program. Blytheville High School has adopted the following School Wide Learning Outcomes (SWLOs): Written Communication, Oral Communication, Thinking and Knowledge, Collaboration, and Agency. Reports for progress across all SWLOs and across all content areas are pulled. The math and English Language Arts PLCs work collaboratively to design Common Assessments based on curriculum objectives, to analyze the data from the Common Assessments, and to develop strategies for meeting student need based upon that analysis. Teachers are responding and adjusting lessons based upon student need. The Leadership Team is monitoring through observation and feedback.

The leadership team monitored student growth through results of Common Assessment Pre- and Post- assessment data reports generated by teachers, as well as from STAR Math and STAR Reading reports as generated by Renaissance Learning, Inc. In addition, the leadership team analyzed the results of student writing based upon a writing diagnostic that all students, grades 9-12,

completed at the beginning of the school year, and compared these results to recent data from a writing summative assessment that students completed at the end of December, which was graded based upon the same Written Communication Rubric that was used to assess the writing diagnostic students took in August. The Leadership team reviews the data from all of these data sources and provides feedback that Ms. Sneed takes back to the departments. The data indicated that in August, none of our ninth grade students, only 13% of our 10th grade students, only 17% of our 11th grade students, and 23% of our 12th grade students were able to score proficient or advanced on the Written Communication rubric. In December, only 15% of our ninth grade students, 25% of our 10th grade students, 33% of our 11th grade students and 37% of our 12th grade students were able to score proficient or above on the Written Communication rubric. In response to this data, the leadership team developed the following schoolwide learning focus: "To improve written communication across disciplines."

Mr. Ashley, Ms. Spears (our internal SIS), and Ms. Sneed conducted Data Conferences with each math, history, and English teacher or teacher team in which teachers reflected on data, particularly the data from the common pre- and post- assessments and STAR Growth reports, to determine student need, student growth, scaffolding strategies, and next steps. Teachers also created a Theory of Action (ToA) that illustrated the next steps in an if - then statement that articulated a particular area of growth needed for students and a clear action plan that if they as teachers take a particular action, the anticipate students will grow in this area.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The leadership team agreed that the most meaningful decisions made by the team include

- establishing a School Wide Learning Focus: Improve Writing Across Disciplines
- identification of key areas of growth within the indicators for the quarter, particularly those around the organization of team structures and around the use of data from frequent formative assessment to determine areas of support for staff and student
- readjustment of staff placement for ALE scheduling to better meet the needs of students in the ALE program, particularly in regards to electives.
- Readjustment of scheduling to accommodate the resignation of Mindy Middleton, reading interventionist.

If anything, what do you intend to change or modify for the next quarter?

One of our major goals for the third quarter is to implement and monitor a "Write-on" program, to facilitate our School Wide Learning Focus of Improving Written Communication Across Disciplines. Our data indicated that written communication is seen somewhat negatively by much of our student population. The leadership team brainstormed ways in which we could improve the culture and shift the mindset around written communication. Many students feel that they don't write well or that it is something they do not use in their Write-on will give students 4 to 5 minutes per week in some elective courses, such as Foreign Language, Critical Reading, Dramatic

Literature, and some CTE classes, to type a journal style free response in order to practice typing skills and to help shift the culture around writing to one in which students begin to see writing as a form of self-expression and a pleasurable experience. The Leadership team decided that this program should be done through electives rather than English courses to facilitate this shift.

In addition, the administrators and instructional facilitator will be looking for evidence of the schoolwide focus during classroom observations, and offering support through the Observation-Feedback loop. The principal will be reporting this data in his Principal's Report to the leadership meeting monthly so that we can monitor progress and plan targeted professional development to support teacher and student growth in the area of written communication.



SCHOOL LEADERSHIP TEAM'S REPORT 2nd QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	187	189			28	3	15	23			12	9		
10	151	152			16	1	5	7			3	2		
11	156	152			25	1	4	5			3	0		
12	174	170			26	1	2	8			1	3		
Total	668	663			95	6	26	43			19	14		

Comments/ Clarifications:

BHS has adopted a policy in which students who have more than 6 unexcused absences in a semester in any course do not receive credit for that course. The chart below shows that the number of students who lose credit in their courses has decreased this year as compared to last year. The total number of absences per quarter has also decreased since last year.

School Year	NC List	1st Quarter Absences	2nd Quarter Absences
2014-2015	72 students on the list, 18 lost credit in all classes	7,488	3,732
2015-2016	34 students on the list, 4 lost credits in all classes	6,968	3,690

The number of students with 5 or more referrals has increased 4% in the first quarter to 6% in the second quarter. The largest jump has been in the ninth grade group, with an increase from 8% for the first quarter to 12% second quarter. One of our target areas when observing classrooms during the first semester was student engagement. In the Instructional Reports to the leadership team, the administrators and the instructional facilitator reported improving percentages of engagement during the second quarter as compared with the first quarter, and an overall improvement in engagement this year as compared to last year. As administrators are being more consistent with the policy and as teachers are working in collaboration to make projects more authentic, rigorous, and engaging, student attendance is improving.

Incident Type	9th Grade		10th Grade		11th Grade		12th Grade		Total	
	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter
Bullying	17	11	5	4	1	8	6	5	29	28
Bus Incident	12	7	7	2	5	4	10	4	34	17
Disruption	62	59	22	19	28	23	15	13	125	114
Dress Code Violation	3	10	3	7	4	5	5	10	15	32
Fighting	4	6	1	1	6	1	0	1	11	9
Gangs	0	0	0	1	0	0	0	0	0	1
Insubordination	55	92	33	37	32	41	26	43	146	213
Knife	0	0	1	0	0	0	0	0	1	0
Missing Detention	18	29	8	9	5	6	8	1	39	45
Not Staying In Class	1	0	2	0	1	0	0	0	4	0
Profanity	22	21	8	11	3	5	6	13	39	50
Theft	0	1	1	0	1	0	0	0	1	2
Truancy	11	24	1	5	9	16	10	10	31	55
Left Campus	0	0	0	0	0	0	1	0	1	0
Other	24	41	10	19	18	27	22	24	74	89
Totals	230	301	103	115	113	136	100	124	546	566

The number of total discipline incidences increased by 20 infractions during second quarter this year as compared to second quarter. As compared to last year, the number of referrals are up for the semester by 87 total referrals, but down for the quarter. During the second quarter of last year, there were 710 referrals written. In comparing the first semester this year to the first semester of last year, there has been a significant decrease in referrals overall.

The increase in referrals from the first quarter to the second quarter is unsurprising, as it is a yearly trend that we have noticed, particularly as the holiday begin to approach. The PBIS team will further analyze trends in data to discover the reasons behind the increase in referrals from one quarter to the next. The data indicates an overall positive trend in behavior improving, which directly impacts ability for instruction to continue to improve.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				<i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by the <u>Renaissance STAR Math Assessment / September (Month Determined)</u>		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by the <u>Renaissance STAR Math Assessment / September (Month Determined)</u>		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by the <u>Renaissance STAR Reading Assessment / September (Month Determined)</u>		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by the <u>Renaissance STAR Reading Assessment / September (Month Determined)</u>	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
N/A	18%	32%										
3					21/11%				47/25%			
4					41/28%				70/47%			
5					41/27%				75/50%			
6					90/48%				65/50%			
7							59/43%				76/56%	
8							88/66%				90/63%	
9							98/54%				129/72%	
10							64/46%				111/77%	
11							81/54%				114/76%	
12							74/49%				123/78%	

Comments/ Clarifications:

In September, 129 of our ninth grade students (or 72%) were reading three or more grades below grade level. Currently, that number is 118 (or 64%) are reading three or more grades below grade level, according to the December STAR Assessment data. The table below indicates further this information of this kind for grades 9-12 in both reading and math as determined by the STAR Assessment from the month indicated.

Grade	Math				Reading			
	September Baseline		December Growth Report		September Baseline		December Growth Report	
	Number of students that are 3 or more years below grade placement	*Percent of students that are 3 or more years below grade placement	Number of students that are 3 or more years below grade placement	*Percent of students that are 3 or more years below grade placement	Number of students that are 3 or more years below grade placement	*Percent of students that are 3 or more years below grade placement	Number of students that are 3 or more years below grade placement	*Percent of students that are 3 or more years below grade placement
9th	98	54%	88	47%	129	72%	118	64%
10th	64	46%	62	42%	111	77%	107	71%
11th	81	54%	67	46%	114	76%	114	76%
12th	74	49%	64	44%	123	78%	123	78%

*Percent of students is based on the number of students who tested during the testing window.

The table above indicates that, with the exception of junior and senior reading scores, the percentage of students performing 3 or more years below grade level has decreased by at least four percentage points across the board.

Renaissance Learning allows us to pull a Growth Report for Reading and Math STAR assessments following the December assessment cycle. The report allows to not only the change in Scale Score (SS) from the pretest and the posttest, but also the change

in grade equivalency from the pretest to the posttest. In addition to this data, we get a Student Growth Percentile (SGP) report for each student, and a Median SGP for each class, grade, and for the entire student body. According to Renaissance Learning:

A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.

SGPs adds significantly to the understanding of how well a student is doing in school. While knowing a student's level of achievement tells you whether the student is performing below, above, or on grade level, an SGP indicates what kind of progress the student is making. For example, a student may be performing at a low level, yet experiencing high rates of growth. Conversely, a high-performing student could be stagnating.

Specifically, SGPs shows whether a student's growth is more or less than can be expected. For example, without an SGP, a teacher would not know whether an increase of 100 scaled scores represented average, above-average, or below-average growth. This is because students of differing achievement levels in different grades grow at different rates. For example, a high-achieving second grader grows at a different rate than a high-achieving eighth grader.

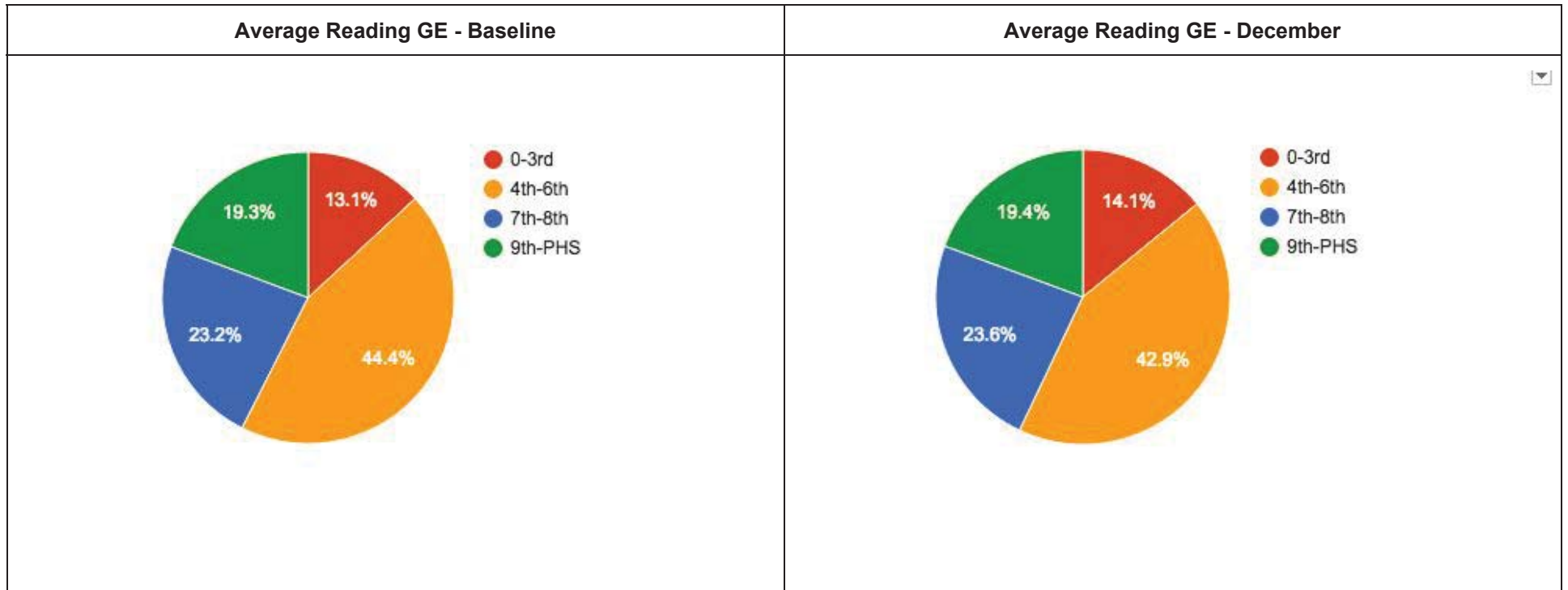
Because STAR assessments are given to so many students, Renaissance Learning has data for millions of testing events. Using a dataset of more than 11 million students, we are able to calculate growth norms. In other words, we can approximate how much growth is typical for students of different abilities in different grades from one time period to another. Thus we can provide a score that is a fair representation of just how well a student is growing using our Student Growth Percentile or SGP calculation in STAR. Furthermore, because all SGP scores are reported on the same scale (1–99) we can calculate a median, or middle score, that represents an SGP for a group, such as a class, grade, or school as a whole. Median growth percentiles can be used for comparison purposes.

After speaking with teachers in data conferences, it has been determined that while the Growth Report, data from which can be seen in the chart below, indicated a slight growth in student performance in reading, the score actually dropped from the October STAR assessment. Data from the October STAR assessment is not used by Renaissance Learning to generate the Growth Report.

Renaissance Learning defines the Pretest as the first assessment that was taken and Posttest as the most recent assessment. Teachers feel that the week long Thanksgiving break, just prior to the December assessment, and the anticipation of the upcoming Christmas break attributed to the drop in scores from the October testing cycle. In looking at longitudinal data, teachers have noticed that there seems to be a trend with the December dip. During the third quarter, the instructional facilitator will lead teachers in a protocol to analyze the dip and understand which students dropped, the reasons for the drop, and work to set in place interventions to help those students get back on their trajectory for growth. In spite of the anticipated December dip, the STAR Reading data does indicate overall improvement.

Growth Report: STAR Reading

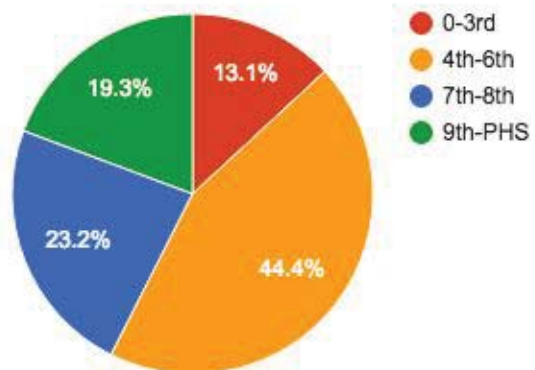
Grade	SGP Median	Pretest SS	Posttest SS	Change in SS	Pretest GE	Posttest GE	Change in GE
9th	51	675	702	+27	6.1	6.3	+0.2
10th	44	741	756	+15	6.6	6.7	+0.1
11th	39	804	811	+7	7.1	7.1	0.0
12th	43	798	805	+7	7.0	7.1	+0.1
9-12 Combined	45	751	765	+14	6.7	6.8	+0.1



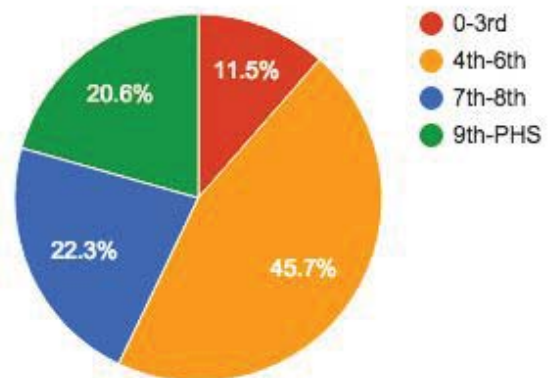
The above table and chart both indicate that growth between the Baseline and the December assessment was minimal. Some students who scored in the 4th grade range in September actually scored lower on the December test, increasing the red category and lowering our overall SS and GE for the combined student population. The December drop is a trend that we have noticed for several years. The following shows the comparison between the September Baseline scores and the October scores, which teachers feel is a truer reflection of student achievement. In looking at longitudinal data, teachers have noticed that there seems to be a trend with the December dip.

During the third quarter, the instructional facilitator will lead teachers in a protocol to analyze the dip and understand which students dropped, the reasons for the drop, and work to set in place interventions to help those students get back on their trajectory for growth. In spite of the anticipated December dip, the STAR Reading data does indicate overall improvement.

Average Reading GE - Baseline

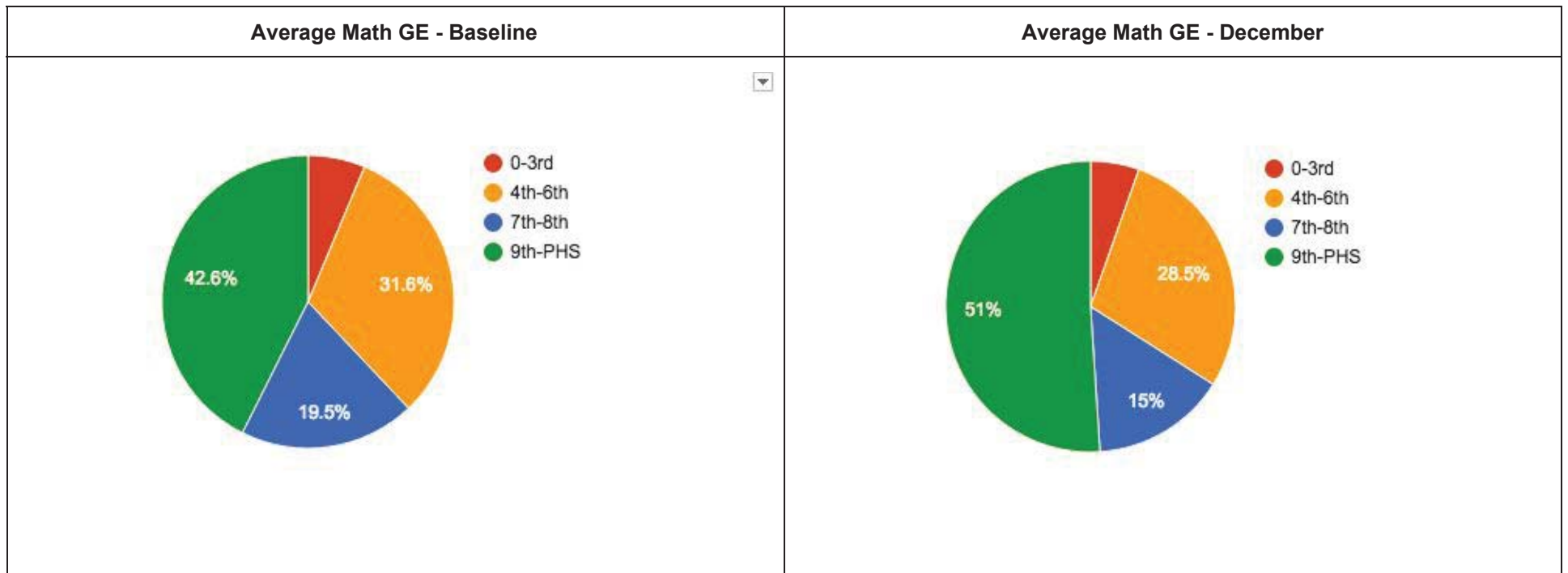


Average Reading GE - October



Growth Report: STAR Math

Grade	SGP Median	Pretest SS	Posttest SS	Change in SS	Pretest GE	Posttest GE	Change in GE
9th	43	747	757	+10	6.5	6.8	+0.3
10th	49	781	795	+14	7.6	8.1	+0.5
11th	46	784	794	+10	7.7	8.1	+0.4
12th	45	807	817	+10	8.8	9.6	+0.8
9-12 Combined	46	778	789	+11	7.4	7.9	+0.5



The above charts indicates that there were fewer students (from 6% to 5%) who scored below 3rd grade level on the December STAR assessment as compared to the September baseline assessment. In addition, the percent of students scoring in the 4th-6th grade range and the 7th-8th grade range declined as well. Students performing at the high school (9-PHS, or Post High School) level in math increased from 42.6% in September to 51% in December. During the 3rd quarter, data will continue to be analyzed by teachers to push student learning deeper and increase growth.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	11	139	21	27			132	126	117		375	105	24%	28%		
10	34	141	16	6			126	112			238	130	30%	55%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: During this quarter, and most particularly after the Unit 2 (for Geometry) and Unit 3 (for Algebra) common assessments, teachers indicated that they felt they were attempting to cover too many skills on the post-assessments because the percentage of students with Ds or Fs on post assessments have actually increased this quarter as compared to last quarter. Also, many teachers indicated that pre-assessment items helped them to catch foundational skills that their students are lacking.

For example, in Geometry, for the unit in which students were required to prove the Pythagorean Theorem, students were not even able to identify the hypotenuse at the beginning of the unit. The teachers had to remediate on that before moving on in the unit.

Because of this, Geometry teachers were only able to do two Unit/Common Assessments for second quarter. However, the percent of pass rate on the second common assessment (70%) was a vast improvement over their performance of the first Unit/Common Assessment (47%) of the quarter. One teacher said, in his Data Conference for second quarter that if they hadn't taken the time to remediate over the foundational skills, "going through the rest would have been a waste. If I would have taught without the [pre-] assessment, the project would have failed." Teachers are beginning to see the validity behind conducting pre- and post- assessments.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9 th	19	167	71	16			155	136			291	109	54%	37%		
10 th	28	145	70	38			130	120			250	141	69%	56%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

After looking deeply at student data, the Humanities department identified a weakness in student writing and chose for itself the goal of improving student writing. This decision and the data behind the decision was later brought to the leadership team by instructional facilitator, and their decision to make writing a focus was a stepping point to the leadership team's decision to adopt writing as a schoolwide focus.

In response to the data concerning student writing, the team decided to implement the completion of IAKTs as their common assessments for second quarter. IAKT is a New Tech term, which stands for Individual Assessment of Knowledge and Thinking. The two instructional team leaders and the Instructional Facilitator attended an additional training over IAKT prompt development. The IAKT Task Quick Check Resource was used by instructional team members to design literacy tasks that assess the standards/skills taught within a given period within a PBL unit. The Quick Check Resource uses Literacy Task prompt templates designed by the Literacy Design Collaborative in 2011 and modified for use in the NT model in 2012. The following are four sample IAKT (literacy) tasks provided by the New Tech Network:

Argumentative Analysis – Science

Are genetically modified foods safe? After researching genetically modified foods, write an editorial that argues your position on the use of genetic engineering in food production. Support your position with evidence from your research. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate, clarify, and support your position.

Argumentative Analysis – Math

After researching the population decay and growth of Texas Desert Bighorn Sheep, write a journal article that assesses repopulation efforts and argues your position, pro or con, on whether or not hunting licenses for the species should be reissued. Be sure to support your position with graphs, tables, and information from your research.

Narrative Description– Social Studies

After interviewing a veteran of the Vietnam War and researching texts on the time period, write a short biographical piece that describes the veteran's experiences during and directly after the war. Use figurative language and sensory details to develop a narrative.

Informational Synthesis – Social Studies

What was life like in American cities during the Industrial Era? After viewing Jacob Riis' photographs and researching life quality, write an essay that answers the question. In your discussion, address the credibility of Jacob Riis' photographs. Cite at least three sources, pointing out key elements from each source. Include a bibliography of sources.

Because IAKT completion and the grading process is quite a bit more lengthy than the common assessments we had students do in the first quarter, we opted to set the goal of two IAKTs as Common Assessments per quarter. IAKTs/Literacy Tasks take two to three days (rather than 15 to 20 minutes) to complete due to the research/information gathering/brainstorming, drafting, and revising process that is required. As a department, the Humanities team is also working toward aligning/calibrating scoring and grading practices by participating in a Looking at Student Work (LASW) protocol. Each ELA teacher or Humanities team brings to collaboration three work samples (a high, medium, and low essay), and the department scores the samples according to the New Tech Written Communication Rubric, which is aligned with College Readiness Standards. As a part of this protocol, we analyze student writing, discuss scaffolding that is needed to help students reach the next level on the rubric, and analyze the prompt itself. (Did the students do what the teacher expected? If not, how can the prompt be revised to more clearly communicate the teacher's expectations?) The following are the IAKTs/Literacy Tasks that students completed for their second Common Assessment for the second quarter:

Sophomores:

After researching theories and historical articles around Imperialism and Colonization in the 18th and 19th centuries, write an argumentative proposal that argues your position on the effects of American colonization of Iraq. Support your position with evidence from Nigeria's Ibo Tribe in *Things Fall Apart*, your chosen country and its imperialistic history, and information you found that supports your claim about America in Iraq. Be sure to acknowledge and rebut the opposing viewpoint using evidence from the texts.

Freshmen:

Prejudice: an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.

Ex: After 9/11, many Americans formed a prejudice against Muslims.

After reading *To Kill a Mockingbird*, write about the prejudice apparent in the novel. Give at least two examples and describe how those examples support your argument. Make sure not to focus only on prejudice based on race; also consider gender, and age.

The following table is a representation of student growth based on scores from the Writing Diagnostic at the beginning of the year and the IAKT students completed during the month of December:

Grade	Emerging		Emer/Develop		Developing		Devel/Proficient		Proficient		Prof./Adv.		Advanced	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
9th	57%	22%	29%	17%	14%	21%	0%	25%	0%	11%	0%	3%	0	1%
10th	49%	38%	1%	1%	37%	35%	0%	1%	12%	18%	0%	1%	1%	6%

Percent proficient for the ninth grade between the pre-assessment and the post-assessment improved from 0% to 15%. Percent proficient for the tenth grade between the pre-assessment and the post-assessment improved from 13% to 25%. The scoring rubric categories are Emerging, Developing, Proficient, and Advanced. The NT Written Communication rubric allows for sub categories between the main categories. For example, a student who does not quite meet the proficiency standard on some criteria, but is scoring proficient in one or more of the remaining criteria can be classified as Developing/Proficient.

After running the Data Driven Dialogue Protocol following the post assessment, teachers agreed that for future assessments, Domain specific comparative data needs to be gathered as well to determine the weakest areas of student writing in each grade level.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

We recently received our PARCC Scores. The following charts and explanations have been supplied to us by Paul Jenkins, our District Testing Coordinator. According to Mr. Jenkins, the only way to compare the data from year to year, since the test and AMO both changed, was to compare the percent we made towards our AMO. For example in 2014, our AMO was 65.16% and our actual score was 44.23% proficient. Therefore, to get the percent of AMO, Mr. Jenkins divided our actual score(44.23) by the AMO (65.16) to get our percent toward AMO, which was 67.87% of the AMO.

11th Grade Literacy Comparative Data

2014 ACTAAP End of Level Literacy as Compared to 2015 PARCC Scores

2014 11th ELA Totals						2015 11th ELA Totals					
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	168 and Below	169-199	200-227	228 and Above	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	17	73		54	11		38	50	31	31	7
Total Students		155		Total %	41.94%	Total Students		157		Total %	24.20%

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the English 11 score was 44.23% and the AMO was 65.16%. This amounted to 67.87% of our AMO. For the 2015 school year, the English 11 score was 24.20% and the AMO was 21.47%. This was 112.72% of our adjusted AMO goal. As a note: English 11 was not required to test in 2015 and is not accounted for in the ESEA Report. No detailed data is currently available from the PARCC assessment.

Algebra I Comparative Data

2014 Algebra I End of Course as Compared to 2015 PARCC

2014	Algebra I				2015	Algebra I				
Totals					Totals					
	Below Basic	Basic		Proficient	Advanced	Did not Meet	Partially Met	Approaching	Met	Exceeded
	150 and Below	151-199		200-249	250 and Above	Level 1	Level2	Level3	Level 4	Level 5
	27	70		56	5	22	63	33	4	0

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the Algebra I score was 38.61% and the AMO was 66.79%. This amounted to 57.80% of our AMO. For the 2015 school year, the Algebra I score was 3.28% and the AMO was 12.09%. This was 27.13% of our adjusted AMO goal. As a note: Algebra I and Geometry are combined to populate the ESEA report. No detailed data is currently available from the PARCC assessment.

Geometry Comparative Data

2014 Geometry End of Course as Compared to 2015 PARCC

2014		Geometry Totals				2015		Geometry Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	153 and Below	154-199		200-249	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	62	123		95	7		24	110	48	12	0

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the Geometry score was 35.54% and the AMO was 66.79% This amounted to 53.21% of our AMO. For the 2015 school year, the

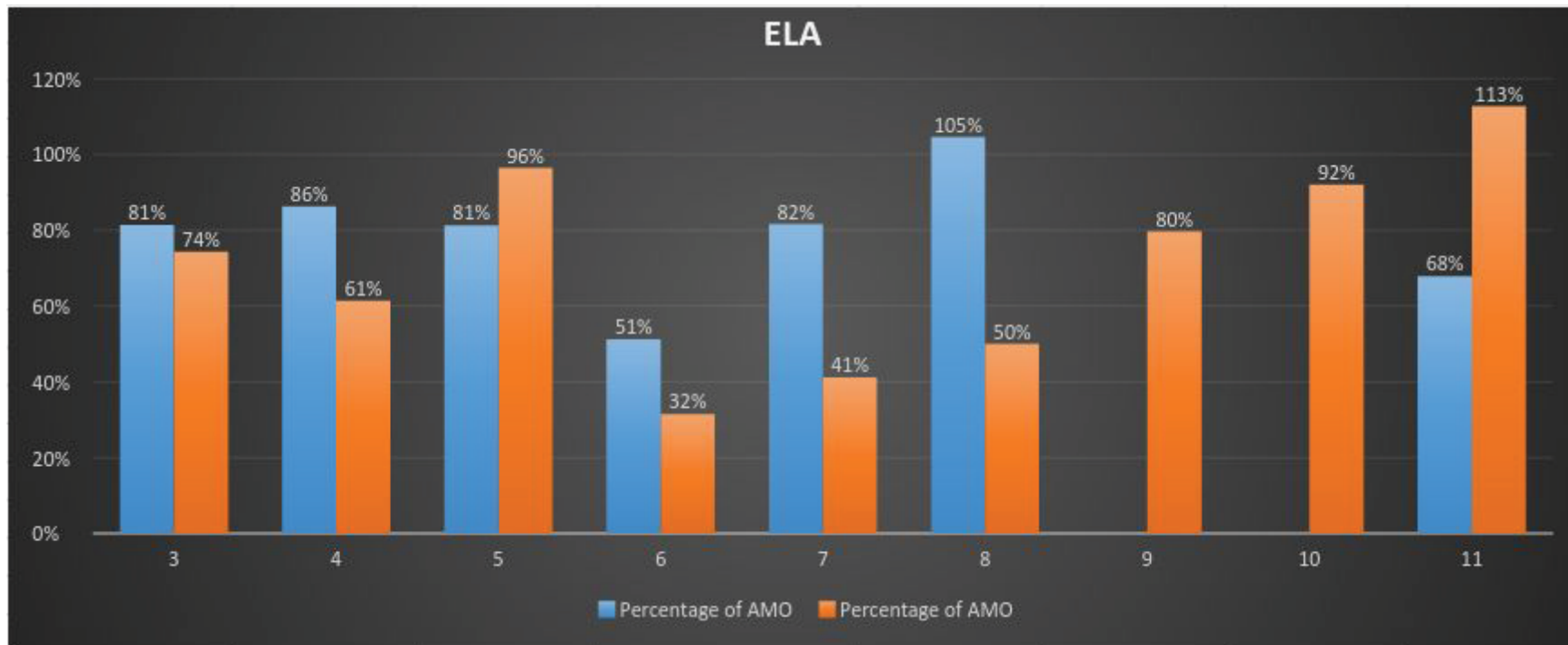
Geometry was 6.19% and the AMO was 12.09%. This was 51.20% of our adjusted AMO goal. As a note: Algebra I and Geometry are combined to populate the ESEA Report. No detailed data is currently available.

Algebra II 2015 PARCC Scores

2015	Algebra II Totals			
Did not Meet	Partially Met	Approaching	Met	Exceeded
Level 1	Level2	Level3	Level 4	Level 5
76	33	7	0	0

Explanatory Narrative: In 2014, there was no Algebra II EOC test, so there is no comparative data. The ESEA Report did not include scores from the Algebra II PARCC scores.

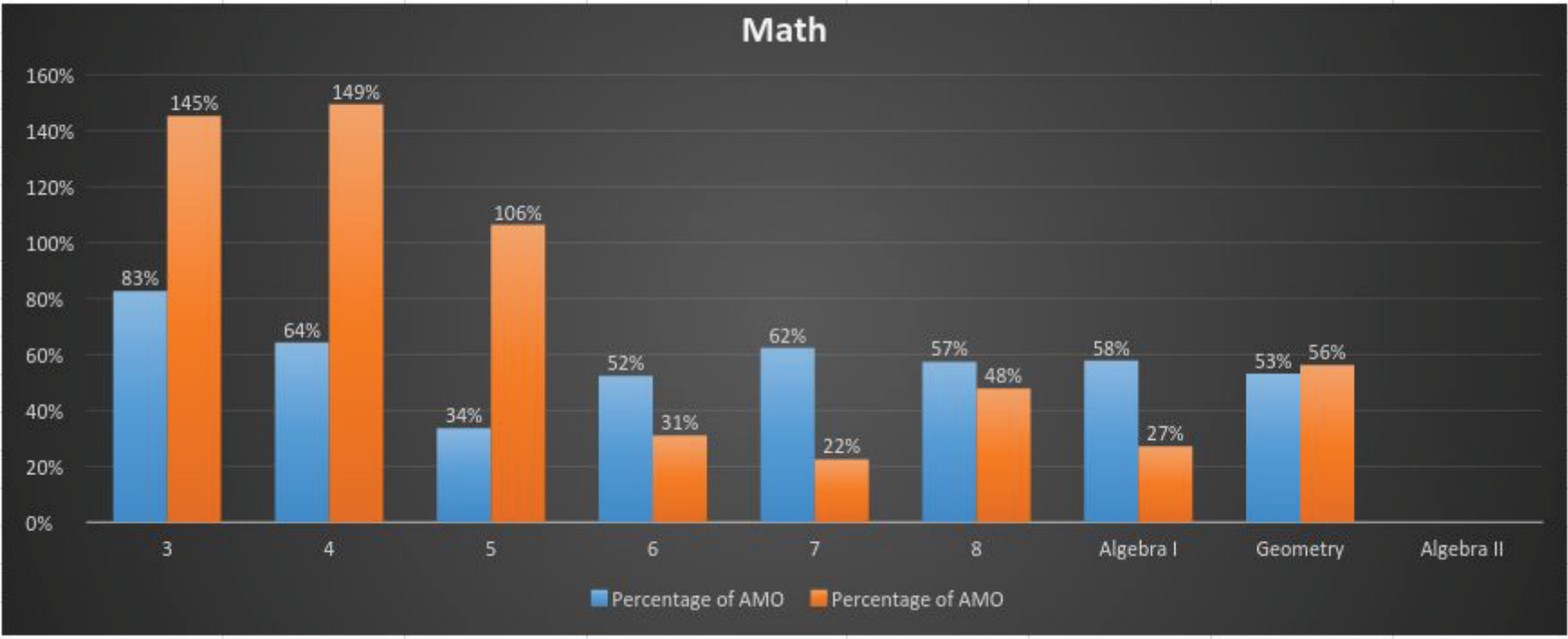
Consolidated Testing Report: ELA



Explanatory Narrative: The graph above shows English Language Arts 2014 data compared to 2015 data for grades 3 through 11. The blue bars indicate the percentage of AMO on the ELA section of the 2014 ACTAAP assessments. The orange bars indicate the percentage of the adjusted AMO on the ELA section of the 2015 PARCC assessments. In 2014, there was no ELA assessment in

grades 9 and 10. However, the 11th grade data shows a marked improvement of progress towards AMO in 2015 compared to the percentage of AMO from the previous school year.

Consolidated Testing Report: Math



Explanatory Narrative: The graph above shows Math 2014 data compared to 2015 data for grades 3 through 10. The blue bars indicate the percentage of AMO on the Math section of the 2014 ACTAAP assessments. The orange bars indicate the percentage of the adjusted AMO on the Math section of the 2015 PARCC assessments. For the Algebra I section last year, our students only made 27% of their AMO. The year before, the same students (for the most part) scored 57% of the AMO on their 8th grade Benchmark exam.

For the Geometry exam, the PARCC assessment results was comparable to the 2014 Geometry EOC results, even showing a slight improvement in 2015. The same students (for the most part) made 58% of their AMO on the Algebra I EOC the previous year. In 2014, there was no Algebra II EOC test, so there is no comparative data. The ESEA Report did not include scores from the Algebra II PARCC scores.

DISTRICT: BLYTHEVILLE
SCHOOL: BLYTHEVILLE MIDDLE
STATUS: PRIORITY YEAR 1

SITE-BASED SIS: SALLY COOKE

EXTERNAL PROVIDER: GENERATION READY/ NEW TECH NETWORK

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/JAMIE HOLIMAN

SUPERINTENDENT: RICHARD ATWILL

PRINCIPAL: MIKE WALLACE

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

2nd QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation 3: School leadership will implement a team structure that supports student learning and improved achievement as its primary purpose.

Clarification: The leadership team is the recipient of data from instructional teams and provides guidance and support for improved student outcomes. Instructional teams are the primary source for planning, implementing, and assessing teaching and learning. In addition to instructional teams, the leadership team also develops a structure of support teams that include parent teams, student teams (when appropriate) and community teams.

Effective Practice within Category:

The Leadership Team serves as a conduit of communication to enable input from faculty and staff and to make decisions for professional development based on data presented (ID08, ID10)

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The following established teams report back to the core leadership team during weekly meetings: Instructional Team, Operational Team, Stakeholders Committee, and Cultural Team. The leadership team is functioning well as a group and transforming from a team that receives reports and data into a team that uses the reports and data to help make decisions around improving instruction. The minutes from the leadership team are being sent out to the faculty weekly in order to increase communication with all staff members and staff members have an opportunity for input to the team through interaction with all the sub teams and especially in collaboration with the instructional team

Quarterly Objective: Continue to use information from established teams that report to the leadership team, including an Instructional Team, Operational Team, and Cultural Team, and include members on the leadership team who report from these teams as well as the previously existing Parent Teacher Organization and Student Voice Committee.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The schedule for weekly leadership meetings will continue with meetings weekly and information will be shared with the entire staff. The sub-teams will meet as needed throughout the month and provide reports at the leadership team meeting. The minutes from the meetings will continue to be emailed to the staff as a conduit of communication with all members.	10/19/15	12/18/15	Mike Wallace			The meetings have been set for every Wednesday at 3:30 with minutes and agendas as evidence. Minutes and agendas from meetings in Indistar are emailed to the staff after all leadership meetings to keep them informed. Leadership meetings were held on 10/14/15, 10/21/15, 10/28/15, 11/04/15, 11/11/15, 11/18/15, 12/02/15 and 12/09/15
An actively functioning operations team will continue to handle tasks and free the principal to be the instructional leader.	10/19/15	12/18/15	Louise Davis			Minutes from operational team meetings Dates: 10/21/15, 10/28/15, 11/18/15, 12/09/15
Instructional facilitators will continue to lead teachers in core areas of instruction in weekly instructional team meetings where	10/19/15	12/18/15	Debra Siegler Denita White			Minutes and agendas from weekly collaborative meetings are available

work will focus on improving instruction and teacher practice. This provides a conduit for two way communication between the teachers and the leadership team.						
The Parental and Stakeholder Involvement Team will continue to meet at least monthly and will be led by the parental involvement facilitators.	10/19/15	12/18/15	Jennifer Spurlock Debbie Cleveland			Minutes and agendas from parental involvement meetings, PTO meetings, district PI meetings Dates: 9/16/15, 10/12/15, 11/16/15
A cultural team will continue to meet and collaborate with other teams to transform the culture and climate in the school.	10/19/15	12/18/15	Sharon Nash Brittany Nettles			Minutes and agendas from team meetings Dates: 11/10/15, 11/19/15
During weekly collaborative meetings, leadership minutes will be shared and discussed with all faculty members.	10/19/15	12/18/15	Debra Siegler and Denita White			Sign-in sheets, leadership meeting minutes
Instructional Facilitators from across the district will meet around the Four Recommendations, focusing specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback conferences based upon exemplars found in the DVD materials that accompany <i>Leverage Leadership</i> by Paul Bambrick-Santoyo.	11/20/15	12/20/15	Denita White Debra Siegler Sally Cooke			Instructional Facilitators met with Sally Cooke, our district's Curriculum Director, in November and December to continue our work around formative assessment, data analysis, and the observation and feedback loop. In December, each IF discussed successes with practicing the observation/feedback process since our November meeting. We also discussed barriers to giving face-to-face feedback following observation, and we all agreed that time was the greatest barrier. We will continue coming together to collaborate around the Six Steps of

						Effective Feedback protocol next quarter.
Administrator Learning & Growth - District leadership and School Improvement Specialists work with principals across the district to increase alignment with leadership team practices and instruction, to focus on teacher recruitment/retention and to provide support in learning and growth. The work involves peer observations in each building and deep, focused learning and application of the work found in <u>Leverage Leadership</u> by Paul Bambrick-Santoyo. The work for second quarter focuses specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback conferences based upon exemplars found in Bambrick-Santoyo's work.	10/26/15 11/10/15 12/4/15 12/8/15	10/26/15 11/10/15 12/4/15 12/8/15	Teryn Spears Sally Cooke			Building administrators came together to work on honing practices for effective observations and feedback. Using <u>Leverage Leadership</u> as a guiding text, the team, under district leadership, worked to establish a structure that was consistent, timely, measurable and actionable. In addition, administrators made peer visits to the Elementary School, Middle School and High School as part of the ongoing work to align practices, instruction and curriculum as well as practice the observation/feedback cycle. Agendas, minutes and sign-in provide details and further evidence of the work.
Specific to the work of retention, the building administrators are taking part in the National Teacher Project training and begin applying the learning.	11/12/15	11/12/15	Sally Cooke Mike Wallace			Administrators attended the National Teacher Project Training in Little Rock on November 12, 2015. As a result of the first portion of the training, the administrators have focused clearly on staff members with whom they should have 'stay conversations' and have carried out those conversations. The training

						will continue with a webinar on January 19, 2016.
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IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
<p>ADE Recommendation 1: <u>School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.</u></p> <p>Clarification: The system will include procedures for analyzing data (i.e., student achievement; personnel recruitment and retention; professional development programs; leader and teacher evaluation results; aligned, standards-based curriculum; instructional and assessment strategies, community and family engagement; and student groupings and services) to evaluate the level of effectiveness of efforts and interventions to improve student outcomes.</p>
<p>Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation: The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pretest and posttest assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or reteaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>
<p>Current reality of effective practice (Assess where we are): Blytheville Middle School had limited implementation on IIB02 and IIB04 for the 1st nine weeks. We have fully implemented IIB02 in which unit pre and post test are administered to all students in each grade level and core content areas of literacy, math and science. We have partial implementation on IIB04 with teachers individualizing instruction based on pre test results to provide support for some students. Our data indicates that more support needs to be provided for teachers to understand the use of the pre/post assessments in providing differentiated instruction and reteaching as necessary. The Instructional Team is reviewing the results of the assessments, but the appropriate intervention is still not being provided in a consistent manner, therefore the cycle of inquiry has not been fully implemented. Professional development is being provided in this area, but is not always as a specific response to the data that is gathered. Our New Tech Coach has provided support to the leadership team around the cycle of inquiry, making sense of data to inform</p>

strategies, and implementation. As a support to the cycle structures, culture, and leadership were evaluated, adjusted, and are now set. The next step will be for all teachers to take ownership of this cycle in assessing and monitoring for student mastery, and for professional development to be differentiated to support the teachers based on the areas identified as weak in the assessments.

Quarterly Objective: Math and English Language Arts teachers will continue to create, collect data from, and analyze data for a minimum of two unit assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The SIS will provide training on formative assessments to the Instructional Facilitators.	10/28/15	10/28/15	Debra Siegler Denita White			Meetings were held at BMS with the instructional facilitators, principal, and SIS and an intensive two day workshop was held on October 27th and 28th with all instructional facilitators from the district being trained in the use of formative assessment to drive instruction and the creation of pre and post tests to help monitor the progress of students.
The SIS will provide a workshop on the use of formative assessments used to guide instruction to the literacy, math, science, and social studies collaborative groups.	10/28/15	10/21/15	Debra Siegler, Denita White and Mike Wallace			Sign in sheets and minutes from meetings. Math and literacy met on October 20th. Science and social studies met on October 21st.
The principal, assistant principal, and instructional facilitators will be trained in the 6 steps of Effective Feedback in order to support teachers as they use formative assessment, analyze the results of pre and post tests, and differentiate their teaching in response to that analysis.	10/13/15	12/11/15	Teryn Spears and Sally Cooke			Principals were trained during Learning and Growth on 10/13/15 using the text Leverage Leadership and calendars were created to help them map out the best time to set aside for uninterrupted classroom observation with quick feedback. Principals divided staff members among their leadership team and set

						schedules for observation and feedback to occur with discussion in their core leadership. Principals had a follow up on 12/04/15 Assistant principals were trained on 12/10/15 because they needed more support in process. Instructional Facilitators were trained on 10/28/15 with a follow up review on 12/11/15.
Instructional teams will analyze the pre and post tests to look for gaps in the curriculum during collaborative meetings. The standards that students struggle with the most will be noted and work will be done to close that gap.	10/19/15	12/11/15	Debra Siegler, Denita White and Mike Wallace			Minutes from collaborative meetings, documents that show what standards students struggle with the most per grade level
Collaborative groups in literacy and math will meet to create lesson plans based on the analysis of formative assessments such as pre-tests and other quick checks. (Quick checks will be defined as bell ringers, exit slips, etc.) The lessons will be working documents that are differentiated to meet the needs of the students.	10/19/15	12/11/15	Debra Siegler and Denita White			Samples of lesson plans
Support for science teachers will be provided by Tammy Winslow, science specialist, from Crowley's Ridge co-op regarding the Next Generation Science Standards once a month.	10/19/15	12/18/15	Debra Siegler			Dates and topics 10/29/15 studying and practicing the 8 science practices 11/12/15 classroom observations

Instructional teams will use the results of analysis of pre-tests to make a plan to intervene intentionally where students are struggling and reteach for mastery.	10/19/15	12/11/15	Debra Siegler, Denita White and Mike Wallace			Samples of analysis from pretests and notes from intervention
Grade level data meetings, as part of the Response to Intervention (RTI) process were held by the building level principal and the Instructional Facilitators, in both literacy and math to analyze and interpret pre-test and post-test data.	10/19/15	12/11/15	Mike Wallace			Dates: RTI meetings 11/6 - 12/7 -12/11
The Generation Ready Literacy Specialist will provide support to the 6th grade literacy teachers in academic vocabulary, reciprocal reading and in writing lesson plans and creating a pacing guide.	10/19/15	12/11/15	Denita White			Dates: 10/19, 10/29, 10/30, 11/04, 11/05, 11/12, 11/13, 11/16, 11/17, 12/02, 12/03, 12/10, and 12/15
Math support will provide math specialist Fran McDonald	10/19/15	12/11/15	Debra Siegler			Dates: 10/16, 10/20 10/21, 10/22, 10/29, 11/12, 12/15 Topics covered: Teacher observation and feedback, helping with units, practice ACT Aspire test,
Professional development and other opportunities for training will be provided to support teachers based on the needs identified in analysis of assessment and teacher need.	10/19/15	12/11/15	Debra Siegler, Denita White and Mike Wallace			

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation 1: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.

Clarification: The system will include procedures for analyzing data (i.e., student achievement; personnel recruitment and retention; professional development programs; leader and teacher evaluation results; aligned, standards-based curriculum; instructional and assessment strategies, community and family engagement; and student groupings and services) to evaluate the level of effectiveness of efforts and interventions to improve student outcomes.

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

A review of IIIC10 by the BMS Leadership Team shows that we still have limited development in this area because all staff does not consistently enforce the agreed upon rules and regulations. The staff worked collaboratively to create a T-chart of classroom-managed behavior versus office managed behavior before the 1st day of school. Teachers were given training in Harry Wong strategies for establishing rituals and routines effectively before school began. Those who are struggling with classroom management are given support including going on colleague visits to watch an experienced teacher, instructional facilitators modeling in their classroom, and feedback from the principal and IF's after observations. More professional development is also provided for those with the most need in this area. Our Positive Behavior Intervention and Support (PBIS) team provides weekly goals for students through Cool Tools taught by teachers, but this process is not consistent across all classrooms yet.

An RTI Behavioral Team has identified Level II students to whom the faculty provides additional behavioral support. Students are sent to a temporary alternative learning environment called the Turnaround Center when they are not able to remain in class so they can continue instruction while getting intervention for their behavioral issues instead of being suspended in order to keep more students in school. Students who need a more structured learning environment on a longer basis are evaluated for possible placement in our Alternative Learning Environment (ALE) program.

Quarterly Objective: The cultural team will oversee the restructuring of PBIS and work through the leadership team to make sure consistent behavior is enforced.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
All teachers will consistently enforce the agreed upon rules and procedures. Those experiencing difficulties with classroom management will receive additional training and support from the building level administration.	10/19/15	12/18/15	Mike Wallace Louise Davis			Minutes from leadership meetings and discipline reports
The PBIS team will continue provide incentives for positive student behavior and educate the staff on how to use them. Lessons will be provided to teachers that will help guide them to teach positive behavior during advisory time each daily.	10/13/15	10/26/15	Brittany Nettles			Minutes from leadership meetings
The administration will monitor the classroom management effectiveness of all faculty through the use of Bloomboard informal and formal observations.	10/19/15	12/18/15	Mike Wallace Louise Davis			
The principal, assistant principal, and instructional facilitators have been trained in the use of Effective Feedback to teachers after observations. They will use the data gathered from both formal and informal observations to provide specific, relevant feedback to every	10/13/15	12/11/15	Mike Wallace Louise Davis Debra Siegler Denita White			Principals originally trained on 10/13/15 and had a follow up on 12/04/15. Assistant principals were trained on 12/10/15 because they needed more support in process. Instructional Facilitators were trained on 10/28/15 with a follow up review on 12/11/15.

teacher concerning classroom management.						
Literacy Interventionists will push into classrooms to model classroom management using small groups with some novice teachers	10/19/15	12/18/15	Mike Wallace			The literacy interventionists are working daily with both veteran and new literacy teachers to model classroom management and using small groups instruction. Distinct improvement in classroom management skills and the ability to group students effectively has been documented by principal and instructional facilitator observations in the classrooms.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation 1: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.

Clarification: The system will include procedures for analyzing data (i.e., student achievement; personnel recruitment and retention; professional development programs; leader and teacher evaluation results; aligned, standards-based curriculum; instructional and assessment strategies, community and family engagement; and student groupings and services) to evaluate the level of effectiveness of efforts and interventions to improve student outcomes.

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are): Fully implemented

The Blytheville Middle School Leadership Team assessed IVA01, “The school’s Title I Compact will include responsibilities (expectations) that will communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)” and determined that our level of development is fully implemented. Parent, student, teacher compacts were discussed with parents and students and signed at the beginning of the school year. This compact will be evaluated again in the spring with input from parents. Academic Improvement Plans and Individual Planning Reports from STAR tests are also discussed with parents and students with suggestions on how to improve student achievement.

Quarterly Objective: The leadership team will continue to survey parents, students, and teachers in order to improve the communication and help set goals to improve student achievement

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Parent, Student, and Teacher Compacts are already in place to describe how the school and parents can work together to help students achieve state standards, but the parental involvement facilitators are working with the district team to revise the compacts and make them more personal to each school.	12/01/15	12/18/15	Jennifer Spurlock Debbie Cleveland			Minutes from the parental involvement facilitators meetings. Parental involvement coordinators from across the district worked, under the direction of district leadership, to align expectations for the parent-school compacts and to work towards revising that compact annually to reflect the current learning expectations.
The Stakeholder Team will continue to survey parents, students, and teachers to find ways to improve communication and set goals for improved student achievement.	10/19/15	12/18/15	Jennifer Spurlock Debbie Cleveland			On October 20th and October 23rd there were 219 students with parents in attendance and 64 surveys were returned. The topics were what part of the conference was most helpful, how the conference could be improved, and if the conference

						helped understand the child's academic progress. Informal surveys were given to students by the student voice team asking what they would like to focus on and how they would take care of computers in a one to one.
The operations team leader will work with the truancy officer for the district to contact parents when students miss 6 days or more of school. A Family In Need of Services (FINS) will be filed in order to hold the parents accountable for helping to get their child to school.	10/19/15	12/18/15	Louise Davis			There were five behavioral FINS and four attendance filed during the second quarter.
The principal will meet with parents of students who are absent 6 days or more to discuss the importance of attendance. Parents will be required to watch a video on the effects of truancy.	10/19/15	12/18/15	Mike Wallace Louise Davis			The principal met with 24 parents regarding issues of poor attendance.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category: Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Blytheville middle school has two career coaches who are on campus at least once a week to inform students of college and career opportunities through the Career Development classes that are offered to each 8th grader as a semester course. Mrs. Nash, the guidance counselor, provides students with opportunities to learn more about career choices in presentations throughout the year. The Kuder is given to all 8th grade students to assess their work values, interest, and skills and predicts jobs that students might excel in. These results are sent to BHS as part of their career plan developed in the 8th grade, which will be continually updated until they graduate. The career coaches from BMS also work with students at the high school and can follow up with the career plans. BMS will have to investigate how the high school tracks recent graduates in order for this to be fully implemented.

Quarterly Objective: The BMS counselor and career coaches will work with the other counselors in the district to align their plans for guiding students toward a college or career goal and tracking the results.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Career Coaches, counselor, and career development teacher make sure that career plans are developed by each student in 8 th grade and students are informed of a wide variety of college and career opportunities.	10/13/15	10/13/15	Sharon Nash Micah Gipson			Samples of career plans are available
Gather guidance counselors K-12 for a comprehensive planning and support meeting in service of student support beyond high school.	10/19/15	ongoing	Sharon Nash			District Counselors have begun meeting (evidence sign-in sheet and agenda) to collaborate on a K-12 comprehensive guidance program in service of student support beyond high school. Counselors will meet

						again on January 12, 2016 and will continue to meet throughout the year to continue this work.
Plans are in the works for all 8th grade students to visit the ANC Burdette Center during the 2nd semester to gain exposure to the different career opportunities in this area.	12/11/15		Sharon Nash			Discussion was had with the counselor, but was not brought to the leadership team during the second quarter.
Plans are being made to schedule community members to talk with the 8th grade students about their occupations and promote their career area.	12/11/15		Sharon Nash			Discussion was had with the counselor, but was not brought to the leadership team during the second quarter.



PRINCIPAL'S REPORT ___2nd_ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
 If yes, what support have you received from the district?

The District Leadership Team has provided support around the team structure, vertical alignment, improving instructional practices, and teacher recruitment and retention throughout the summer and the first quarter. Through the Principals' Learning and Growth time, the district has provided specific support in team structure and improving instructional practices with a focus on observation and feedback

that is purposeful and tracked to improve practice. Through the principal meetings and instructional facilitator meetings, the district has facilitated a vertical alignment process that specifically addresses the needs not only of our own school, but of our feeder schools as well.

The district team has brought the leadership teams of both our primary and elementary feeder schools into the academic distress conversation and facilitated a review of all four recommendations and the Turnaround Principles for their buildings as well. As part of the district leadership team, the BMS SIS is also facilitating meetings at the primary and elementary feeder schools in order to get to the root cause of the students who are coming into the middle school two and three grade levels behind. She is attending the weekly leadership meetings in the primary and elementary school and meeting with the instructional facilitators and principals as part of the review of curriculum to find gaps and work to fill them.

Administrator Learning & Growth - District leadership and School Improvement Specialists work with principals across the district to increase alignment with leadership team practices and instruction, to focus on teacher recruitment/retention and to provide support in learning and growth. The work involves peer observations in each building and deep, focused learning and application of the work found in Leverage Leadership by Paul Bambrick-Santoyo. The work for second quarter focuses specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback conferences based upon exemplars found in Bambrick-Santoyo's work. Principals and the district administrators to use the information they have studied regarding observation and feedback in discussion to strengthen their use of this process.

The District Leadership Team scheduled two days of training on October 27th and 28th for instructional facilitators from each school that focused on the use of formative assessment to drive instruction and the creation of pre and post tests to help monitor the progress of students. Monthly meetings at the district level with IF's from each building have been on-going, which will help them support teachers in the cycle of observation and feedback and align the curriculum and practices vertically. Instructional Facilitators also met with Sally Cooke, our district's Curriculum Director, in November and December to continue our work around formative assessment, data analysis, and the observation and feedback loop. In December, each IF discussed successes with practicing the observation/feedback process since the November meeting. The group also discussed barriers to giving face-to-face feedback following observation, and we all agreed that time was the greatest barrier. We will continue coming together to collaborate around the Six Steps of Effective Feedback protocol next quarter.

Assistant Principals from across the district also came together to work on honing practices for effective observations and feedback. Using Leverage Leadership as a guiding text, the team, under district leadership, worked to establish a structure that was consistent, timely, measurable and actionable. In addition the assistant principals have established a need for continued work together for support, to align practices and to learn. The team will come back together at the end of 3rd quarter.

In order to provide support in the area of Recruitment and Retention of Teachers, the district leadership provided an opportunity for the SIS and principals to attend training with The National Teacher Project in Little Rock on November 12, 2015 in order to understand the best ways to retain teachers who are performing well. As a result of the first portion of the training, the administrators have focused clearly on staff members with whom they should have 'stay conversations' and have carried out those conversations. The training will continue with a webinar on January 19, 2016.

The district team is requesting teachers who resign complete exit surveys in order to track the reasons they are leaving, creating promotional material for each school to use in the recruitment of teachers at career fairs, and working with a committee of teachers, and community members to create a welcoming presence in the community for those who come here to teach. The district and the SIS are also helping each school provide job-embedded professional development that address the needs of teachers in order to encourage them to stay at the school longer.

The District Leadership Team provided an opportunity for the assistant principal and teachers on the operational team from BMS to attend the Ron Clark Academy in Atlanta to observe strategies that can be used to improve teacher and student morale, provide motivation and incentives to students, and provide behavior support strategies to teachers that will help them keep students engaged, out of trouble, and in class longer. A team from the elementary school also went in order to facilitate vertical alignment and a smooth transition between the schools.

The District Leadership Team began a study during the second quarter to determine the level to which each building in the district demonstrated internal coherence. The results of that study revealed a need for coherence between classrooms in buildings and buildings within the district. In order to accomplish this, the leadership team will work in the third quarter to analyze data and develop strategies to use and train building leadership teams. The goal is to increase each school's capacity to engage in deliberate improvements in instructional practice and student learning across classrooms, over time. The work will focus on three common patterns of organizational features the school improvement literature associates with schools' capacity to improve: leadership focused on the support for instructional improvement, individual and collective efficacy beliefs of faculty related to instructional practice and student learning, and the whole school and team-level organizational structures and processes that support improved instruction and student achievement over time.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Students with significant achievement gaps in reading and math have been assigned to an interventionist, either through a pull-out program or by the interventionists pushing into the classrooms for support. These students were identified based on various

assessment data, and their progress is being tracked by the classroom teachers, interventionists, and instructional team. In addition, all students who scored basic or below basic have Academic Improvement Plans, and students with D's and F's will have action plans used to discuss with the parent and student what is necessary to help them improve their achievement. Schedules have been reworked and training is ongoing to assure that all teachers understand the significance of planning for intervention within the scope of their lessons.

BMS began working with Generation Ready to bring the Middle School Literacy Initiative (MSLI) to the school in order to improve literacy performance. The 6 Essential Practices for improving literacy outcomes are: Effective literacy instruction across ELA and content areas, small group text based discussions around increasingly complex text, academic vocabulary introduced across disciplines, a tiered assessment strategy, teams of teachers collaborating around student data, job embedded PD for teachers to support the implementation. MSLI includes a word generation program for academic vocabulary that is being used in all 6th grade classes. The reciprocal reading process is being used with two 6th grade literacy teachers who are also monitoring quick writes.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

One external provider who is on our campus part time is Pam Chipman with Generation Ready. She has assisted with the collection and analysis of data through observation and specific feedback as part of the district leadership alignment process along with the principal and instructional facilitators. She has provided additional support for the leadership team and teachers regarding all four recommendations from ADE and provided training to our teachers on Ready Path, a teacher observation system. When on our campus, she visits classrooms with the principal, conducts observations, and offers immediate feedback to teachers. She meets with Sally Cooke, the local SIS regularly to review the district support goals and share information regarding our school as they plan to support the leadership team and the entire staff.

Our local SIS, Sally Cooke, is part of the district leadership team and has worked with BMS around all four recommendations from ADE. During the second quarter, Mrs. Cooke has worked closely with the principal during monthly learning and growth time in support of intentional observations and feedback to improve instruction. She has also met with the Instructional Facilitators regarding curriculum alignment, intervention, creating common assessments, and providing support for mentors and novice teachers in an effort to retain teachers. Mrs. Cooke continues to work with New Tech Director Teryn Spears in order to provide support and assistance in planning adult learning in the building as well as developing and implementing a system for the effective use of data to inform all school improvement decisions and efforts. Mrs. Cooke has continued to meet with the external provider to help create alignment from K-12. She is meeting regularly with the locally hired school improvement specialists from the primary and elementary schools as they review best practices and review indicators to be assessed and is attending the Focus School meetings for both the primary and the elementary schools with ADE team members in order to facilitate an alignment between the schools from K-8th grade. Partnering with the Focus Schools that are feeders to BMS to address gaps, provide training, create a support system, and schedule classroom walk throughs, observation, and feedback between the buildings is building a conduit of communication and support between all schools in

the district which will help to close any gaps that are found. Mrs. Cooke attended training at the Arkansas Leadership Academy with the elementary school in December in order to strengthen that feeder school and will use the strategies learned there with the middle school team as well. The SIS helped provide the opportunity for the instructional facilitators to attend a training regarding the ACT Aspire assessment and how to prepare students for it in Hot Springs in November so they will feel more prepared to support the teachers as they work to understand the new assessment being used by the state and the types of questions students will be asked.

A second internal SIS, Teryn Spears, is continuing to work with our school to create a structure and plan for supporting the building core leadership team and teacher leaders. The plan includes quarterly transformational leadership workshops purposed to ground school leadership team in shared learning, content, and frameworks that create common language around practice, leadership, and improvement. Mrs. Spears will attend the New Tech Director Residency in February with the principal to provide support and assistance in planning adult learning in the building as well as developing and implementing a system for the effective use of data to inform all school improvement decisions and efforts. Mrs. Spears and Mrs. Cooke meet regularly to support the improvement process at BMS and facilitate alignment with BHS where Mrs. Spears is the SIS.

Our ADE SIS Team, Dr. Robert Toney, Ms. Jamie Holiman, John Calloway, and Judy Foote, has guided us in structuring the ADE Recommendations to align the recommendations with district needs, best practices and Priority Status requirements. The team has also provided us with clarity and led insightful discussion around indicators and best practices that satisfy indicators. In addition, the team has provided direction on how to share meaningful data and points to consider as we monitor student growth. They have attended District and School Leadership meetings and provided feedback. The SIS from BMS is also attending the Focus School Training provided by the ADE team for our primary and elementary schools in order to help build a solid foundation in the feeder schools and work on improved alignment and communication between buildings in the district.

What are the barriers, if any, in improving student outcomes?

- Teacher turnover - 13 teachers new teachers were hired this school year for a 26% turnover rate; of those 10 teachers are first or second year teachers who need additional support in instruction and intervention.
- 48% of 6th graders arrive 2 or more years below grade level, and 43% of 7th and 66% of 8th grade student are three or more years below grade level in math. 50% of 6th graders arrive 2 or more years below grade level, and 56% of 7th and 63% of 8th grade student are three or more years below grade level in literacy. This presents a challenge in providing both grade level standards and remediation on skills that are lacking during normal school hours.
- Poverty- 79.5 percent of the students in our school are classified as living in poverty, and 16.6 percent are classified as homeless. These students come lacking a support system at home and with significant deficits around instruction and a culture that empowers them to want to learn.

- Absenteeism in the feeder schools as well as in this school has been an issue because students are not present to receive instruction and get behind.

How is your leadership team monitoring student progress in the skill area of science?

We have created a common assessment document in science and teachers are entering pre and post test data. The team will continue to get reports from the science specialist at the local educational cooperative who works with science teachers twice a month to work on science standards. Reports will continue to be given in instructional team meetings and presented in leadership meetings.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The instructional facilitators and principals are scheduling specific observation and providing feedback to teachers to help improve instructional practice in math and literacy classrooms. Our goal is to have discussion of the results of those observations and feedback conversations with the leadership team. We plan to begin to report the number of observations per week along with the type of feedback given and support needed as a way to respond to the needs of the teachers through collaboration or professional development opportunities.

Student performance is monitored with STAR tests every quarter, with common assessment throughout the quarter, and with quick checks throughout the units, which are all reported by the instructional team in leadership meetings. 6th grade students are given an additional comprehension assessment, the DRP, in order to find areas that need attention and progress will be tracked throughout the year with the assessment.

The leadership team responds with teacher support through collaborative meetings and intentional professional development, individual feedback with teachers, data conferences to discuss assessment results, and colleague visits to allow for modeling of good practices. Collaboration is held weekly in all core content groups to provide support. In addition to the whole group collaboration grade level meetings are held on the other days of the week for more specific needs by grade level. Within these meetings topics such as interventions, unit development, and specific activities to be used in class are discussed and planned. The instructional team leaders report to the leadership team on the progress and challenges.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- The work toward planning for New Tech that is creating a new culture and allows for teacher and student voice.
- Utilizing the Team Structure to free up space for administrators to focus on instruction allowing for an organized collection and analyzing of data

- The planning and implementation of an Advisory Period to stress the importance of school culture.
- The planning and implementation of a laptop check-out/check-in program for 7th and 8th grade students as a result of an increase in student responsibility and to prepare them for the transition to BHS New Tech.
- The planning of grade level data meetings to promote an understanding of test data and using that data to guide instruction.
- The planning of a Drop Everything and Read (DEAR) Reading Program across all content areas for 15 minutes a day for all grade levels.
- The planning to implement Word Generation (from MSLI) in grade 7th and 8th grades.
- The consistent use of formative assessments (pre- and post-tests) in the core subject of science.
- The assistant principal and members of the Operations Sub-Team visited the Ron Clark Academy, planned and presented professional development on improving school culture on the middle school campus.

If anything, what do you intend to change or modify for the next quarter?

- We will continue to streamline the organizing and collecting of data and how we use it in an effort to create teacher ownership of the process of letting assessment drive the instruction and reteaching as necessary to improve student performance.
- According to our data we acknowledge the need for further work in the area of using the data to plan, design and train all staff in order to improve student performance.
- We plan to refine our work on intervention for students based on the information gathered in our data meetings.
- Reciprocal Reading will be implemented in the 6th grade science and social studies classes allowing students more time to be engaged in text.
- Word Generation will be implemented across all core content areas in the 7th and 8th grade classes in order to give students tools for better comprehension.
- We will modify the computer check-in/check-out procedure to include all 6th grade students.



SCHOOL LEADERSHIP TEAM'S REPORT _2nd___ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	134	137			25/19%	1	23-17%	20-15%			5/3%	6-4%		
7	140	137			23/16%	1	10-7%	10-7%			2/1%	4-3%		
8	144	145			26/18%	2	4-3%	7-5%			2/1%	9-6%		

Comments/ Clarifications: A district attendance team will be monitoring student absence and providing schools with tools to help reinforce the importance of attendance to parents and students.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by Renaissance STAR Math September		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Renaissance STAR Math September		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by Renaissance STAR Reading September		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Renaissance STAR Reading September	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	4%	4%			68/48%				65/50%			
7							59/43%				76/56%	
8							88/66%				90/63%	

Comments/ Clarifications:

One teacher out of 28 was out 5 or more days which equals 4%. That teacher is a sped teacher who teaches in all three grades, but has more 6th grade so we placed the number on 6th grade.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	10		24/ 18%	40/ 30%			125	118	112		355	253	46%	71%		
7	12		68/ 52%	28/ 21%			130	130	122		382	282	92%	74%		
8	1		22/ 16%	42/ 29%			132	118	119		369	221	72%	60%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Using common assessments was new to BMS in the fall. The process of creating the common assessments was begun and we are now beginning to focus more on the use of the assessments to guide instruction. From the data we know that there is much work to be done in this area. The principal will be holding data meetings with math and literacy teachers during the 3rd quarter to discuss the common assessments. The instructional facilitators and SIS will continue to support teachers and interventionists in the process of assessing, analyzing the results, and making a plan to intervene where students are struggling, teaching/re-teaching, and then assessing again to continue the cycle has been shared. Follow up meetings will be scheduled to review the common assessments, analyze the results, and make a plan to teach or re-teach will be scheduled so intervention will become intentional based on student need. Leadership meetings at the school and alignment meetings with instructional facilitators will continue from K-12 will be held to ensure that teachers are using the cycle of inquiry and are supported as needed in this process.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	10		46/ 35%	64/ 47%			120	120	117		357	301	67%	84%		
7	53		09/ 7%	41/ 30%			117	115	116		348	198	48%	57%		
8	1		40/ 28%	31/ 21%			134	123	127		384	232	37%	60%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Using common assessments was new to BMS in the fall. The process of creating the common assessments was begun and we are now beginning to focus more on the use of the assessments to guide instruction. From the data we know that there is much work to be done in this area. The principal will be holding data meetings with math and literacy teachers during the 3rd quarter to discuss the common assessments. The instructional facilitators and SIS will continue to support teachers and interventionists in the process of assessing, analyzing the results, and making a plan to intervene where students are struggling, teaching/re-teaching, and then assessing again to continue the cycle has been shared. Follow up meetings will be scheduled to review the common assessments, analyze the results, and make a plan to teach or re-teach will be scheduled so

intervention will become intentional based on student need. Leadership meetings at the school and alignment meetings with instructional facilitators will continue from K-12 will be held to ensure that teachers are using the cycle of inquiry and are supported as needed in this process.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Renaissance Learning allows us to pull a Growth Report for Reading and Math STAR assessments following the December assessment cycle. The report allows to not only the change in Scale Score (SS) from the pretest and the posttest, but also the change in grade equivalency from the pretest to the posttest. In addition to this data, we get a Student Growth Percentile (SGP) report for each student, and a Median SGP for each class, grade, and for the entire student body. According to Renaissance Learning:

A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.

SGPs adds significantly to the understanding of how well a student is doing in school. While knowing a student's level of achievement tells you whether the student is performing below, above, or on grade level, an SGP indicates what kind of progress the student is making. For example, a student may be performing at a low level, yet experiencing high rates of growth. Conversely, a high-performing student could be stagnating.

Specifically, SGPs shows whether a student's growth is more or less than can be expected. For example, without an SGP, a teacher would not know whether an increase of 100 scaled scores represented average, above-average, or below-average growth. This is because students of differing achievement levels in different grades grow at different rates. For example, a high-achieving second grader grows at a different rate than a high-achieving eighth grader.

Because STAR assessments are given to so many students, Renaissance Learning has data for millions of testing events. Using a dataset of more than 11 million students, we are able to calculate growth norms. In other words, we can approximate how much growth is typical for students of different abilities in different grades from one time period to another. Thus we can provide a score that is a fair representation of just how well a student is growing using our Student Growth Percentile or SGP calculation in STAR. Furthermore, because all SGP scores are reported on the same scale (1–99) we can calculate a median, or middle score, that represents an SGP for a group, such as a class, grade, or school as a whole. Median growth percentiles can be used for comparison purposes.

Grade Level	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by Renaissance STAR Math September and December		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Renaissance STAR Math September and December		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by Renaissance STAR Reading September and December		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Renaissance STAR Reading September and December	
	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter
6	68/48%	37/137 27%			65/50%	88/136 65%		
7			59/43%	33/141 23%			76/56%	74/141 52%
8			88/66%	49/146 34%			90/63%	78/146 53%

	ELA students who grew 35 percentile points or more from August to December	Math students who grew 35 percentile points or more from August to December
6th Grade	61%	69%
7th Grade	59%	62%
8th Grade	66%	62%

Growth Report from STAR results (The median growth by grade per class)		
	ELA	Math
6th Grade	43	48
7th Grade	44	51
8th Grade	44	40

1. Growth goal for teachers is 50 or higher, with 66-99 being amazing growth overall in a class.
2. Growth is found by taking the first score from a national normed sample of same or similar score and comparing it to where the student ended up at last test comparatively.

BMS began working with Generation Ready to bring the Middle School Literacy Initiative (MSLI) to the school in order to improve literacy performance. The 6 Essential Practices for improving literacy outcomes are:

1. Effective literacy instruction across ELA and content areas
2. Small group text based discussions around increasingly complex texts
3. Academic Vocabulary introduced across disciplines
4. A tiered assessment strategy

5. Teams of teachers collaborating around student data
6. Job embedded PD for teachers to support the implementation

BMS began this process in the fall of 2015 with our two 6th grade literacy classes, and has plans to expand the process into the 7th and 8th grades during the 3rd quarter. Currently in the 6th grade literacy, science, math, and social studies teachers introduce academic vocabulary across the disciplines to ensure students have multiple exposures to the words. Students are actively engaged five days a week with the academic vocabulary and have meaningful discussions using the words to reinforce comprehension. The amount of time students spend in text across all classrooms is being monitored with the goal of increasing the amount of time spent interacting with rich text. Research from The National Reading Panel recommends at least two hours of interaction around grade level text across the content areas per day to improve reading skills. When BMS 6th grade students began this process, on average students were reading for only 28.6 minutes per day across all content areas which was a 91.4 minute deficit. We will assess this again in the 3rd quarter and again in the 4th quarter to inform teachers of the growth.

The Degrees of Reading Power (DRP) is a measurement system that helps educators understand students reading comprehension ability, monitor students reading progress, and determine the efficacy of their curricula and interventions. The assessment was given in October and again in January to measure comprehension. Before the January administration of the DRP, ELA teachers held individual student growth conversations. During this time students revisited their baseline DRP score, set a goal for the upcoming assessment and discussed the various classroom practices and strategies that were aiding them in the comprehension of difficult text.

Degrees of Reading Power (DRP) Growth Report (October 2015-January 2016)

Ashton Newell	Students tested by block in October and January who grew 3 or more points out of class total
1st Block	9/14-64%
2nd Block	19/23-83%
3rd Block	7/11-64%

In Mrs. Newell's 6th grade classes the following results were found:

9/48 students-19% moved from Below Grade Level to On Grade Level or Above Grade Level

5/48 students -9% moved from On Grade Level to Above Grade Level

1/48 students -2% moved from On Grade Level to Below Grade Level

All students in the classes did not test in both windows because of mobility, so they do not all appear in growth.

Degrees of Reading Power (DRP) Growth Report (October 2015-January 2016)	
Sarah Carney	Students tested by block in October and January who grew 3 or more points out of class total
1st Block	5/11-45%
2nd Block	10/16-63%
3rd Block	9/17-53%

In Ms. Carney's 6th grade classes the following results were found:

2/44 students-5 % moved from Below Grade Level to On Grade Level

At the beginning of this process all students in Ms. Carney's classes were below grade level. Even though only two are now on grade level, 24 of the 44 students grew three or more points between the first and second assessment.

All students in the classes did not test in both windows because of mobility, so they do not all appear in growth.

Overall in the 6th grade, 59/92 students 64% of regular and mainstreamed special education students that tested in October and January showed a growth of 3 or more points.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: COVENANT KEEPERS
SCHOOL: COVENANT KEEPERS CHARTER
SITE-BASED SIS:

SUPERINTENDENT: VALERIE TATUM
PRINCIPAL: LENARD BLOCKER

EXTERNAL PROVIDER: APSRC

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY, JAMIE HOLIMAN
501-269-7333

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area: 1 (Change in Leader Practice)

ADE Recommendation: 1. The district and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting. 2. Meet monthly to review the progress of the school related to the ACSIP action steps. Revisions to the ACSIP would be appropriate if student level progress data is not reflecting specific and targeted support for improvement in trend data related to math and literacy for the SWD, ELL & African American populations. 3. Building and District administration and external provider should establish a means to track the progress of implementation of the curriculum, analyze the effectiveness of the curriculum on a quarterly basis based on student growth, analyze and develop a new Priority Improvement Plan or long term plan.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Already in action:

Our school has already established a leadership team for the school that meets once a week for at least an hour. We develop agendas and take notes for each meeting which are shared with our external provider for review and input. Each person in the leadership team has a role with assigned responsibilities and expected work products for the year.

Dr. Valerie Tatum- School Director/Superintendent
Responsibilities: Community Partnerships and Relations

Lori Clancy- Assistant Director
Responsibilities: Data, Standards, Teacher Observation and Feedback/Support, Professional Development

Champ Watson- Dean of Students

Responsibilities- Student Discipline, Transportation

Laurette Whipps- Lead Teacher/Literacy Coach

Responsibilities- Teacher Support, Literacy Integration

Jenna Jones- Test Coordinator/ACSIP Process Manager/ELL Coordinator

Responsibilities- NWEA formative assessment data, Indistar, ELL Support for teachers

Lenard Blocker-Principal

Responsibilities- Student success, Parent communication

Marquita Hill- Finance/Registrar

Responsibilities- eSchool, Budget and Payroll, Federal Programs

Rosalind Washington (new 2nd quarter)

School Resource Coordinator

We also have already established a team structure for our school, with the leadership team, instructional team, support staff team, student success team, and parent team (PALS: Parent Association- Leading and Serving). Each team has a specific purpose and works from agendas and minutes.

First Quarter Summary

The leadership team established a teacher support cycle to serve as a conduit of communication to faculty and staff. With each leadership team member seeing each teacher/staff member on a 2-week cycle, This allows the leadership team to provide feedback to teachers on different areas of need, and also allows the leadership team to receive input from the faculty/staff. The leadership team has met with our external providers to review the yearly plan of service delivery and approved their plan for support. These plans will be reviewed by the leadership team twice monthly.

Quarterly Objective: The leadership team will add additional roles to the leadership team to meet the needs of students and teachers.						
Tasks		Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The leadership team established Lenard Blocker as the principal of the school.		10/16/15	Valerie Tatum			-Updated leadership team role -Minutes from school board meeting
The principal enrolled in APSRC's Role Specific Instructional Management Techniques for training. (3 sessions during the school year and a summit during the summer)		11/16/15	Lenard Blocker			-Sign in sheets from attendance of initial event
The leadership team established Rosalind Washington as the school resource coordinator.		12/1/15	Valerie Tatum			-Updated leadership team role -Minutes from school board meeting

Quarterly Objective: Leadership team meetings will be focused on data driven decision-making.						
Tasks		Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The leadership team brought specific data to leadership team meetings for discussion and action planning.		12/1/15	Lori Clancy			-Notes from leadership team meetings
The leadership team brought data from teacher support cycle meetings to determine future professional development sessions.		12/16/15	Lori Clancy			-Notes from leadership team meetings, notes from Teacher Support Cycle

Include additional task lines as needed.

IMO Area: 1 (Change in Teacher Practice)

ADE Recommendation: 1. The Leadership Team should establish yearly learning goals utilizing student learning data; monitor and evaluate the school-level learning data at minimum twice per month in an effort to allow the data to drive instruction that leads to increased student achievement. 2. Instructional Teams should develop a work plan for common units with pre-and post-unit assessments so that student progress could be monitored in 7 to 15 day increments. 3. Instructional teams should review the data to identify re-teaching groups with an emphasis in planning for the next unit. 4. District and building leadership should provide PD needed in order to fully engage the students in pre-and post-unit assessments. Building Leadership should then monitor the past assessments to guide support efforts. 5. The Leadership Team and Instructional Teams should review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.) 6. Establish a focus and support plan to differentiate instruction which is specific to SWD, ELL & African American students given the minimal success that has been made with these TAGG sub-groups.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

APSRC's instructional coach developed ZOOM documents (a curriculum alignment document) templates for our staff in May 2015. Teachers were given time to break down their curriculum by modules and make cross-curricular connections, with assistance from the instructional coach.

Teachers received instruction on how to implement the GANAG lesson planning schema developed by Jane Pollock, which allows students to use the Marzano's high yield strategies frequently in the classroom.

Teachers received direct training from APSRC on how to better conduct pre- and post-tests on October 5 and will move

forward with these strategies in the 2nd quarter. Teachers also received resources of where to pull questions for their pre- and post-tests.

PLC meeting schedule- Teachers meet every other Monday to have data meetings based on formative assessments they have conducted with the students. They are also required to bring analysis sheets based on data.

First Quarter Summary:

Teachers received training during teacher bootcamp regarding pre- and post-test implementation, and again at the beginning of October. The instructional coach from APSRC makes classroom visits and is providing continual job embedded professional development. Teachers received initial GANAG and interactive notebook training and continued training throughout the first quarter. The leadership team also worked with APSRC to develop ideas for best practices for pre- and post-testing, including generating questions. Through our NWEA testing and pre- and post-test data, we realized students were struggling with the very basic skills of mathematics, so we chose to address this during Plus Time.

Note to Self: ADD OBJECTIVE from 1st Quarter Plan: add tasks necessary

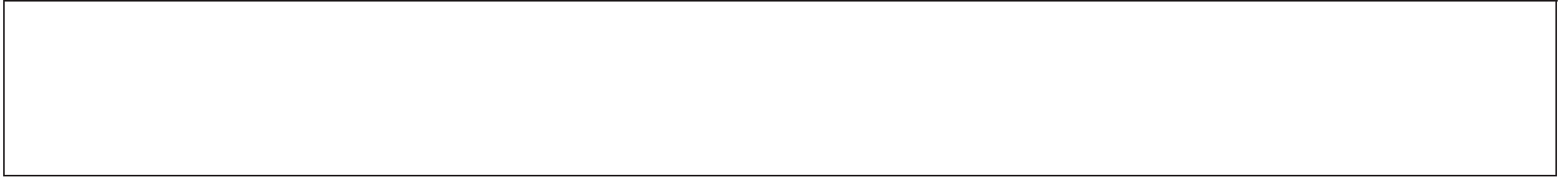
Quarterly Objective: All teachers will learn and teach math strategies during Plus Time to improve basic math skills of all students.

Tasks		Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. APSRC collaborated with the leadership team to develop a plan of action for Plus Time, including new groupings according to NWEA MAP math scores.		10/21/15	Lori Clancy			Notes from LT meeting with Susan Owens
2. Members of the leadership team provided professional development to the teachers regarding the new Plus Time format and student groupings.		10/23/15	Jenna Jones Lori Clancy			Notes from PD session
3. Instructional Coach Susan Owens(from APSRC and Above and Beyond the Core) provided 2 half-days of professional		11/6/15	Lori Clancy			Notes from PD sessions

development for teachers to provide additional strategies for teaching multiplication basics.					
4. Members of the leadership team observed Plus Time test scores to see changes in student results.		12/15/15	Lori Clancy		Data from assessment

Quarterly Objective: All teachers will conduct pre- and post-tests every two weeks.

Tasks		Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Math and English teachers will used questions from mid-module and end-of-unit assessments to assess students at the standard level every two weeks.		12/16/15	Laurette Whipps			Notes from data team meetings
2. Teachers brought complete assessment data to PLC data team meetings, using the form developed 1st quarter.		12/16/15	Jenna Jones			Notes from data team meetings
3. Teachers discussed test data, including ways for other team teachers to support students in cross-curricular subjects.		12/16/15	Jenna Jones			Notes from data team meetings



IMO Area: 3 (Student Safety and Discipline)
ADE Recommendation:
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).
Current reality of effective practice (Assess where we are): <div style="color: green;"> <p>Last year, the leadership team developed a schoolwide rituals and routines policy that the leadership team developed from the work of Harry Wong and Fred Jones. It was edited at the beginning of this school year.</p> <p>Teachers have to be monitored/trained to make sure they are consistently holding to the rituals and routines CK has set in place.</p> <p>If there is a discipline issue with a specific student, the discipline team, specifically the principal, works to repair the relationship between teacher and student.</p> <p>We realized at the end of the last school year that we needed to have a consistent data tracking system for disciplinary issues so problems can be addressed promptly.</p> </div> <div style="margin-top: 20px;"> First Quarter Summary: <div style="color: green;"> <p>Coach Watson, the Dean of Students, developed an effective discipline tracking system to chart which students were struggling the most and receiving the most disciplinary referrals.</p> </div> </div>
Quarterly Objective: All teachers will improve their classroom management skills.

Tasks	Completion Date	Person	Met	Not	Evidence of Completion
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			assigned		Met	
1. Teachers determined what their “hedgehog concept” is, based on the book “Good To Great” by Jim Collins, and placed this and their expectations on their doors for students/parents to see.		11/6/15	Valerie Tatum			Notes from PD session, photos of teacher doors.
2. All teachers received classroom management training (including video examples and self reflection) on Mondays throughout the month of November.		11/30/15	Valerie Tatum/Lori Clancy			Notes from Monday PD sessions
3. All teachers implemented their learned classroom management techniques in the classroom.		11/9/15	Lori Clancy			Notes from classroom observations
4. Members of the leadership team provided feedback to teachers on their classroom management techniques.		11/16/15	Lori Clancy			Notes in the Teacher Support Cycle document
6. The leadership team reviewed student discipline data after the classroom management sessions took place to see a correlation between better classroom management and disciplinary referrals.		12/16/15	Champ Watson			Actual data sheet template/example completed data form
7. The discipline team developed an action plan to assist students who continue to receive discipline referrals.		12/16/15	Champ Watson			Action plans for struggling students; example of data

IMO Area: 4 (Parent and Community Engagement)						
ADE Recommendation:						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): Covenant Keepers has a parent/student compact that is distributed to each incoming student and family. During each quarter, the school hosts a “5th Block” event that gives parents a glimpse into their child’s school day, and receive resources and tools for helping their child continue their learning at home. First Quarter Summary: Covenant Keepers established a parent association (PALS: Parent Association: Leading and Serving).						
Quarterly Objective: Covenant Keepers will hold events during the second quarter to involve parents and the community in the life of the school.						
Tasks		Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Covenant Keepers held a Fall Festival on Friday, October 30th for all parents, students, and community members to attend.		10/30/15	Marquita Hill Lenard Blocker			Poster of event Photos of event List of sponsors
2. Covenant Keepers contacted community leaders about attending or sponsoring events at our fall festival.		10/15/15	Marquita Hill Lenard Blocker			List of sponsors
3. PALS collaborated with the fall festival committee to bring in donations and sponsors for the festival.		10/15/15	Marquita Hill Lenard Blocker			Notes from meeting

4. Covenant Keepers hosted an art expo titled "Express Yo' Self" involving teachers and members of the community to help teach art classes to students.		11/10/15	Lenard Blocker Valerie Tatum			Photos of Event
5. Covenant Keepers held and attended meetings to establish and develop partnerships with organizations within the community.		12/16/15	Rosalind Washington/ Valerie Tatum			Notes from meetings

Include additional task lines as needed.

ADE Recommendation:						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
Current reality of effective practice (Assess where we are): <div style="color: green; padding: 10px;"> <p>As Covenant Keepers is a middle school only, we do not have any students entering into college or the workforce immediately after leaving us, but they are continuing on to high school. Currently, we do not have a way to track their success after students leave us, but we see how this could be beneficial to making curricular decisions if students are showing difficulty in aspects of ELA, math, or science when students continue on to high school.</p> </div>						
Quarterly Objective: Begin meeting with 8th grade students about their high school choices.						
Tasks		Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Determined when all open enrollment periods for high school students begin.		11/15/15	Lori Clancy			List of all open enrollment dates
2. Met with Dr. Karen Broadnax of the Little Rock School District regarding the transition of ELL students into high school.		11/18/15	Valerie Tatum/Jenna Jones			Notes from meeting

Include additional task lines as needed.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

The district leadership team (Dr. Tatum, Lori Clancy, Marquita Hill) supports the school leadership team by providing training to the school leadership team to improve their leadership abilities, along with the assistance of APSRC's leadership coach. The district leadership team reviewed discipline data with the school leadership team and determined we needed to have a mentorship program in place to address needs of our African American girls. The school leadership team also determined that teachers needed additional classroom management training and the district leadership team scheduled professional development to address this need.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Updated discipline system to keep students in class rather than in in-school or out-of-school suspension.**
- Plus Time interventions for math- working with students based on their needs in mathematics**
- Selected African American girls working with Lauren Calhoun and their GEMS program**
- Paola Rodriguez working with ELL students after school to address language barriers and to offer homework support**
- Rosalind Washington hired as the school resource coordinator to find resources for students in need of additional help.**
- Analysis of NWEA data disaggregated across subpopulations to identify trends and address weaknesses identified**

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our leadership team has received the following support from our external provider:

- APSRC has provided the leadership team and the instructional team with professional development sessions. APSRC has developed a written plan of support services for this year and held a session where it was discussed and approved by the administrative staff. The plan will be shared with the entire leadership team and will be the basis of interventions for this year.**

Susan Owens- Instructional Coach

- Developing a plan for Plus Time interventions**
- Providing pedagogical professional development for teachers**

Tina Smith- Leadership Coach

-Mentors the leadership team in best practices

Covenant Keepers has a constant line of communication with APSRC that enhances our leadership capabilities and our school improvement efforts.

Our leadership team has received the following support from ADE:

The following members of the ADE staff visited our campus 2nd quarter:

Dr. Robert Toney

Jamie Holiman

John Calaway

Judy Foote

We received clarifications on how to best complete the 2nd quarter plan/report, and were given support regarding Indistar and how the twp planning components work together.

What are the barriers, if any, in improving student outcomes?

- We do not have the resources we would like to have in order to implement high-impact interventions—specialists, tutors, technology for student use, etc.
- The physical, mental, and social-emotional health of many of our students is a barrier to their achievement.
- Student attitudes and beliefs are another barrier. Years of poor achievement and inadequate support in elementary school leaves students with low expectations of themselves as they are stuck in a cycle of failure.

How is your leadership team monitoring student progress in the skill area of science?

Students are tested in NWEA mid-year and at the end of the year. Students taking science are also given daily mini-assessments to track growth, and the leadership team monitors this data.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Every student participated in the NWEA MAP assessments in Math, Reading, and Language this fall. A data wall was created in our war room with each individual student having a card with their assessment data included. Dr. Sarah McKenzie at the Office of Educational Policy reviewed our data and created a document with goals for the winter and spring testing cycles, as well as detailed information on areas of student strengths and areas of need based on these test results. We respond to the results by training teachers how to use the NWEA MAP website to access their data and to use the Learning Continuum to develop differentiated instruction based

on student needs. Teachers also assess their students bi-weekly and bring the data to PLC data team meetings for discussion and action planning. The leadership team monitors these test results and makes decisions based on assessment scores. Students will take the following assessment during the third quarter.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- The decision to develop a wraparound model for the school.
- The decision to hire Rosalind Washington as the school resource coordinator.
- Building partnerships within the community:

In the past 30 days, we have developed partnerships with:

- Arkansas DHS
- New Beginnings Behavioral Health
- City of Little Rock
- Pulaski Tech
- AR Dept of Health
- Pulaski Co. Juvenile Court
- Salvation Army
- Arkansas Rice Depot
- W.O.W. Fitness
- Brandon House
- Our House
- Mosaic Church
- Governor's Office
- Upper Baseline Neighborhood Association
- Dental- Dr. Lillian Prado
- Music Support- Tara Jackson

If anything, what do you intend to change or modify for the next quarter?

Covenant Keepers plans to begin directing students and parents to resources available through our wraparound services and community partnerships. We also plan to assess students more frequently in Math and English. Instead of only assessing every two weeks, teachers will conduct mini-assessments each day, and track and present this data to the leadership team and during PLC data team meetings to demonstrate student learning on the standards level.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	47	47			2	15	3	0			2	0		
7	56	51			0	19	16	0			0	0		
8	67	62			6	21	16	0			0	0		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Fall NWEA MAP Assessments in Math August 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Fall NWEA MAP Assessments in Reading August 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	1 math/ social studies teacher	0			n/a	n/a	18		n/a	n/a	15	
7	1 ELA teacher	0					24				18	
8	0	0					31				25	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	15	47	0	21			44				44	21	48%			
7	6	51	4	25			47				47	18	38%			
8	10	62	9	35			52				52	27	52%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Explanation of increase in Ds/Fs:

6th Grade Students: Students began an unfamiliar unit during second quarter on unit rate and division of fractions. It was such a concern that the teacher began meeting with parents to rectify this situation.

7th/8th Grade Students:

In the curriculum, during second quarter, students started in on geometry, and we found that our students have a weakness in geometry. Because of this, we are planning Tier II and Tier III intervention efforts. Our math teacher is a first year teacher, and we are working with her on the delivery of content, and we have communicated with her about her assessment-heavy grading, which affected grades for this quarter. We have also begun doing pull-outs for this quarter.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	13	47	13	13			44				44	13	30%			
7	11	51	5	9			47				47	8	17%			
8	11	62	18	9			52				52	35	67%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



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

SUPERINTENDENT: KRISTI RIDGELL
PRINCIPAL: MIKE DUNCAN

PRIORITY SCHOOL 45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

It is recommended that the district and school leadership teams, with their defined roles and expectations, will meet with representatives

from ADE School Improvement Unit to develop for implementation a systemic plan for improving student outcomes prior to the start of the 2015-2016 student school year. The plan will include, but not be limited to the following:

- the quantifying of the district vision;
- analysis of data that will inform instructional decisions
- development of clear measurable quarterly objectives to be reported to the State Board
- process of alignment for standards-based curriculum and research-based strategies
- analysis of professional development needs
- evaluation of interventions
- parent-community engagement strategies process for recruitment, induction, and retention of highly qualified employees
- the plan reflects roles and responsibilities reflected in the recommendation
- ongoing training and analysis of the effectiveness by each position

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Currently, the district governance document does not specify the team structure for all schools. The leadership team for the district and buildings are specified and include a description of the teams' purpose and how they are constituted. New school leaders are usually not apprised of this expectation and there is no evaluation to determine the effectiveness of the team(s).

All building and district level teams prepare agenda for their meetings and keep minutes of the proceedings. At the building level, these documents are maintained in a binder in the PLC room. In addition to being placed in a binder in the PLC room, the Leadership Team's agenda and minutes are also housed in Indistar. All district level teams' agendas and minutes are housed in Indistar. At the district level, the agenda and minutes are shared with all those who have a Leadership Team Indistar login. At the building level, the Leadership Teams' agenda and minutes are accessible to all those who have a Leadership Team Indistar login as well as those having access to the PLC room. All other teams' agenda and minutes are accessible to those having access to the PLC room.

Both buildings in the district operate with a Leadership Team that includes the principal, teacher leaders, and other staff as appropriate to the size and composition of the building. The Leadership Teams meet at least twice a month in regularly scheduled meetings of at least an hour. During the 2014-2015 school year, the high school Leadership Team had a sub team, the Core Leadership Team, that met weekly for at least an hour to review the School Improvement Plan. Currently, both buildings in the district have a Core Leadership Team as well as a building Leadership Team.

Quarterly Objective:

To have an outside review of the current team structure and their practices

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The Leadership Team will request an outside review by ADE of the current team structure.	12/18/15		Mike Duncan, Principal			During the 3rd quarter, the SIS spoke with a member of the School Improvement Unit and arranged an onsite review during 3rd quarter

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06). The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings show that teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

The principal records indicators of effective practice during classroom observations and shares the aggregated data with staff and the disaggregated data the Leadership Team. The Leadership Team reviews the analysis to determine plans for professional development. Also, the principal shares individual professional development resources through Bloomboard and email with teachers based on needs identified through classroom observations. Peer observations have been conducted at the request of the principal for struggling

teachers. Novice teachers are required to conduct one peer observation per semester. Furthermore, during in house professional development all teachers are required to model a lesson at least once during the year.

According to the laws associated with TESS, all teachers are required to develop a Professional Growth Plan in Bloomboard. The Principal uses classroom observations and conferences to inform teachers' plans. Bloomboard houses the classroom observations and documents the results as well as the plan. Periodically the principal uses a Google Form to conduct informal classroom observations. These are not scheduled. The principal and teachers collaborate to schedule formal observations. Professional development is discussed during the post observation conference.

All staff participated in the state mandated professional development at the beginning of the year. Currently, the principal has shared instructional strategies related to specific core instructional teams. Instructional facilitators share information they receive from the local educational cooperative during their monthly trainings. The principal shares articles and videos to all staff and individual staff members through email and Bloomboard based on identified needs. The curriculum coordinator and school improvement specialists meet with identified teachers to provided specific training that is needed or requested.

Quarterly Objective:

Increase student achievement will be a result of professional development provided to staff resulting from recommendations based on classroom observation data

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The principal will continue to share aggregated classroom observation data with the staff.	12/18/15		Mike Duncan, Principal			The principal was absent 6 days during the quarter for professional development purposes. Due to the limited number of observations conducted, the data was not shared with staff.

2. The principal will continue to share disaggregated classroom observation data with the Leadership Team.	12/18/15		Mike Duncan, Principal			The principal was absent 6 days during the quarter for professional development purposes. Due to the limited number of observations conducted, the data was not shared with staff.
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IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Curriculum, Assessment, and Instructional Planning – Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02). These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas. The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).

Current reality of effective practice (Assess where we are):

The school administers at least three assessments to students in the areas of science, math, and literacy each year developed by The Learning Institute. The Leadership Team and Instructional Teams review the results. The individual teachers analyze the results of these assessments and develop long term and short term remediation plans.

Previously, yearly goals were determined by the state department of education through the Annual Measurable Objectives process.

The Leadership Team used those goals as the school goals. The goals were sufficiently challenging but reasonable. The goals included goals for subject areas.

Quarterly Objective:

Monitor progress towards the yearly goals in order to identify and address issues that might hinder obtaining the goal

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The instructional teams will review data from the previous years and determine subject level and whole school goals for math, literacy, and science.	11/6/15	12/7/15	Mike Duncan, Principal			Chart of Yearly Learning Goals
2. The Leadership Team will review data at the end of the quarter to determine progress made towards the yearly goals.	12/18/15		Mike Duncan, Principal			Due to availability of data, this task was not able to completed before the end of the quarter. However, the Leadership Team did review 2nd quarter data at the beginning of the 3rd quarter and chart the progress. Therefore, this task was completed early in the 3rd quarter.

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Math instructional teams are currently systematically developing and administering formative assessments at the beginning and end of lessons or units with the assistance of the Math Instructional Facilitator. Literacy and Science instructional teams are encouraged and expected to systematically develop and administer formative assessments at the beginning and end of lessons or units but not all the literacy and science teachers are complying. Math teachers are using the data to differentiate instruction. Not all of Science and Literacy teachers are differentiating instruction based on data. Math instructional teams use the data from assessments to modify units of instruction and during team meetings share successful teaching strategies. Not all the teachers in the Science and Literacy instructional teams are using assessment data to modify units of instruction. However, successful teaching strategies are shared during all team meetings.

Math teachers currently use pre-test data to adjust lessons and to different assignments. Not all science teachers use pre-test data to adjust lessons and to differentiate assignments. Not all literacy teachers have administered pre-tests. The literacy teacher who has administered pre-tests uses the data to differentiate assignments. Math teachers are differentiating for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments. Not all science and math teachers are differentiating for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments.

Quarterly Objective:

To support and guide teachers to plan for, administer, and analyze results from pre-/post-assessments in order to adjust instruction to ensure mastery for all students.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Core units of instruction including lesson plans and assessments will be reviewed weekly by Instructional Facilitators.	11/19/15		Arneice Gardner, Curriculum Coordinator			For weeks 11-16, the Google Form Spreadsheet of data showed that all of literacy and social studies plans were reviewed with feedback provided. However, several math and science plans were not reviewed.
2. Core instructional teams will create a schedule to administer pre/post-assessments.	10/30/15	12/2/15	Dr. Beverly Culley & Sandra Jordan, Instructional Facilitators			Calendar of Pre-/ Post Assessments
3. The Math Instructional Team will analyze the	11/19/15	12/18/15	Sandra Jordan, Instructional Facilitator			PLC Feedback Forms TLI Assessment Data Analysis Worksheet

results of the pre-/post assessments administered during the 2nd quarter.						Unit Reporting Forms
4. The Literacy Instructional Team will analyze the results of the pre-/post assessments administered during the 2nd quarter.	11/19/15	12/18/15	Dr. Beverly Culley, Instructional Facilitator			Teacher Made Post-Tests data analysis Unit Reporting Form with notes
5. The Science Instructional Team will analyze the results of the pre-/post assessments administered during the 2nd quarter.	11/19/15		Sandra Jordan, Instructional Facilitator			PLC Feedback Forms indicate some generic discussion of analysis for pre-and post-posts. Of the two Science teachers, one teacher provides data for each child's progress on each standard taught throughout the unit. The other Science teacher has provided data analysis on TLI post-tests.
6. The Literacy Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of challenge.	11/19/15	12/18/15	Dr. Beverly Culley, Instructional Facilitator			Teacher Made Post-Tests data analysis Unit Reporting Form with notes

7. The Math Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of challenge.	11/19/15	12/18/15	Sandra Jordan, Instructional Facilitator			Teacher/ Instructional Facilitator notes and/ or unit plans PLC Feedback Forms Unit Reporting Forms
8. The Science Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of challenge.	11/19/15		Sandra Jordan, Instructional Facilitator			PLC Feedback Forms indicate some generic discussion of analysis for pre-and post-posts. Of the two Science teachers, one teacher provides data for each child's progress on each standard taught throughout the unit. The other Science teacher has provided data analysis on TLI post-tests.
9. The Math Instructional Team will use the data from assessments to identify students who need additional supports and/ or enrichment.	11/19/15	12/19/15	Sandra Jordan, Instructional Facilitator			Teacher/ Instructional Facilitator notes and/ or unit plans PLC Feedback Forms Unit Reporting Forms
10. The Literacy Instructional	11/19/15	12/18/15	Dr. Beverly			Teacher Made Post-Tests data

Team will use the data from assessments to identify students who need additional supports and/ or enrichment.			Culley, Instructional Facilitator			analysis Unit Reporting Form with notes
11. The Science Instructional Team will use the data from assessments to identify students who need additional supports and/ or enrichment.	11/19/15		Sandra Jordan, Instructional Facilitator			PLC Feedback Forms indicate some generic discussion of analysis for pre-and post-posts. Of the two Science teachers, one teacher provides data for each child's progress on each standard taught throughout the unit. The other Science teacher has provided data analysis on TLI post-tests.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

Currently, a management plan has been distributed to teachers listing the consequences for actions. Also, a discipline team meets once per week to discuss students who fail to meet disciplinary requirements outlined in the plan. A set of classroom rules and procedures have been shared with teachers for implementation. However, all teachers have not been successful with implementing them with fidelity.

Quarterly Objective:

To establish classroom rules and procedures that guides student behavior such that the classroom atmosphere is always conducive to learning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers of students in grades who have previously had high discipline referral rates will attend a Proactive Discipline for Reactive Students workshop with the building administrator.	10/28/15	10/29/15	Mike Duncan, Principal			Training Registrations
2. The Dean of Students, Principal, and Resource Officer will continue to meet regularly concerning attendance, tardies, and discipline issues.	12/18/15	12/11/15	Mike Duncan, Principal			Meeting Minutes

IMO Area 4: Family and Community Engagement
ADE Recommendation: Not Applicable
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates
<p>Current reality of effective practice (Assess where we are):</p> <p>A CAPS system is in place for teacher advisers to track students and their graduation requirements. During the 2015-2016 in-service, time was assigned for teachers to ensure their assigned students were on track for graduation. A parent contract is presented for signature prior to students receiving their schedules. The TRIO group annually provides a list of graduates from the past three years and the universities they have or had attended. Community stakeholders were questioned to determine the current status of those students who have not or are not currently attending college.</p>
<p>Quarterly Objective:</p> <p>To ensure that prior to graduation, all students will explore interests and/ or options to aid them in planning for secondary college and/ or career opportunities.</p>

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
All students will be administered an interest inventory.	12/1/15	12/11/15	Lottie Bunn, Counselor			Kuder Career interests Assessment Aggregated Report
The counselor will meet with all seniors and parents/ guardians to evaluate transcripts and ensure they are on track for graduation.	11/2/15	11/9/15	Lottie Bunn, Counselor			Conference Sign-in Sheet



PRINCIPAL'S REPORT 2nd QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes. The building principal and district SIS meet with the District Leadership Team at least two times per month. Five District Leadership Team meetings were held during second quarter. During these meetings, the principal reports building progresses as well seeks support and/ or resources for specific needs. Support received from the district has included extensive assistance from the Curriculum Coordinator with preparing and presenting lessons for grades 8 and 9 Pre-AP and Regular English. Also, the district Federal Programs Coordinator has provided feedback and assistance with allocating grant funds. Furthermore, the District Leadership Team has provided recommendations in reassigning staff. In regards to curriculum, the Curriculum Coordinator reviews curriculum and assists teachers in developing units of instruction.

Please describe the interventions your school is utilizing specific to closing the achievement gap. (Do not include general school wide efforts.)

After school tutoring for enrichment and remediation purposes occur weekly, Monday through Thursday. The Principal met with each student in grades 9-12 who had failed a core course. Those students have been scheduled for remediation or Credit Recovery through OdysseyWare. Also, the Math Instructional Facilitator works one-on-one with students to provide individual assistance as needed.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The Internal SIS meets with the Building Leadership Team weekly to review progresses made towards the School Improvement Plan. She collects and presents data to team members. Also, she helps to identify factors contributing to achievement gaps and provides technical assistance to support resolution of the identified factors. Because she is a former high school math teacher, she provides

assistance in the math classrooms when needed. The SIS attends the Literacy PLCs to provide clarity and support. She assists with reviewing curriculum, and meets individually with the Instructional Facilitators and Curriculum Coordinator to collaborate and give guidance. The SIS and Building Principal meet often to discuss concerns and highlights.

What are the barriers, if any, in improving student outcomes?

The teacher of record for Pre-AP and regular English for grades 7-9 unexpectedly took extended medical leave during the second quarter. She has since resigned from the position. We have moved our literacy facilitator and curriculum coordinator into this position. We have combined our 9th grade PreAP class with our regular 10th grade English class.

How is your leadership team monitoring student progress in the skill area of science?

The Math Instructional Facilitator is assigned to review and provided feedback on all weekly lesson plans for all science classes. She attends the weekly Instructional Team meetings and provides those teachers with support when needed. The Leadership Team reviews data from the TLI Interim Assessments.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The Building Leadership Team monitors student progress in the skill areas of math, reading, and writing through monitoring students grades at various times throughout the quarter, reviewing reports made by the Instructional Facilitators during team meetings, and considering TLI interim assessment data. The Building Leadership Team responds to the results by contacting parents when necessary, assigning or recommending that specific students attend after school tutoring, conferencing with individual students, providing assistance to teachers with developing lesson plans and/ or activities, and aligning personnel and financial resources.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The School Leadership Team, along with support from the District Leadership Team, agreed to assign the Curriculum Coordinator and

Instructional Facilitator the responsibility of teaching and planning for instruction from grades 7-9 English while the teacher of record of while was extended medical leave. This has proven to be an effective transition for the students while maintaining the pace and quality of instruction.

Another meaningful decision made by the Leadership Team includes the inclusion of mandatory after-school tutoring as part of students Math AIP's. The Math Instructional Facilitator supervises students in after school tutoring, prepares assignments for the students, and reviews data from their progress.

The decision to purchase and utilize Oddessyware for credit recovery has proven to be successful in providing students with the opportunity to recover lost credit and stay on track for graduation.

If anything, what do you intend to change or modify for the next quarter?

Next quarter, the Leadership Team will modify the level of support and monitoring of the instruction and assessment in the grades 7-9 English classes. Also, the Leadership Team will modify the level of monitoring of the Math Instructional Facilitator and the support provided to the new math teacher. Finally, the Leadership Team will more effectively monitor the completion of tasks and collection of appropriate evidence.

SCHOOL LEADERSHIP TEAM'S REPORT 2nd QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	28	29			3	0	0	1			1	0		
8	21	21			3	1	0	1			0	1		
9	24	24			5	0	0	1			0	0		
10	21	23			4	0	0	0			0	1		

Comments/ Clarifications:

In regards to the students who received 5 or more referrals during 2nd quarter, the principal has reported to the Leadership Team that he has conferenced with those students as well as the Behavior Counselor who meets with those students through the Daysprings program.

In regards to the students who have been absent 10 or more days, the 8th grader has excessive absenteeism and has been suspended. The Principal has conferenced with the parents multiple times via telephone and face-to-face. This student regularly meets with the Daysprings Behavioral Counselor. The 10th grade student is transient and withdrew during the 2nd quarter.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, and ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / ____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>course placement</u> 8 / 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / ____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>course placement</u> 8 / 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7-12	13%	38%					0				0	

Comments/ Clarifications:

Since Dermott High School includes grades 7-12, all teachers teach students across those various grades. There are a total of 8 teachers that teach Math, Science, Social Studies, and ELA. During 1st quarter, 1/8 teachers was absent 5 or more days due to an unexpected illness which led to hospitalization. During 2nd quarter, the same teacher had a relapse of the illness she suffered 1st quarter and is included as one of the 3/8 teachers who were absent for more than 5 days. Of the 2 remaining teachers, one teacher was on extended medical leave and ended up resigning. The remaining teacher was also extended medical leave due to a medical procedure she underwent.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	4	29	5	6			23	25	24	25	99	51	63%	52%		
8	4	21	4	6			18	18	18	18	72	27	37%	38%		
9	5	24	5	9			18	18	18	13	67	27	27%	40%		
10	1	23	3	1			19	19	19	11	68	17	38%	25%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

7th Grade: Of the 29 students enrolled, 25 are scheduled in 7th grade math and 4 are self-contained SPED. The 4 self-contained SPED do not take the classroom unit assessments. The Leadership Team is aware of the large gap in the performance of the 7th graders on unit assessments and overall class performance. It has been concluded that this may be due to the teachers choice of what assignments are included in the weighted categories that determine

students' quarterly average. Tests are weighted 70% and homework is weighted 30%. As a results of this discovery, the Math Instructional Facilitator is monitoring this more closely and is offering a great deal of support to this first year math teacher.

Unit 1 - Of the 25 scheduled in 7th grade math, 1 student was suspended during Unit 1 Test and 1 student has excessive absenteeism and the test was unable to be made up.

Unit 3 - Of the 25 scheduled in 7th grade math, 1 student was suspended during Unit 3 Test.

8th Grade: Of the 21 students enrolled, 18 are scheduled in 8th grade math and 3 are self-contained SPED. The 3 self-contained SPED do not take the classroom unit assessments.

9th Grade: Of the 24 students enrolled, 13 are enrolled in Algebra I, 5 are enrolled in Geometry. 4 are self-contained SPED, and 2 are assigned to ALE. The 3 self-contained SPED and 2 ALE do not take the classroom unit assessments.

Unit 4: The 5 students enrolled in Geometry were not administered a Unit 4 assessment. This class was only given 3 unit assessments. Of the 67 assessments administered to 9th grade students, 15 were administered to Geometry students and 52 were administered to students in Algebra I. Of the 27 assignments scored a D or F, 11 were assigned to Geometry and 16 were assigned to Algebra I.

10th Grade: Of the 23 students enrolled, 8 are enrolled in Geometry, 11 are enrolled in Algebra II, 4 are self-contained SPED, and 1 is assigned to ALE. The 3 self-contained SPED and 1 ALE do not take the classroom unit assessments. The Leadership Team has concluded that the discrepancy reported in the percentage of D's and F's on unit assessments and the percentage of D's and F's as quarterly grades could be due to the fact that the 10th graders are divided among different classes and have not received a uniform number of unit assessments. The two math teachers and Math Instructional Facilitator meet weekly and often discuss individual students and their progresses.

Unit 4: The 8 students enrolled in Geometry were not administered a Unit 4 assessment. This class was only given 3 unit assessments. Of the 69 assessments administered to 10th grade students, 24 were administered to Geometry students and 44 were administered to students in Algebra II. Of the 17 assignments scored a D or F, 11 were assigned to Geometry and 6 were assigned to Algebra II.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	0	29	1	3			25	25	23	25	98	3	41%	3%		
8	0	21	0	7			13	NA	NA	NA	13	2	45%	16%		
9	0	24	2	8			14	NA	NA	NA	14	6	61%	43%		
10	1	23	5	10			19	19	19	NA	57	18	21%	32%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The teacher of record for Grades 7-9 Regular and Pre-AP English took extended medical leave unexpectedly during the second quarter. She has since resigned from her position. Due to the lack of structure in the class, the Leadership Team is aware of the discrepancies in the percentage of D's and F's on unit tests and those reported as quarterly grades. Since the resignation of the teacher, the building and district have acted with a sense of

urgency and reassigned the Literacy Instructional Facilitator and the District Curriculum Coordinator to plan for and provide instruction on a consistent schedule to students in those grades.

7th Grade: Of the 29 students enrolled, 17 are enrolled in Pre-AP, 8 are enrolled in Regular, and 4 are self-contained SPED. The 4 self-contained SPED do not take the classroom unit assessments.

Unit 3 - Of the 25 scheduled in 7th grade Regular and Pre-AP English, 2 students were absent during Unit 3 Test and failed to make up the exam.

8th Grade: Of the 21 students enrolled, 10 are enrolled in Pre-AP, 8 are enrolled in Regular, and 3 are self-contained SPED. The 3 self-contained SPED do not take the classroom unit assessments.

Unit 1 - Due to the circumstances presented, the only unit assessment administered during second quarter was the semester exam. Of the 21 scheduled in 8th grade Regular and Pre-AP English, 5 students were exempt for this exam.

9th Grade: Of the 24 students enrolled, 7 are enrolled in Pre-AP, 12 are enrolled in Regular, 3 are self-contained SPED, and 2 are assigned to ALE. The 3 self-contained SPED and 2 ALE do not take the classroom unit assessments.

Unit 1 - Due to the circumstances presented, the only unit assessment administered during second quarter was the semester exam. Of the 24 scheduled in 9th grade Regular and Pre-AP English, 1 student was exempt from this exam. and 4 students were absent on the day of the semester exam.

10th Grade: Of the 23 students enrolled, 14 are enrolled in Pre-AP, 5 are enrolled in Regular, 3 are self-contained SPED, and 1 is assigned to ALE. The 3 self-contained SPED and 1 ALE do not take the classroom unit assessments.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



**DISTRICT: DOLLARWAY SCHOOL DISTRICT
SCHOOL: DOLLARWAY HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: NONE**

EXTERNAL PROVIDER: EDUCATIONAL CONSULTING SERVICE

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

**SUPERINTENDENT: BARBARA WARREN
PRINCIPAL: JEFF SPALETTA**

PRIORITY SCHOOL 45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
<p>Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)</p> <p>Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), Teacher Instructional Teams (teaching common subject area or grade level), Student Team (a diverse group of student leaders), Management Team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents) (ID01). Each team has a specific purpose, scheduled time to meet, and works from agendas and minutes (ID04).</p> <p>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</p> <p>Current reality of effective practice (Assess where we are):</p> <p>The school leadership team operates using a team charter. The school leadership team is composed of the principal, counselor, teacher leaders, and Title I parent facilitator. A school PTO organization, composed of the principal, parent facilitator, college/career coach and parents meets monthly. In addition, a school-community team was developed and meets monthly. A student council composed of the student leaders meets monthly and their expressions are reported to the school leadership team via their sponsor. In response to the student leaders' expressions, samples of the student voices are shared with the staff and leadership team. The school leadership team meets weekly for one hour. Content and elective area teams, in conjunction with the PLCs, meet multiple times per week during common planning times to collaborate on a focus objective. In order of the collaborations to yield a common result, planning units and corresponding lessons are one of the activities the teachers complete. Additionally, the instructional teams analyze data, which is used to drive instruction. This task is designed to position the teachers with the appropriate information required to create differentiated instruction for the students. As a result of analyzing the pre-post test data, the instruction is tailored to the comprehension needs of the students. Another meaningful and necessary engagement is the dialogue pertaining to the current instructional techniques and the high-yield learning strategies that will aid the teachers and students in moving the needle towards the expected success. Furthermore,</p>

student engagement strategies are presented as mini training modules during instructional team meetings. The campus administration consists of the principal and two assistant principals, which meets daily for at least 30 minutes. All teams operate using agendas, prior minutes and create new minutes. Agendas are prepared in advance and emailed out to members so proper preparation can occur. Leadership and administrative teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use Wise Ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Various teams, such as, Incentive, Arkansas Comprehensive School Improvement Plan (ACSIP), and handbook, are established as needed.

Quarterly Objective: The leadership team will focus on only issues related to school improvement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
A school vision was developed	12/18/15	12/2/15	J. Spaletta			School vision statement
The school vision was posted in classrooms and offices	12/18/15	12/18/15	J. Spaletta			The school vision statement is posted around campus
The school principal will attend the Master Principal Institute	10/23/15	10/23/15	J. Spaletta			Notes and agendas
The school leadership team will attend the Arkansas Leadership Academy Team Institute	12/18/15	12/18/15	J. Spaletta			Agendas and minutes
The school leadership team charter was revised and completed	12/18/15	12/18/15	J. Spaletta			Team charter poster
Leadership team roles were redefined and a monthly schedule developed	12/18/15	12/18/15	V. Liddell			Role chart and monthly calendar of roles
All students were offered an opportunity to voice concerns through a student voice forum.	11/3/15	11/3/15	J. Spaletta			Chart tablets, photos and results posters
Utilized a ninth grade academic leadership class that meets weekly to promote student achievement	12/18/15	12/18/15	P. Newton			Weekly reports

and provides academic feedback.						
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Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

School leadership should include time in the master schedule for content area teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analysis enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.

ADE Recommendation 2:

School leadership should ensure that the SLT is comprised of representatives from content and specialty areas. Teacher input is necessary to ensure that students' individual learning needs are being met and that every child has a plan to increase achievement.

ADE Recommendation 3:

Content area teams should collaboratively develop pre- and post-unit assessments within instructional units. These units should include strategies that differentiate instruction so all student's educational needs are met.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses ten to fifteen days of work and includes pre-/post tests. All teachers use a pre-test and post-test. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit. The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development and inform subsequent instructional unit plans. Teachers are in the process of developing pre-post data walls in addition to the current TLI data walls.

Quarterly Objective: Teachers will develop units of instruction and analyze instructional pre-post tests.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Collect pre-post tests (three times per quarter)	12/18/15	12/18/15	G. Litzsey			Pre-post test binders, team binders
Review pre-post tests (three times per quarter)	12/18/15	12/18/15	G. Litzsey			Pre-post test binders, team binders
Teams review the results of the post tests (three times per quarter)	12/18/15	12/18/15	I. Strong			Team agendas and minutes
LDC Teacher Observations/PLC	10/29/15	10/29/15	I. Strong			Notes; Livebinders
Met with Targeting Our People with Priority Services (TOPPS) to discuss after school tutoring	10/22/15	10/22/15	J. Spaletta			Meeting notes
Training on student data walls	11/17/15	11/17/15	P. Newton			Agendas and sign in sheets
Develop student data walls in classrooms with identification numbers.	12/18/15	12/18/15	I. Strong			Student data walls in classrooms
Identify students for after school tutoring and send out parent letter	10/16/15	10/16/15	E. Shorter			Student rosters for tutoring
LDC workday	10/29/15	10/29/15	I. Strong			Livebinder:notes/agenda
Start after school tutoring	11/9/15	11/9/15	J. Spaletta			Sign-in sheets/timesheets
Take the TLI practice test online	12/18/15		I. Strong			

Take the ACT Aspire test online	12/18/15		E. Shorter			
Student athletes attend Supplementary Instructional Program (SIP) twice a week	12/18/15	12/18/15	E. Berry			Google Sign-in sheet
Implement a 50 book incentive reading campaign to impact literacy skills	11/13/15	11/13/15	P. Bell			Posters, log
Conduct training for students, teachers and parents to use NOOKS	11/10/15	11/10/15	P. Bell			Agendas, sign-in sheets, minutes
Issue student NOOKS	12/9/15	12/9/15	P. Bell			Checkout ledger, Implementation plan and parent authorizations
Issue teacher NOOKS	12/18/15	12/18/15	P. Bell			Checkout ledger
Co-teach/model for teachers	12/18/15	12/18/15	I. Strong			Modeling notes
Monthly staff of the month are recognized	12/18/15	12/18/15	J. Spaletta			Agendas, emails, daily announcement notes
The leadership team and PTO developed student academic achievement incentives	11/13/15	11/13/15	J. Spaletta			Incentives poster
CTE mastery math	11/20/15	11/20/15	G. Litzsey			Agenda, sign-in sheets
1st nine weeks awards assembly	11/13/15	11/13/15	J. Spaletta			Agenda, student award lists, photos
Develop an LDC rubric for administration	11/18/15	11/18/15	I. Strong			Livebinder, rubric
Attend Response to Intervention Training (RTI)	12/7/15	12/7/15	G. Litzsey			Agenda, notes
Develop Academic Improvement Plans (AIP's) for students	12/18/15	12/18/15	E. Shorter			AIP binders
Test all students on the SRI universal screening test	12/18/15	12/18/15	I. Strong			SRI Test results
Test all students on the SMI universal screening test	12/18/15	12/18/15	E. Shorter			SMI Test results

Develop PD from post test results	12/18/15	12/18/15	G. Litzsey			PD sign-in sheets and minutes
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Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation:

In order to increase the likelihood that students will choose to meet classroom behavioral expectations school leadership should:

- facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms
- ensure that all teachers display classroom rules that include positive, as well as negative consequences students will earn, based in their behavioral choices
- closely monitor implementation levels of the school's discipline policy to ensure consistency.

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. New teachers attended training on classroom management. Training was conducted on Domain 2 of the Teacher Excellence and Support System (TESS) for all teachers. Differentiated training was provided for teachers that were identified as needing additional classroom assistance. Based on artifacts, each teacher is progressing towards the campus-wide classroom procedures and routines. The Workshop model of instruction is being used in all classrooms to support consistency in lesson delivery and expectations, which should be reflected in the student outcomes.

Quarterly Objective: All teachers will be proficient in the Domain 2: classroom environment of TESS with support from the school leadership team.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Focus Walk - TESS 2	12/18/15	12/18/15	J. Spaletta			Focus walk binder
Anti-Bullying Campaign	12/18/15		S. Helton			

Teacher PD for Domain 2 of TESS	12/18/15	12/18/15	P. Newton			Agendas, sign-in sheets
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Include additional task lines as needed.

IMO Area 4: Family and Community Engagement**ADE Recommendation 1:**

School leadership should continue to support PTO in its efforts to assist the school in meeting student needs.

ADE Recommendation 2:

School leadership should facilitate the development and implementation of a research-based plan to involve community and family members in meaningful ways to support student achievement.

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

The school had an agreed upon compact that outlines shared responsibility for improving academic improvement. The compact describes how the school and parents can work together to help students achieve the state’s standards. The PTO held elections and holds meetings at least monthly. A school and community council was formed. The school and community council meets monthly.

Quarterly Objective: A compact will be developed to include the school, students and parents in academic achievement

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The PTO held elections for officers	11/24/15	11/24/15	D. Murrell			Agenda, minutes
A school and community team will be developed	12/2/15	12/2/15	D. Murrell			Agenda, minutes

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

The guidance plan includes the following activities:

- Academic Advisement and Final Graduation Checklist of Required Credits for Seniors
- Post-Secondary Campus Visits, Admission Process, Scholarship Applications, Letters of Recommendation, Concurrent Credit
- Post-Secondary Program Participation (Upward Bound, TRIO)
- ACT Prep Workshops, Registration, Information and Dates
- Financial Aid & Scholarship Applications
- Career Outlook Plan
- Act Prep Workshops
- Post-Secondary Recruitment Coordination (Colleges, Armed Services)

· On-Site Career Awareness and Exploration

Quarterly Objective: A guidance plan will be developed to guide students and track post college transition.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Schedule classroom activity for 10th-12th grade students to initiate and update their Career Outlook Plan.	10/15/15	10/15/15	C. Jones			Updated Career Outlook Plans
Plan a College/Scholarship Application Day on the campus with presentations by post-secondary representatives.	10/16/15	10/16/15	C. Jones			Sign-in sheets, applications, pictures
Coordinate and facilitate ACT Prep Workshops for students.	10/20/15	10/21/15	C. Jones			Email confirmation, Sign-in sheets, ACT registrations
Make arrangements for senior field trip so that seniors may participate in the "Discover College Preview Day" at UALR.	10/30/15	10/30/15	C. Jones			Sign-in sheets, bus request, UALR confirmation, permission slips,newspaper article
Review ALL senior transcripts for accuracy. Using the updated transcript, complete the Final Checklist for Graduation and share individually with ALL seniors and provide a copy for parents.	10/23/15	10/23/15	F. Harris			Final Graduation Requirements Checklist Form
Make arrangements for parents and students to participate in the post-secondary Upward Bound Information Session by college	11/03/15	11/03/15	F. Harris			Documents prepared, Sign-in sheets, email confirmations, letters mailed. Meeting space confirmed

representatives						
Arrange for students to have on-site visits with college representatives	11/05/15	11/05/15	C. Jones			Email confirmation
Assist students with the ACT registration process to ensure deadlines are met.	11/06/15	11/06/15	C. Jones			Printed copies of ACT Admission tickets
Attend Counselor/Career Coach scholarship luncheon to receive updated financial aid and scholarship information for students.	11/12/15 12/08/15 12/11/15	11/12/15 12/08/15 12/11/15	C. Jones			Financial Aid information and scholarship certificates received, email confirmation
Coordinate post-secondary presentations for seniors that relate to college planning and financial aid.	11/20/15 12/04/15	11/20/15 12/04/15	F. Harris			Sign-in sheets, email confirmations
Coordinate with local resources for students to participate in Career Exploration Day at the local hospital.	12/02/15	12/02/15	C. Jones			Email confirmation, sign-in sheets, permission slips, newspaper article.
Conduct college and career planning sessions with all 8th grade students	12/09/15	12/09/15	C. Jones			Email confirmation from classroom teacher.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

There have been very few meetings between the teams and there is very little communication to review the school's needs and progress.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The high school has implemented after school tutoring four days per week that are divided equally between literacy and math. The tutoring population is comprised of students that are identified basic and below basic based on The Learning Institute (TLI) and Partnership for Assessment of Readiness for College and Careers (PARCC) results. Parents of identified students received letters of selection as well as follow-up calls communicating progress. Artifacts of the letters and call-logs are available in data room, which is located in the Parham Building on the campus.

The high school plans to use the following interventions: Math/read 180 lab, math/literacy pullouts with APEX and the 9th grade leadership group is meeting weekly to discuss academic leadership.

Credit recovery with the PLATO lab is being offered to student who have failed a class are identified for credit recovery.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Educational Consulting Service: TESS informal observations, classroom management training, math/literacy instruction modeling and data review. Two consultants work with the high school four day per week. Additional consultants do special training when needed at the high school. Consultants assist with any areas needed.

Internal SIS: The Internal SIS was promoted to Interim Superintendent and the school has been without an internal SIS for the

majority of the second quarter.

ADE SIS Team: The ADE School Improvement team has visited and assisted the campus once during the second quarter. The assistance received was very helpful.

What are the barriers, if any, in improving student outcomes?

Support and resources received from the central office administration during the second nine weeks was minimal.

A lack of technology, instructional supplies, school autonomy, staff absenteeism, new staff and staff accountability are current barriers to improving student outcomes at the high school.

A lack of qualified teachers and a teacher shortage in core subject areas affected student achievement in the second quarter.

How is your leadership team monitoring student progress in the skill area of science?

- TLI module tests
- student data walls
- pre-post tests

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team is monitoring student progress with TLI module tests, student data walls, pre-post tests. Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) universal screening tests. Teachers are providing tier I interventions and re-teaching.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Student NOOK implementation has improved student engagement in all classes. The Student incentives plan, student voice assembly and teacher surveys have led to meaningful decisions by the leadership team.

If anything, what do you intend to change or modify for the next quarter?

Teacher instruction in classrooms (TESS - Domain 3), interventions (pullouts), parent contact, use of technology in the classroom

SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	93	108			10	NA	3	8			12	22		
10	66	77			8	NA	0	1			5	5		
11	91	103			8	NA	0	0			8	7		
12	85	88			8	NA	0	0			6	2		

Comments/ Clarifications:

Increase in enrollment: student enrolled with major credit deficits.

Referrals: The majority of referrals are from the same students. Teachers with assistance from Administrators have increased parental contact and begun to develop behavior plans with parents and teachers.

Absences: Attendance letters are being sent out daily to parents. The Principal and Counselors have spoken to the students by class regarding the importance of coming to school on a daily basis. Parent conferences have been held.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number <i>SECONDARY</i> students that are 2 or more years below grade placement in ELA as determined by TLI _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Star Reading Test _____ August 2015)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	3rd Quarter	4th Quarter	3rd Quarter	4th Quarter	1st Quarter	4th Quarter
9	40%	40%									68	
10	0%	0%									60	
11	20%	20%									71	
12	40%	40%									63	

Comments/ Clarifications:

At two times during the second semester the high school was without ELA teachers. One teacher resigned and one teacher was transferred to another school.

The Scholastic Reading Inventory (SRI) universal screen test was administered in the 3rd Quarter.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	39	116	8	19			97	98	98		293	38	20%	13%		
10	7	74	0	12			73	71	72		216	145	80%	67%		
11	17	108	89	23			94	98	74		266	168	76%	63%		
12	0	112	9	11			82	74	52		208	121	33%	58%		
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Each teacher analyzes their individualize class data and determines what needs to be retaught and incorporates it into future lessons or in a bell ringer. Teachers also analyze and discuss the data during departmental meetings. They also analyze test items to ensure rigor and credibility as each relates to the standards that are being assessed.

The Scholastic Math Inventory (SMI) universal screening test was administered in the third quarter.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	12	108	0	8			--	--	--		--	--	71%	--%		
10	30	77	2	10			60	62	62		184	66	21%	36%		
11	7	103	3	32			87	88	5		180	83	60%	46%		
12	0	88	1	21			69	72	75		216	18	13%	8%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Some students who were classified as upperclassmen were assigned to lower classes.

9th graders have no pre-post test data because the teacher was transferred to the elementary school which resulted in substitute teachers in the classroom until a certified replacement was hired.

Each teacher analyzes their individualize class data and determines what needs to be retaught and incorporates it into future lessons or in a bell ringer.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?

TLI TEST DATA FALL 2015

Algebra 1

Module 1

Total	0	5	63	27	95
	A	P	B	BB	Tested
%	0.0%	5.3%	66.3%	28.4%	

Module 2

Total	0	11	64	19	94
	A	P	B	BB	Tested
%	0.0%	11.7%	68.1%	20.2%	

Module 3

Total	0	1	46	12	59
	A	P	B	BB	Tested
%	0.0%	1.7%	78.0%	20.3%	

Module 4

Total	1	16	39	6	62
	A	P	B	BB	Tested
%	1.6%	25.8%	62.9%	9.7%	

Geometry

Module 1

Total	0	17	46	10	73
	A	P	B	BB	Tested
%	0.0%	23.3%	63.0%	13.7%	

Module 2

Total	0	11	46	14	71
	A	P	B	BB	Tested
%	0.0%	15.5%	64.8%	19.7%	

Module 3

Total	2	14	41	10	67
	A	P	B	BB	Tested
%	3.0%	20.9%	61.2%	14.9%	

Module 4

Total	0	10	40	19	69
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	A	P	B	BB	Tested
%	0.0%	14.5%	58.0%	27.5%	

Module 5

Total	0	23	37	5	65
	A	P	B	BB	Tested
%	0.0%	35.4%	56.9%	7.7%	

Algebra 2

Module 1

Total	0	2	54	40	96
	A	P	B	BB	Tested
%	0.0%	2.1%	56.3%	41.7%	

Module 2

Total	13	3	48	25	89
	A	P	B	BB	Tested
%	14.6%	3.4%	23.9%	28.1%	

Module 3

Total	0	10	49	31	90
	A	P	B	BB	Tested
%	0.0%	11.1%	54.4%	34.4%	

Biology

Module 1

Total	4	28	32	3	67
	A	P	B	BB	Tested
%	6.0%	41.8%	47.8%	4.5%	

Module 2

Total	0	6	39	15	60
	A	P	B	BB	Tested
%	0.0%	10.0%	65.0%	26.1%	

Module 3

Total	1	9	46	11	67
	A	P	B	BB	Tested
%	1.5%	13.4%	68.7%	16.4%	

Literacy Grade 9

Module 1 (Reading)

Total	13	18	29	13	73
	A	P	B	BB	Tested
%	17.8%	24.7%	39.7%	17.8%	

Module 2 (Reading)

Total	20	11	19	14	64
	A	P	B	BB	Tested
%	31.3%	17.2%	29.7%	21.9%	

Module 1 (Language)

Total	2	34	29	10	75
	A	P	B	BB	Tested
%	2.7%	45.3%	38.7%	13.3%	

Module 2 (Language)

Total	1	15	31	19	66
	A	P	B	BB	Tested
%	1.5%	22.7%	47.0%	28.8%	

Literacy Grade 10

Module 1 (*Reading*)

Total	9	26	20	12	67
	A	P	B	BB	Tested
%	13.4%	38.8%	29.9%	17.9%	

Module 2 (*Reading*)

Total	22	18	16	7	63
	A	P	B	BB	Tested
%	34.9%	28.6%	25.4%	11.1%	

Module 1 (*Language*)

Total	0	4	30	36	70
	A	P	B	BB	Tested
%	0.0%	5.7%	42.9%	51.4%	

Module 2 (Language)

Total	2	16	29	11	58
	A	P	B	BB	Tested
%	3.4%	27.6%	50.0%	19.0%	

Literacy Grade 11**Module 1 (Reading)**

Total	25	34	24	5	88
	A	P	B	BB	Tested
%	28.4%	38.6%	27.3%	5.7%	

Module 2 (Reading)

Total	25	35	21	3	84
	A	P	B	BB	Tested
%	29.8%	41.7%	25.0%	3.6%	

Module 1 (Language)

Total	0	3	49	41	93
	A	P	B	BB	Tested
%	0.0%	3.2%	52.7%	44.1%	

Module 2 (Language)

Total	1	24	50	13	88
	A	P	B	BB	Tested
%	1.1%	27.3%	56.8%	14.8%	



DISTRICT: Dollarway School District
SCHOOL: Robert F. Morehead Middle School

STATUS: Priority

SITE-BASED SIS: TAMMI DOCKETT-WILSON

EXTERNAL PROVIDER: EDUCATORS CONSULTING SERVICES AND ARESC

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

SUPERINTENDENT: Barbara Warren

PRINCIPAL: Yolanda Prim

PRIORITY SCHOOL 45-DAY PLAN

Second QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)						
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).						
Current reality of effective practice (Assess where we are): All teachers are meeting weekly to discuss the progress of student learning.						
Quarterly Objective: To maintain an accurate and current records all meetings.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Each member will be involved in the discussion and analysis of data in grade level and content team meetings.	10/ 17/ 2015	12/18/ 2015	Deloris Hawkins			Agendas, meeting minutes and data reports
2. Leadership team members will report information and data from the grade level and content team meeting to the leadership team.	10/17/ 2015	12/18/ 2015	R. Henard			Agendas, meeting minutes and data reports
3.						

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)						
Description of full implementation of the Effective Practice and/or Recommendation: The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).						
Current reality of effective practice (Assess where we are): Teacher are administering pre and post tests for all units of study to accurately assess the students prior knowledge and academic growth. By doing so teachers can improve student expectation and academic growth..						
Quarterly Objective: Teachers will utilize pre- and post-test for all units of study to drive their instruction and lesson planning.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Test results are used to discuss the next steps for adjustments in the instructional side of the lesson.	10/17/2015	12/18/2015	Yolanda Prim Robyn Porter Vernice Meadows			Grades and minutes from your meetings
2. Data from Pre and Posttests are used for discussion of the	10/17/2016	12/18/2015	Vernice Meadows			Agendas, minutes

items not mastered in team weekly meetings.						
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Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).						
Current reality of effective practice (Assess where we are): Currently we have developed five standard rules for the building. They are displayed in each classroom. Teachers can have classroom procedures in addition to the standard rules.						
Quarterly Objective: All classrooms will be effectively managed to maximize student achievements.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal conduct CWT's with emphasis on TESS domain 2d: 2. Managing student behavior.	10/17/2015	12/18/2015	Yolanda Prim			School standard rules and classroom procedures posted in each classroom, decrease in office referrals. Documentation of CWT's
3. Create a form for teachers to distribute and have students sign each time the standard rules are reviewed.	10/17/2015	12/18/2015	Raymond Henard			The signed forms will be kept on file by the teacher.
4. Leadership team will review quarterly discipline reports.	10/17/2015	12/18/2015	Andrea Mixon			Discipline reports / data.

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): Currently at this time we have a small group of parents participating in the advisory meetings.						
Quarterly Objective: To increase parent involvement by 10% by the end of the quarter.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Parent Teacher conference allows parents, student and teacher and opportunity to plan for student improvement.	10/20/2015	10/20/2015	Yolanda Prim			Sign in sheets
2. Parent advisory meetings monthly.	11/12/2015	11/12/2015	Kathryn Armstrong			Sign in sheets, agendas and minutes
3. To invite parents out for engagement in math and science activities.	12/7/2015	12/07/2015	Yolanda Prim Kathryn Armstrong			Sign in sheets, pictures, list of activities completed.

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> The guidance plan The process of tracking recent graduates 						
<p>Current reality of effective practice (Assess where we are):</p> <p>Currently, we provide college awareness days throughout the school year that involve the students and school staff.</p>						
Quarterly Objective: To assess student interest and match with career and college options.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Choices which help with careers, setting goals and making decisions.	11/4,5/2015	11/5/2015	Joyce Wilkes			.sign sheets
2. Career Development teacher will schedule regular visits from the High School College and Career Coach so students on be exposed to as much college and career information.	12/9/2015	12/9/2015	Joyce Wilkes			Lesson plans and sign-in sheets

Include additional task lines as needed.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district? Yes, The district Leadership provides on going monitoring, supplies materials needed to meet the teacher and student needs, embedded professional development as needed, Team meetings

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) Read and math 180, System 44. The scholastic programs are researched based programs that provide intensive remediation for students who are performing below grade level. The programs are designed to meet students' needs in several different ways, whole group which includes all students, small group which is teacher lead; instructional technology which starts students where they are and move them at their pace; modeled and independent reading which exposes student to a wide range of paperback and ebooks.

SMI and SRI to identify students working below grade level, The RTI process is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity.

After school tutoring is scheduled three days week working with students on their homework, working skills that students have not mastered on assessments in math and literacy. Students are monitored through class activities and assessment.

Parent conferences are held more often to keep parents abreast on where students are.

Teachers are working more in small groups with students to ensure student needs are being met.

Monthly parent activities are held to help parents to understand skills that are being taught so that parents can help students at home.

What support(s) have you or your team received from the external provider, District SIS, and the ADE SIS Team? The SIS reviews

assessments, have conversations about what is being done and how we can better improve student achievement. The ADE is working us to review and provide directions or recommend
What are the barriers, if any, in improving student outcomes? None at this time.
How is your leadership team monitoring student progress in the skill area of science? Weekly assessments, pre and post results, Classroom Walk Through's, weekly team meetings, observations, meeting with teachers individually to address strengths and weakness of teachers and students.
How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? We are reviewing test data, meeting weekly with Professional Learning Community's, overserving classroom instruction and meeting with teachers individually to address strengths and weakness of the students and teachers.
What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?
If anything, what do you intend to change or modify for the next quarter? We will increase remediation through the after school tutoring.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6 th	94	95			10	0	5	3			6	6		
7 th	82	84			14	0	0	0			5	5		
8th	102	100			17	0	0	0			8	5		

Comments/ Clarifications:

Ongoing conversations are held to discuss the placement or the growth of the students from pre and posttest.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Scholastic Math Inventory _____ 10 / 18 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ - / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ SRI _____ 10 / 18 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6 th	33.3%	25%					85				84	
7 th	0%	25%					73				70	
8 th	0%	25%					88				87	

This report shows changes in student performance and growth on the Scholastic Math Inventory (SMI) over time. There were 263 students tested during the testing window, December 9-18, 2015. One hundred forty one students showed an average growth of 51%. 18 students transitioned from below basic to basic, 9 from basic to proficient and 1 from basic to advance.

The Scholastic Reading Inventory (SRI) identifies how much growth students have made between the first SRI test and the last SRI test in your chosen date range. Of the 247 students tested 126 showed an average growth of 47 Lexile points. The testing Window was November 18-20 and December 9-18, 2015. There were 17 students who went from below basic to basic, 6 from basic to proficient, and 1 from basic to advance.

The data is shared with the teachers and determination is made if a student should continue with the Math 180, Read 180, or System 44. This information is also used to monitor students enrolled in the RTI process.

Comments/ Clarifications:

There are three teachers for each grade and 1 teacher per grade has missed the 5 days.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	2	94	47	35			81	82	86	87	336	35		10.4%		
7th	5	84	21	15			79	77	79	79	314	15		4.7%		
8th	5	100	45	40			93	97	98	99	387	40		10.3%		
Example							248	90	95	N/A	248	159		25.4%		

Comments/ Clarifications: The number of students assessed on each post-unit assessment for the current quarter fluctuated due to students transferring in and out of the district.

Math 180, math lab, after school tutoring, small grouping, and Math Collaborative Design activities with formative assessments are interventions we are currently using to assist struggling learners. We will also utilize the TLI online review tool for individualized remediation.

Teachers create individualized lessons based on analyzed data from formative assessments.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	2	94	69	42			74	83	87	84	328	42		12.%		
7th	5	84	53	33			74	56	78	78	291	33		11.3%		
8th	5	100	72	55			100	99	99	100	398	55		13.8%		
Example							100	90	95	N/A	285	57				

Comments/ Clarification: The number of students assessed on each post-unit assessment for the current quarter fluctuated due to students transferring in and out of the district.

Read 180, System 44, after school tutoring, Literacy Design Collaborative formative assessments, and small grouping are interventions we are currently using to assist struggling readers. We will also utilize the TLI online review tool for individualized remediation..

LEADERSHIP TEAM REPORT CONTINUED

(Optional) ematics because each module

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Key strategies include targeted professional development plans that are developed by teachers, driven by data, and aligned with instructional focus.

Schoolwide Instructional Focus:

- Classroom setups that support instructional focus

- Resources used strategically to support instructional focus

- PLC and team meetings focused on teaching and learning

Teachers use higher order level questioning and prompts to encourage students to share their thoughts and critical thinking.



**DISTRICT: EARLE
SCHOOL: HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: N/A
EXTERNAL PROVIDER:**

**SUPERINTENDENT: RICKEY NICKS
PRINCIPAL: JUANITA A. BOHANON**

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICHARD MYRICK

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 SCHOOL YEAR

IMO AREA 1**CHANGE IN TEACHER AND LEADER PRACTICE****ADE RECOMMENDATION:****N/A****EFFECTIVE PRACTICE WITHIN CATEGORY:****ENGAGING TEACHERS IN ASSESSING AND MONITORING STUDENT MASTERY (IIB02, IIB04)****DESCRIPTION OF FULL IMPLEMENTATION OF THE EFFECTIVE PRACTICE AND/OR RECOMMENDATION:**

THE 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 AND INCLUDES PRE-/POST TESTS ADMINISTERED AT TWO TO THREE WEEK INTERVALS (IIB01). THE PRE-TEST AND POST-TEST ASSESS THE SAME LEARNING OBJECTIVES AND INFORM THE INSTRUCTIONAL TEAM MEMBERS' (TEACHERS) PLANS FOR DIFFERENTIATED INSTRUCTION WITHIN THE UNIT AND/OR RE-TEACHING AS NECESSARY FOLLOWING THE UNIT (IIB04).

THE INSTRUCTIONAL TEAM REVIEWS THE RESULTS OF THE PRE- AND POST-TESTS AND USES THE INFORMATION TO GUIDE EFFORTS TO ASSURE THAT EVERY STUDENT MASTERS THE INSTRUCTIONAL STANDARDS TAUGHT IN THE INSTRUCTIONAL UNIT (IIB03). THE INSTRUCTIONAL TEAM ALSO USES THE RESULTS FROM THE PRE-/POST-TEST ANALYSIS TO PLAN FOR PROFESSIONAL DEVELOPMENT, INFORM SUBSEQUENT INSTRUCTIONAL UNIT PLANS AND/OR MAKE ADJUSTMENTS TO THE CURRICULUM (IIB02, IIB05).

CURRENT REALITY OF EFFECTIVE PRACTICE (ASSESS WHERE WE ARE):

THIS IS FULLY IMPLEMENTED FOR THIS QUARTER, WITH EACH CONTENT AREA HAVING DEVELOPED TWO UNITS OF INSTRUCTION BASED ON THE CONTENT STANDARDS. ALL UNITS WILL BE EVALUATED USING THE UNIT PLAN CHECKLIST, WITH SUGGESTIONS FOR REVISIONS BEING PROVIDED FOR FUTURE UNITS OF INSTRUCTION TO THE TEACHERS. TEACHERS ARE COLLABORATING ACROSS CONTENT AREAS TO CREATE/REVISE AND ALIGN UNITS WE ARE CONTINUING TO UTILIZED JOB EMBEDDED PROFESSIONAL DEVELOPMENT AND OTHER PROFESSIONAL DEVELOPMENT TIME TO ADDRESS NEEDS AS IDENTIFIED BY THE BUILDING TEAMS.

A DATA ANALYSIS MODEL WAS CREATED BY THE PRINCIPAL AS A RESULT OF ONGOING CONVERSATIONS AND DATA COLLECTION EFFORTS OF THE BUILDING TEAMS AND INSTRUCTIONAL STAFF. THIS MODEL WILL BE PILOTED USING DATA COLLECTED FROM TLI, BEGINNING IN THE THIRD QUARTER. THE MODEL MAY UNDERGO ADDITIONAL REVISIONS, BASED ON QUALITY FEEDBACK FROM INSTRUCTIONAL STAFF. THE GOAL IS TO ADOPT AND FULLY IMPLEMENT THIS MODEL BY THE START OF THE 2016-2017 SCHOOL YEAR.

QUARTERLY OBJECTIVE: *TO IMPROVE THE CULTURE OF ASSESSMENT BY ENSURING PRE- AND POST- TESTS HAVE BEEN CREATED, ADMINISTERED, AND RECORDED.*

INDICATOR / TASKS	TARGET DATE	COMPLETION DATE	PERSON ASSIGNED	MET	NOT MET	EVIDENCE OF COMPLETION
1. MEET TO ASSESS CURRENT STATE OF ASSESSMENTS.	10/15/15	10/15/15	JUANITA BOHANON, LINDA MAPLES, LARRY HOSMAN	X		SIGN-IN SHEET
2. PROVIDE WORK TIME TO CREATE/REVISE PRE/POST- TEST DURING STAFF DEVELOPMENT.	10/15/15	10/15/15	JUANITA BOHANON, LINDA MAPLES	X		SIGN-IN SHEET, TESTS SUBMITTED DURING THIS SESSION ON 9/25
3. CREATE UNIVERSAL GOOGLE FORM FOR PRE/POST TEST DATA.	10/15/15	10/15/15	J. BOHANON, L. MAPLES	X		DATA FORM LOCATED IN GOOGLE DRIVE ACCOUNT
4. EACH TEACHER WILL COMPLETE AT LEAST TWO (2) UNITS OF STUDY.	12/18/15	12/18/15	LINDA MAPLES	X		CURRICULUM CHECKLIST FOR UNIT PLANS

IMO AREA 1
CHANGE IN TEACHER AND LEADER PRACTICE
ADE RECOMMENDATION: N/A
EFFECTIVE PRACTICE WITHIN CATEGORY: ALIGNING CLASSROOM OBSERVATIONS WITH EVALUATION CRITERIA AND PROFESSIONAL DEVELOPMENT (IF02, IF06, IF11)
DESCRIPTION OF FULL IMPLEMENTATION OF THE EFFECTIVE PRACTICE AND/OR RECOMMENDATION: THE LEA/SCHOOL PROVIDES ALL STAFF HIGH QUALITY, ONGOING, JOB-EMBEDDED, AND DIFFERENTIATED PROFESSIONAL DEVELOPMENT (IF11). PROFESSIONAL DEVELOPMENT (PD) ACTIVITIES INCLUDE WHOLE FACULTY, SMALL GROUP AND INDIVIDUAL PD BASED ON IDENTIFIED NEEDS FROM OBSERVATIONS (IF08). TEACHERS DEVELOP INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS BASED ON CLASSROOM OBSERVATIONS WHICH INFORM THE TEACHERS' PLANS (IF06).

THE LEADERSHIP TEAM REVIEWS THE PRINCIPAL'S SUMMARY REPORTS OF CLASSROOM OBSERVATIONS AND TAKES THEM INTO ACCOUNT IN PLANNING PROFESSIONAL DEVELOPMENT (IF02).

PUTTING ALL THESE PIECES TOGETHER DEPENDS UPON FIRST INSTITUTING STANDARD PRACTICES AND PROCEDURES THAT:

1. LINK THE IMPROVEMENT PLAN TO SUBSEQUENT ACTIVITIES, SUCH AS PROFESSIONAL DEVELOPMENT
2. MAINTAIN RECORDS OF PARTICIPATION IN TRAININGS
3. GATHER PARTICIPANT EVALUATIONS OF TRAININGS
4. CITE MINUTES FROM INSTRUCTIONAL TEAM MEETINGS SHOW THAT TEAMS CARRIED THE TRAINING INTO THEIR DISCUSSIONS AND PLANS
5. GATHER INFORMATION FROM INDIVIDUAL TEACHERS ON CHANGED PRACTICES
6. DETERMINE THE EFFECTIVENESS OF THE CHANGED PRACTICES
7. DETERMINE IMPROVEMENTS IN STUDENT LEARNING THAT MIGHT RESULT FROM PARTICULAR CHANGES IN PRACTICE.

CURRENT REALITY OF EFFECTIVE PRACTICE (ASSESS WHERE WE ARE):

A COHORT OF TEACHERS WERE IDENTIFIED TO RECEIVE SUPPORT IN THE AREA OF CLASSROOM MANAGEMENT AND REAL TIME COACHING. AFTER RECEIVING THIS TRAINING, TEACHERS WERE REQUIRED TO SET PERSONAL GOALS AND IMPLEMENT AT LEAST ONE ACTION ITEM FROM THEIR TRAININGS. ALL TEACHERS ARE BEING ENCOURAGED TO COMPLETE AT LEAST TWO PEER OBSERVATIONS EACH QUARTER.

QUARTERLY OBJECTIVE: *TO CREATE AND ESTABLISH THE LEADERSHIP TEAM THAT IS ABLE TO ASSIST IN GUIDING SCHOOL-WIDE DECISIONS WITH THE GOAL OF IMPROVING INSTRUCTION AND INCREASING OVERALL STUDENT ACHIEVEMENT.*

TASKS	TARGET DATE	COMPLETION DATE	PERSON ASSIGNED	MET	NOT MET	EVIDENCE OF COMPLETION
1.TFA CORPS MEMBERS RECEIVE REAL-TIME COACHING.	12/18/15	12/18/15	JUANITA BOHANON, EMILY CASSIE	X		COACHING COMMENTS FROM RT COACH (ELECTRONIC)
2. COHORT OF TEACHERS ATTEND PROFESSIONAL DEVELOPMENT FOR CLASSROOM MANAGEMENT.	12/18/15	12/18/15	JUANITA BOHANON, LINDA MAPLES	X		PROFESSIONAL DEVELOPMENT TRANSCRIPT AS PROVIDED BY CROWLEY'S RIDGE CO-OP.

IMO AREA 1**CHANGE IN TEACHER AND LEADER PRACTICE****ADE RECOMMENDATION:****N/A****EFFECTIVE PRACTICE WITHIN CATEGORY:****ENSURING HIGH QUALITY STAFF – RECRUITMENT, EVALUATION, AND RETENTION (IH01)****DESCRIPTION OF FULL IMPLEMENTATION OF THE EFFECTIVE PRACTICE AND/OR RECOMMENDATION:**

THE DISTRICT IN CONJUNCTION WITH THE INDIVIDUAL CAMPUSES HAS DEVELOPED A WRITTEN PLAN FOR THE RECRUITMENT, EVALUATION, AND RETENTION OF HIGH QUALITY EMPLOYEES FOR ALL EMPLOYED CATEGORIES WITHIN THE DISTRICT. THE PLAN FOR RECRUITING HIGH QUALITY EMPLOYEES AT SUFFICIENT QUANTITIES TO MEET DISTRICT AND CAMPUS NEEDS INCLUDES TIME TABLES FOR RECRUITMENT ACTIVITIES AND PROCEDURES FOR DESCRIBING VACANCIES TO BE FILLED. THE RECRUITMENT ACTIVITIES INCLUDE BUT ARE NOT LIMITED TO:

- ENROLLMENT PROJECTIONS
- IDENTIFY HIRING NEEDS
- VACANCY POSTING PROCEDURES (WHEN AND WHERE)
- PARTICIPATING IN JOB FAIRS
- APPLICATION PROCEDURES FOR PROSPECTIVE EMPLOYEES
- APPLICATION SCREENING PROCESS
- INTERVIEW PROCEDURES
- SELECTION CRITERIA AND PROCEDURES
- EMPLOYEE NOMINATION PROCEDURES
- ELECTION OF NEW EMPLOYEE BY THE BOARD

IN ADDITION TO THE RECRUITMENT PLAN, THE DISTRICT, IN CONJUNCTION WITH THE CAMPUSES, HAS A WRITTEN PLAN FOR RETAINING HIGH QUALITY EMPLOYEES. THIS PLAN INCLUDES THE EVALUATION OF THE EMPLOYEES (THE EVALUATION PROCEDURES WILL COMPLY WITH THE **TESS** MODEL AS REQUIRED BY STATE RULES AND REGULATIONS) AND THE IDENTIFICATION OF EMPLOYEES WHO WILL BE RETAINED AND SUPPORTS FOR THOSE EMPLOYEES WHOSE EVALUATIONS IDENTIFY INDIVIDUAL GROWTH NEEDS BUT DO NOT IDENTIFY THE EMPLOYEE AS A CANDIDATE FOR TERMINATION.

THE RETENTION PLAN PROVIDES FOR SUPPORT FOR NOVICE TEACHERS THROUGH A MENTORING PLAN. FREQUENT SURVEYS OF EMPLOYEE SATISFACTION AND NEEDS ARE ADMINISTERED AND THE CONCERNS IDENTIFIED BY THE RESULTS OF THESE SURVEYS ARE ADDRESSED. ALL TEACHERS, WITH FEW EXCEPTIONS, ARE ASSIGNED TO TEACH IN THEIR FIELD OF EXPERTISE. WHEN TEACHING “OUT OF AREA,” THIS ASSIGNMENT IS TEMPORARY. THE RETENTION PLAN ADDRESSES INDUCTION ACTIVITIES THAT INCLUDED INDUCTION INTO THE CAMPUS COMMUNITY AS WELL AS THE INDUCTION INTO THE GREATER COMMUNITY, ESPECIALLY FOR EMPLOYEES THAT HAVE RECENTLY MOVED INTO THE COMMUNITY.

CURRENT REALITY OF EFFECTIVE PRACTICE (Assess where we are):

DISTRICT PERSONNEL MET TO EVALUATE THE CURRENT RECRUITMENT AND RETENTION PLAN, NOTING CHANGES THAT MUST BE MADE TO REFLECT CURRENT PRACTICES. THE DISTRICT DID NOT HAVE A STAFFING PLAN/MODEL IN PLACE BUT ARE MAKING EFFORTS TO ADOPT A PLAN TO FULLY IMPLEMENT BY THE END OF THE THIRD QUARTER. THIS WILL INCREASE EFFICIENCY AND SUPPORT DISTRICT EFFORTS TO ADDRESS HIRING NEEDS AND RETAINING QUALITY STAFF.

QUARTERLY OBJECTIVE: *TO CREATE AND ESTABLISH THE LEADERSHIP TEAM THAT IS ABLE TO ASSIST IN GUIDING SCHOOL-WIDE DECISIONS WITH THE GOAL OF IMPROVING INSTRUCTION AND INCREASING OVERALL STUDENT ACHIEVEMENT.*

TASKS	TARGET DATE	COMPLETION DATE	PERSON ASSIGNED	MET	NOT MET	EVIDENCE OF COMPLETION
1.EVALUATE DISTRICT RETENTION AND RECRUITMENT.	12/18/15	12/18/15	JUANITA BOHANON	X		REPORT OF FINDINGS
2.CONDUCT RESEARCH TO SUPPORT RETENTION AND RECRUITMENT PLAN	12/18/15	12/18/15	JUANITA BOHANON	X		RESOURCES SUBMITTED TO DISTRICT PERSONNEL
3.CONDUCT RESEARCH FOR STAFFING PLAN	12/18/15	12/18/15	JUANITA BOHANON	X		RESOURCES SUBMITTED TO DISTRICT PERSONNEL

IMO AREA 3

STUDENT SAFETY AND DISCIPLINE

ADE RECOMMENDATION: N/A

EFFECTIVE PRACTICE WITHIN CATEGORY:
EXPECTING AND MONITORING SOUND CLASSROOM MANAGEMENT (IIIC10)

DESCRIPTION OF FULL IMPLEMENTATION OF THE EFFECTIVE PRACTICE AND/OR RECOMMENDATION:
THE FACULTY AND STAFF DEVELOP A DISCIPLINE MANAGEMENT PLAN THAT GUIDES STUDENT BEHAVIOR THROUGHOUT THE SCHOOL. EACH TEACHER ESTABLISHES RITUALS AND ROUTINES WITHIN THE CLASSROOM THAT PRODUCES AN ATMOSPHERE CONDUCIVE TO LEARNING. EACH TEACHER CONSISTENTLY TEACHES THE CAMPUS AND CLASSROOM PLANS TO ALL STUDENTS. EACH TEACHER CONSISTENTLY TEACHES THE RULES AND PROCEDURES IN THEIR CLASSROOM. EACH TEACHER CONSISTENTLY ENFORCES THE AGREED UPON RULES AND REGULATIONS (IIIC10).

CURRENT REALITY OF EFFECTIVE PRACTICE (ASSESS WHERE WE ARE):
ALL TEACHERS CONTINUE TO REINFORCE THE CLASSROOM RULES AND PROCEDURES IN EACH CLASSROOM DAILY. TEACHERS ARE CONTINUING TO MAINTAIN THEIR OWN DATA REGARDING FOR STUDENT TARDINESS AND THE 15/15 RULE WHERE NO STUDENTS ARE TO BE EXCUSED FROM CLASS FOR THE FIRST AND LAST 15 MINUTES OF EACH CLASS PERIOD. BUILDING CLIMATE IS POSITIVE; STUDENTS ARE ACCLIMATED TO THE SCHOOL'S RULES AND EXPECTATIONS AND DISCIPLINARY REFERRALS ARE DECLINING.

QUARTERLY OBJECTIVE: *TO IMPLEMENT A UNIFORM SYSTEM FOR CLASSROOM RULES, PROCEDURES TO BE INCORPORATED DAILY INTO THE SCHOOL CULTURE.*

TASKS	TARGET DATE	COMPLETION DATE	PERSON ASSIGNED	MET	NOT MET	EVIDENCE OF COMPLETION
1.STUDENTS SIGN DISCIPLINARY REFERRAL	12/18/15	12/18/15	CLAUDIE FORREST	X		INDIVIDUAL STUDENT DISCIPLINARY FILES
2.DEANS WILL COLLECT AND ANALYZE DATA FROM DISCIPLINARY REFERRALS	12/18/15	12/18/15	CLAUDIE FORREST	X		DATA REPORT
3.DEANS WILL COMPILE A DISCIPLINARY REPORT BASED ON DATA FROM REFERRALS.	12/18/15	12/18/15	CLAUDIE FORREST	X		DATA REPORT

IMO AREA 4
FAMILY AND COMMUNITY ENGAGEMENT

ADE RECOMMENDATION:
N/A

EFFECTIVE PRACTICE WITHIN CATEGORY:

DEFINING THE PURPOSE, POLICIES, AND PRACTICES OF A SCHOOL COMMUNITY (IVA01)

DESCRIPTION OF FULL IMPLEMENTATION OF THE EFFECTIVE PRACTICE AND/OR RECOMMENDATION:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. **Compacts** describe how the school and parents can work together to help students achieve the state’s standards.

CURRENT REALITY OF EFFECTIVE PRACTICE (Assess where we are):

Students, Parents, Community Members, Faculty and Staff were provided the opportunities to complete a stakeholder feedback survey. The average score received for all standards was a score of “3”. Data was analyzed and actions will be created once district receives the final report from **AdvancEd**. Teachers continue to increase parental contact and teacher/student relationships are improving. It is expected that each teacher continues to upholding the expectation to communicate thoroughly and frequently throughout the school year about the progress towards academic and social goals.

QUARTERLY OBJECTIVE: *To inform parents of the shared responsibility for increasing student achievement.*

TASKS	TARGET DATE	COMPLETION DATE	PERSON ASSIGNED	MET	NOT MET	EVIDENCE OF COMPLETION
1. STUDENTS COMPLETE STAKEHOLDER FEEDBACK SURVEYS.	12/18/15	12/18/15	JUANITA BOHANON, SHELBY PORTER, LARRY HOSMAN, LINDA MAPLES	X		REPORT SUMMARY PROVIDED BY ADVANCeD
2. PARENTS AND COMMUNITY MEMBERS COMPLETE STAKEHOLDER FEEDBACK SURVEYS.	12/18/15	12/18/15	JUANITA BOHANON, LARRY HOSMAN, LINDA MAPLES	X		REPORT SUMMARY PROVIDED BY ADVANCeD
3. STAFF COMPLETE STAKEHOLDER FEEDBACK SURVEYS.	12/18/15	12/18/15	JUANITA BOHANON, LINDA MAPLES	X		REPORT SUMMARY PROVIDED BY ADVANCeD

IMO AREA 4**FAMILY AND COMMUNITY ENGAGEMENT****ADE RECOMMENDATION:****N/A****EFFECTIVE PRACTICE WITHIN CATEGORY:****POST-SECONDARY SCHOOL OPTIONS (VA01)**

THE SCHOOL HAS A GUIDANCE PLAN THAT INCLUDES OPTIONS FOR STUDENTS AS THEY PLAN THEIR COLLEGE AND CAREER OPPORTUNITIES. THE SCHOOL ROUTINELY TRACKS THEIR RECENT GRADUATES' SUCCESS AT THE NEXT LEVEL AS THEY PURSUE THEIR COLLEGE AND CAREER GOALS.

ADE WILL MONITOR THE FOLLOWING:

- **THE GUIDANCE PLAN**
- **THE PROCESS OF TRACKING RECENT GRADUATES**

CURRENT REALITY OF EFFECTIVE PRACTICE (ASSESS WHERE WE ARE):

THE COLLEGE INITIATIVE PROGRAM REPRESENTATIVE MEETS WITH STUDENTS ON MONDAYS. THE SENIORS MET WITH SARAH HEYING ON OCTOBER 12TH & 26TH; AND NOVEMBER 9TH & DECEMBER 7TH. THE JUNIORS MET WITH HER ON OCTOBER 5TH & 19TH; NOVEMBER 2ND, 16TH & 30TH. THE CIP REP AND STUDENTS WORK ON COLLEGE READINESS SKILLS SUCH AS COLLEGE APPLICATIONS, ESSAYS, SCHOLARSHIP SEARCHES, ETC. THE SENIORS WENT ON A COLLEGE TOUR TO ST. LOUIS IN OCTOBER AND THE JUNIORS ARE SCHEDULED TO GO ON A COLLEGE TOUR IN MARCH. IN ADDITION, A GROUP OF STUDENTS ATTENDED A COLLEGE TOUR TO OLE MISS AND A COLLEGE FAIR FOR HBCUs; SOME STUDENTS RECEIVED SCHOLARSHIP OFFERS ON SITE.

WORK WITH SENIORS ON THEIR COLLEGE APPLICATIONS AND SCHOLARSHIP SEARCHES IS CONTINUING. AS OF TODAY, THIRTY (30) PERCENT OF THE GRADUATING CLASS HAS BEEN ACCEPTED TO 1 OR MORE COLLEGES. THERE IS A BOARD DISPLAYED IN THE HALLWAY DEPICTING THE STUDENT'S NAMES AND COLLEGES THAT HAVE SENT ACCEPTANCE NOTIFICATIONS.

THE FINANCIAL AID NIGHT THAT WAS SCHEDULED FOR DECEMBER HAD TO BE POSTPONED. WE AM WAITING FOR A JANUARY DATE. WE HAVE GIVEN BOTH THE JUNIOR AND SENIOR CLASSES THEIR HAC INFORMATION. MS. WATSON WILL START MEETING WITH 9-11 GRADES ADVISORY CLASSES NEXT WEEK TO REVIEW TRANSCRIPTS AND THEIR PLANS FOR THE NEXT SCHOOL YEAR. SHE WILL SCHEDULE CLASS TIME WITH MRS. HUGHES TO MEET WITH 7TH & 8TH GRADERS TO WORK ON REFLECTIONS AND SMART GOALS FOR 2016. THE PORTAL FOR THE YoUNIVERSAL SCHOLARSHIP APPLICATION OPENED JANUARY 1ST, SO THE SENIORS WILL GO TO THE LAB TO CREATE ACCOUNTS THIS JANUARY.

THE ASVAB AND PSAT/NMSQT WERE ADMINISTERED IN OCTOBER. SGT. SIMS WAS SCHEDULED TO DO SCORE INTERPRETATIONS, BUT HE HAD TO CANCEL DUE TO WORK CONSTRAINTS. HE IS SCHEDULED TO COME IN JANUARY. WE HAVEN'T RECEIVED THE PSAT/NMSQT SCORES YET.

QUARTERLY OBJECTIVE: *To INCREASE STUDENT AWARENESS OF POST- SECONDARY OPTIONS AND SUPPORT THAT IS OFFERED.*

TASKS	TARGET DATE	COMPLETION DATE	PERSON ASSIGNED	MET	NOT MET	EVIDENCE OF COMPLETION
1. COLLEGE INITIATIVE COHORT ATTEND WORK SESSIONS.	12/18/15	12/18/15	FELICIA WATSON	X		SIGN-IN SHEETS
2. CONDUCT INDIVIDUAL MEETINGS WITH SENIORS.	12/18/15	12/18/15	FELICIA WATSON	X		SIGN-IN SHEETS, COLLEGE ACCEPTANCE BULLETIN BOARD
3. ADMINISTER ASVAB AND PSAT/NMSQT ASSESSMENTS	12/18/15	12/18/15	FELICIA WATSON	X		SIGN-IN SHEETS



PRINCIPAL'S REPORT FIRST QUARTER

HAS THERE BEEN A MEETING WITH THE DISTRICT LEADERSHIP TEAM TO REVIEW THE SCHOOL'S NEEDS AND PROGRESS? **YES** OR **NO** (*PLEASE CIRCLE*)
 IF YES, WHAT SUPPORT HAVE YOU RECEIVED FROM THE DISTRICT?

YES; THE DISTRICT IS TAKING ACTION TO ADDRESS THE ISSUES WITH THE INTERNET AND WORK HAS BEGUN TO REVISE THE DISTRICT'S RECRUITMENT AND RETENTION PLAN.

PLEASE DESCRIBE THE INTERVENTIONS YOUR SCHOOL IS UTILIZING SPECIFIC TO CLOSING THE ACHIEVEMENT GAP (FOCUS) OR FOR IMPROVING THE OUTCOMES FOR STUDENTS BASIC AND BELOW BASIC (PRIORITY). (DO NOT INCLUDE GENERAL SCHOOL WIDE EFFORTS.)

INTERVENTIONS SPECIFIC TO CLOSING THE ACHIEVEMENT GAP ARE:

- TEACHERS ARE IDENTIFYING STUDENTS IN NEED OF ADDITIONAL SUPPORT AND CREATING OPPORTUNITIES FOR INDIVIDUALIZED TUTORING AFTER SCHOOL
- UTILIZING AIP'S TO SUPPORT DECISIONS BASED ON DATA COLLECTED FROM TEACHER CREATED ASSESSMENTS
- AFTER-SCHOOL TUTORING PROGRAM WILL BEGIN IN THE SPRING (ACADEMY FOR STUDENT SUCCESS) FOR AT RISK STUDENTS.

WHAT SUPPORT(S) HAVE YOU OR YOUR TEAM RECEIVED FROM THE EXTERNAL PROVIDER, INTERNAL SIS, AND THE ADE SIS TEAM?

THE ADE ASSIGNED SIS/TEAM HAS PROVIDED GUIDANCE AND SUPPORT WITH INDISTAR AND THE SCHOOL IMPROVEMENT PROCESS AS IT RELATES TO IMPLEMENTING SYSTEMS FOR MONITORING. EXTERNAL SUPPORT STAFF HAS BEEN WORKING WITH THE MIDDLE SCHOOL PLC TO SUPPORT THE GOALS IDENTIFIED FOR ELA.

WHAT ARE THE BARRIERS, IF ANY, IN IMPROVING STUDENT OUTCOMES?

BARRIERS TO IMPROVING STUDENT OUTCOMES ARE TEACHER EXPERIENCE AND CONSISTENT STUDENT INVESTMENT.

HOW IS YOUR LEADERSHIP TEAM MONITORING STUDENT PROGRESS IN THE SKILL AREA OF SCIENCE?

SEE RESPONSE BELOW

HOW IS YOUR LEADERSHIP TEAM MONITORING STUDENT PROGRESS IN THE SKILL AREAS OF MATH, READING, WRITING?

THE TEAM UTILIZES TLI REPORTS, THE UNIVERSAL ASSESSMENT TRACKER IN GOOGLE, AND THE MODULE DATA CARDS THAT ARE UPDATED AFTER EACH ASSESSMENT.

WHAT HAVE BEEN THE MOST MEANINGFUL DECISIONS AND ACTIONS MADE BY THE SCHOOL LEADERSHIP TEAM THIS QUARTER AS DOCUMENTED IN THE MINUTES?

A FEW OF THE MOST MEANINGFUL DECISIONS AND ACTIONS MADE BY THE LEADERSHIP TEAM ARE:

- **INVITING JENNIFER WILLIAMS OF ARKANSAS TRANSITIONAL SERVICES TO PROVIDE INSIGHT TO THE TRANSITIONAL SUPPORT PROGRAM AVAILABLE TO OUR STUDENTS**
- **INCREASING DISTRIBUTED LEADERSHIP TO PLC LEADERS**
- **UTILIZING THE CULTURE COMMITTEE TO INFLUENCE POSITIVE CULTURE AND CLIMATE IN THE BUILDING FOR STUDENTS, FACULTY, AND STAFF**
- **HAVING MENTORING TEACHERS MONITOR THEIR STUDENTS' PROGRESS IN ELA, MATH, SCIENCE**
- **UPDATING VISUAL REPRESENTATION OF DATA CONSISTENTLY AS MODULE ASSESSMENTS ARE COMPLETED(ROOM #119)**
- **FINALIZED DATA ANALYSIS MODEL, WILL BE PILOTED IN THE SPRING**

IF ANYTHING, WHAT DO YOU INTEND TO CHANGE OR MODIFY FOR THE NEXT QUARTER? ALL AREAS- REVIEW UNIT ASSESSMENTS TO ENSURE ALIGNMENT TO PACING GUIDES. REINTRODUCE BUILDING-WIDE FOCUS WALKS; MATH AND SCIENCE: TEACHERS WERE NOT ABLE TO SHADOW A TEACHER IN THE SAME CONTENT AREA THIS QUARTER BUT WILL BE PROVIDED THE OPPORTUNITY IN THE THIRD QUARTER. THEY WILL BE EXPECTED TO IDENTIFY INSTRUCTIONAL BEST PRACTICES, STUDENT ENGAGEMENT, CLASSROOM MANAGEMENT, AND DIFFERENTIATION. SCIENCE TEACHERS WILL INCREASE OPPORTUNITIES FOR VIRTUAL LABS.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA BY QUARTER (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

GRADE LEVEL	NUMBER OF STUDENTS ENROLLED				NUMBER OF SWD ENROLLED AS OF OCTOBER 1 ST PER GRADE LEVEL	NUMBER OF EL STUDENTS ENROLLED AS OF OCTOBER 1 ST PER GRADE LEVEL	NUMBER OF STUDENTS WITH 5 OR MORE REFERRALS				NUMBER OF STUDENTS WHO HAVE BEEN ABSENT 10 OR MORE DAYS (20% ABSENCE RATE)			
	1ST	2ND	3RD	4TH			1ST	2ND	3RD	4TH	1ST	2 ND	3RD	4TH
									-	-				
7	44	45	-	-	4	0	3	0	-	-	1	2	-	-
8	52	54	-	-	10	0	4	0	-	-	0	3	-	-
9	65	65	-	-	4	0	7	0	-	-	0	7	-	-
10	47	47	-	-	6	0	4	0	-	-	2	5	-	-
11	56	56	-	-	6	0	2	0	-	-	0	9	-	-
12	55	53	-	-	5	0	3	0	-	-	0	2	-	-

COMMENTS/ CLARIFICATIONS:

LEADERSHIP TEAM REPORT CONTINUED

GRADE LEVEL	PERCENT OF CORE TEACHERS (MATH, SCIENCE, SOCIAL STUDIES, ELA, SPECIAL EDUCATION) ABSENT 5 OR MORE DAYS (10%)				NUMBER OF <i>ELEMENTARY</i> STUDENTS THAT ARE 2 OR MORE YEARS BELOW GRADE PLACEMENT IN MATH AS DETERMINED BY ____/____(MONTH DETERMINED)		NUMBER OF <i>SECONDARY</i> STUDENTS THAT ARE 3 OR MORE YEARS BELOW GRADE PLACEMENT IN MATH AS DETERMINED BY ____/____(MONTH DETERMINED)		NUMBER OF <i>ELEMENTARY</i> STUDENTS THAT ARE 2 OR MORE YEARS BELOW GRADE PLACEMENT IN ELA AS DETERMINED BY ____/____(MONTH DETERMINED)		NUMBER OF <i>SECONDARY</i> STUDENTS THAT ARE 3 OR MORE YEARS BELOW GRADE PLACEMENT IN ELA AS DETERMINED BY ____/____(MONTH DETERMINED)	
	1ST	2ND	3RD	4TH	1ST QUARTER	4TH QUARTER	1ST QUARTER	4TH QUARTER	1ST QUARTER	4TH QUARTER	1ST QUARTER	4TH QUARTER
						----				----		
MATH (3)	0	33%	-	-	N/A	----	N/A	---	N/A	----	N/A	---
S (3)	0	0%	-	-	N/A	----	N/A	---	N/A	----	N/A	---
SS (3)	0	0%	-	-	N/A	----	N/A	---	N/A	----	N/A	---
ELA (3)	0	33%	-	-	N/A	----	N/A	---	N/A	----	N/A	---
SPED (2)	50%	50%	-	-	N/A	----	N/A	---	N/A	----	N/A	---
FINE ARTS (3)		50%			N/A	----	N/A	---	N/A	----	N/A	---

COMMENTS/ CLARIFICATIONS:

THE SPED DEPARTMENT NOW HAS ONE(1) TEACHER AS A RESULT OF A MEDICAL LEAVE OF THE OTHER TEACHER.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA BY QUARTER FOR GRADES 3 - 10

GRADE LEVEL	NUMBER OF STUDENTS THAT FAILED MATH THE PREVIOUS YEAR	NUMBER OF STUDENTS ENROLLED THIS QUARTER	NUMBER OF STUDENTS WITH D OR F IN MATH CLASS PER QUARTER 2015-2016				NUMBER OF STUDENTS ASSESSED ON EACH POST-UNIT ASSESSMENT FOR THE CURRENT QUARTER				TOTAL NUMBER OF STUDENTS ASSESSED ON THE POST-UNIT TESTS FOR EACH GRADE LEVEL	TOTAL NUMBER OF STUDENTS WITH D OR F ON UNIT TESTS IN MATH THIS QUARTER	PERCENT OF STUDENTS WITH D OR F ON ANY UNIT TESTS IN MATH (C) (B/A) X 100 = C			
											(A)	(B)				
			1ST	2ND	3RD	4TH	UNIT 1	UNIT 2	UNIT 3	UNIT 4*			1ST	2ND	3RD	4TH
7	0	45	1	4				40	-	--	40	31		78		
8	1	54	1	4					-	-	42	28		67		
9	7	65	4	17				55	-	-	55	53		96		
10	3	47	4	10				44	-	-	44	35		80		
11	6	56	3	17				49	-	-	49	31		63		
12	5	53	0	8				4	-	-	4	4		100		
EXAMPLE																

COMMENTS/ CLARIFICATIONS:

TOTAL ENROLLMENT FOR FIRST QUARTER = 319

TOTAL ENROLLMENT FOR SECOND QUARTER = 320

THE TOTALS IN COLUMN 4 INCLUDE STUDENTS IN THE SPED POPULATION:

7TH- 3 ; 8TH- 1; 10TH- 1; 11TH- 2

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA BY QUARTER FOR GRADES 3 - 10

GRADE LEVEL	NUMBER OF STUDENTS THAT FAILED ELA THE PREVIOUS YEAR (2014-15)	NUMBER OF STUDENTS ENROLLED THIS QUARTER	NUMBER OF STUDENTS WITH D OR F IN ELA CLASS PER QUARTER 2015-2016				NUMBER OF STUDENTS ASSESSED ON EACH POST-UNIT ASSESSMENT FOR THE CURRENT QUARTER				TOTAL NUMBER OF STUDENTS ASSESSED ON THE POST-UNIT TESTS FOR EACH GRADE LEVEL	TOTAL NUMBER OF STUDENTS WITH D OR F ON UNIT TESTS IN ELA THIS QUARTER	PERCENT OF STUDENTS WITH D OR F ON ANY UNIT TESTS IN ELA (C) (B/A) X 100 = C				
											(A)	(B)					
			1ST	2ND	3RD	4TH	UNIT 1	UNIT 2	UNIT 3	UNIT 4*			1ST	2ND	3RD	4TH	
7	15	45	3	8	-	-		38	-	-	38	16		42	-	-	
8	7	54	1	10	-	-		38	-	-	38	32		84	-	-	
9	5	65	2	6	-	-		56	-	-	56	32		57	-	-	
10	12	47	6	12	-	-		47	--	-	47	28		60	-	-	
11	5	56	4	13	-	-		43	-	-	43	13		30	-	-	
12	6	53	2	9	-	-		42	-		42	17		40	-	-	
EXAMPLE																	

COMMENTS/ CLARIFICATIONS:

THE TOTALS IN COLUMN 4 INCLUDE STUDENTS IN THE SPED POPULATION:
7TH- 2 ; 8TH- 3; 10TH- 2;

LEADERSHIP TEAM REPORT CONTINUED

(OPTIONAL)

DO YOU HAVE OTHER DATA SOURCES THAT SUPPORT AND/OR IDENTIFY THAT YOU ARE MAKING GAINS IN STUDENT OUTCOMES (FOR EXAMPLE: INTERIM ASSESSMENTS SUCH AS **ACT ASPIRE**, **TLI**, ETC.)? *YOU MAY INCLUDE A CHART TO DESCRIBE YOUR DATA.*



**DISTRICT: FORREST CITY SCHOOL DISTRICT
SCHOOL: FORREST CITY JUNIOR HIGH SCHOOL
STATUS: PRIORITY YEAR 4**

**SUPERINTENDENT: DR. TIFFANY HARDRICK
PRINCIPAL: MR. CARLOS FULLER**

SITE-BASED SIS: MS. PHYLLIS MCDONALD

EXTERNAL PROVIDER: ARKANSAS PUBLIC SCHOOL RESOURCE CENTER

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN, MISTY PITMAN, AND BRANDON MORRISON

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice**Aligning classroom observations with evaluation criteria and professional development**

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Teachers are required to make individual professional development plans based on classroom observations (IF06). The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11)

ADE Recommendation:

School leadership should monitor teachers' effective use of instructional time to improve student achievement.

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to the subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings show that teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. The Administrative Team conducts observations together and debrief before meeting with teachers. It ensures that all administrators are on the same page with feedback. Teachers are given positive feedback as well as next steps after the team observations. The teachers are aware of what the administrative team is looking for each week. The principal provides that information in the Week at a Glance Newsletter. The objective should align with the standard and students should have conversations

surrounding the objective. The Leadership Team reviews the principal's Observation Tracker to determine professional development needs. The district provides differentiated professional development to meet the specific needs of individual teachers. Professional development was conducted on January 4 and 5, 2016. (IF02) This objective is fully met when the administrators are trained in the implementation and observation feedback of teachers. The administrators have a common understanding of what good teaching looks like. The administrative team observes consistently and provides timely feedback. The teachers are becoming more self-reflective with teaching strategies and professional development needs. The implementation is more productive when working in groups with other teachers and principal and instructional coaches. Teachers in collaboration with the principal have completed professional development plans based on classroom observations and self-reflections. In addition, teachers are using the data and feedback from classroom walk-throughs to complete their Professional Growth Plans. (IF06). Teachers meet weekly by department/grades in PLC's to receive professional development in their content areas. (IF11).

Quarterly Objective: The Leadership Team will review the principal's summary reports of classroom observations and use them in planning professional development. Teachers will be required to make individual professional development plans based on classroom observations. The school/district will provide all staff high quality, ongoing, job-embedded, and differentiated professional development.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The Leadership Team reviews the principal's observation notes to determine professional development	12/18/15	12/18/15	Ollie Golatt	x		Observation Tracker, minutes, agenda, and sign-in sheets
Professional Development is implemented during weekly faculty meetings.	12/18/15	12/18/15	Carlos Fuller	x		Agendas, minutes, and sign-in sheets
The administrators are using the book Leverage Leadership for implementation of effective observations and feedback.	12/18/15	12/7/2015	Phyllis McDonald	x		Administrative Team Meeting Agendas and minutes
The administrative team has established a common schedule to set norms.	12/18/15	11/20/2015	Ollie Golatt	x		Common Instructional Schedule

The administrative team will provide observation feedback to teachers.	12/18/15	12/4/2015	John Anderson	x		Observation Tracker/Feedback
The teachers will be required to create Professional Growth Plans (PGP).	12/18/15	10/30/2015	Sandra Buchanan	x		Professional Growth Plans
Teachers will collaborate within content areas to determine professional development needs.	12/18/15	12/03/2015	Bernice Word	x		Agenda and minutes of the meeting
The administrative team meets weekly to collaborate and give lesson plan feedback.	12/18/15	11/13/2015	Carlos Fuller	x		Lesson Plan Feedback Review Forms
Staff will meet in Professional Learning Communities (PLCs) for continuous improvement, collective responsibility, and goal alignment	12/18/15	11/04/2015	Carlos Fuller	x		Agendas, minutes, sign-in sheets
Staff will attend professional development as needed.	12/18/15	12/18/2015	Carlos Fuller	x		Agendas, minutes, sign-in sheets
Consultants will meet with teachers throughout the school year to increase educator effectiveness	12/18/15	12/18/2015	Phyllis McDonald	x		ANET Representative and Sanders Group Consultant notes
Provide professional development on how to use data effectively	12/18/15	12/02/2015	Ollie Golatt	x		Agendas, minutes, sign-in sheets
Provide resources to prioritize, monitor, and coordinate professional learning that increases educator effectiveness.	12/18/15	12/02/2015	Carlos Fuller	x		Professional Development Sessions sign-in sheets

IMO Area1:

Change in Teacher and Leader Practice (IID02) (IID06)

ADE Recommendation:

Analysis of student achievement data should include interim assessments. This will enable instructional staff to identify struggling learners and plan instruction for remediation and/or interventions, as well as classroom instruction, throughout the year.

Effective Practice within Category:

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

The school administers interim assessments at least three times a year to all students. The Leadership team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02) and (IID06).

These Interim assessments are designed to measure students' progress toward year end standards-based assessments. The assessments help teachers make adaptation in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school across grade levels and subject areas.

The Leadership Team set 55% as an annual goal for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goal includes the whole school, grade levels, subject areas, and student subgroups. (IID06).

Current reality of effective practice (Assess where we are):

(IID02) (IID06) Achievement Network (ANET) interim assessments are administered to all students at least three times a year. The Administrative Leadership reviews the results. Instructional teams and individual teachers review the results to provide support for individual students and group of students. Teachers make adjustments as needed to instructional plans.

Quarterly Objective:

IID02 and IID06 Assessing student learning frequently with standard-based assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The teachers create and review pre and posttest for each unit.	10/17/15	1/13/16	Ollie Golatt	X		Unit Tests from Literacy and Mathematic Teachers
The school administers Achievement Network (ANET) Interim Assessments in Mathematics and Literacy.	12/7/15	12/9/15	Carlos Fuller Phyllis McDonald	X		ANET Assessment schedule document , dated, and electronically dispersed
Teachers and administrators will analyze data from the ANET assessment.	12/18/15	1/8/16	Phyllis McDonald Felecia Kelly	X		Sign-in sheets and agendas of PLC's.
Teachers will develop reteach plans from the lowest standard performance from the ANET.	1/4/16	1/8/16	Ollie Golatt Janell Gardiner	X		Lesson Plans, PLC's, agendas, sign-in sheets
Teachers will reteach the lowest standard performance from the ANET.	1/11/16	1/13/16	Carlos Fuller	X		Lesson Plans, CWT's
Teachers will analyze student data from the reteach in reflection conferences.	1/11/16	1/15/16	Ollie Golatt	X		Sign-in sheets and agendas of PLC's, student data

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: N/A						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The Forrest City Junior High Faculty and Staff implemented a discipline management plan that guides student behavior. Every staff member establishes rituals and routines within the classroom. The teachers and principal review the rules with the students on a regular basis to continue an orderly school. Each teacher consistently teaches the classroom rules and procedures to all students. Each teacher consistently reviews the rules and procedures in their classroom. Most teachers consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Teachers establish clear expectations for behavior and provide consequences for student behavior.						
Quarterly Objective: Classroom expectations are reviewed and consistently implemented for student behavior.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Teachers organize their classrooms for group learning.	10/17/15	1/13/16	John Anderson Carlos Fuller	X		CWT's
All teachers will reinforce classroom rules and procedures.	10/17/15	1/15/16	John Anderson Amber Main	X		Lesson plan documentation, CWT's
Teachers have a visual display of classroom norms and expectations.	10/17/15	11/30/15	Carlos Fuller John Anderson	X		CWT's

IMO Area 4: Family and Community Engagement						
ADE Recommendation: N/A						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community						
Description of full implementation of the Effective Practice and/or Recommendation: Every child in the Title I Program at Forrest City Junior High School has received an agreement, or “Compact,” that all stakeholders will share in the responsibility for improving the academic achievement. The Parent Facilitator and Counselor explain to the parents and students how working together is a shared responsibility for improving academic achievement and is a mandate from No Child Left Behind. (IVA01).						
Current reality of effective practice (Assess where we are): The District Parent Facilitator issued a compact that is given to students for students, parents, teachers and principal signatures.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The school will have Title I meeting night to discuss school improvement efforts with all stakeholders.	10/20/15	10/20/15	Bernice Word Evelyn Turner	X		Sign- in sheets, agenda, minutes
Administrators will address all stakeholders to answer questions concerning school improvement efforts.	10/20/15	10/20/15	Carlos Turner	X		Sign-in sheets, agendas, minutes .

IMO Area 4: Family and Community Engagement						
ADE Recommendation: N/A						
Effective Practice within Category: Opportunity to Learn Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): The school is providing all students with guidance and support to prepare them for college and careers.						
Quarterly Objective: The Guidance Counselor and Parent Facilitator will engage students in career exploration activities.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The school will implement parent night to explore careers and occupations.	11/4/15	11/4/15	Bernice Word Evelyn Turner	X		Sign- in sheets, agenda, minutes
The team will research job shadowing opportunities for students.	11/4/15	1/13/16	Evelyn Turner	X		Sign-in sheets, telephone logs, agendas, minutes



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)

If yes, what support have you received from the district?

Yes, The district has provided the school with various external partners to support with instructional planning, instruction strategies, assessments and post assessment data feedback. The district has provided teachers with various professional development sessions on January 4 and 5, 2016. On these dates, teachers had access to sessions on Math and English strategies, "Who Ate My Cheese" presentation and relationship building to improve student motivation. Administrators received training on teacher observations using Bloomboard by representatives from ADE. We received professional development on classroom management and instructional strategies that will motivate student learning

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

We have a "Zeros Not Permitted Saturday" to provide students who have a grade of 70 and below time to make up assignments or retake a failed test. For the "priority" students, we are co-teaching students and having small group pullouts for a better student teacher ratio.

We have revised our Saturday Academy to assist students on specific standards and concepts. We have implemented a selection process to identify the students that would best benefit from this program according to ANET data. The week of January 11th was selected to plan and reteach low standards identified from the ANET assessment. Administrators and facilitators are team teaching, teaching in the after school or pulling students groups to assist in the learning.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Arkansas Public School Resource Center (APSRC) have conducted observations and submitted feedback to the administrators. They have provided professional development to the students on Interactive Notebooks. They also conducted a presentation for the teachers on the ACT Aspire. The ADE SIS has worked very closely with the internal SIS in assisting the school with the School Improvement indicators. They have assisted the school in clearing up ambiguity about the 45 Day Plan. The ADE SIS has provided us with academic supplements and incentives. The ADE SIS has been instrumental in ensuring that the school is on task as we go through the process.

What are the barriers, if any, in improving student outcomes?

A barrier that might hinder improving student outcome is implementing strategies that address data from low ANET data with fidelity. Addressing the various question types needed to be proficient on the ACT Aspire. Another barrier is familiarizing the staff with ACT Aspire, as well as aligning ANET resources with ACT Aspire assessments and resources.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing?

We use the ANET assessments to give us an interim assessment every quarter and to create common assessments. We use that data to monitor student progress. That data is also used to make instructional decisions. We have revised our PLC meetings from once a week to twice a week. We no longer meet by subject area but by grade level and individually to ensure we give each teacher the appropriate planning time . We also use the ANET assessment to have schoolwide professional development around the data. Re-teaching plans are required and the lesson must be reassessed. Writing prompts are implemented to familiarize our student with the ACT Aspire writing rubric.

How are you monitoring the progress in the area of science?

We are monitoring the progress of the area of science by classroom observations. Feedback is given both individually and as a group. Plans are reviewed and revised based on the teaming concept. We have external providers that monitor and report classroom activity. We also use common assessments that align with the Explore test, in order to expose our student to the format and verbiage of the ACT Aspire. Teachers have received Explorer practice assessments. The first assessment will be used throughout the year for pre and post assessments. The second assessment will be used as a comprehensive mock assessment in March. Administrators have conducted walkthroughs, informal and formal observation. Science teachers were also provided with a lab schedule to follow.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

This quarter the most meaningful decision by the school leadership team is conducting 10 walkthroughs with feedback a week. The school leadership team discussed the teachers concerns about discipline toward student's apathy toward the work. . We have implement additional incentive and revised consequences for student behavior that will keep the school from out of school suspension.

If anything, what do you intend to change or modify for the next quarter?

Monitor the following for fidelity:

- We have revised our Saturday Academy to assist students on specific standards and concepts. We have implemented a selection process to identify who would best benefit from this program based off ANET data.
- We have revised our PLC meetings from once a week to twice a week. We no longer meet by subject area but by grade level and individually to ensure we give each teacher the appropriate planning time.
- We have implement additional incentive and revised consequences for student behavior that will keep the school from out of school suspension.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3 rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6th	3	3			3	0	0	0			0	0		
7th	179	175			18	0	9	0			0	0		
8th	198	189			30	0	5	0			0	0		

Comments/ Clarifications:

The improvement in the number of referrals for the 2nd Quarter is attributed to team interventions. The Forrest City Junior High School uses the District's Progress Monitoring Tool to monitor and make adjustments concerning i.e. student and staff attendance, suspensions, and repeat offenders monthly. We also hold monthly Positive Behavior Intervention and Support (PBIS) meetings with the school counselor and behavior specialist to target specific interventions for students. This team set goals and use data to make decisions about interventions for students.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by STAR TESTING DATA OCTOBER		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined STAR TESTING DATA OCTOBER	
	1 st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6th	1	0					0				0	
7th	0	1					60				100	
8th	1	2					57				107	

Comments/ Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	0	3	0	0							NA		NA			
7th	4	176	40	38			131	134			265	245	97.2	92.5		
8 th	4	194	15	31			166				166	158	84.9	95		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The reason for the high percentages of D/F students on unit assessments with smaller percentages for quarterly grades, the teachers used the pre-test and post-test unit data to inform and adjust instructional practices. The score results of the pre-test and post-test were not included in the student grade for Mathematics.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	0	3	NA	0									NA			
7th	4	175	18	38			148				148	119	67.6	80.4		
8th	4	189	5	8			154				154	95	69.1	61.7		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The reason for the high percentages of D/F students on unit assessments with smaller percentages for quarterly grades, the teachers used the pre-test and post-test unit data to inform and adjust instructional practices. The score results of the pre-test and post-test were not included in the student grade for Literacy.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: FORREST CITY SCHOOL DISTRICT

SCHOOL: FORREST CITY HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: MS. RENATA BRYANT

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN/MISTY PITMAN

SUPERINTENDENT: DR. TIFFANY HARDRICK

PRINCIPAL: MR. OSCEOLA HICKS

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area: 1

Change in Teacher and Leader Practice

ADE Recommendation:**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which includes a description of the team's purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but is not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), Student team (a diverse group of Student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Forrest City High School administration has developed an intricate structure of multiple teams to meet the educational needs of our scholars. The Administrative Leadership Professional Learning Community (ALPLC) meets most weeks with an agenda and minutes that are kept on file in the Instructional Learner Leader's office. The Instructional Learner Leader, Assistant Instructional Learner Leader, Administrative Liaison, and the Dean of Boys comprise the membership of the Administrative Leadership Team. The Leadership Team meets bi-monthly on Thursday with agenda, minutes, and attendance recorded in Indistar as documentation. The next level of teaming is with select members of The Leadership PLC. This team is called the Core Leadership Team. This select group works on projects that require intense concentration and in depth research and discussion that would not be practical with the entire Leadership Team. The Leadership PLC (LPLC) includes our Instructional Learner Leader, Instructional Learner Leader Assistants, Departmental Chairpersons, counselors, and other selected Performance Coaches. The agenda is formulated by the Instructional Learner Leader. This team is a conduit for distributing information to the entire faculty through Departmental Professional Learning Communities (DPLCs) and Faculty Professional Learning Community meet on the 2nd and 4th Thursdays of each month. Additionally, a Student PLC has been established in the form of our Student Council to plan and organize motivational activities for FCHS Student Body. The Instructional Facilitator in collaboration with Department Chairpersons monitors the development of agendas for Departmental Professional Learning Communities for data analysis, lesson design based on current data, and CCSS Big Shift incorporation in lesson construction. The overall purpose of

all Professional Learning Communities is to analyze data and determine next steps toward improving academic achievement while addressing priority school indicators

Quarterly Objective: The FCHS leadership teams will continue to be structured for specific duties and times for instructional planning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Select members of the School Leadership Team	10/16/15	09/01/15	Osceola Hicks	X		Agendas and Minutes in Indistar
2.Establish meeting times for the Leadership and Departmental Professional Learning Communities	10/16/15	09/01/15	Osceola Hicks	X		Agendas and Minutes in Indistar
3.Establish the Student Leadership Team with meeting dates	10/16/15	09/15/15	Heather Allison	X		Agendas Sign in Sheets and Minutes
4. The Instructional Learner Leader will be responsible for creating agendas for Leadership Team Meetings on the 1st and 3rd Thursday of the month.	10/16/15	09/15/15	Osceola Hicks	X		Agendas and Minutes will be kept in Indistar by the Instructional Facilitator.
5. The faculty will meet on the 2nd and 4th Thursdays of the month. The Instructional Learner Leader and IF will create agendas, minutes, and keep attendance.	10/16/15	09/15/15	Osceola Hicks	X		Agendas and Minutes will be kept by the Instructional Learner Leader and placed in Indistar by the IF.
6. The Math and ELA Departments will meet daily/weekly (as needed) to analyze data from TLI assessments.	10/16/15	9/1/15	Frank Shaw	X		Agendas and Minutes will be kept by the Department Chairperson with a copy submitted to the Instructional Learner Leader.

IMO Area: 1**Change in Teacher and Leader Practice****ADE Recommendation:**

Recommendation 1: Interim assessments should be administered on a scheduled basis.

Recommendation 2: Analysis of student achievement data should include interim assessments. This will enable instructional staff to identify struggling learners and plan instruction for remediation and/or interventions, as well as classroom instruction, throughout the year.

Recommendation 4: School leadership should provide common planning time for instructional teams to plan instructional units that include pre- and post-unit assessments, analyze these and other student achievement data sets, and share successful implementation of best practices.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every Scholar masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Performance Coaches have initiated backwards design lesson planning for each unit to include pre and post assessments that are created based on weaknesses identified during weekly data analysis sessions. Data days are scheduled following each TLI Test to determine areas for remediation. Performance coaches use Engage NY, ACT, and ASPIRE models when creating pre, post, and formative assessments. Mr. Keith Sanders has provided training in lesson design to ensure that rigorous test questions are addressing all common core standards. Despite our tight scheduling situation, the Instructional Learner Leader was able to incorporate common planning time for the Math and ELA Performance Coaches. Performance Coaches meet daily to determine if TLI units are aligned with teacher made units to ensure fidelity in Standards Based Instruction. Performance Coaches have been trained by District Representatives in "Teach to Text" strategies with the use of specifically cited textual evidence. Performance Coaches were trained with

video presentations to recognize quality Standards Based Instruction as determined by the standards rubric. Walk-through observations are used to determine if Performance Coaches are using Text Determined Questions that require text based evidence. “ Do Nows” with time frames attached must be posted at the beginning of each class period so that Scholars can beginning work immediately upon entering the room. Evidence of contextual vocabulary through room postings must be in a conspicuous place as a constant point of reference during lessons. In addition, Performance Coaches will post their objectives with related standards in a prominent place in the classroom to be changed on a daily/weekly bases.

Quarterly Objective: All students enrolled at the FCHS will participate in taking the TLI interim assessment for core content areas.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Math and ELA Professional Learning Communities will be held to discuss pre and post assessments and analyze new data following TLI testing.	10/16/15	09/15/15	Kari Gregory Larry Buck	X		Department Chairpersons will submit summary reports to the Instructional Learner Leader.
2. Renata Bryant FCHS SIS and District Personnel will provide continual feedback to the Instructional Learner Leader, Instructional Facilitator, and Performance Coaches on instruction, walk through feedback and lesson plan perusal results.	10/16/15	09/01/15	Renata Bryant	X		Lesson plans are on line for the Instructional Learner Leader to assess. CWT and Focus Walk data will be analyzed with results reported. to the Leadership Team for sharing with departments.
3. ELA Performance Coaches will administer pre-test/Module 1 to covering the elements of plot development, setting, author’s point of view, vocabulary analysis in context, and the effect of vocabulary on meaning and tone. Math Performance Coaches will administer pre-tests covering specific Math skills covered on TLI.	10/16/15	10/16/15	Candace Taylor	X		Copies of pre-test/Module 1

4. Math and ELA Performance Coaches will utilize data from pre-test to determine weaknesses and strengths for purposes of remediation.	10/16/15	09/01/15	Larry Buck	X		Copies of data analysis spreadsheets and consultant computations.

IMO Area 1:

Change in Teacher and Leader Practice

ADE Recommendations:
Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to the subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings to show that teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are): The FCHS provides job-embedded PD based on data from CWTs and PGP's of teachers. The Administrative team conducts CWTs based on a weekly rotation schedule for all teachers on the FCHS campus. After conducting CWTs as a team, the team norms about findings and schedules a feedback / planning session with teachers within 24 hours. The feedback session gets teachers quick nuggets of things that can be immediately fixed, while also providing the team with

information on what the trends are based on observations as well as what type of professional development needs to be planned and conducted during faculty meetings and PLCs as well as during district data PD days.

Quarterly Objective: Classroom observations will be aligned to evaluation criteria and professional development on the form of PLCS, faculty meetings, and district data PD days.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
CWTs will be conducted by the CWT/Focus Walk Team on weekly rotational bases.	10/26/15	10/26/15	Hicks / Bryant	X		Feedback session emails from follow-up and the Google doc being utilized for CWTs / observations.
CWT results will be presented to the Leadership Team.	10/26/15	10/26/15	Hicks / Bryant	X		Feedback session emails from follow-up and the Google doc being utilized for CWTs / observations
The Leadership Team provides feedback sessions within 24 hours with teachers observed for that week.	10/26/15	10/26/15	Hicks / Bryant	X		Feedback session emails from follow-up and the Google doc being utilized for CWTs / observations
Departmental PLCs, faculty meetings, and district data PD days will list perceived professional development needs based upon CWT data.	10/26/15	10/26/15	Hicks / Bryant	X		Feedback session emails from follow-up and the Google doc being utilized for CWTs / observations

IMO Area 1:

Change in Teacher and Leader Practice

ADE Recommendations:

Recommendation 1: Interim assessments should be administered on a scheduled basis.

Recommendation 2: Analysis of student achievement data should include interim assessments. This will enable instructional staff to identify struggling learners and plan instruction for remediation and/or interventions, as well as classroom instruction, throughout the year. School leadership should provide time for content area instructional teams to collaboratively plan units of instruction that include pre/post unit assessments to ensure vertical and horizontal alignment of curriculum, assessments and instruction.

Recommendation 4: School leadership should provide common planning time for instructional teams to plan instructional units that include pre- and post-unit assessments, analyze these and other student achievement data sets, and share successful implementation of best practices. School leadership should develop a comprehensive and sustainable new teacher induction program that effectively prepares new teachers for meeting the individual learning needs of all students.

Effective Practice within Category:

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all. The school administers interim assessments at least three times a year to all students. The Leadership team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02).

These Interim assessments are designed to measure students' progress toward year end standards-based assessments. The assessments help teachers make adaptation in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).

Current reality of effective practice (Assess where we are):

Data Analysis is conducted by Performance Coaches after each TLI Assessment and provided to the Principal to discuss the results of Data Desegregation.

Mathematics Department will conduct two Module Review Assessments

Performance Coaches in Core tested areas will receive training on ACT Aspire

Performance Coaches will include R.B.T. Strategy in their Lesson Plan Design

Quarterly Objective: Teachers will continue to assess student learning with three or more standards based assessments.

Tasks	Target Date	Completion Date	Person Assigned	Met	Not Met	Evidence of Completion
Design two Review Modules with TLI to cover Modules 1-3 and Modules 4-6.	1/14/16	1/14/16	Shaw	X		Agenda for Math PLC indicate this as a project done in PLC time. TLI shows that Modules have been created.
Performance Coaches from Mathematics, Science and English-Language Arts will attend Training on ACT Aspire	12/18/15	12/18/15	Hicks	X		Registration done via TLI data coordinator, Karri Gregory. TLI representative also attend PD provided by district on De. 18 for teachers in core areas to gain more knowledge.
Performance Coaches will receive Professional Development on R.B.T as part of the Lesson Plan Design.	1/5/16	1/5/16	Hicks	X		District can show documentation for training with RBT continuously throughout the school year.
The goal for Math is 68% of students should be proficient / advanced in the Math content areas.	01/27/2016	01/08/2016	Buck	X		Principal has evidence in binders for Math, ELA, and Science, external provider has data and reports as well as teachers.
The goal for Literacy is for 55% of students to be classified as proficient / advanced in ELA.	01/27/2016	01/08/2016	Buck	X		Principal has evidence in binders for Math, ELA, and Science, external provider has data and reports as well as teachers.

IMO Area: 3 Student Safety and Discipline
ADE Recommendation:
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: All faculty and staff develop a discipline management plan that guides Scholar behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produce an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom routines and rituals to all Scholars. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).
Current reality of effective practice (Assess where we are): The District Staff devised a discipline management plan that directs Scholar behavior throughout the district. The staff discussed classroom routines and rituals at the beginning of the year. Routines and Rituals are among the required postings for all Performance Coach classrooms. Each Performance Coach has copies of his/her routines and rituals posted in a prominent place in the classroom. Performance Coaches are expected to be at their doorways during class changes to encourage Scholars to move quickly and quietly from one class to the other. Male Performance Coaches will facilitate movement in the hallways. Female Performance Coaches will monitor halls from their classroom door stations. FCHS Performance Coaches reinforce school wide routines and rituals throughout each school day in all buildings and the cafeteria. The Instructional Learner Leader and Assistant Instructional Learner Leaders with the Dean of Boys are assisting Performance Coaches with improving the way classroom disruptions are addressed.

Quarterly Objective: The FCHS will continue to ensure that teachers consistently establish routines and rituals, revisit them as needed and post them in all classrooms to hold students accountable.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. FCHS established school wide routines and rituals for classrooms and common areas.	01/08/06	01/08/06	Osceola Hicks	X		Classroom observations through CWTs and Focus Walks.
2. FCHS Administration and Performance Coaches will post routines and rituals in classrooms and common areas	01/08/06	01/08/06	Osceola Hicks	X		Performance Coaches will submit a copy of their routines and rituals to the Instructional Learner Leader. Copies will be kept in the Instructional Learner Leader's files.
4. Classroom observations will be conducted by the Administrative Leadership Team and the Instructional Facilitator to ensure quarterly implementation with fidelity of school wide and classroom routines and rituals.	01/08/06	01/08/06	Osceola Hicks	X		CWT and Focus Walk Data

IMO Area: 4 Family and Community Engagement						
ADE Recommendation:						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and Scholars will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help Scholars achieve the state’s standards.						
Current reality of effective practice (Assess where we are): FCSD in conjunction with FCHS has developed a school compact to address how all stakeholders will share responsibility for improving Scholar achievement in our district. During Parent/Teacher Conferences, the compact was made available as teachers met with parents on parent night. The Scholar, parent, and each Scholar’s teachers were instructed to sign the compact as a symbol of the joint commitment these stakeholders have in the pursuit to enable all Scholars to reach their full potential.						
Quarterly Objective: FCHS develop a school compact for all stakeholders to share responsibility for improving student achievement.						
Tasks Add new tasks each Quarter	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.A compact will be created outlining procedures for parents, Scholars, and school staff to share in creating a challenging learning environment for increased academic achievement.	10/16/15	09/21/15	Tina Boyles Abbie Robinson	X		Files containing compacts housed with the Parent Community Involvement Coordinator
2.FCHS compacts will be passed out to Homeroom. Performance Coaches will distribute them on Midterm Parent Night.	09/15/15	09/21/15	Tina Boyles	X		Compact files and parent sign in sheets are kept by the Parent Community Involvement Coordinator.
3. Parents and Scholars will sign the compact. Then parents will present the compact to each of the Scholar’s teachers for them to	09/15/15	09/21/15	Tina Boyles	X		Compact files and parent sign in sheets are kept on file with the Parent Coordinator.

sign. Upon completion of acquiring signatures from all parties, the parents will submit the completed form to their Scholar's homeroom teacher.						
4. Parent meeting will be held for parents to be informed of school report card and Title I information. Supper will be served for all parents and children.	11/09/15	11/09/15	Boyles	X		Documentation for this event is housed with Parent Coordinator and Parent facilitator.

IMO Area: 4

Family and Community Engagement

ADE Recommendation:**Effective Practice within Category:**

Opportunity to Learn Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for Scholars as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

FCHS Instructional Learner Leader, Assistant Instructional Learner Leader, Guidance and staff are committed to supporting our Scholars in preparation for college and careers through the embodiment of the "Growth Mindset" in all communications with parents and Scholars. Administration and staff are working to instill in all scholars the belief that they are capable of being successful both academically and socially. The Central Administrative Staff in conjunction with the Superintendent have provided professional development through a series of Efficacy trainings created to investigate the interconnectedness of mindsets and practices as it relates to Scholar achievement. Keith Sanders, an outside consultant, has been contracted to train teachers and Scholars on mindset concepts, Scholar self-motivation and goal setting. FCHS provides career guidance and post-secondary opportunities through our guidance department, as well as, our partnership with The College Initiative. The College Initiative provides college capable high school Scholars with the tools and mentorship they need to successfully apply to and succeed in college. Some of the core programming elements includes weekly sessions on admission requirements, scholarship applications, interview preparation and career exploration. In addition, ongoing support is provided for both families and Scholars. Quarterly meetings with families regarding financial aid and college life are emphasized. Currently, FCHS has approximately 60 active Scholar participants enrolled in the initiative. Additional career guidance is provided to all Juniors and Seniors through the efforts of the Guidance Department and the Parental Involvement Designee. Another school based program focused on Career and College Readiness is the Advancement Via Individual Determination (AVID) program. Through this initiative, Scholars are held accountable to the highest of standards in both academic and college/career support. During September, FCHS and the guidance department sponsored a college night to provide Scholars and parents the opportunity to consult with representatives from colleges, technical institutes, and branches of the Armed Services. Over 20 representatives were present to share information with approximately 300 parents and Scholars.

Quarterly Objective: FCHS will continue to monitor and adjust to ensure that all students receive support that is needed for graduation.

Tasks ADD NEW ONES FOR EACH QUARTER	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Efficacy training and PD will be provided by the district office to select members of the Leadership Team.	10/16/15	07/29/15	Dr. Jeff Howard	X		Agenda, minutes, sign-in sheets
2. Career guidance and the College and Career Readiness Initiative will assist approximately 60 Scholars with ACT strategies.	12/18/15	12/18/15	Abbie Robinson	X		Sign-in sheets
3. The guidance department will sponsor a College Night for parents and Scholars in grades 9-12.	10/16/15	09/15/15	Dianna Jefferson	X		Sign-in Sheets
4. Parent Conferences will be conducted to discuss student achievement and what services are provided to boost achievement.	9/21/15	9/21/15	Robinson	X		Sign – sheets for parents and students are documented with Parent Coordinator.
5. Students will visit STEM Leadership Conference	11/20/15	11/20/15	Jefferson / Robinson	X		Documentation is housed with counselor and Parent Coordinator
5. Students will attend a school site visit in St. Louis for College Initiative.	10/15/15	10/15/15	Jefferson / Robinson	X		Documentation is housed with counselor and Parent Coordinator



PRINCIPAL'S REPORT 2nd QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)

If yes, what support have you received from the district?

External support via Consultants for each core discipline. This direct and specialized approach in a more accurate and robust way adds fidelity in the execution of curriculum and intervention; and, the development of Lesson Designs that yields objective mastery. The district has also provided PD in areas such as Efficacy, Standards, ACT, RBT, and Checking for Understanding, Co-Teaching and Bloomboard. SIS Bryant who is district appointed, works with the principal to ensure improvement efforts. Ms. Gregory remains our data miner and testing coordinator (TLI & State) – district appointed.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

Those students have been identified. By course, small groups have been created for each performance coach in a particular discipline to work with that has "like" deficiencies. The data was extracted from 8th grade results in Math and ELA; and from current TLI results from this same cohort of scholars. Performance Coaches arrange time to tutor/provide interventions for these scholars. Performance Coaches have worked in their PLCs and on data days planning, developing strategies and formative assessments between TLI assessments to reverse trends. Performance coaches have begun to team-teach in some situations in an effort to get "more bang for the buck" as this gives the basic and below basic students the much needed opportunity to get more individualized attention and assistance. Those basic and below basic scholars parents were sent letters soliciting their support of the administration's requirement for them to be engaged in our after school and/or Saturday programs. "Do-nows" reflect those identified areas of challenge that were revealed as a result of the disaggregation of TLI data item by item with regards to our basic and below basic scholars. "Do-now's" will also begin to reflect anticipated areas of challenge relative to the tenets of ACT (our state testing battery).

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

SIS Bryant has assisted in ensuring our focus staying in tact with respects to the administration's visibility in the classroom – CWTS. She works with the principal in creating the weekly calendar and monitors the subsequent feedback to teachers. Ms.

Bryant has been instrumental in working with Central Office personnel in acquiring “support” in the core disciplines and has organized and aligned those supports with the school's and district's missions. She has worked with the Leadership Team and the principal's cabinet to ensure coverage and monitoring of all components of the district's Protocol Monitoring Tool instrument. Ms. Bryant also keeps the principal reminded of indicators that are to be assessed by the Leadership Team along with time frame and has provided leadership via modeling this approach. The ADE SÍS team has visited Leadership Team meetings and provided suggestions and feedback to the team's efforts, going forward. They have also applauded areas of growth and accomplishment.

What are the barriers, if any, in improving student outcomes?

Teacher's WILL (some), Lack of a sense of Urgency on behalf of (some) teachers, quality teacher personnel, limited administrative capacity (at this point), mid-year retirements or resignations, teacher/student relationships, teacher initiated “motivation” and no “true” facilitator for ELA and a medically challenged math facilitator.

How is your leadership team monitoring Scholar progress in the skill areas of math, reading, writing? How are you responding to the results?

Monitoring takes place by CWTs and informal / formal observations. Performance coaches TLs assessment data is analyzed item by item and as a result of each individual student's performance is categorized Advanced, Proficient, Basic or Below Basic, Once this is done a conversation is held with the principal to discuss outcomes and determine next steps, going forward, Mr. Larry Buck (external consultant) works directly with the teachers in ELA, Math and Science in their data analysis, interpretation and strategy development to redirect non-proficient outcomes based on TLI module results. The “bubble” scholars (those who are 2-3 points away from the next level) are identified as a result of color-coding the items and strategies developed to push them to Proficiency or the next level of mastery. As far as the writing piece is concerned: all students are REQUIRED to produce a written paper; grade 9 — 4 page 11/12 font argumentative essay, grade 10 – 6 page 11/12 font argumentative essay, grade 41-8 page 1112 font argumentative essay and grade 12 – 10 page 11/12 font research paper. These efforts are monitored by the principal, assistant principals and performance coaches.

How are you monitoring the progress in the area of science?

The same as we do ELA and Math

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The decision to visit classrooms as a team and norm immediately thereafter to ensure accuracy of observation and

pending feedback that is to be given by the end of the next day.

If anything, what do you intend to change or modify for the next quarter?

1) Allow more feedback opportunities for assistant principals after having made team visitations; 2) take into serious consideration the “Formals” relative to TESS and the development of the weekly calendar. We will need to concentrate more of our efforts on those performance coaches who are in the rotation cycle for evaluation for the 2015 – 2016 school year. It may constitute a calendar within a calendar. 3) Upload the CWTs into Bloomboard as artifact or additional artifact and 4) script some of the CWTs and provide associated feedback and next steps in Bloomboard to alleviate double work.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of Students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL Scholars enrolled as of October 1 st per grade level	Number of Students with 5 or more referrals				Number of Students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	203	210			27	4	2	10			7	8		
10	218	213			42	1	4	6			11	27		
11	189	181			29	2	1	2			10	18		
12	166	165			22	0	2	0			6	7		

Comments/ Clarifications:

The district has now hired two behavioral specialists that will consult with students who are repeat offenders and also conference with teachers to gain and understanding of how support can be provided for the student and teachers of repeat offenders.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> Students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> Students that are 3 or more years below grade placement in Math as determined by Credit Recovery 10/10/15 (Month Determined)		Number of <i>ELEMENTARY</i> Students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> Students that are 3 or more years below grade placement in ELA as determined by Credit Recovery 10/16/15 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	1	3					0					
10	1	5					0					
11		5					8				0	
12		2					5				1	

Comments/ Clarifications:

The only students on Credit Recovery are 11th and 12th graders. We have also had several teachers out for medical issues during his quarter and a few that retired early for personal reasons.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of Students that failed Math the previous year	Number of Students enrolled this quarter	Number of Students with D or F in Math class per quarter 2015-2016				Number of Students assessed on each post-unit assessment for the current quarter				Total number of Student unit assessments by grade level (A)	Total number of Student with D or F on unit tests in Math this quarter (B)	Percent of Student with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
Alg I		72	47	18			0						26			
Geo	15	234	58	30			0						36			
Alg II	2	171	54	65			0						19			
Alg 3		111	14	22			0						44			
Pre Cal		40	1	1			0						40			
Cal		7	0	0			0						14			
Stat		8	0	0			0						13			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Unit assessments have not been created for this quarter. We have currently restructured PLCs and are beginning to provide outside support for Math teachers via video conferencing to provide support in lesson planning, understanding standards, utilizing curriculum, assessment data, and TLI Modules. Our ultimate goal is to lead teachers into being able to create units by the end of the school year. Teachers will be able to collaborate and discuss common assessments in their discipline by the start of the next school year. The grades that are posted in this data represents TLI interim assessments, cumulative semester exams that are a combination of 1st and 2nd 9 weeks standards, homework, presentations, projects, teacher – made exams, and quizzes.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of Students that failed ELA the previous year	Number of Students enrolled this quarter	Number of Students with D or F in an ELA class per quarter 2015-2016				Number of Students assessed on each post-unit assessment for the current quarter				Total number of Student unit assessments by grade level (A)	Total number of Students with D or F on unit tests in ELA this quarter (B)	Percent of Students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	NA	195	79				0						6.93			
10	5	175	24				0						4.09			
11	13	154	31				0						122			
12	8	140	10				0						14.4			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Unit assessments have not been created for this quarter. We have currently restructured PLCs and are beginning to provide outside support for ELA teachers via video conferencing to provide support in lesson planning, understanding standards, utilizing curriculum, assessment data, and TLI Modules. Our ultimate goal is to lead teachers into being able to create units by the end of the school year. Teachers will be able to collaborate and discuss common assessments in their discipline by the start of the next school year. The grades that are posted in this data represents TLI interim assessments, cumulative semester exams that are a combination of 1st and 2nd 9 weeks standards, homework, presentations, projects, teacher – made exams, and quizzes.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in Student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



DISTRICT: FORREST CITY SCHOOL DISTRICT
SCHOOL: LINCOLN MIDDLE ACADEMY OF EXCELLENCE
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: SUSAN BERRY
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN, MISTY PITMAN, AND BRANDON MORRISON

SUPERINTENDENT: DR. TIFFANY HARDRICK
PRINCIPAL: JANA RICHEY

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area 1:

Change in Teacher and Leader Practice

ADE Recommendations:

7. District/school leadership should provide differentiated, job-embedded professional development based on individual teachers' needs.
8. Teacher needs should be determined by analysis of various sets of student achievement data.

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to the subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings to show that teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

The principal reported to the Leadership Team on the patterns and trends observed in classroom observations. The areas of focus were questioning techniques, student engagement, and using data from pre-/post-test in lesson planning. Professional Growth Plans are addressing these areas. Professional development from external providers along with content planning sessions with the Instructional Facilitator are taking place.(IF02) Teachers are creating their Professional Growth Plans (PGP) and have received some BloomBoard training. Teachers have also received a Bloomboard Guide to utilize as an educational reference guide. Teachers are aware of the areas

of focus as determined by patterns and trends from classroom observations. (IF06) We have all of the components in place that are addressed in Wise Ways 3984. All meetings are documented by agendas, minutes, and sign in sheets located in a binder with the Instructional Facilitator. Documentation of data days and professional development is ongoing and scheduled throughout the year. Samples are uploaded in the document file in Indistar.(IF11)

Quarterly Objective: Our objective for this quarter is to provide job-embedded professional development for our teachers and to have the teachers develop their Professional Growth Plans in areas of focus as determined by classroom observations.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Professional Growth Plans will be developed that address the areas of focus	12/18/15	11/20/15	Jana Richey	X		PGP plans in Bloomboard
Tuesday PLCs will include job-embedded professional development	12/18/15	12/02/15	Jana Richey	X		PLC agendas in Meeting Agenda notebook in facilitators room
Teachers will receive feedback on lesson plans and classroom observations	12/18/15	12/18/15	Jana Richey	X		Observation Tracker form in Google Drive Feedback forms in notebook in facilitator's room
Bloomboard training will be provided by the Instructional Facilitator and teachers will receive a Bloomboard guide to use as reference when working on their PGPs	12/18/15	11/03/15	Claire Dearing	X		Agenda, sign in, and Bloomboard guide
Professional Growth Plans (PGPs) from all certified staff will be developed in Bloomboard and available for review	12/18/15	11/20/15	Jana Richey	X		PGPs will be in Bloomboard
PGPs from all certified staff will be reviewed by the principal	12/18/15	11/20/15	Jana Richey	X		PGPs in Bloomboard

IMO Area 1:**Change in Teacher and Leader Practice****ADE Recommendations:**

1. School Leadership should facilitate a school-wide evaluation of interventions and action steps recently implemented to improve student achievement.
2. District/school leadership should facilitate the analysis of data from interim assessments to determine students' progress towards mastery of standards and to inform instructional decisions.
3. Instructional teams should collaboratively develop units of instruction that include pre- and post- unit assessments.
5. School leadership should establish and communicate expectations for collaborative planning time. These expectations should include the collaborative development of units of instruction that include pre- and post-unit assessments, collection and analysis of student performance data, and sharing of successful instructional innovations.

Effective Practice within Category:**Engaging teachers in aligning instruction with standards and benchmarks (IIA01)****Description of full implementation of the Effective Practice and/or Recommendation:**

Teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of other resources. Instructional Teams organize the unit plans to assure that all students master the standards-based objectives and provide opportunities for enhanced learning.

The Instructional Team develops units of instruction, typically three to six weeks of work, which is shared with all teachers who are responsible for teaching the unit. The alignment process serves as a check on guide/text/test congruence and provides teachers with organizational structure for their own planning. The unit plan is developed by the instructional Team to define a unit of instruction and outline the standards and target objectives (typically grade level) addressed in the unit of instruction. The Instructional Team:

1. Determines the concepts, principles, and skills that will be covered within the unit.
2. Develops all objectives that clearly align to the selected standards/benchmarks.
3. Identifies the standards/benchmarks that apply to the grade level and unit topic.
4. Arranges the objectives in sequential order.
5. Determines the best objective descriptors.
6. Considers the most appropriate elements for mastery and constructs criteria for mastery
7. Develops pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.

Current reality of effective practice (Assess where we are):

Units of instruction and pacing guides have been created for Literacy and Math. We are currently working to obtain resources and developing a curriculum for World History, as this is a change from US History this year for 6th grade. We are also in the beginning stages of a pacing guide for Science.

Quarterly Objective: Our objective for this quarter is to create an instructional pacing guide for Science that will include specific units of study and lab activities. All content teachers will participate in collaborative planning sessions in order to create common pre- and post-unit assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
A collaborative planning session will be held with the two science teachers and Nancy Horner, Science Specialist at Great Rivers Educational Cooperative. Linda Kellim from the ASU STEM Department will also take part. The purpose of this planning session will be to develop a pacing guide for our units of instruction.	12/18/15	11/19/15	Claire Dearing	X		Agenda Sign in sheet Completed Year at a Glance
Content teachers in each of the four subject areas (Literacy, Math, Science, and Social Studies) will attend planning sessions with the Instructional Facilitator. These sessions will be held at least twice a month for each content area and will focus on collaborative planning in the respective content.	12/18/15	12/02/15	Claire Dearing	X		Agenda Sign in sheets Lesson plans
Science teachers are creating a list of consumable Science materials and supplies for labs	12/18/15	11/20/15	Claire Dearing	X		Materials list for ordering

IMO Area 3: Student Safety and Discipline						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): The faculty and staff are working together to develop a discipline management plan that guides student behavior throughout the building. Expectations of Behavior posters have been placed throughout the building. These include Cafeteria Expectations, Hallway Expectations, and Restroom Expectations. Teachers discussed classroom rituals and routines at the beginning of the year and these are posted in the classroom and evident throughout the building. Teachers are reinforcing these daily. Work is being done to improve the way classroom misbehavior is addressed and steps for addressing this will be implemented.						
Quarterly Objective: Our objective this quarter is to select a curriculum that will be used for our 6th period Advisory/Mastery Learning classes. The curriculum selected will be used to teach the social/emotional learning piece (Advisory) that is critical for students at the middle school level.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
A curriculum will be selected for our 6th period Advisory classes. The chosen curriculum should reinforce positive character traits and sound classroom management.	12/18/15	12/17/15	Claire Dearing	X		The Overcoming Obstacles curriculum will be available in the facilitator's classroom.

IMO Area 4: Family and Community Engagement						
ADE Recommendation:						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): A school compact was developed to outline how all stakeholders will share responsibility for improving student achievement. This compact was available at Parent/Teacher Conferences and as teachers met with parents the parent, the child, and each child’s teacher signed the compact. We are currently working to get 100% of compacts signed. Parent meetings are being held quarterly.						
Quarterly Objective: Our objective this quarter is to continue to improve our family and community involvement by holding a Literacy Night for the parents where they will receive tips and strategies for helping their children.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
A Parent Literacy Night will be held on Tuesday, December 8, 2015 beginning at 6:00 pm. The purpose of this meeting will be to share literacy activities, student novels from the Expeditionary Learning curriculum, vocabulary, and testing information.	12/08/15	12/08/15	Jana Richey	X		Agenda and sign in sheet kept in the Parent Facilitator’s binder in Mrs. Richey’s office

IMO Area 4: Family and Community Engagement						
ADE Recommendation: N/A						
Effective Practice within Category: Opportunity to Learn Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): Staff at Lincoln Middle feel that the best way to support our students for college and careers is by embodying the growth mindset in our conversations with students. We are working to ensure that our students believe they are capable of success. We have had a motivational speaker come to address our male students. Teachers have attended a series of Efficacy trainings designed to explore the interconnectedness of mindsets and practices as it relates to student achievement.						
Quarterly Objective: Our objective for this quarter is to continue to prepare our students for college and careers by instilling a growth mindset in our students. We want our students to believe they are capable of success regardless of their circumstances. Teachers will continue to attend professional development on this topic and choose a curriculum that will address the social and emotional growth of our students.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Vaughn Thompson, outside consultant, will present professional development for the entire staff on Engaging the Middle School Mind. This PD will be held Saturday, October 17 and stipends will be paid to staff attending.	10/19/15	10/20/15	Claire Dearing	X		Agenda and sign in sheets in binder available in facilitator's room.
A curriculum will be chosen for the	12/18/15	11/06/15	Claire Dearing	X		The curriculum, Overcoming

6th period Advisory classes that will address Social and Emotional Learning (SEL) for middle school students. These classes are held twice per week.						Obstacles Life Skills Education, was chosen for Advisory classes. A copy is available in the facilitator's room.
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PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

If yes, what support have you received from the district? There is a weekly meeting to discuss with Mr. Bowles, the deputy superintendent, in order to monitor progress in the areas of teacher and student attendance, behavior, out of school suspensions and in-school suspensions, classroom walkthroughs, and formal observations. The district has provided professional development with the New Standards and Common Core Implementation. This PD was provided for the administrative team and the teachers. Staff received training with the Common Core shifts conceptual, procedural, application, and assessment of standards. There was also PD provided by the district for RBT (Research for Better Teaching). On-going research based teaching strategies are introduced, discussed, and practiced in order to engage students and obtain mastery. Content based professional development was provided by the district for each content area: math, literacy, social studies, and science.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts) Our school has modified our schedule in order to have an intervention period within the school day. Intervention is the last period of the day. Emphasis is placed on literacy and math skills that have not been mastered from Interim Assessments. During the Winter Break, a Winter Break Packet was provided to each student in order to provide students with ongoing practice of skills in math, literacy, social studies, and science. Students will receive a grade for completion upon returning from their Winter Break.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? We have utilized a consultant, Vaughn Thompson, to assist with RTI planning and implementation. He has also established a House Advisory component that includes a character education curriculum and non-bullying campaign. District support has been provided in social studies from the Sanders Group, for integrated literacy lesson planning. In science, Linda Kellim and Nancy Horner assisted with aligning the instructional practices, pre and post-test of common assessments, labs, and additional resources with the new science standards and the Next Generation Science Standards. In math, Vanna O'Conner provides ongoing support for the math teachers. She facilitates teachers designing and implementing action plans that address un-mastered skills from the ANet Assessments. Teachers also identify distractors that students have chosen and design re-teaching plans that assist students with recognizing why they chose the incorrect answer and strategies for choosing the correct choices. There is also assistance with math vocabulary and ensuring that teachers are teaching the ENTIRE standard with RIGOR. The Internal SIS provides ongoing instructional coaching, feedback, planning, and has

obtained outside resources for teacher materials, labs, funding for field trips, and instructional resources.

What are the barriers, if any, in improving student outcomes? Barriers are student mindsets which are being addressed in our House Advisory Period. As a staff, we are emphasizing effective effort from students and providing immediate feedback for students. Behavior is a barrier. In order to address this, high expectations are promoted during Town Hall Meetings and within the classroom. We have also increased student incentives and celebrations in order to reduce behavior discipline referrals, suspensions, in school suspension, and other negative consequences. In addition, outside speakers have been invited and led assemblies and motivational talks in order to promote positive behavior. A “Shout Out” board has been designed in the front foyer to list students names and actions in order to spotlight students making positive choices and doing good deeds.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? The leadership team meets weekly in order to discuss math, reading and writing progress and challenges. Data is retrieved during content PLC Meetings. Data is also analyzed and discussed from the Quarterly Interim Assessments. Expeditionary Learning is utilized for tracking writing progress. In reading, novel studies have been incorporated to integrate grammar, comprehension, vocabulary, and fluency. How are you responding to the results? We are responding in math by partnering with the junior high school and using their math facilitator, Ollie Golatt, on Monday’s to assist with instructional planning, implementation, and assessments during our math content PLC Meeting.

How are you monitoring the progress in the area of science? Weekly PLC’s have been established in order to ensure that science teachers are teaching to the standards. Science teachers are expected to submit pre and post-test every three weeks that address and are aligned to the science curriculum. Outside consultants have been obtained in order to establish a pacing guide for the year. Labs and literacy have been incorporated in the lesson plans.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? After reviewing the minutes, the most meaningful decisions and actions made by the School Leadership Team is having Vaughn Thompson come in and assist in establishing a high culture of learning, an RTI Plan, and the House Advisory (character education) components. With Lincoln being in Priority Status, there is a sense of urgency with no time to waste with unsuccessful strategies.

If anything, what do you intend to change or modify for the next quarter? For the next quarter, I intend to modify the lesson plan. I will change the number of required essential questions to one. I will increase the number of text dependent questions to be included in the lesson plan. This modification will ensure that teachers are exposing students to consistent rigorous common core implementation. Also the questions will be pre-planned and included in the lesson planning. This will reduce “off the cuff” low level questioning.



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3 rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	176	178			35	1	2	1			1	4		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by Renaissance STAR Reading Summary Data Report Oct 8, 2015		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1 st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	0%	30%			See comments below				58%			

Comments/ Clarifications: At this time we have no data to use to determine number of students 2 or more years below grade placement in Math. We have 2014 Benchmark data, but this data was when our current 6th grade students were in 4th grade. We plan to purchase licensing for Renaissance Math in order to have a common measurement tool for Literacy and Math. Requisition funding will be provided through the 1003a Supplemental Grant for Turnaround Strategies. Licensing will be purchased immediately upon approval and we will begin the monitoring process with students.

2nd Quarter: We had 3 of our 10 core teachers absent 5 days this quarter. Of these 15 total days, 2 were School Business and the remainder were for sickness.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	25	176	82				159	161	NA	NA	320	166	52%			
6		178		37			149	149	149	151	598	245		41%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Pre-assessments are presently in place. Protocols and PD have been set in order to ensure that post-assessments are also conducted and analyzed in order to be informed of student mastery and areas of non-mastery. These post assessments will be conducted after 3 weeks of instruction. ANet and ACT resources will be utilized for model test questioning and format.

ELA DATA by Quarter for Grades 3-10

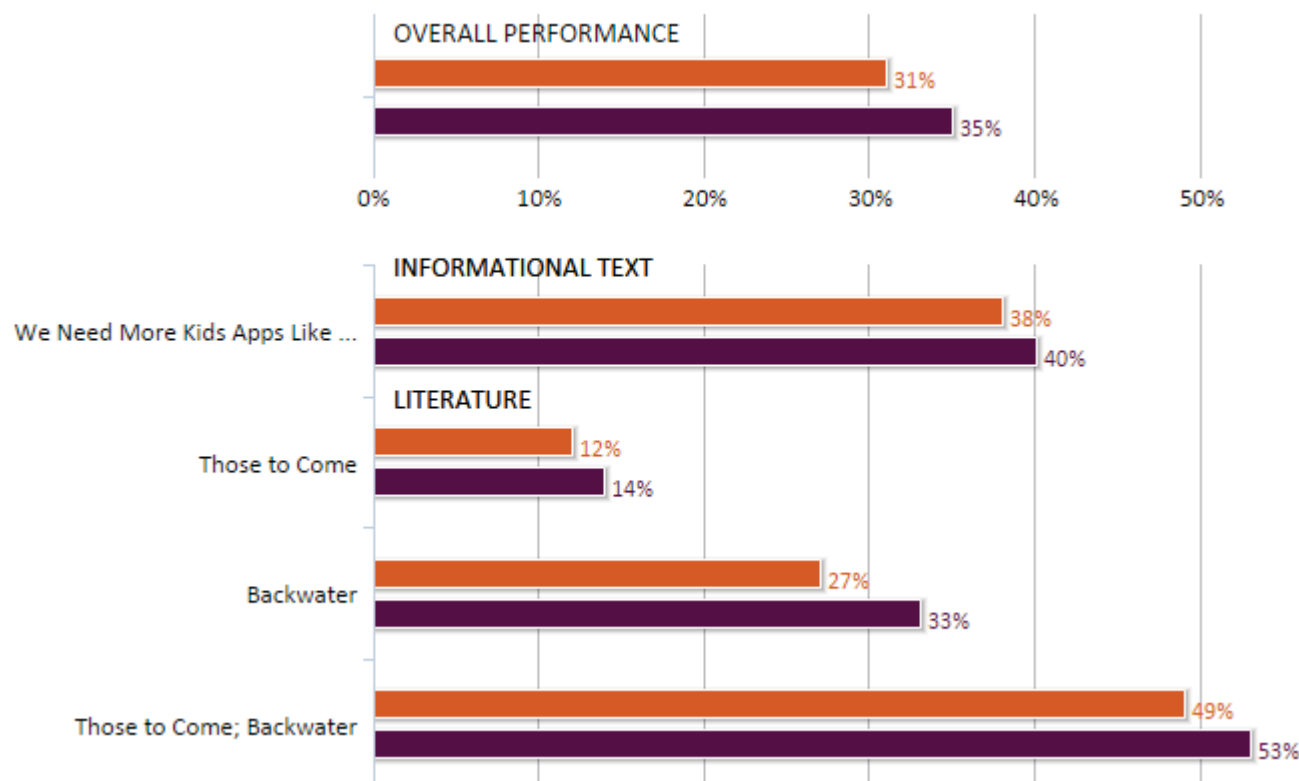
Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	39	176	16				156	153	NA	NA	309	71	23%			
6		178		37			160	155	158	NA	473	213		45%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Individual and group conversations have taken place with the ELA teachers. We have discussed the concern over the increase in D's and F's and the steps that can be taken in both the regular classroom and Mastery Learning (RTI) in order to increase mastery and therefore decrease this number in the 3rd quarter.

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

Literacy ANet Interim 2 Data

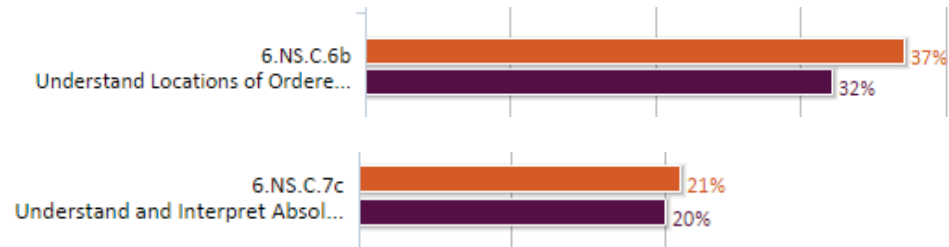
This data reveals our scores compared to 105 schools in the Network. We are 2% points below the Network average in Informational Text and in one of the Literature passages. We are within 4% points of the Network on answering questions that compare 2 Literature passages.



Math ANet Interim 2 Data

This data reveals our scores compared to 77 schools in the Network. Areas to celebrate were:

6.NS.C. 6b Understand Locations of Ordered Pairs where we were 5% points above the Network average, and
6.NS.C.7c Understand and Interpret Absolute Values where we were 1% point above the Network average.





DISTRICT: FORT SMITH PUBLIC SCHOOLS
SCHOOL: BELLE POINT ALTERNATIVE
STATUS: PRIORITY
SITE-BASED SIS: DR. KELLIE COHEN
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JOHN HARRIS

SUPERINTENDENT: DR. BENNY GOODEN
PRINCIPAL: MARIA ARNOLD

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

2nd QUARTER

2015-2016 School Year

10/02/2015

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Aligning classroom observation with evaluation criteria and professional development (IF02, IF06, IF11)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06). The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02).</p> <p>Putting all these pieces together depends upon first instituting standard practices and procedures that:</p> <ol style="list-style-type: none"> 1. Link the improvement plan to subsequent activities, such as professional development 2. Maintain records of participation in trainings 3. Gather participant evaluations of trainings 4. Cite minutes from Instructional Team meetings show that teams carried the training into their discussions and plans 5. Gather information from individual teachers on changed practices 6. Determine the effectiveness of the changed practices 7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

IF02: Task: *Leadership will analyze teacher performance and student deficits to guide professional development.*

- *Principal and Assistant Principal conduct weekly observations to collect data in order to report out to leadership team. The leadership team has revised the Classroom Walkthrough Form to be used as a data collection tool. The revisions made to the form will assist the leadership team in collecting trend data for the following:*
 - *Marzano's High Yield Instructional Strategies*
 - *Technology Initiatives*
 - *Levels of Student Engagement*
 - *Positive Learning Environment*
 - *Questioning Processes*
 - *Bell to bell Instructional Practices*
 - *Webb's Depth of Knowledge*
 - *Best practices for Improving Instruction*
 - *Schoolwide Focus for Improving Instruction*
- *The leadership team plans guided collaborations twice a week, and offers professional learning community meetings once a week.*
- *Principal and Assistant principal also meet with teachers to provide feedback and survey individual teachers to determine priority areas of growth*
- *Leadership team frequently surveys staff about job-embedded professional development that is currently being offered.*

Task Rationale: *Professional development increases student achievement in a number of ways:*

- *In Literacy PD, Accelerated Reader PD is provided which produces an increase in literacy proficiency based on a higher number of student participation in reading grade-level literature, as well as an increase in Accelerated Reader test scores.*
- *In math PD, the workshops offered guides teachers in using manipulatives in geometry and algebra which produced an increase in levels of student engagement in the math classroom. Additionally Problem-based learning PD has been provided to all math*

teachers which has resulted in an opportunity for teachers to gain an hands-on experience with the future New Tech initiative.

- *100% of teachers have implemented a Google Classroom, a web-based format that allow teachers to spend a greater amount of time working one on one with struggling students while still addressing the class through on-line educational videos, enrichment activities for students who have mastered the day's lesson, and extra practice for students who need extra time to work on the same day's lesson. PD has been offered to all teachers once a week to guide them in the implementation of this blended classroom approach that allows all students (with varied academic abilities), but who exist in the same classroom meet their full potential.*

IF06: Task: *Principal and Assistant Principal meet with individual teachers to develop Professional Growth Plans(PGP) on a quarterly basis.*

- *Teacher/Staff PGP goals are developed based on a teacher self assessment on BloomBoard, summative rating of the TESS evaluations from the previous year, current formal classroom observations, and areas of need as determined by observations according to TESS Domains and Components.*
- *The leadership team developed one school-wide professional growth goal that all teachers and staff adopted, and individual teachers created one individual PGP goal with the assistance and feedback of the principal and assistant principal.*
- *Our school-wide PGP goal is ALWAYS attached to our Boys Town Behavior Modification system, which encourages teachers to offer praise to students for productive behaviors four times more often than they reprimand less productive behavior.*
- *Data is collected from weekly classroom walk-throughs with a focus on each teacher's school-wide and individual PGP goal.*

Task Rationale: *Setting school-wide, in addition to individual PGP goals has resulting in:*

- *A decrease in student referrals during the first and second quarter.*

IF11: Task: *Leadership Team provides on-going job-embedded, school-wide professional development on growth areas as determined by teacher Professional Growth Plans.*

- *Principal provides Professional Development sessions which include: High-yield school-wide initiatives, State mandates on testing requirements, School Improvement Plan, Suicide Prevention, Interim Measurable Objective, School Culture, Vision and Mission, etc.*
- *Assistant Principal provides Professional Development sessions weekly that are differentiated for our school-wide behavior modification system. Teachers receive tailored sessions according to which part of the system needs "re-calibration."*

Sessions/recalibrations are determined based on classroom observations and discipline data.

- *Belle Point Facilitators provide Professional Development twice a week. These guided collaboration workshops are varied according to teacher needs and teachers are given a variety of options every week:*
 - *TALK SMAC" (school management accountability conversations) course, Project-based learning, Problem-based learning, Accelerated Reader, Math Manipulatives, Digital Classroom, Technology Integration, Math and Literacy iXL, School-wide Book studies, Google Applications, Chromebook Implementation, Digital Resources, and more.*
- *Teacher Leaders provide professional development based on their desire to share first-hand, personal, and positive strategies they are using in their own classrooms that are producing successful results. These PDs have included strategies to improve PBL instructions, Google Classroom applications that support effective use of formative assessments, Webquests for a student resources.*

Task Rationale: *The effectiveness of our efforts are measured by:*

- *on-line surveys where 100% of teachers surveyed rated the workshop useful*
- *analysis of how teachers are using PD topics to improve instruction 100% of teachers have implemented Google Classroom*
- *positive feedback and overall attendance to optional PD sessions.*

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IF02: The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development.	1/15/2016		Maria Arnold			<ul style="list-style-type: none"> ➤ Leadership Team Weekly Standing Agenda Item/Minutes ➤ Classroom Observation Notes ➤ MyLearningPlan Survey Results

2. IF06: Teachers will be required to make individual professional development plans based on classroom observations.	1/15/2016		Maria Arnold			<ul style="list-style-type: none"> ➤ PGP meeting notes ➤ Teachers' PGP Goals on Bloomboard ➤ Classroom Quarterly Observation Notes
3. IF11: The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development.	1/15/2016		Whole Staff			<ul style="list-style-type: none"> ➤ Staff Meeting Agendas/Sign-ins ➤ Guided Collaboration Agendas/Sign-ins ➤ Professional Development Calendar ➤ Professional Development Surveys

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

IID02- The schools administers interim assessments at least three times a year to all students (results are reviewed and drive instructional support and differentiate assignments and student levels of proficiency.

IID06- The Leadership Team sets annual goals for student learning outcomes (based on learning data). The goal needs to be reasonably rigorous. Whole school, grade levels, subject areas, and student subgroups.

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional TEams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IIDO6).

Current reality of effective practice (Assess where we are):

IID02: Task: *The school tests each student more than three times each year to determine progress. (*Full Implementation)*

- *Student take the TABE, San Diego, and Compass test upon entering Belle Point and exiting Belle Point.*
- *Students take pre/post test in English and math classes each unit of study*

Task Rationale: *Testing student at continuous intervals throughout the year results in:*

- *a stronger teacher awareness of student deficits in a given unit of study*
- *a guide to inform math and literacy interventionists' priority needs of students*
- *a greater understanding of students' academic level upon entering Belle Point*
- *an understanding of their growth in a given school year*

IID06: Task: *Learning goals are set for literacy and math using a number of data streams:*

- *Learning Goals for Literacy:*
 - *TABE pre/post tests (given each semester)*
 - *STAR quarterly assessment for progress monitoring*
 - *San Diego Word Recognition pre/post (given each semester)*
- *Learning goals for math:*
 - *TABE pre/post tests (given each semester)*
 - *STAR quarterly assessment for progress monitoring*

- *Compass Learning diagnostic (set instructional path)*

Task Rationale: *The goals set for literacy and math is to improve all non-highly mobile students a minimum of one grade-level per school year.*

- *keep the staff focused on student achievement and academic growth*
- *help facilitators measure the effectiveness of our intervention strategies*
- *help teachers measure the effectiveness of their instruction*
- *analysis of combined scored determine individual student's academic path*

Quarterly Objective:

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IID02: The school test every student at least three times a year to determine progress towards standards-based objectives	1/15/16		Susan Holder and Chadwick Dixon			<ul style="list-style-type: none"> ➤ TABE tests alignment to Common Core State Standards ➤ Exams given and Scores from exams
IID06: Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.	1/15/2016		Leadership Team			<ul style="list-style-type: none"> ➤ Literacy scores ➤ Math scores

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE
ADE Recommendation:
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom.

Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

IIIC10 Task: All teachers reinforce classroom rules and procedures by positively teaching them.

- Classroom management is an agenda item and topic of conversation at leadership team meetings.
- 100% of staff have been trained in the Boys Town Specialized Classroom Management Model to use for classroom management. ALL certified staff use the SCM model for their classroom management model
- Leadership made a decision to indicate the time of student referral next to the date as well as the time of the student's release back to class in order to decrease time out of class due to discipline referrals

Task Rationale: Leadership team monitored and evaluated the data collection system that was currently in place to measure the time each student spent out of class and determined the need for a more sustainable data collection system.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IIIC10: All teachers reinforce classroom rules and procedures by positively teaching them	1/15/16		Michelle Shumate			<ul style="list-style-type: none">➤ 100% of staff participated in Boys Town training➤ Completed office referrals based on The Boys Town System➤ Posters

						<ul style="list-style-type: none"> ➤ PGPs in BloomBoard ➤ Summative evaluations ➤ Boys Town Skill of the week
IIIC10: 100% of staff have been trained in the Boys Town Specialized Classroom Management Model to use for classroom management. ALL certified staff use the SCM model for their classroom management model	1/15/16		Michelle Shumate			<ul style="list-style-type: none"> ➤ Boys Town Training Agenda/Sign ins ➤ Classroom Observations ➤ Classroom Walk Through Form
IIIC10: Teachers will indicate the time of student referral next to the date as well as the time of the student's release back to class in order to create data so we can effectively determine students' time out of class due to discipline referrals for the third quarter	1/15/16		Michelle Shumate			<ul style="list-style-type: none"> ➤ Office Referral Form

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents

can work together to help students achieve the state's standards.

Current reality of effective practice (Assess where we are):

IVA01 TASK: The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)

- The leadership team decided to participate in five community events and parent engagement meetings in the second quarter of school:
 - Christmas Auction
 - Quilt for Chemo
 - Turkeys for Thanksgiving
 - Pizza for PARCC
 - Euper Lane "Read to Kids" Project

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IVA01 Title 1 Compact	10/22/2015	10/22/2015	Susan Holder			100% of parents signed School Parent Community Compact
2. IVA01 Review Compact & monitor responsibilities during second quarter	10/22/2015	10/22/2015	Susan Holder			
3.	1/15/16					

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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Recommendation:
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates
<p>Current reality of effective practice (Assess where we are):</p> <p>VA01 The school will provide all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. Students will take a career interest inventory each year during the Spring Semester Staff will offer FLEX courses on interviewing skills, oral and written communication for professional work once a semester Students will be provided the opportunity to participate in a mentorship program, and will work with a mentor at least once a month on social skills that will develop their professional resume, as well as their personal interactions with peers.</p>

Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. VA01	10/22/2015	10/22/2015	Kathryn Miller	X		FLEX Schedule reflecting college & career ready options
2.	00/00/00	00/00/00				
3.	00/00/00	00/00/00				



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (Please circle)
 If yes, what support have you received from the district?

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (**Priority**). (Do not include general school wide efforts.)
 Priority: Our school is utilizing specific interventions to improve outcomes for students basic and below basic. Specifically, our school hired a new Math Interventionist/Instructional Facilitator to complement the already existing Literacy Interventionist/Instructional Facilitator in offering small group or one-on-one remediation for students who are basic or below basic. Math and Literacy Interventionists work to develop an Academic Improvement Plan (AIP) for students who meet criteria for remediation. Criteria is based off of multiple modes of data collection and streams (TABE, STAR, AR, Math iXL, DRA, San Diego, BASI, & Math Saxton Placement). Once a student has been identified, the math and literacy facilitators develop a schedule for student remediation. Based on need, students may receive weekly, or even (at best) daily remediation. Students are remediated

during FLEX block, allowing them to receive an elective credit, and also ensuring that students do not miss their core credited courses.

During remediation, students:

Math and Literacy Interventions are planned according to the individual student needs. Interventions consist of working on classwork that students need help on and working on specific skills that the students need to master. Students also work in small groups to learn to collaborate together. Individual plans are created to scaffold learning and move students forward at individual paces. Improvement is measured by formative and quarterly assessments.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

We do not have an external provider.

Internal SIS: John Harris has provided supports with our IMOs, AMOs, Quarterly Reports, Indistar training, & updates from ADE

ADE SIS Team: Dr. Kellie Cohen has attended a leadership meeting (1/7/16) from 9:30-10:30am. Agenda items that were discussed include our 45 day report, IMO progress, and pre/post testing. IID02 & IID06 were indicators that were discussed in length, as the school leadership team voiced concern over which sets of data to look at specifically. Concern about ACT Aspire scores not being released in time for the last quarterly report, and pre/post testing. Dr. Cohen supports Belle Point in understanding our barriers and concern about these specific indicators. Internal SIS providers Kim Brown and Lucia Turner have provided professional development to the staff during this quarter. Specific PD that was requested by the staff through a survey included ACT Aspire PD. Additional PD that was requested by staff will hopefully occur this quarter during Guided Collaboration or PLC Wednesdays.

What are the barriers, if any, in improving student outcomes?

The building leadership team has identified the following areas as concerns/barriers:

Students who demonstrate a lack of interest in receiving one-on-one interventions when being pulled from the classroom is a concern.

Student discipline and behavior is always a concern (office referrals, in-school & out-of-school suspensions).

Truancy decreases the effectiveness of intervention efforts on a daily basis.

Differentiating interventions to address deficiencies in student grade level competencies are difficult because frequent administrative tasks detract from student intervention time.

Students are reading way below grade level (74% of all students grades 7-12 are reading three or more grade levels below)

High mobility & disruptions in enrollment producing learning gaps: students are continually enrolling, unenrolling, coming and going from JDC, residential facilities, homelessness, runaways, etc.

Students who are referred to Belle Point are very often so far behind:

- Grades (students enroll toward the end of a nine weeks or semester and have failing grades, too low to recover produces an “It doesn’t matter anyways” mentality)
- Credits (students may enroll who are 17 and only have 3 or 4 credits when it takes 23 to graduate)
- Knowledge of Content (students enroll with large gaps in learning or lack of basic foundational skills)

How is your leadership team monitoring student progress in the skill area of science?

We are in the early stages of monitoring student progress in the area of science. Because math & literacy have been a priority, science monitoring has been secondary. There is a push this year in combining math and science for STEM and STEM wars.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team is monitoring student progress in math by: Pre and Post TABE and BASI testing and will be using STAR Math for quarterly testing beginning in January.

The leadership team is monitoring student progress in reading and writing by: Pre and Post testing on TABE, BASI and San Diego assessments and quarterly assessment using STAR Reading. Writing progress is monitored throughout the school year by completing Constructed Responses using multiple sources.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

1. Schoolwide Initiatives & Data Collection: Our leadership team revised the current data collection tool to reflect our shift in focus. We are looking through the lens of “Webb’s Depth of Knowledge” instead of Bloom’s Taxonomy and we are also shifting into a more digitally diverse school. Teachers have created Google Classrooms and staff has been given extensive opportunities for professional growth in this area.
2. Pre/Post testing: Many of the leadership team meeting agenda items related to pre/post testing this quarter.
3. Time out of class due to discipline: During leadership meeting, it was decided to document specifically and individually how

much time each student spends on referral.

If anything, what do you intend to change or modify for the next quarter?

I will conduct more walkthroughs using the new data collection tool and disseminate the information to staff more frequently. I will also begin placing Leadership meeting agenda and minutes on the new Belle Point staff help desk website, made available to all staff.



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT 2nd QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	3	3			0	0	0	1			1	0		
8	7	5			0	2	2	3			1	0		
9	14	13			0	2	3	5			0	2		
10	31	27			5	6	11	9			7	4		
11	15	15			5	2	5	3			1	2		
12	11	11			2	1	3	2			2	4		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by TABE, STAR, SAN DIEGO_OCTOBER_____/_____(Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7	.09%	.09%					1				0	
8							5				4	
9							7				8	
10							17				22	
11							9				11	
12							10				7	

Comments/ Clarifications:

*1st Quarter: One Core Teacher out of eleven was absent due to long-term maternity leave

2nd Quarter: One Core Teacher out of eleven was absent due to long-term maternity leave

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	2	2	2	1			1	1			2	2		100		
8	3	8	6	6			7	8			15	8		53		
9	3	12	3	5			8				8	8		100		
10	18	30	14	17			25				25	23		92		
11							9				9	9		100		
12							5				5	5		100		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The percentage of students that scored a D or F on any unit tests in Math is shown above but this does not reflect the number of students that raised their scores from the pre to the post test. The percentage of students that scored a D or F on a post test but had raised their score from pre to post were as follows: 50% of

those tested showed improvement, 100% of the 8th graders improved their scores, 72% of the 9th graders improved their scores, 70% of the 10th graders improved their scores.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10[illegible]

<i>Example</i>	100	90	95	N/A	285	57	20%			
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Comments/ Clarifications:

The percentage of students that scored a D or F on any unit tests in ELA is shown above but this does not reflect the number of students that raised their scores from the pre to the post test. The percentage of students that scored a D or F on a post test but had raised their score from pre to post were as follows: 33% of the 8th graders improved their scores, 67% of the 9th graders improved their scores, 83% of the 10th graders improved their scores, 67% of the 11th graders improved their scores, and 100% of the 12th graders that made a D or F on a post test had improved their scores from pre to posttest.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Literacy: Of the students enrolled at Belle Point from August 2014-August 2015, 69% showed an improvement in literacy scores from the Pre-TABE exam.

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DISTRICT: FORT SMITH PUBLIC SCHOOLS
SCHOOL: TRUSTY ELEMENTARY SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: DR. KELLIE COHEN
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JOHN HARRIS

SUPERINTENDENT: DR. BENNY GOODEN
PRINCIPAL: DR. SHANTELE EDWARDS

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

2nd QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)
Description of full implementation of the Effective Practice and/or Recommendation: Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11) The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06). The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that: <ol style="list-style-type: none"> 1. Link the improvement plan to subsequent activities, such as professional development 2. Maintain records of participation in trainings 3. Gather participant evaluations of trainings 4. Cite minutes from Instructional Team meetings show that teams carried the training into their discussions and plans 5. Gather information from individual teachers on changed practices 6. Determine the effectiveness of the changed practices 7. Determine improvements in student learning that might result from particular changes in practice.
Current reality of effective practice (Assess where we are): Trusty administration completed an Initiative Checklist during the 2014-2015 CWT's. Data was gathered and presented to the staff. The staff chose the PGP for the current year. The administration completes Initiative Checklists at this time to gather data for the upcoming school year. The Trusty staff choose an individual goal for their PGP. This goal was discussed with the principal before during TESS discussions.
Quarterly Objective: The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02).						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Align PD with student performance needs.	1/15/2016	1/15/2016	Dr. Edwards LHSIS			Data from observations (principal and internal SIS), instructional team meetings/minutes, student performance data, documented PD from data results. Student Council input meeting
Instructional Team uses student learning data to assist improvement for student learning.	1/15/2016	1/15/2016	Instructional Team Members LHSIS			Pre-Post assessment data, Intervention support data, STAR Reading & Math, ECAR data, DRA Scores
Teacher PGPs use recent student data as a source for setting/amending goals.	1/15/2016	1/15/2016	Dr. Edwards			Lesson Plan; Observation; teacher Group-Individual consultations and student performance data; TESS; E-Mail. Grade Level meeting with agendas. PD focused on areas of improvement through Facilitators.

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The 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 and includes pre-/post tests administered at two to three week intervals. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit. The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.</p>
Current reality of effective practice (Assess where we are): <p>The Instructional Teams have developed instructional units under the guidance of the District Internal Provider guidance based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at the beginning and ending of each unit. Common assessments are given on sections of the Math and Literacy units to determine intervention needs and grouping for “Stripes time” (Interventions times are set up with Advanced/Proficient/Basic & Below Basic Students). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit. The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.</p>
Quarterly Objective: The 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 and includes pre-/post tests administered at two to three week intervals. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit. The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit. The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the

curriculum.						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Teachers will prepare unit lessons that are aligned with pre-post assessments and use student data to provide differentiated classroom instruction and inform intervention support as needed.	01/15/2015	01/15/2015	Leadership Team LHSIS			Leadership Team Meetings and Reports. Lesson Plans, Pre/Post Student Data used to implement intervention for student improvement.
The school has scheduled formative and interim student assessments that provide accurate data that connects student performance to curriculum and instructional needs.	01/15/2015	01/15/2015	Dr. Edwards Instructional Teams. LHSIS			Realigned goals, pre/post assessments, Instructional Team meetings, observations in the classrooms

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE
ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

The faculty and staff develop a discipline management plan with monitoring/feedback through Clip Up/Clip Down and DoJo, which is a computer reward system that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations.

Quarterly Objective: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The school will incorporate a Wellness Team including School Based Mental Health to address student needs that include discipline and safety of students.	1/15/2016	1/15/2016	Melissa Bridges Teachers			Agenda Minutes
Student referrals will be reviewed at every Leadership Team meeting.	1/15/2016	1/15/2016	Leadership Team			Standing agenda item
The Leadership Team will collaborate with ARCBest Mentoring program to address social needs of high needs 5 th /6 th grade students.	1/15/2016	1/15/2016	Dr. Edwards Leadership Team			Bi-monthly meetings

ADE Recommendation:						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Quarterly Objective: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Parent Involvement will be a standing agenda item for the Leadership Team meetings.	1/15/2016	1/15/2016	Leadership Team			Leadership Team Agendas.
Report cards will be signed and returned at 100%.	1/15/2016	1/15/2016	Dr. Edwards			Parent Teacher sign in sheets.
4.5 progress reports will be returned at 100%.	1/15/2016	1/15/2016	Dr. Edwards			Signed progress reports.
Trusty will increase PTA membership for the 2015-2016 school year.	1/15/2016	1/15/2016	Liz Kaylor			Increased membership number then the previous year.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): Trusty is planning a Career day in the 4 th Quarter. Planning for this day is underway.						
Quarterly Objective: The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Trusty will have a Career Day during the 4 th Quarter.	1/15/2016	1/15/2016	Melissa Bridges			List of professionals speaking at Career Day.



<p>Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (<i>Please circle</i>)</p> <p>If yes, what support have you received from the district?</p> <p>Yes. The District Leadership team meet with the Local SIS and the District Leadership Team to visit the school needs in progress. That meeting has been held. Artifacts are being disaggregated. The building team is competing the 45 day plan for the ADE/SIS.</p>
<p>Please describe the interventions your school is utilizing <u>specific</u> to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) Interventionist assigned to below basic students in Math and Literacy. Grouped for daily interventions based on performance.</p>
<p>What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?</p> <p>Internal SIS to do observations this week and review artifacts. ADE/SIS providing guidance and assistance reviewing data and ACSIP planning.</p>
<p>What are the barriers, if any, in improving student outcomes?</p> <p>Generational poverty continues to be a barrier. Several new students this year with many behind grade level and mental health needs. In addition, mobility has been an issue this year.</p>
<p>How is your leadership team monitoring student progress in the skill area of science?</p> <p>We have an Instructional Facilitator that is assisting in STEM implementation. Teachers have attended two Professional Development sessions this quarter on STEM and more is scheduled.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <p>We are giving pre/tests, common assessments, and post/tests. We are reconfiguring our intervention groups on this data.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?</p> <p>Deciding to implement STRIPES time, pre-/post-tests, common assessments and extra Instructional Team collaboration time every three weeks for grade bands.</p>
<p>If anything, what do you intend to change or modify for the next quarter?</p> <p>A quicker response to data on incoming students. We are going to look at the rigor of pre-test, post-tests, and interventions to make sure that they are at the appropriate rigor. We found a mismatch between the rigor on pre-tests and the rigor on post-tests, specifically in Mathematics at some grade levels, resulting in inaccurate growth from pre-test to post-test. (Some students did better on the pre-test due to rigor being more difficult on the post-test.</p>

SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	60	60			4	N/A (26)	0	0			1	0		
1 st	50	49			6	31	0	0			1	0		
2 nd	50	48			8	20	1	1			2	0		
3 rd	50	48			7	24	1	0			2	2		
4 th	51	50			8	20	0	0			0	0		
5 th	28	28			1	24	0	0			0	0		
6 th	45	45			7	25	1	1			1	0		

Comments/ Clarifications:

Kindergarten numbers were added during second quarter, since Kindergarteners are not identified before October 1.

SWD numbers vary for 2nd quarter, mostly due to mobility. These numbers are as follows: K-4; 1st -6; 2nd -9; 3rd -6; 4th -4; 5th -1; 6th -7

ELL numbers vary for 2nd quarter, mostly due to mobility. These numbers are as follows: K-26; 1st -29; 2nd -19; 3rd -22; 4th -21; 5th -23; 6th -25

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>STARMATH</u> - / <u>September</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>STAR READING-</u> / <u>September</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	1			N/A	N/A			N/A	N/A		
1 st	0	0			N/A	N/A			N/A	N/A		
2 nd	0	1			N/A	N/A			N/A	N/A		
3 rd	0	0			0				1			
4 th	0	1			4				12			
5 th	0	0			4				3			
6 th	2	0			13				21			
SPED	1	1										

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1 st	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 nd	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3 rd	4	48	7	8			47	44			44	18	51%	41%		
4 th	2	50	6	10			50	50			50	11	52%	22%		
5 th	1	28	13	4			28	28*2			56	30	68%	54%		
6 th	20	45	24	9			44	44*2			88	64	76%	73%		

Comments/ Clarifications:

For the 2nd Quarter, grades 5 and 6 had 2 end of Unit tests. Of students who made a D or an F, some students increased their scores by 50% or more: 3rd- 1 student; 4th- 2 students; 5th- 7 students; 6th- 6 students. Below is a chart showing students, in the various categories, and their documented growth using the STAR Math assessment:

GRADE	# 1 year below	% making expected growth or more	#2 years below	% making expected growth or more	# 3 years below	% making expected growth or more
3 rd	9	38% (1 no base data)	1	? (1 no base data)	0	N/A
4 th	3	100% (2 no base data)	0	N/A	2	0%
5 th	4	75%	1	100%	0	N/A
6 th	9	89%	7	43%	0	N/A

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1 st	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 nd	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3 rd	7	48	1	7			49				48		37%			
4 th	4	50	3	8			50				50		58%			
5 th	8	28	14	6			28				28		46%			
6 th	6	45	12	6			43				45		51%			

Comments/ Clarifications:

Below is a chart showing students, in the various categories, and their documented growth using the STAR Reading assessment:

GRADE	# 1 year below	% making expected growth or more	#2 years below	% making expected growth or more	# 3 years below	% making expected growth or more
3 rd	12	38% (3 no base data)	7	0%	0	N/A
4 th	18	59% (1 no base data)	5	40%	0	N/A
5 th	5	60%	7	29%	7	14%
6 th	9	33%	8	63%	12	58%

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

In addition to STAR Reading data, the Developmental Reading Assessments have shown the following results:

Grade Level	# of students ON or ABOVE grade level BEGIN to MID	# of students within 1 year below grade level BEGIN to MID	# of students within 2 years below grade level BEGIN to MID	# of students more than 2 years below grade level BEGIN to MID
3 rd	21 to 25	10 to 7	10 to 10	0 to 0
4 th	21 to 31	18 to 12	4 to 0	2 to 2
5 th	14 to 19	6 to 5	5 to 3	2 to 0
6 th	18 to 31	13 to 6	5 to 0	7 to 6



DISTRICT: HELENA WEST HELENA
SCHOOL: CENTRAL HIGH
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: NONE

SUPERINTENDENT: JOHN HOY
PRINCIPAL: EARNEST SIMPSON III

EXTERNAL PROVIDER: FETTERMAN & ASSOCIATES
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN, MISTY PITMAN, & BRANDON MORRISON

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:**

School leadership should provide time for content area instructional teams to collaboratively plan units of instruction that include (classroom) pre and post unit assessments to ensure vertical and horizontal alignment of curriculum, assessments, and instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout a school year.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the instructional team members (teachers) of plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The instructional team reviews the results of the pre-and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The instructional team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teachers currently create teacher made diagnostic assessments to determine the strengths and weaknesses of the students during the first two weeks of school. Teachers give assessments at their own discretion throughout the nine weeks. The Learning Institute (TLI) assessments in English, Math, and Science, which are broken into 4 module assessments in English and Math; Science has 6 module assessment are given at the end of each nine weeks.

Quarterly Objective: Teachers will assess and monitor student mastery.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers will administer pre-tests, mid-test, post tests to all students in the grade level and subject covered by the unit of instruction. (IIB02)	8/19/15	12/18/15	Teachers, School Improvement Specialist	x		Copies of pre, mid, and post assessments for core areas.
2. Teachers will use the data to determine re-teaching strategies and/or lessons. (IIB04)	8/19/15	12/18/15	Teachers, Department Heads, School Improvement Specialist	x		Copies of lesson plans that show re-teaching/remediation of skills not yet mastered at the mid nine week assessment.

IMO Area 1 : Change in Teacher and Leader Practice

ADE Recommendation:

Content area instructional teams should regularly analyze various student achievement data sets (state mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.

Effective Practice within Category:

Assessing student learning frequently with standards-based assessments. (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02).

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).

Current reality of effective practice (Assess where we are): We use The Learning Institute (TLI) assessments for the core subjects. Math and English have 4 modules that are tested and Science has 6 modules that are tested.

Quarterly Objective: All teachers give TLI Module assessments according to assessment schedule.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Math Classes completed the 2nd TLI Module	12/18/15	01/08/16	R. Rotundo	x		TLI Results
2. English Classes completed the 2nd TLI Module	12/18/15	12/18/15	K. Wade	x		TLI Results
3. Science Classes completed the 3rd TLI Module	12/18/15	12/18/15	C. Graml	x		TLI Results

IMO Area 1 : Change in Teacher and Leader Practice**ADE Recommendation:**

District and school leadership should plan and provide professional development regarding content knowledge and pedagogy to meet individual professional growth needs of new teachers.

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02).

Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings show that teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are): Data is being collected through Classroom Walk-Throughs and informal observations.

Quarterly Objective: The Leadership Team will review and discuss the principal's summary reports of classroom observations twice a month during the leadership team meeting.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The Principal will create a report from the disaggregated data of classroom walk- through(s) and informal observations twice a month.	12/18/15	12/18/15	Earnest Simpson, III	x		Report of classroom walkthrough(s) and informal observations.
The Principal will present the summary report to Leadership Team twice a month.	12/18/15	12/18/15	Earnest Simpson, III	x		Leadership Team Meeting Minutes
Professional Development will be planned based upon discussion of disaggregated data from the principal's summary report of classroom walk-through (s) and Informal Observations.	12/18/15	12/18/15	Earnest Simpson, III	x		Professional Development Sign In and Agendas

IMO Area 3: Student Safety and Discipline						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Lesson plans indicate that teachers explained and reinforced classroom rules and procedures at the beginning of the school year. Rules and procedures are posted in classrooms and teachers refer to them as needed. Classroom Walkthroughs are done and monitor classroom rules and management.						
Quarterly Objective: Teachers remind students of and enforce the Schoolwide Behavior Expectations.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers utilize the Schoolwide Behavior Expectations	12/18/15	12/18/15	Earnest Simpson, III	X		Lesson Plans, Classroom Walkthrough Data, and Classroom Observations

IMO Area 4: Family and Community Engagement**ADE Recommendation:****Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

The Central High School Compact includes the responsibilities that communicate what parents can do to support their students' learning at home. The Compact is on file with the Parent Facilitator.

Quarterly Objective: The CHS Compact will be given to all parents and students during the 1st semester report card night.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Parents will sign the CHS Compact during report card night.	12/18/15	12/18/15	A. Trice	x		Copies of signed CHS Compact with parent signatures.
2. Students will sign the CHS Compact during report card night.	12/18/15	12/18/15	A. Trice	x		Copies of signed CHS Compact with student signatures.

IMO Area 4: Family and Community Engagement**ADE Recommendation:****Effective Practice within Category:**

Opportunity to Learn Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

The Counseling Department in collaboration with the College Advisors meet with each junior and senior to discuss plans for their future, both college and career. The Chamber of Commerce has a program Arkansas Scholars that help 9th graders see what is required to be recognized as an Arkansas Scholar. All high school students are met with to go over their progress towards graduation from high school as we audit their transcripts.

Quarterly Objective: Remind students of graduation requirements and their progress towards them.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The Counselors will meet with all 10-12 grade students to discuss progress towards graduation.	12/18/15	12/18/15	T. Jones, J. Davis	x		Student Sign In
2. The Arkansas Scholar program will meet with all 9th grade students during the 2nd nine weeks to discuss graduation/AR Scholars requirements.	12/18/15	12/18/15	D. Bielemeier	x		Email Communication with Chamber of Commerce



Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (Please circle)
If yes, what support have you received from the district?

- ***The District Leadership Team has conducted Focus Walks in classrooms and provided feedback in order to improve instruction.***
- ***The District Leadership Team approved and arranged classroom management professional development for teachers struggling in that area.***

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

- ***7th and 8th grade Literacy classes have been double blocked for 90 minutes.***
- ***7th and 8th grade students are scheduled for Math remediation in Successmaker Tool Labs for 45 minutes daily.***
- ***Each teacher is required to complete classroom interventions for students who have failed their class during a nine week period.***

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- ***The external provider (Fetterman & Associates) has participated in leadership team meetings to assist in assessing indicators, conducted CWTs, analyzed TLI data during departmental meetings, conducted ACT test preparation sessions to students, and provided instructional coaching to teachers.***
- ***The ADE SIS Team has participated in leadership team meetings to assist in assessing indicators and provided feedback.***
- ***We currently have no internal SIS.***

What are the barriers, if any, in improving student outcomes?

- ***Teacher retention***
- ***Parent involvement***
- ***Student discipline***

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team reviews and analyzes TLI data in math, reading, and writing. Each department plans lessons to address the areas that need improvement.

How are you monitoring the progress in the area of science?

The leadership team will review and analyze TLI data in science. Once the data is analyzed in the TLI portal and available for viewing each department will plan lessons to address the areas that need improvement.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The most meaningful decision made by the School Leadership Team this quarter was to implement the site based professional growth goal of raising rigor of students to increase academic outcomes.

If anything, what do you intend to change or modify for the next quarter?



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	125	100			10	0	3	3			5	7		
8	91	106			14	0	13	4			0	7		
9	113	115			12	0	10	5			4	15		
10	100	102			12	0	0	1			6	11		
11	107	99			7	0	1	0			1	8		
12	108	106			10	0	0	0			3	8		
SS	1	1				0	0	0			0	0		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____/_____(Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7	0	16%					6th Math 28				27	
8	16%	20%					7th Math 22				53	
9	0	0%					8th Math 41				76	
10	20%	25%					Alg 1 36				71	
11	25%	0%					Geom 29				70	
12	43%	0%					Alg 2 61				82	
SS	0	0%										

Comments/ Clarifications: ELA: We currently have STAR testing as a universal screener in the area of Reading.

MATH: Using PARCC Level One as students who are 3 years or more behind in Mathematics

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	21	100	42	22			88				88	43		49%		
8	24	106	34	27			88	93	100		281	165		59%		
9	36	115	20	7			100	94	100		294	72		25%		
10	23	102	47	30			96	99	78		273	257		94%		
11	10	99	15	26			126	127	95		348	130		37%		
12	0	106	28	3			76	75	6		157	133		85%		
SS	0	1		0												
							100	90	95	N/A	285	57	20%			

Example										
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Comments/ Clarifications:

Unit 1 exam reflects the pre-test, Unit 2 exam reflects the mid-test, and Unit 3 exam reflects the post-Test.

The 7th grade teacher is working through the standards in Module 2 at the pace she deems most beneficial for her students. A sizable amount of her students did not have a math teacher for a significant amount of time in 6th grade. As a result, as of 1-11-16, the 7th grade teacher is approaching the midpoint of the standards in module 2. Once she reaches the midpoint, she will assess the students with the mid-test. Due to Ms. Lindsey teaching at the pace of her students, as opposed to the standardized pace set by TLI, 7th grade students failing math decreased from 42 down to 22.

The number of students that took the Unit 3 test is significantly lower for 11th and 12th graders relative to how many of them took Unit 1 and Unit 2 exams, because the 4th year math Teachers gave a Pre-Test and a Post-Test, but were not able to provide a mid-test. Therefore, only two unit exams were given.

The % of Geometry students (10th graders) failing their unit exams in Module 2 is 94%. The questions on the exams were from TLI’s Quiz Builder. Since the tests were compiled at the beginning of the 9 weeks, students were not taught the skills needed in order to be successful on the exam. By the mid-exam and post-exams, there remained many standards in the exam, which was created at the beginning of the 9 weeks, that the Geometry teacher did not have time to teach. However, teacher did see significant improvement from the pre-test to the post-test, even though the scores were still failing.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
											(A)	(B)	(C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	24	100	23	34			89	89	89		267	208		78		
8	11	106	17	11			85	87	87		259	138		53		
9	13	115	16	20			92	78	82		252	217		86		
10	19	102	3	6			83	83	87		253	233		92		
11	11	99	25	27			94	N/A	95		189	181		96		
12	2	106	38	20			76	74	73		223	161		69		
SS	0	1	0	0												
							519	411	513	N/A	1443	1138	20%			

Example										
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Comments/ Clarifications: Students in the 11th grade were not given a Mid-Assessment test. Data was taken from the Pre and Post test assessments.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? Summary of PARCC Results:		
Assessment	Compared to State PARCC Average	Compared to National PARCC Average
Language Arts/Literacy		
English 7	9 points below	15 points below
English 8	13 points below	21 points below
English 9	19 points below	21 points below
English 10	19 points below	19 points below
English 11	11 points below	7 points below
Mathematics		
Grade 7 Math	15 points below	19 points below
Grade 8 Math	24 points below	32 points below
Algebra I	23 points below	24 points below

Geometry	17 points below	19 points below	
Algebra II	23 points below	25 points below	



DISTRICT: HOT SPRINGS

SCHOOL: SUMMIT

STATUS: PRIORITY

SITE-BASED SIS: DR. STEPHANIE NEHUS

EXTERNAL PROVIDER: ELBOW 2 ELBOW

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNOEDL, MARI BETH LAWERENCE

SUPERINTENDENT: DR. MIKE HERNANDEZ

PRINCIPAL: KELLEY DEARDORFF

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area: 1
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): The School Board adopted a policy regarding School Improvement Teams. The Leadership Team meets every other week to review data and discuss school needs. Agendas and minutes are a routine for all meetings.

Quarterly Objective: To ensure implementation of a newly adopted Board Policy for School Improvement Teams.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Dr. Nehus will work with Chuck White, District Attorney, to ensure a district policy is presented to the HSSD School Board for adoption by the December 15, 2015 board meeting. (ID01)	12/15/15	11/17/15	Stephanie Nehus			Board Agenda, Minutes, Board Policy
2. Data teams will meet twice a month. Agendas, sign-in sheets and minutes will be maintained through uploaded to Indistar. (ID04)	12/18/15	12/17/15	Kelley Deardorff			Indistar documentation

IMO Area: 1

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings that show how teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

Elbow 2 Elbow provides job-embedded professional development on a regular basis. The Leadership Team has begun to review and analyze principal observation data. The District has recently formed a K-12 Professional Development Committee to ensure that building and district needs are being met based on data (evaluations, PGP's, student achievement, observations, etc.).

Quarterly Objective: Ensure a representative is part of the HSSD K-12 PD Committee.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Mr. Deardorff will share the strengths and opportunities reports at each leadership team meeting. (IF02)	11/19/15	11/16/15	Kelley Deardorff			Agenda & minutes, BloomBoard reports
2. A Summit representative will participate in the newly established HSSD professional development committee. (IF02)	11/30/15	11/30/15	Denise Ludlow			Agenda & minutes, Committee Member documentation
3. As the principal completes observations he will make recommendations for professional development through the BloomBoard market place. (IF06)	12/18/15	12/03/15	Kelley Deardorff			BloomBoard reports
4. A Summit teacher will serve on the district PD committee to help make decision on the summer and school year PD. (IF06)	12/18/15	11/30/15	Stephanie Nehus			HSSD K-12 PD Committee spreadsheet
5. The principal will make PD suggestions through the BloomBoard market place. (IF11)	12/18/15	12/03/15	Kelley Deardorff			BloomBoard reports
6. External provider will provide job embedded and differentiated PD throughout the school year. (IF11)	12/18/15	12/03/15	Toni Lockhart			External provider reports, PD agendas & minutes

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

As students enter the alternative environment, they begin at their current unit of study. Teachers use pre-/post-tests to assess student progress and provide differentiated instruction as needed.

Quarterly Objective: Provide teachers with job-embedded professional development through the external provider to support the assessment/monitoring process.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers will turn in the results of all pre/post assessments to leadership team. (IIB02)	12/18/15	12/17/15	Kelley Deardorff			Teacher results
2. Results are turned in to the leadership team. (IIB04)	12/18/15	12/17/15	Kelley Deardorff			Assessment results

IMO Area: 1
Effective Practice within Category: Assessing student learning frequently with standards-based assessments (IID02, IID06)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students (IID02).</p> <p>These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.</p> <p>The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).</p>
Current reality of effective practice (Assess where we are): <p>NWEA and TLI assessments are administered to students multiple times throughout the school year. The data is analyzed and student growth is evaluated.</p>

Quarterly Objective: Administer assessments and analyze individual student data for growth.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Administer TLI assessments in grades 1-8. (IID02)	12/18/15	12/03/15	Kelley Deardorff			TLI assessment results
2. NWEA will be administered to grades 2-9. (IID02)	12/18/15	12/17/15	Kelley Deardorff			NWEA reports
3. The leadership team will look at dashboard to see how the current students preformed and this data will help to develop student and school goals. (IID06)	12/18/15	12/17/15	Kelley Deardorff			Arkansas StudentGPS Dashboard goals

IMO Area: 3						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): As new students transfer into Summit, they are taught the classroom rules and routines. Procedures are reinforced as needed. Behavior RTI meetings occur on a regular basis to address any student concerns/needs.						
Quarterly Objective: Decrease the number of behavior referrals.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Behavior RTI with Summit staff and school-based mental health providers twice a month. (IIIC10)	12/18/15	12/03/15	Kelley Deardorff			Meeting dates, agendas, and minutes

IMO Area: 4						
ADE Recommendation: (#5) District and school leadership should continue outreach efforts inside and outside the community to improve perceptions that impact school enrollment, culture, and enthusiasm for education.						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): Summit School is not a Title I school. However, we do feel parent and community involvement is critical to school success. The District Handbook outlines Title I Parent Involvement. The ALE Restructure Plan should help to improve perceptions as the ALE program moves back into the school buildings and students have full access to offerings.						
Quarterly Objective: Plan a family literacy night for student and parent involvement.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. In conjunction with the public library a family literacy night will be planned. (IVA01)	12/18/15	12/17/15	Kelley Deardorff			Date set for Feb. 9, sign-in from event

IMO Area: 4						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): The District Student Services Plan is currently being updated, which includes a guidance plan for college and career opportunities. The counselor will be working with the high school to implement OverGrad, a free complete college and career readiness solution for high schools.						
Quarterly Objective: Conduct interest inventories and surveys with students and parents regarding post-secondary options.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The counselor will prepare and conduct interest inventories and surveys with students and parents. (VA01)	12/18/15	12/03/15	Denise Ludlow			Inventory/survey results



PRINCIPAL'S REPORT SECOND QUARTER

<p>Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (<i>Please circle</i>)</p> <p>If yes, what support have you received from the district?</p> <p>We meet almost every Monday as a District Leadership team and through our internal SIS, discussions have taken place and embedded PD for ACT Aspire, Student GPS, and Indistar have taken place.</p>
<p>What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?</p> <p>Our external provider, E2E, has provided job embedded PD on ACT Aspire as well as strategies and interventions for underperforming students. Our internal SIS continues to provide support and feedback during leadership meetings as well as released items from ACT Aspire. The ADE SIS team continues to provide valuable feedback in coaching comments made from data we have submitted through Indistar.</p>
<p>What are the barriers, if any, in improving student outcomes?</p> <p>We continue to have barriers for student outcomes being referred to us not on grade level and those who have fallen way behind in their academics. We are starting to see students struggle with attendance and that creates issues with academics.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <p>We continue to look at TLI testing results and we now have 2 sets of NWEA testing data on most students that is shared in Leadership meetings that is taken back into grade and subject area meetings and is also discussed and gone over in staff meetings and individual observation meetings.</p>
<p>How are you monitoring the progress in the area of science?</p> <p>We continue to look at the pre/post testing in science and will start utilizing ACT Aspire released items in this area.</p>
<p>After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?</p> <p>The tasks that we have chosen to help show full implementation of indicators assigned to us as a Priority School.</p>
<p>If anything, what do you intend to change or modify for the next quarter?</p> <p>We will continue to look at the data from all sources and provide needed strategies and interventions for those students who are underperforming and to help grow students in those areas.</p>

SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Recommendation 8: The principal, district leadership team, external provider, and school leadership team should evaluate the service delivery model and growth indicators of Students with Disabilities, and implement additional supports for this TAGG population. The school leadership team should establish a focus and support plan specific to Students with Disabilities.

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	2	6			0	0	0	0			0	0		
1	4	4			0	0	0	0			1	1		
2	3	6			2	0	0	0			0	0		
3	3	3			1	0	0	0			0	0		
4	3	5			1	0	0	0			0	0		
5	1	1			0	0	0	0			0	0		
6	3	3			2	0	0	0			0	0		
7	4	5			3	0	0	0			0	0		
8	1	3			1	0	0	1			0	1		
9	1	2			0	0	0	0			0	0		
10	0	8			0	0	0	1			0	3		
11	5	4			2	0	0	0			3	1		
12	5	3			1	0	0	0			5	2		

Comments/ Clarifications: Students enrolled are only incorporating those that are physically attending Summit School.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>NWEA Test on October 2015/ _____</u> (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>NWEA Test on October 2015 / _____</u> (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>NWEA Test on October 2015/ _____</u> (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>NWEA Test on October 2015/ _____</u> (Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0%	50%			N/A		N/A	N/A	N/A		N/A	N/A
1	0%	50%			N/A		N/A	N/A	N/A		N/A	N/A
2	0%	50%			2		N/A	N/A	3		N/A	N/A
3	0%	50%			1		N/A	N/A	N/A		N/A	N/A
4	0%	50%			0		N/A	N/A	2		N/A	N/A
5	0%	50%			1		N/A	N/A	1		N/A	N/A
6	0%	0%			2		N/A	N/A	3		N/A	N/A
7	0%	0%			N/A	N/A	2		N/A	N/A	3	
8	0%	0%			N/A	N/A	1		N/A	N/A	1	
9	0%	0%			N/A	N/A	N/A		N/A	N/A	N/A	
10	0%	0%			N/A	N/A	N/A		N/A	N/A	N/A	
11	0%	0%			N/A	N/A	N/A		N/A	N/A	N/A	
12	0%	0%			N/A	N/A	N/A		N/A	N/A	N/A	

Comments/ Clarifications: The absence reflected in this data is one teacher who missed due to professional development. There are only two teachers per grade level, which is why the percent is 50.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	3	0	1			3	3	N/A	N/A	6	1	0%	17%		
4	0	5	0	2			4	4	N/A	N/A	8	1	50%	13%		
5	0	1	0	0			1	1	N/A	N/A	2	0	0%	0%		
6	1	3	0	0			4	3	1	N/A	8	2	0%	25%		
7	0	5	0	2			4	3	1	N/A	8	3	0%	38%		
8	2	3	0	1			3	3	3	2	11	8	0%	73%		
9	0	2	1	1			1	1	1	N/A	3	0	0%	0%		
10	0	8	0	2			9	9	8	7	33	2	N/A	6%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level	Total number of D's or F's in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
3	0	3	0	1			3	3	3	3	12	2	0%	17%		
4	0	5	0	2			4	4	4	4	16	5	100%	31%		
5	0	1	0	0			1	1	1	1	4	0	100%	0%		
6	1	3	0	0			3	2	2	1	8	0	0%	0%		
7	0	5	1	2			4	3	1	N/A	8	3	0%	38%		
8	0	3	0	1			3	3	2	N/A	8	2	0%	25%		
9	0	2	1	2			3	2	2	2	9	2	0%	22%		
10	8	8	0	7			8	8	1	N/A	17	8	N/A	47%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

NWEA assessments were administered mid-year. TLI assessments have been administered, as well.

NWEA Overall results for 2nd-10th grades: READING – 30% made projected growth; MATH – 30% made projected growth; LANGUAGE – 0% made projected growth.

TLI: 100% of 4th grade students made growth in Reading. No other students made growth in Reading. Most students had not taken a second Language test, so no grades showed growth in Language. Math growth percentages are as follows: 2nd grade had 2 of 4 students show growth for 50%, 3rd grade had 1 of 3 students or 33%, 4th grade had 1 of 2 students or 50%, 5th grade had 1 of 1 student or 100%, 6th grade had 0 of 4 or 0%, 7th grade had 1 of 4 or 25%, 8th and 9th grade both had 0 of 1 students or 0%, and there were no 10th grade students tested.



DISTRICT: LEE COUNTY
SCHOOL: LEE SENIOR HIGH
STATUS: PRIORITY

SUPERINTENDENT: WILLIE MURDOCK
PRINCIPAL: PHYLISTIA F. STANLEY

SITE-BASED SIS: LCSD HAS NOT FOUND A QUALIFIED APPLICANT FOR THIS POSITION.

EXTERNAL PROVIDER: FETTERMAN AND ASSOCIATES

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN, MISTY PITMAN, AND BRANDON MORRISON

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice						
ADE Recommendation:						
Effective Practice within Category: Assessing student learning frequently with standards-based assessments (IID02, IID06)						
Description of full implementation of the Effective Practice and/or Recommendation: <p>The school administers interim assessments at least three times a year to all students. The Leadership team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02).</p> <p>These Interim assessments are designed to measure students' progress toward year end standards-based assessments. The assessments help teachers make adaptation in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school across grade levels and subject areas.</p> <p>The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).</p>						
Current reality of effective practice (Assess where we are): <p>In November, the school leadership met and analyzed The Learning Institute (TLI) data. Based upon the data, the team set learning goals to increase our academic performance by 5% in specific skills.</p>						
Quarterly Objective: Scholars will be provided remediation for skills not mastered on interim assessments,						
Tasks	Target Date	Completion Date	Person Assigned	Met	Not Met	Evidence of Completion
Project Based Learning will be used to provide four days of remediation to address the five lowest skills that were assessed.	12-22-15	12-22-15	Mrs. M. Jones and Mrs. D. Brown	X		Math Assessment, Do Now, Exit Tickets, and Lesson Plans

In science, Project Based Learning will be used to provide two days of remediation to address the five lowest skills that are tested.	12-22-15	12-22-15	Mrs. M. Jones	X		Do Now, Exit Tickets, and Lesson Plans

IMO Area 1:

Change in Teacher and Leader Practice

ADE Recommendation:
Effective Practice within Category:

Expecting and monitoring sound instruction in a variety of modes – Preparation (IIIA01, IIIA07)

Description of full implementation of the Effective Practice and/or Recommendation:

All teachers plan their instruction with guidance of a document that aligns standards, curriculum, instruction, and assessment. The district curriculum framework vertically aligns curriculum, instruction, and assessment for all schools in the district. It gives the same expectations and requirements for aligning the curriculum, instructions, and assessments to the state or common core standards. This type of alignments makes it a smoother transition for students as they move between schools within a district as well as ensures that feeder schools are delivering students who have been taught by teachers who were guided by the same expectations across the district (IIIA01).

Teachers differentiate instruction for their students utilizing an array of differentiated activities aligned to standards. The Instructional Team has planned and developed units of instruction that target individual student needs. The individual teacher selects appropriate activities for each student. The teacher examines pre-test results and the student's ongoing work to assess mastery and make adjustments in the plans (IIA07).

Current reality of effective practice (Assess where we are):

Most ELA, social studies, science, and math teachers have developed and utilized pre-test data to individualize classroom instruction.

Quarterly Objective: Team members will develop pre- and post-tests for each unit of instruction to assist scholars' mastery of essential skills.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Teachers will create pre-tests for each unit.	12-22-15	12-22-15	Mrs. Dorisey Brown Supported by Fetterman Associates		X	Pre-tests have been developed for most core curriculum units.
Teachers will create post-tests for each unit.	12-22-15	12-22-15	Mrs. Mary Jones Supported by Fetterman Associates		X	Post-tests have been developed for most core curriculum units.
Rubrics will be created to grade pre-tests.	12-22-15	12-22-15	Mrs. Dorisey Brown Supported by Fetterman Associates		X	Rubrics have been developed for some pre-tests.
Rubrics will be created to grade post-tests.	12-22-15	12-22-15	Mrs. Mary Jones Supported by Fetterman Associates		X	Rubrics have been developed for some post-tests.
The approved rubrics will be used to grade the pre-tests.	12-22-15	12-22-15	Mrs. Dorisey Brown Supported by Fetterman Associates		X	Some approved rubrics have been developed for grading pre-tests.
The approved rubrics will be used to grade the post-tests.	12-22-15	12-22-15	Mrs. Mary Jones Supported by Fetterman Associates		X	Some approved rubrics have been developed for grading post-tests.

IMO Area 3: Student Safety and Discipline						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IILC10 and AdvancEd Standard 3.6)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff developed a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IILC10 and AdvancEd Standard 3.6).						
Current reality of effective practice (Assess where we are): All staff members were involved in identifying "Trojan Traits" that are meant to guide classroom procedures and establish scholarly behavioral expectations. "Trojan Traits" are 1. Be Ready, 2. Be Responsible, 3. Be Respectful. These traits are stated each day during morning announcements. The Traits are posted throughout the building. For scholars who are not following classroom expectations and have received multiple disciplinary referrals, the administration has begun developing Behavioral Intervention Plans (BIPs). Some BIPs include one-on-one counseling sessions with the school counselor. A Silent Referral Plan has been developed for 8 th grade scholars. At least four scholars have been rewarded for remaining on task for an identified time frame. The rewards were presented to those scholars before the student body in an all school assembly.						
Quarterly Objective: Lee County High School will review effective procedures in all classrooms.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
7 th , 8 th , and 9 th grade scholars were identified who received five or more Category Two Offenses.	12-22-15	12-22-15	Mr. Larry Mitchell Supported by Dr. Paul and Mr. Brown	X		Parent Contact Logs and Disciplinary Referrals
The scholars may be candidates for BIPs.	12-22-15	12-12-15	Mr. Larry Mitchell Supported by Dr. Paul and Mr. Brown	X		Behavioral Intervention Plans and Behavior contracts

IMO Area 4:

Family and Community Engagement

ADE Recommendation:**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01 and AdvancEd Standard 1.1)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Lee County High School has a “compact” that outlines how parents, school staff, and scholars share responsibilities for improving academic achievement. Signatures were obtained during registration. Copies are on file with the Parent Coordinator (IVA01 and AdvancEd Standard 1.1). In an effort to increase parental involvement, we are continuously reaching out to parents and guardians through a variety of activities. These activities include parent nights, Academic Jeopardy Committee meetings, numerous emails, educational planning meetings (i.e., IEP, Section 504, BIPs, and telephone calls), Parents Excited About Kids (PEAK) Nights, Award Programs, and a Talent Show. Lee County High School has developed and implemented a Lecture Series. During this time, former graduates of Lee County High School return to campus and meet with scholars, faculty, staff, and some community stakeholders to discuss what success looks like and how to overcome barriers.

Quarterly Objective: Lee County High School will share an agreement with schools, community, and parents to improve student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Involve parents in extracurricular activities	12-22-15	12-22-15	Mr. L. Smith and Mrs. J. Bryant	X		Agendas, Sign in Sheets, Flyers, and schedules
Conduct informational meetings for parents	12-22-15	12-22-15	Mr. L. Smith and Mrs. J. Bryant	X		Agendas, Sign in Sheets, Flyers, and Programs

IMO Area 4:

Family and Community Engagement

ADE Recommendation:**Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for scholars as they plan college and career opportunities. The school routinely tracks its recent graduates' success at the next level as they pursue college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Lee County High School Guidance Counselor:

1. meets with scholars during Advisory to discuss graduation requirements, class choices, and etc
2. provides one-on-one guidance to refine class schedules
3. conducts individualized transcript audits
4. participates on the Academic Jeopardy Committee Meetings
5. notifies parents/guardians of students at risk of failing
6. works collaboratively with College and Career Advisor
7. encouraged and assisted more juniors and seniors to register and complete the last administration of the ACT
8. secures ACT waivers
9. conducts one-on-one conferences with scholars as identified in BIPs
10. works as a liaison between Lee County High School and East Arkansas Community College (EACC) for concurrent enrollment
11. monitors and collects necessary data for scholars in our 9th grade cohort
12. assists seniors in identifying and completing scholarships and admission applications for college

Lee County High School's College and Career Advisor supports 11th and 12th grade scholars and performs the following tasks:

1. meets with scholars on a regular basis
2. assists in registering for ACT, SAT, and etc.
3. assists in completing FAFSA
4. schedules opportunities to meet with college recruiters
5. provides support with college applications and essays
6. assists seniors in identifying and completing scholarships for college
7. secures ACT waivers

Quarterly Objective: Lee County High School will improve its Student Support Services by provided small group and one-on-one sessions with scholars to determine their graduation trajectory.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Increase the number of scholars who participate in ACT Administration	12-22-15	12-22-15	Mr. Todd Taylor	X		ACT Registration, Sign in Sheets, ACT Score
College Advisor will provide opportunities four times a year for scholars to meet with college recruiters	12-22-15	12-22-15	Ms. Erin Handley	X		Sign in Sheets, Appointment Cards, E-Mails, and Appointment Schedules
Guidance counselor will meet with scholars to assist in registration for ACT twice a year	12-22-15	12-22-15	Mr. Todd Taylor	X		Sign in Sheets and ACT Waivers,
Guidance counselor will works as a liaison between Lee County High School and East Arkansas Community College (EACC) for concurrent enrollment	12-22-15	12-12-15	Mr. Todd Taylor	X		EACC applications, Concurrent Rosters, Text Book Invoices, Transcripts, and E-Mails
Guidance counselor will facilitate the administration of the ACT on campus	12-22-15	12-22-15	Mr. Todd Taylor	X		Sign in Sheets, ACT Roster, and ACT Student Accounts



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

Yes, a meeting has been held with the District Leadership Team to review our school's needs and progress. The principal, instructional facilitators, and district level parental involvement coordinator shared some of our schools' needs. Those needs include (but are not limited to):

1. Fully developed curriculums in core and non-core areas to include pre- and post-tests for each instructional unit
2. All teachers determine the skills needed to master curriculum units
3. All teachers make adjustments in instruction based on pre-tests data
4. All subject areas use data to determine progress or regression
5. Based on the data, all teachers will utilize "Do Now", remediation days, and "Exit Tickets" to re-teach
6. Some teachers struggle with implementing effective classroom management strategies
7. Some teachers struggle with incorporating instructional technology in weekly lessons
8. Throughout the day, more scholars are making it to class on time.

The district is providing support in curriculum development and has conducted a district level academic walkthrough. Another academic walkthrough is scheduled to take place this month.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

Reading with comprehension is our main focus, with a secondary focus on writing and math. Our interventions include:

- The majority of 7th and 8th graders are enrolled in *Classworks* for enrichment and remediation.
- Independent reading is incorporated in ELA classes.
- Instructional facilitators attended the ACT Boot Camp via The Learning Institute (TLI).
- One-on-one student conferences were held to discuss PARCC results and next steps were identified to address levels of 1, 2, and 3.

- AIPs have been developed and scholars have been assigned to after school tutoring to address the deficit skills
- In math, writing, and reading, four days of remediation are provided to address the five lowest skills. Two days of remediation are used in science. After remediation in math, those skills are assessed again before proceeding to the next module.
- We have continued to utilize our Academic Jeopardy Committee as an intervention. The committee meets monthly to notify parents of scholars who have earned less than a 70% average in any class.
- We have begun our afterschool tutoring program. It meets Monday and Tuesday afternoons (excluding school holidays) and on some Saturdays. ACT Aspire skills are taught on Saturdays. In these tutoring sessions, our focus is science, math and ELA. The goals, rationales, focuses, daily activities, and descriptions of our program are as follow:

Math Goal:

To engage students in real world experiences that develop/enhance math skills and to provide credit recovery opportunities for high school students who earned failing grades during regular school year.

Rationale: This extra intervention is needed in order to close achievement and graduation gaps. Students who earned a Level 1 or Level 2 on the PARCC assessments attend after school tutoring.

Focus: TLI skills below 50%

- Fractions (decimals and percentages)
- Integers
- Application (geometry)
- Writing expressions/equations
- Graphing

Daily Activities

- Vocabulary
- Technology
- Movement in Math
- Using manipulative

Description of program:

During the week, 90 minutes is utilized for math after school sessions. During this time, Credit Recovery is also available to Senior high scholars. An additional thirty minutes is provided for teachers to plan and reflect. The tutoring sessions focus on vocabulary, test format, multi choice, and open responses. Emphasis on graphing is included in weekly instruction to address our deficits in the area of science. ACT Aspire skills are taught on Saturdays.

ELA Goal:

To provide an opportunity for students to improve their literacy skills in which their performance has been below 50% on TLI Assessments during the regular school year.

Rationale: This extra intervention is needed in order to close the achievement and gaps. Students who earned a Level 1 or 2 on the PARCC assessments attend after school tutoring.

Focus: TLI skills below 50%

- Reading Passages/Articles
- Vocabulary
- Technology
- Narrative writing
- Citing Evidence

Daily Activities

- Technology
- Grammar
- Using manipulative

Description of program:

During the week, 90 minutes will be utilized for literacy after school sessions. An additional thirty minutes will be provided for planning and reflections. Sessions will focus on reading passages/articles, vocabulary, technology, narrative writing, citing evidence, test format, multiple choice, and open responses. ACT Aspire skills are taught on Saturdays.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Fetterman and Associates have provided the following support:

- Conducted two days of classroom walkthroughs in Language Arts and Social Studies (Led by Dr. Goodwin)
- Provided feedback from walkthroughs to the Literacy Facilitator and team members (Led by Dr. Goodwin and Dr. Paul)
- Attended and provided technical assistance in Literacy and math PLC (Led by Dr. Paul)

- Provided lesson planning assistance to some Literacy teachers (Led by Dr. Paul)
- Provided training on ACT Aspire (led by Dr. Paul)
- Provided training in the area of instructional technology (led by Dr. Paul)
- Provided ACT training (led by Dr. Smith, Dr. Paul and Mr. Leake)
- Provided technical assistance to math and literacy facilitators in observing, analyzing data, and modeling in Math and Literacy classrooms (led by Dr. Paul)
- Conducted Model-Teach (led by Dr. Paul and Dr. Goodwin)
- Developed project based learning for intervention and afterschool (led by Dr. Paul)
- Providing support for Behavioral Intervention Plan for some literacy and Social Studies classroom (led by Dr. Paul and Mr. Brown)
- Provided Classroom Management Training (led by Dr. Paul)

Unfortunately, Lee County School District has not found a qualified applicant for this position (internal SIS).

On November 12, 2015, Mrs. Janie Hickman, Mrs. Misty Pitman, and Mr. Brandon Morrison attended Lee County High School's leadership meeting and support was provided with addressing indicators in Indistar. Mrs. Terri McCann (A Master Principal) has been assigned to coach Mrs. Phylistia F. Stanley throughout her second year of the Master Principal Institute. Mrs. McCann conducted a school visit on November 12, 2015, attended the school leadership meeting, and debriefed with Mrs. Stanley. Lee County High School's Leadership Team was invited and conducted a school visit to Mrs. Terri McCann's school on Thursday, December 3, 2015. Our leadership team observed numerous effective strategies and returned to Lee County High School to debrief and implement some of those strategies.

What are the barriers, if any, in improving student outcomes?

- Protected time to ensure scheduled academic tasks are completed
- Lack of consistent support from the external provider's literacy consultant
- Classroom management for some team members
- Effective planning for daily instruction in some classrooms
- Implementation of planned instruction due to poor classroom management in some classrooms
- Special Education (Currently, we have three long-term subs.)
- Curriculum development has begun for core subjects. Non-core disciplines are in the foundational stages. Year At A Glance for been completed for non-core subjects.
- Pre- Test Development

- Post-Test development
- Developing rubrics
- High absenteeism for team members
- Recruiting and retaining HQTs
- Tardies for scholars (lack of consistency)
- Some scholars display emotional conflicts

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Leadership team members monitor scholars' progress in PLC, one-on-one sessions, and faculty meetings. Based upon the review of the TLI data and/or teacher made assessments, we select the five lowest skills and have four days for remediation. Science has two days of remediation. Ongoing remediation is offered in enrichment classes, advisory periods, and after school tutoring.

How are you monitoring the progress in the area of science?

The progress is monitored via the math instructional facilitator meeting (supported by Dr. Paul) one-on-one with each member of the science team. Based upon the review of the TLI data (with the exception of Chemistry) and teacher made assessments, we select the five lowest skills and have two days for remediation. Ongoing remediation is offered in enrichment classes, advisory periods, and after school.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The School Leadership Team has planned, monitored, and assessed the first and second quarters' indicators in Indistar. The most meaningful decisions and actions are centered around curriculum development and classroom management. In classroom management, we have discussed how some scholars can attend one class and display the characteristics of a "model" student and enter another teacher's classroom and receive an array of disciplinary referral consistently. This type of evidence has greatly contributed to us using a laser focus to determine gaps in our classroom management systems.

We have engaged in numerous conversations about curriculum and instruction. The School Leadership Team believes we made great progress in the development. For example, in math two of our four instructional units should be completed during January 2016. By June 2016, we plan to have our math instructional units completed. In ELA, Year At A Glance and Units of Instructions are completed. Currently, we are developing pre- and post-tests for each unit, focusing on June 2016 as our date of completion. Even with these

accomplishments, our work is incomplete. Nevertheless, we are driven, focused, and determined to continue our curriculum efforts.

Additionally, we recognize how our IMO's should drive the teaching and learning processes throughout the campus and the importance of using data to measure our growth and the lack thereof. We are more aware of collecting evidence/artifacts to support or discredit our claims. We are holding each other more accountable in the day to day building level expectations!

If anything, what do you intend to change or modify for the next quarter?

We need continued and intensive support in curriculum development, protected time to ensure scheduled academic tasks are completed, classroom management trainings, and continued support in changing our school's culture and climate.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4 th
7	69	69			14	0	18	4			7	8		
8	55	53			8	0		2			2	2		
9	62	57			8	0		1			3	3		
10	54	55			7	0		0			1	5		
11	72	69			4	0		0			3	6		
12	46	45			6	0		0			2	1		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Ten Mark and Teacher Made Assessment, May 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by the Gates MacGinitie Instrument by May 2015	
	1 st	2 nd	3 rd	4 th	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter
7	25%	25%					15				13	
8	50%	25%					12				11	
9	50%	25%					8				11	
10	25%	25%					8				11	
11	25%	25%					5				11	
12	25%	25%					8				11	

Comments/ Clarifications:

There has been an increase among 8th and 9th grade core teachers daily attendance. All other grades have remained consistent.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7th	9	63	17	21				59			59	21		35%		
8th	10	44	13	16				44			39	17		39%		
9 th	9	49	13	12				49			49	11		22%		
10 th	10	51	9	11				51			51	14		27%		
Alg III	8	39	4	8				39			39	9		23%		
Example								242		N/A	242	72	20%	29.75%		

Comments/ Clarifications:

According to the math instructional team, poor attendance, lack of prior knowledge, low test scores, inappropriate behaviors, and lack of motivation are key factors in students earning D or F this quarter.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7 th	6	58	10	12			61	58			58	12	24.5	20%	19	
8 th	7	47	4	2				47			47	3		6.4%		
9 th	14	57	41	27				54			54	9		17%		
10 th	7	43	11	24				38			38	10		26%		
11 th	2	61	4	2				61			61	2		3.29%		
12	7	42	8	8				41			41	2		5%		
Example							100	299	N/A	N/A	299	38	20%	12.7%		

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The seventh grade data reveals poor attendance and unwillingness to complete assignments strongly contributed to the students with a D or F. Two students transferred in the district with failing grades and have not demonstrated the skills to increase their averages. In the eighth grade, one student did very poorly on the semester exam, but not badly enough to adversely affect the average to the point of failing the class.

The ELA instructor for 9th and 10th grades, have reported numerous reasons for students with a D or F. Those reasons include incomplete assignments, minimal effort, poor attendance, lack of prior knowledge, poor study habits, low test scores, inappropriate behaviors, and lack of motivation are key factors in students earning D or F this quarter.

According to 12th grade data, eight students failed the second quarter. While only two seniors earned failing grades on their semester exams/projects, eight students failed (all with scores in the 50s) in the second quarter. This was mainly due to low scores on our final test before our semester exam and low participation scores. However, higher first quarter scores and solid performance on our semester projects earned these students passing grades for the fall semester. Skills related to these low scores have been and will continue to be remediated.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LEE COUNTY
SCHOOL: ANNA STRONG LEARNING ACADEMY
(INCLUDING WHITTEN CAMPUS)

SUPERINTENDENT: WILLIE MURDOCK
PRINCIPAL: MARY HAYDEN

STATUS: PRIORITY
SITE-BASED SIS: NONE

EXTERNAL PROVIDER: FETTERMAN & ASSOCIATES

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICHARD MYRICK

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area: 1 Change in Teacher Leader Practice
ADE Recommendation:
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): 1st Quarter: District policy supports a Personnel Policy Committee. There is also a policy supporting student organizations. However, there is no policy found on establishing and maintaining leadership teams, PLCs, etc. Regardless, Anna Strong has established a Leadership Team, PLCs, and Executive Leadership Team. The Leadership Team meets twice a month. A Year-at-a-Glance calendar will be completed. PLCs and Executive Leadership teams meet weekly. A student leadership has yet to be created, but they have been invited to attend conferences with parents and teachers to improve the culture and climate of ASLA. 2nd Quarter— District policies have been updated to mandate establishment of leadership teams and the description and role of the team. ASLA's Leadership Team has changed the frequency of meetings to at least an hour per week. The Executive Leadership Team continues to meet at least one hour per week. A student leadership Team has also been created; the team will meet twice per month.
Quarterly Objective: Establish a team structure with specific duties and time for instructional planning

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. ID01-The Leadership Team will create a drafted policy proposal that specifies the establishment of teams with described purpose to be submitted to the superintendent.	10/21/15	10/21/15	Mary Hayden	X		Agenda of the meeting and the created proposal, district policy
2. ID04—Identify potential students with diverse backgrounds to possibly serve on the school student leadership team	10/21/15	10/21/15	Grade Level Chairpersons	X		List of selected students from diverse backgrounds to serve on teams.
3. ID07—Create a year-at-a-glance calendar for leadership team meetings of one hour per week	10/21/15	10/21/15	Mary Hayden	X		Team meetings/professional learning calendar

IMO Area: 1 Change in Teacher Leader Practice
ADE Recommendation:
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>
Current reality of effective practice (Assess where we are): <p>Teachers have access to curricula units. Pre-tests have been conducted for the entire unit to measure students' current level of performance. Teachers currently administer weekly focus tests to measure students' progress towards unit standards taught that week. The data from these pre-tested units have been analyzed weekly and charted for each student. By conducting a gap analysis, we have determine that focus tests are not compared to pre-test data, which is needed in order to adequately progress monitor student achievement towards mastery of taught unit standards. Units are large and span over six-week time frame. The Instructional Team will participate in district-wide curriculum meetings to evaluate and revise units as necessary, to create smaller teachable units and to prepare guidelines for more timely assessed units.</p> <p>The Instructional Team has not conducted test analysis to plan for professional development. The results from the gap analysis indicate the plans for differentiated instruction has not been implemented as necessary following the units of instruction.</p> <p>2nd Quarter— Grade level PLC's have created unit pre-test and post-tests for literacy and math. Procedures for administering pre-/post-tests and analyzing data have been created. The Instructional Team continues to participate in building level and district curriculum meetings. Processes for administering tests and analyzing data have been created. Now, teachers must follow the processes with fidelity.</p>

Quarterly Objective: Engage teachers in assessing and monitoring student progress to mastery						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IIB02-- The Instructional Leadership Team will meet to create a process for test analysis to inform professional development	10/21/15	12/16/15	Instructional Facilitators	X		Agendas, sign-in sheets, minutes, mini-units, written process
2. IIB02— The Instructional Leadership Team will create a process for developing more focused, smaller pre-tests.	10/21/15	12/16/15	Instructional Facilitators	X		Agendas, sign-in sheets, minutes, pre-/post-tests, written process
3. IIB04—Instructional data teams will begin comparing students' growth as measured by pre-/post-tests.	10/21/15	12/16/15	Teachers	X		Agendas, sign-in sheets, minutes, data reports, lesson plans

IMO Area 1:

Change in Teacher and Leader Practice

ADE Recommendations:

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to the subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings to show that teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

The Principal and teachers have met to develop the teacher's professional growth plans. Teachers participate in professional learning opportunities to help meet the goals/objectives set in their PGP. Documentation of participation in professional development includes sign-in sheets and/or certificate of completion.

Participants of professional development evaluate the session providing feedback on the effectiveness of it in content and how it will help improve student achievement. These evaluations are used to prepare more effective professional learning opportunities for faculty and staff and to inform other professional learning opportunities that may be needed.

Quarterly Objective:

Align classroom observations with evaluation criteria and professional development

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IF06—The principal and teachers will meet to review their Professional Growth Plans	12/22/15	12/22/15	Mary Hayden	X		Sign PGP
IF11—Faculty and staff will participate in job-embedded professional learning	12/22/15	12/22/15	Mary Hayden	X		Agenda, sign-in sheets, minutes
IF11—Faculty and staff participate in weekly PLC	12/16/15	12/22/15	Facilitators, Dept. Chairs	X		Agenda, sign-in sheets, minutes
IF02—The principal conducts informal classroom observations	12/22/15	12/22/15	Mary Hayden	X		Observation notes
IF02—Review current building level policies and procedures	12/22/15	10/28/15	Mary Hayden	X		Agenda, sign-in sheets, minutes
IF06—Faculty and staff will have the opportunity to participate in training for curriculum alignment and development	12/22/15	10/30/15	Mary Hayden	X		Agenda, sign-in sheets, minutes
IF06—Faculty and staff will have the opportunity to participate in training for creating effective assessment to inform instruction	12/22/15	11/7/15	Mary Hayden	X		Agenda, sign-in sheets, minutes
IF06—Faculty and staff will have the opportunity to participate in training for effective instructional practices	12/22/15	12/22/15	Mary Hayden	X		Agenda, sign-in sheets, minutes

IMO Area 1:

Change in Teacher and Leader Practice

ADE Recommendations:**Effective Practice within Category:**

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all. The school administers interim assessments at least three times a year to all students. The Leadership team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02).

These Interim assessments are designed to measure students' progress toward year end standards-based assessments. The assessments help teachers make adaptation in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).

Current reality of effective practice (Assess where we are):

Students have been assessed using assessments such as Developmental Reading Assessments (DRA), which will be given 3 times a year to 2nd-6th grade students. DIBELS assessment is also given 3 times a year to 2nd and 3rd grade students, only. The District has purchased the Classworks program, which will allow further assessment in math and literacy for students in 2nd through 6th grades. Teachers also administer the assessment from The Learning Institute (TLI) for math and literacy at least four times a year.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person Assigned	Met	Not Met	Evidence of Completion
IID02—Students will take the interim math assessment created by The Learning Institute	12/22/15	12/17/15	Linda Morgan	X		Test Data, Lesson Plans
IID02—Students will take the interim literacy assessment created by The Learning Institute	12/22/15	12/17/15	Bernice Hill	X		Test Data, Lesson Plans
IID02—Students will take the pre-test in Classworks for math	12/22/15	12/17/15	Linda Morgan Joycelyn Brandon	X		Test Data, Lesson Plans
IID02—Students will take the pre-test in Classworks for literacy	12/22/15	12/17/15	Bernice Hill Joycelyn Brandon	X		Test Data, Lesson Plans
IID02—Teachers will document testing in lesson plans	12/22/15	12/17/15	Mary Hayden	X		Lesson plans

IMO Area: 3
Student Safety and Discipline

ADE Recommendation:

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

The ASLA administration follows the policies set in the approved Lee County School District Student Handbook (2015-2016). We have taken extra steps to create a positive culture and climate for learning. The implementation of the school-wide Positive Behavior Intervention and Support (PBIS) model is used to provide continuity in discipline management and positive behavior support. Since we are in the initial implementation stage, ASLA has held one school-wide positive reinforcement activity. There will be school-wide monthly activities and small classroom activities weekly. Points are tracked using Classdojo.com.

All teachers have established rules and procedures in their classroom. Building level administrators look for evidence of the rules and procedures during classroom observations. Faculty and staff discuss and share rules, procedures, and best practices for teaching them at faculty meetings and workshops.

2nd Quarter:
Although teachers have created rules, rituals, and routines, the plan lacks unity. The goal is to make the procedures consistent from class to within each grade level. Teachers must follow the same procedures for rewards and consequences to caused less confusion for students. ASLA held more celebrations of PBIS, to encourage students to continue contribute to a safe learning environment. Better planning and more fidelity in rewarding students must take place.

Quarterly Objective:

2nd Quarter—improve the procedures for creating a culture for learning

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Create new tasks each quarter						

1. IIIC10--Established PBIS committee that will meet monthly	10/21/15	10/12/15	Mary Hayden	X		Minutes of School-wide PLC
2. IIIC10—Host monthly school-wide positive reinforcement activities	10/21/15	10/21/15	Mary Hayden	X		Lesson plans; morning announcements; emails
3. IIIC10—Host weekly small group positive reinforcement activities	10/21/15	10/21/15	Grade Level Chair	X		Lesson plans; morning announcements; emails
4. IIIC10—Teachers will track points in Classdojo.com	10/21/15	10/21/15	Mary Hayden	X		Classdojo.com reports from each teacher
5. IIIC10--Create a calendar of PBIS activities for the remainder of the semester	12/22/15	12/22/15	Kim Sims	X		Calendar of events
6. IIIC10—All grade levels will align their behavior expectations and points in Classdojo	12/22/15	12/22/15	Grade Level Chair	X		Agenda, sign-in sheets, minutes

IMO Area: 4 Family and Community Engagement
ADE Recommendation:
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.
Current reality of effective practice (Assess where we are): Anna Strong currently has a document asking parents, students, teachers, and administrators to pledge to do their part to improve student achievement. The current compact lists each entity’s responsibility. We must develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement and how the school and parents can work together to help students achieve the state’s standards. 2 nd Quarter— The school does have several opportunities for parents to be engaged with the school by attending many scheduled events. ASLA held a three-day conference in June 2015 to encourage a positive relationship among faculty and staff, parents, and students. Follow-up days are scheduled throughout the school year, one per quarter. The participants include ASLA faculty and staff, parents, and students, as well as community members. There is a lack of effective communication between the school and community, although some efforts have been made to bridge the communication gap.
Quarterly Objective: Establish policy and plans for parental involvement. 2 nd Quarter—Plan and Implement Parental Involvement Opportunities

Tasks Create new tasks each quarter	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IVA01-- Establish Parental Involvement Committee	10/21/15	9/30/15	Anterica Baylark	X		Indistar report, agenda, sign-in sheet, and meeting notes from the PIC meeting.
2. IVA01—Create Parental Involvement Plan	12/22/15	9/30/15	Anterica Baylark	X		Indistar report, agenda, sign-in sheet, and meeting notes from the PIC meeting.
3. IVA01—Review current School-Parent Compact	12/22/15	10/16/15	Mary Hayden	X		agenda, sign-in sheet, minutes
4. IVA01—Conduct research to find examples of a more meaningful school-parent compact	12/22/15	12/22/15	Executive Leadership Team	X		agenda, sign-in sheet, minutes
5. IVA01—Have Parent-Teacher Conferences to discuss students grades and conduct	12/22/15	10/22/15	Anterica Baylark	X		District calendar, report cards
6. IVA01—Host Award Assembly to honor students for academics and conduct	12/22/15	11/4/15	Mary Hayden	X		Program agenda, parent sign-in sheet
7. IVA01--Host Family Math and Literacy Night	12/22/15	12/10/15	Linda Morgan Bernice Hill	X		Program agenda, parent sign-in sheet
8. IVA01—Host the “300 Conference” Follow-Up Day 2	12/22/15	12/5/15	Lillie Sexton	X		Program agenda, parent sign-in sheet
9. IVA01—Host the District WinterFest	12/22/15	12/18/15	Mary Hayden			Program agenda, parent sign-in sheet
10. IVA01—Begin sending home weekly announcements to parents	12/22/15	12/22/15	Kehila Gardner			Sample signed announcements

IMO Area: 4 Family and Community Engagement						
ADE Recommendation:						
Effective Practice within Category: Opportunity to Learn Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): Students at Anna Strong have the opportunity to master the same skills as other students throughout the country and to be prepared for success in high school and on a path to college and/or career. We have implemented the Common Core curriculum. The school also hosts a career day each year. The ACT Aspire assessment, which is somewhat of a precursor to the ACT assessment taken by high school students for college entrance, will also be administered this school year.						
Quarterly Objective: Create opportunities for students begin thinking about college and careers						
Tasks Create new tasks each quarter	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. VA01—Teachers will post credentials, including college or university diplomas in their classrooms	10/21/15	10/21/15	Mary Hayden	X		Posting in classrooms
2. VA01—The school's counselor will meet with students to discuss college and career opportunities	10/21/15	10/21/15	Anteriaca Baylark	X		Counselor schedule and plans

3. VA01—Every morning, students will read school's vision statement, which encourage students to think about being successful in high school, college, and careers.	12/22/15	12/22/15	Mary Hayden	X		Observation
4. VA01—Banners from various colleges will be displayed in the building	12/22/15	10/30/15	Linda Morgan	X		Banners displayed throughout building



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)
If yes, what support have you received from the district?

The Curriculum Director assisted with providing opportunities for aligning the curriculum, as well with creating process for analyzing data to inform professional development.

The Superintendent has assisted with finding a School Improvement Specialist.

The district provided more opportunities for professional development.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

Select students participate in after school tutoring to receive extra support to master those skills they have yet to master. They also attend Saturday sessions, in which they go on field lessons to build their background knowledge and learning experiences. Students have gone to the Museum of Discovery in Hot Springs, AR; the Civil Rights Museum in Memphis, TN; and the Pink Palace Museum in Memphis , TN.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

External provider has provided professional development for classroom management. They have also modeled strategies for use in the classroom.

ADE consultants have assisted with understanding the Indicators.

What are the barriers, if any, in improving student outcomes?

The lack of teacher efficacy and classroom management are barriers to improving student outcomes. Some teachers have failed to establish procedures, rituals, and routines in their classroom, which leads to some students being removed from class daily. Students are missing valuable instruction while out of the classroom.

When the data results show low achievement scores, some teachers blame students' disinterest or laziness as a reason for their failure. At this time, these teachers do not reflect on what they can do differently to get better results.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team has created procedures for analyzing data. The team members have led their grade level team in developing pre-/post-tests. The data is shared during PLC meetings. I have conversations with teachers to allow them to reflect on what the data shows and what they can do differently and not accept that the students cannot do any better. The data is displayed on the wall in the PLC meeting room.

How are you monitoring the progress in the area of science?

Progress in science is monitored through classroom observations, reading lesson plans, and reviewing TLI Science test data.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The most meaning decisions and actions were the need to create unit tests and the need to develop procedures for testing and analyzing test data.

In addition to that, we discussed how we will provide intervention, using TLI resources.

If anything, what do you intend to change or modify for the next quarter?

I intend to monitor the intervention process more closely. A schedule for focus walks and academic reviews of intervention lesson will be created.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	53	50			11	0	0	1			0			
1	70	70			7	0	1	2			0			
2	78	78			18	0	2	2			3			
3	73	70			15	0	12	5			1			
4	54	52			12	0	8	4			0			
5	38	41			6	0	3	4			0			
6	42	46			12	0	5	4			1			

Comments/ Clarifications:

Grades K-1 are located on the Whitten Campus; grade 2-6 are located on the Anna Strong Campus.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>TenMarks</u> <u>9</u> / <u>2015</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u> </u> / <u> </u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>Developmental Reading Assessment</u> / <u>9/2015</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u> </u> / <u> </u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0%	0%			N/A				N/A			
1	0%	0%			35				16			
2	75%	25%			38				46			
3	0%	0%			30				39			
4	0%	0%			29				12			
5	0%	0%			21				6			
6	0%	0%			20				12			

Comments/ Clarifications:

ELA data was determined by the Developmental Reading Assessment. This assessment has been administered to students in 1st-3rd grades. The 4th-6th grade level data is based on Special Education data.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	70	14	15			60	60			120	40	62%	33%		
4	1	52	7	10			48	48			96	26	43%	27%		
5	0	41	5	5			35	33			68	21	22%	31%		
6	0	46	24	19			40	39	38		117	48	98%	41%		

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	70	15	16			58	55	42		155	83	77%	54%		
4	1	52	15	9			43	47			90	50	71%	56%		
5	0	41	7	0			21	31			52	30	58%	58%		
6	0	46	3				20	19			39	20	85%	51%		

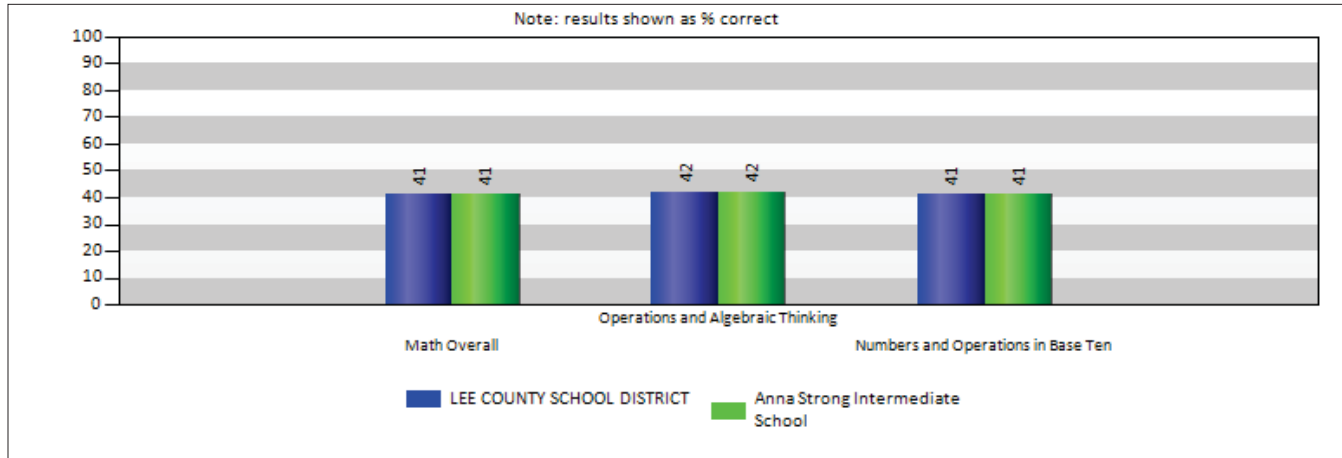
Comments/ Clarifications:

The total number of students enrolled includes the number of students in the ALE program. However, those students were not tested. We must make it a priority to test those students throughout the year, as well. We must also be sure to test students who may have been absent on the day of testing, to get a more depiction of student achievement.

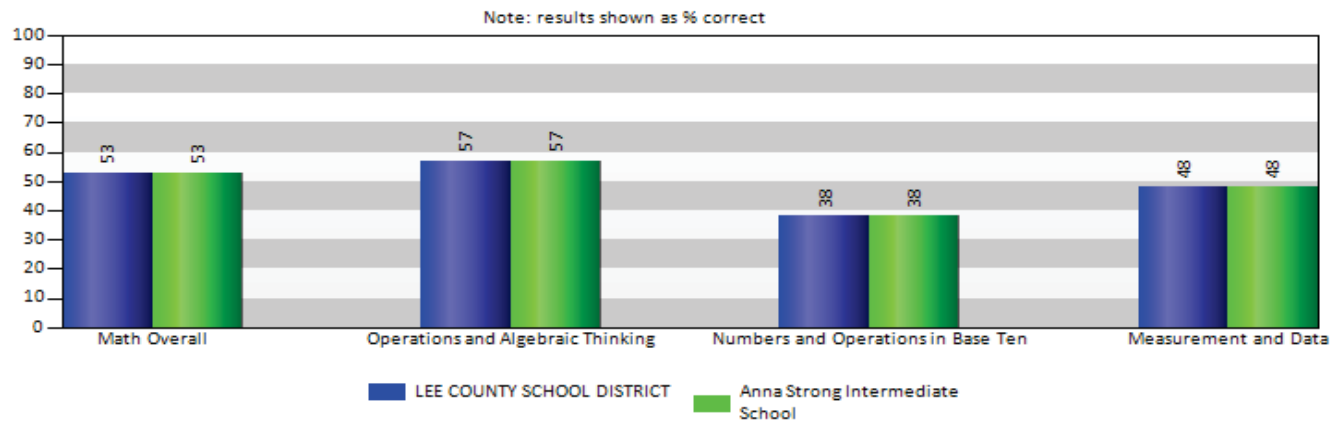
(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

3rd Grade TLI Math Module 1—Percent Correct

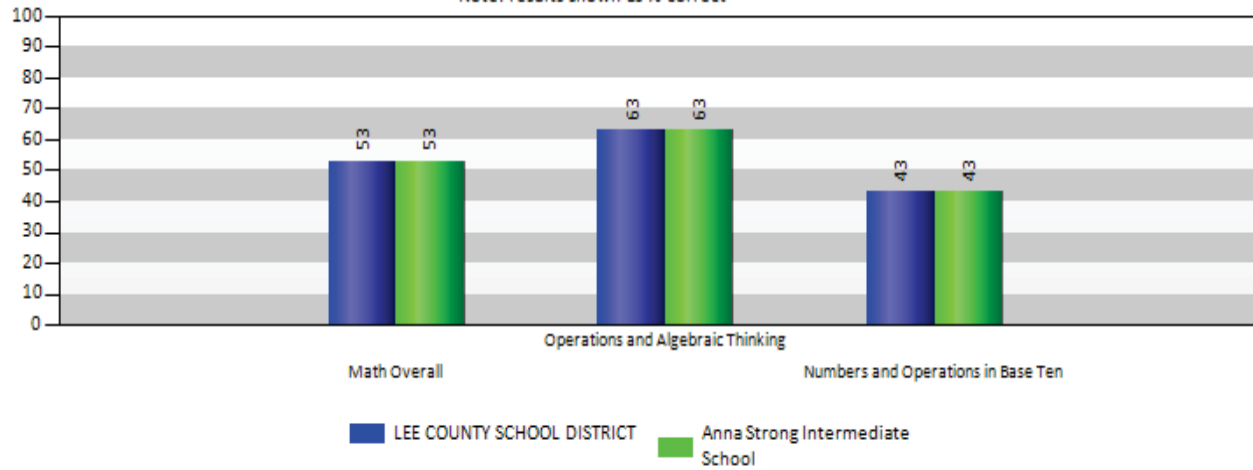


3rd Grade TLI Math Module 2—Percent Correct



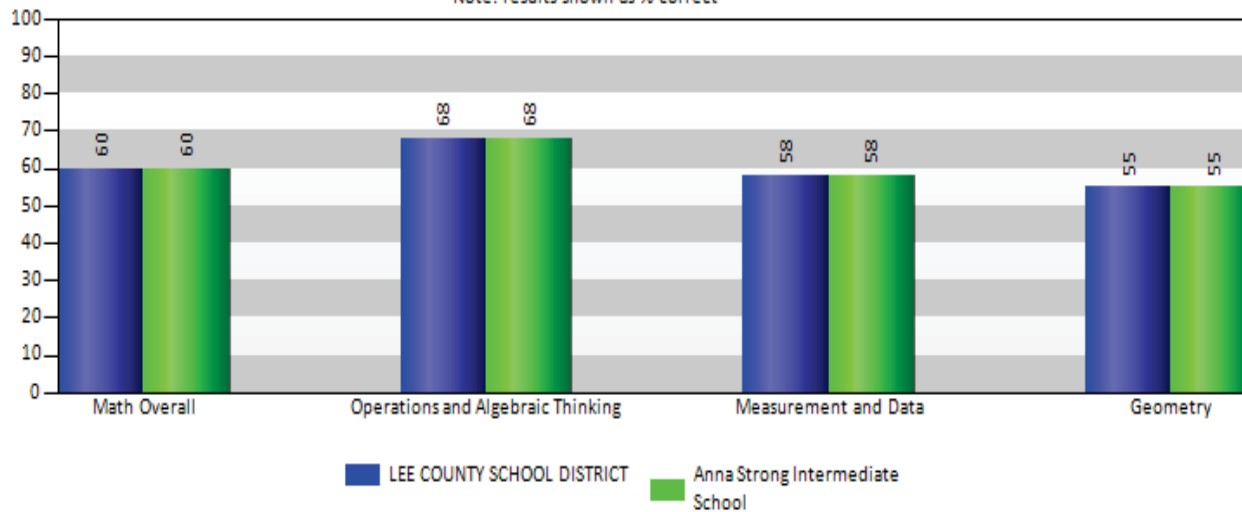
4th Grade TLI Math Module 1—Percent Correct

Note: results shown as % correct



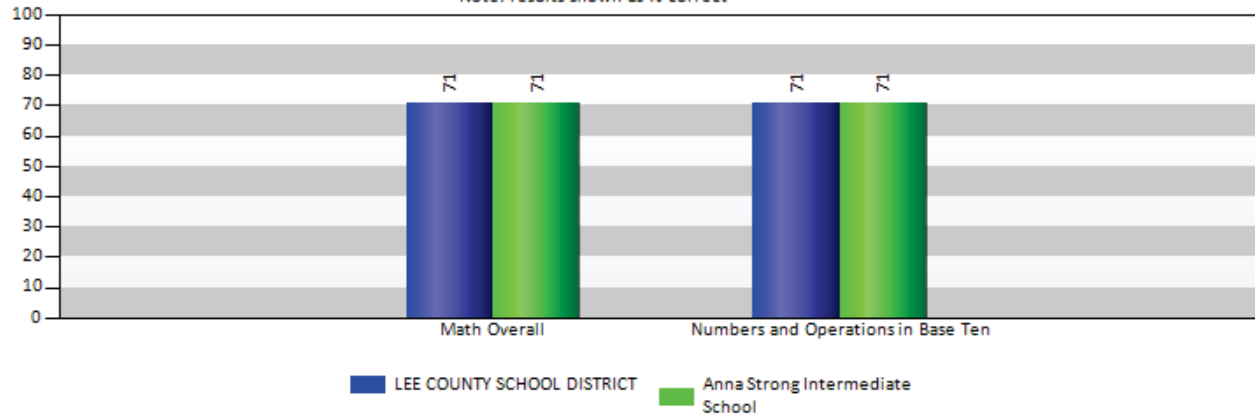
4th Grade TLI Math Module 2—Percent Correct

Note: results shown as % correct



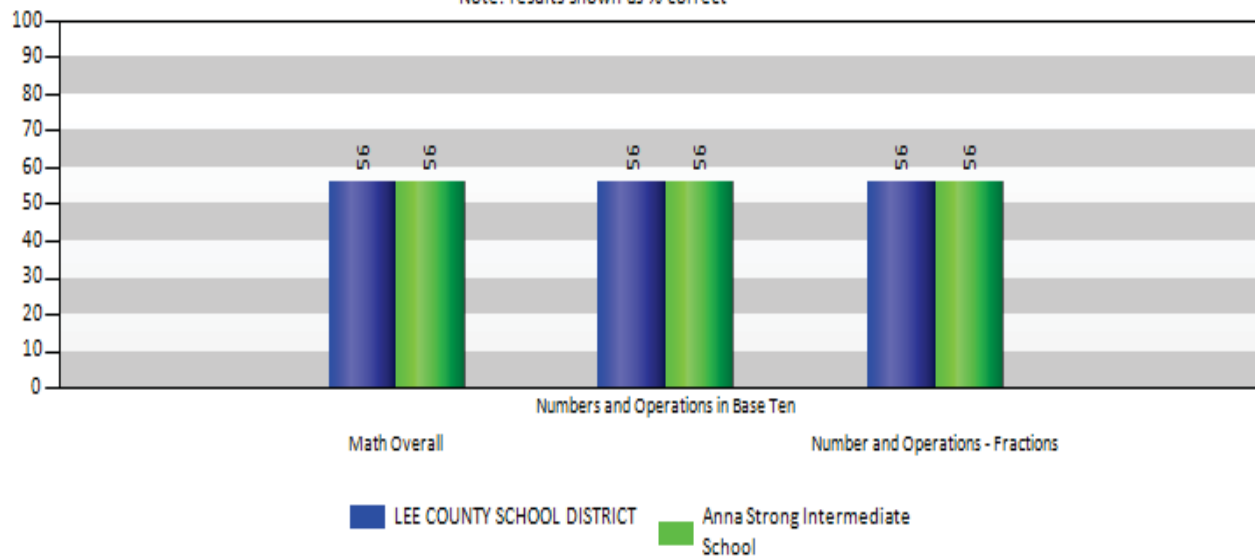
5th Grade TLI Math Module 1—Percent Correct

Note: results shown as % correct

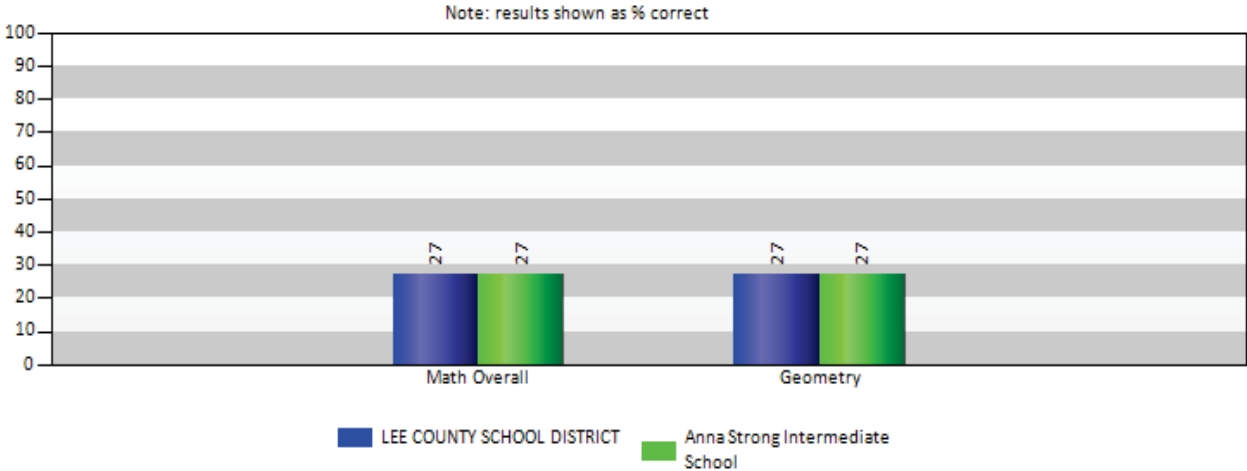


5th Grade TLI Math Module 2—Percent Correct

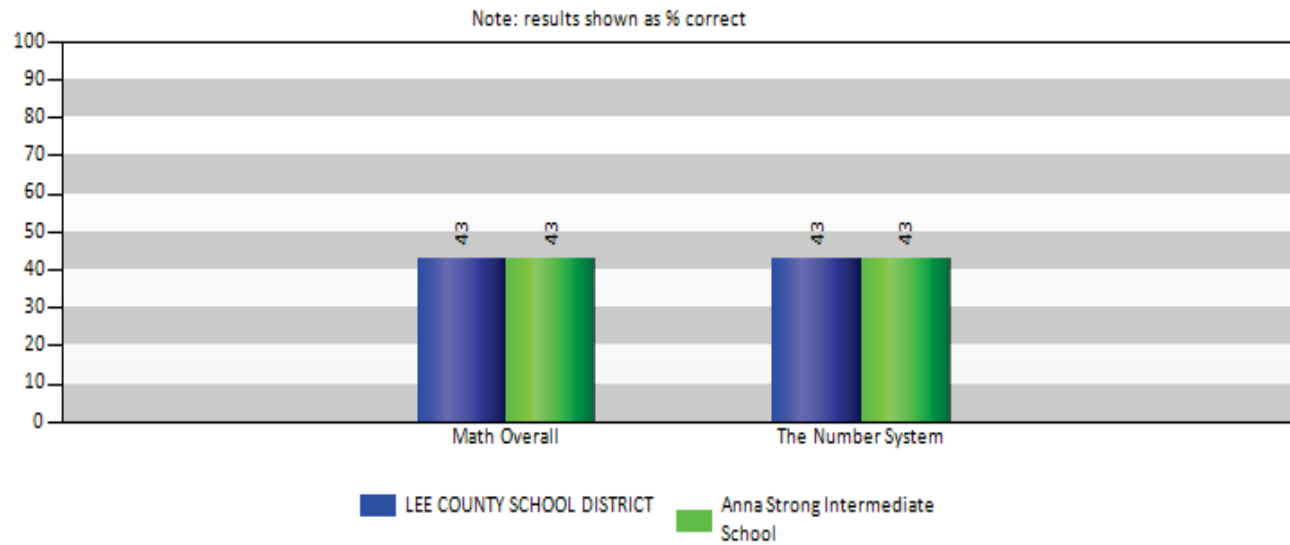
Note: results shown as % correct



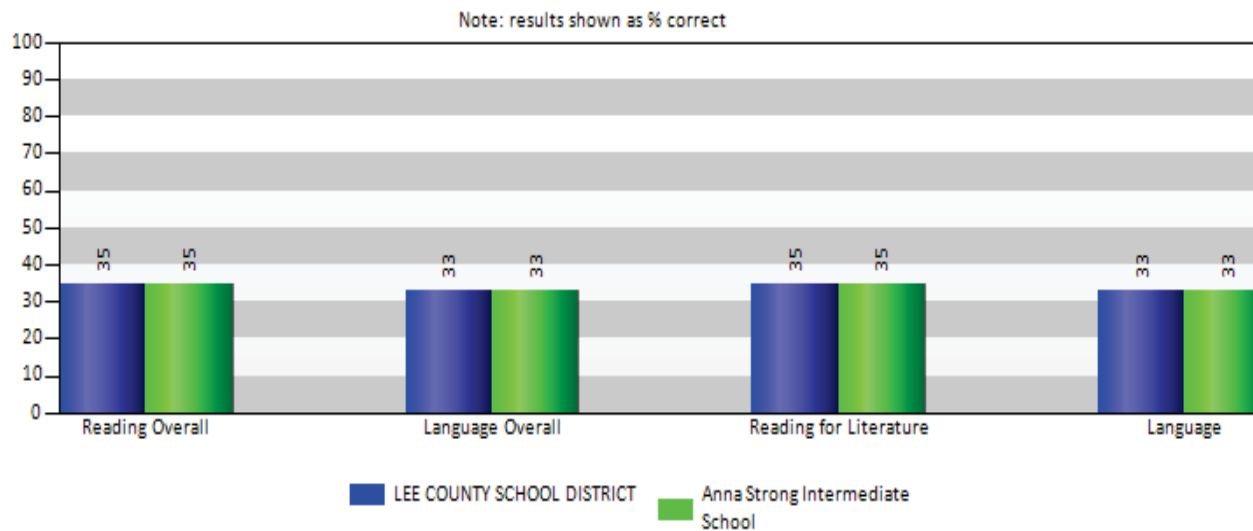
6th Grade TLI Math Module 1—Percent Correct



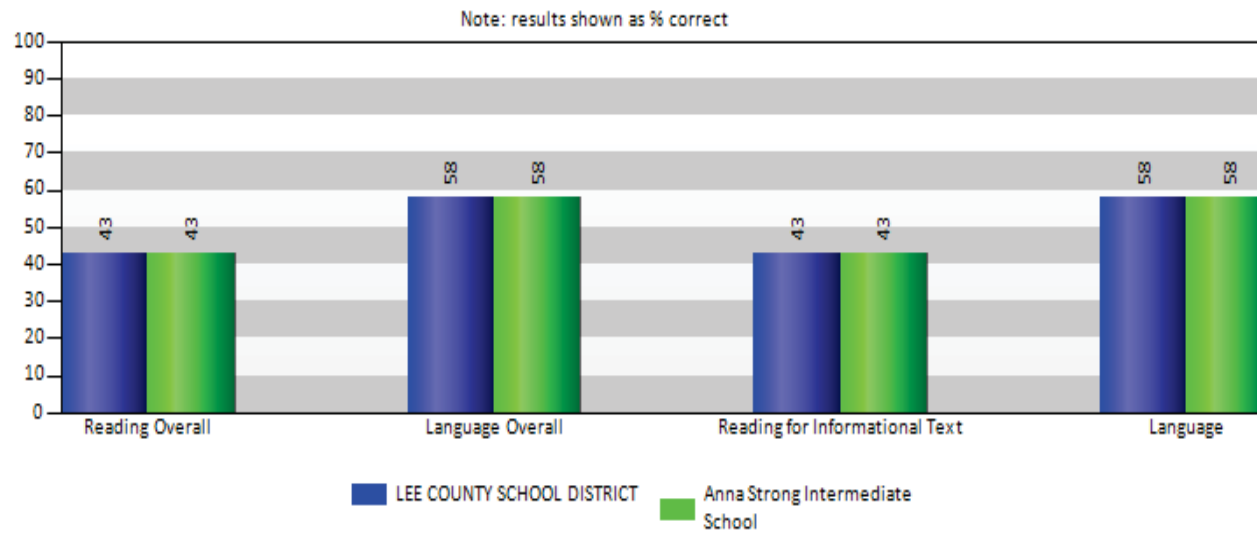
6th Grade TLI Math Module 2—Percent Correct



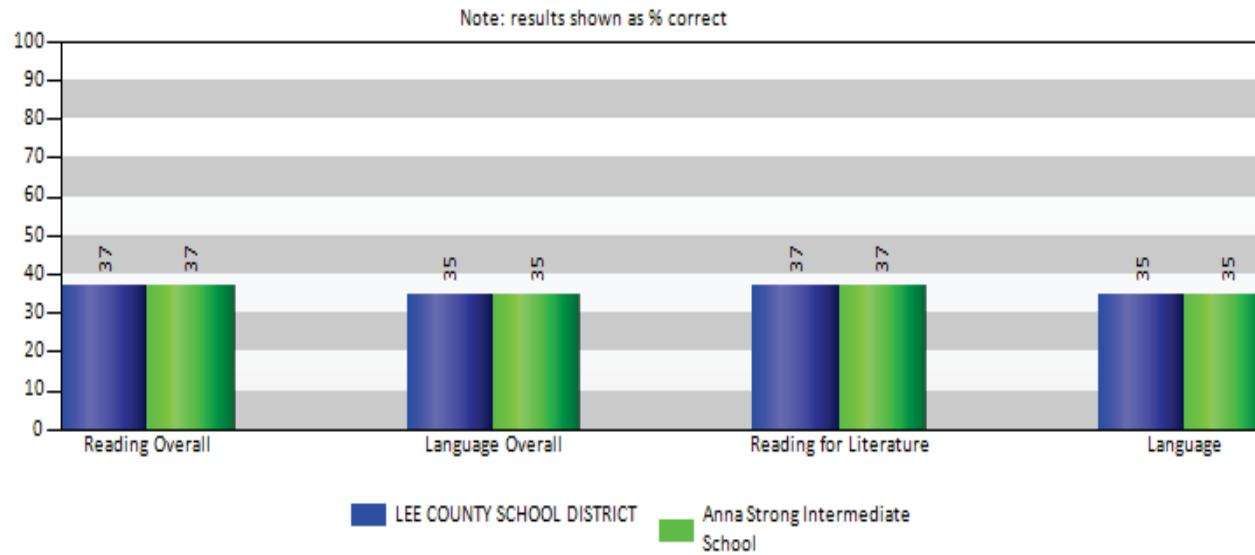
3rd Grade TLI ELA Module 1—Percent Correct



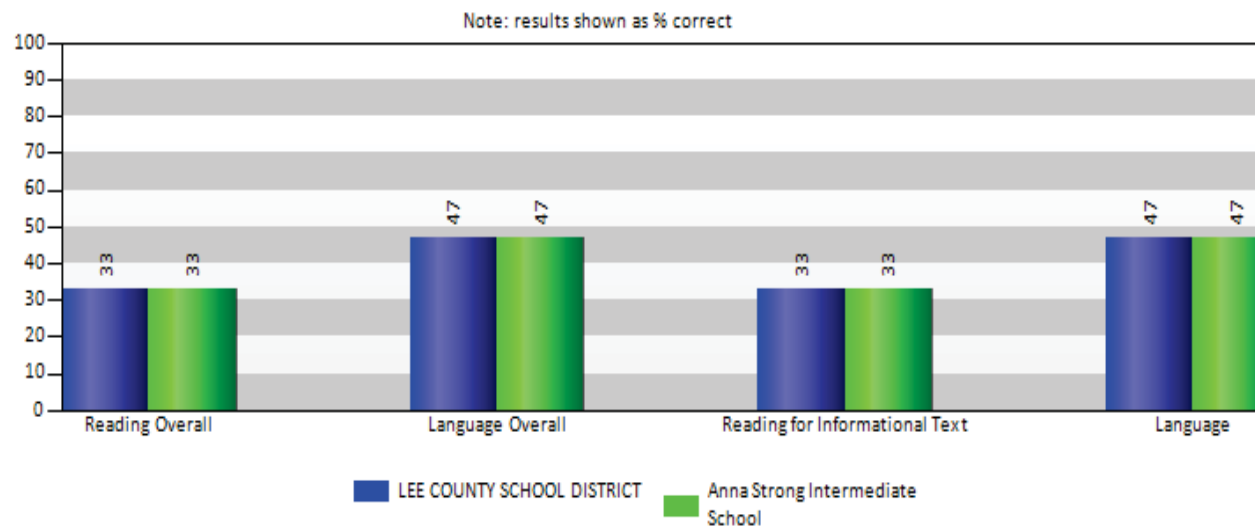
3rd Grade TLI ELA Module 2—Percent Correct



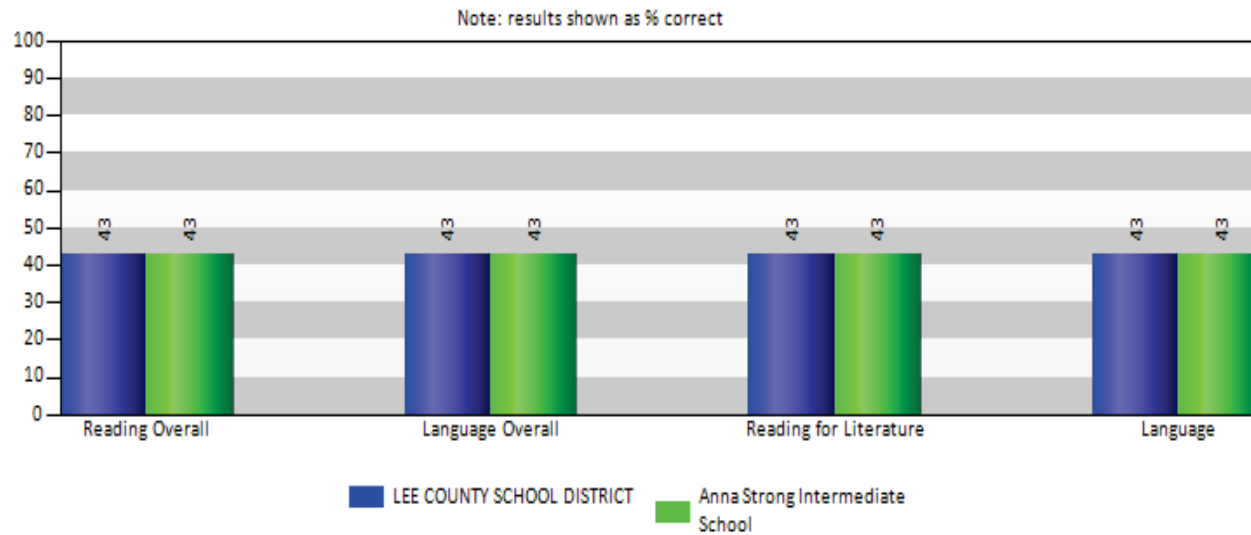
4th Grade TLI ELA Module 1—Percent Correct



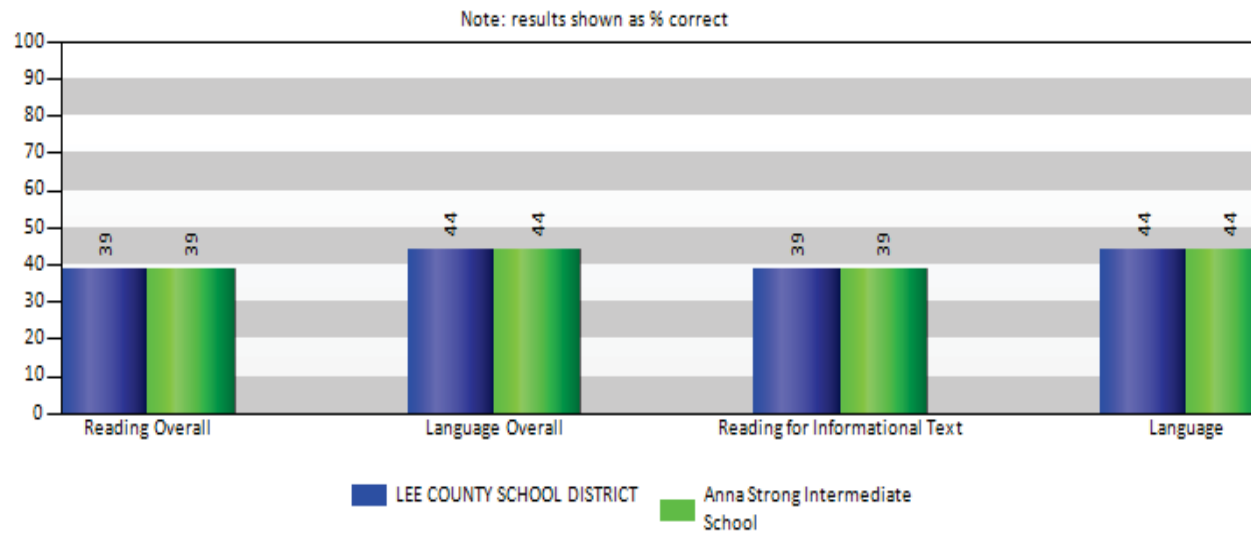
4th Grade TLI ELA Module 2—Percent Correct



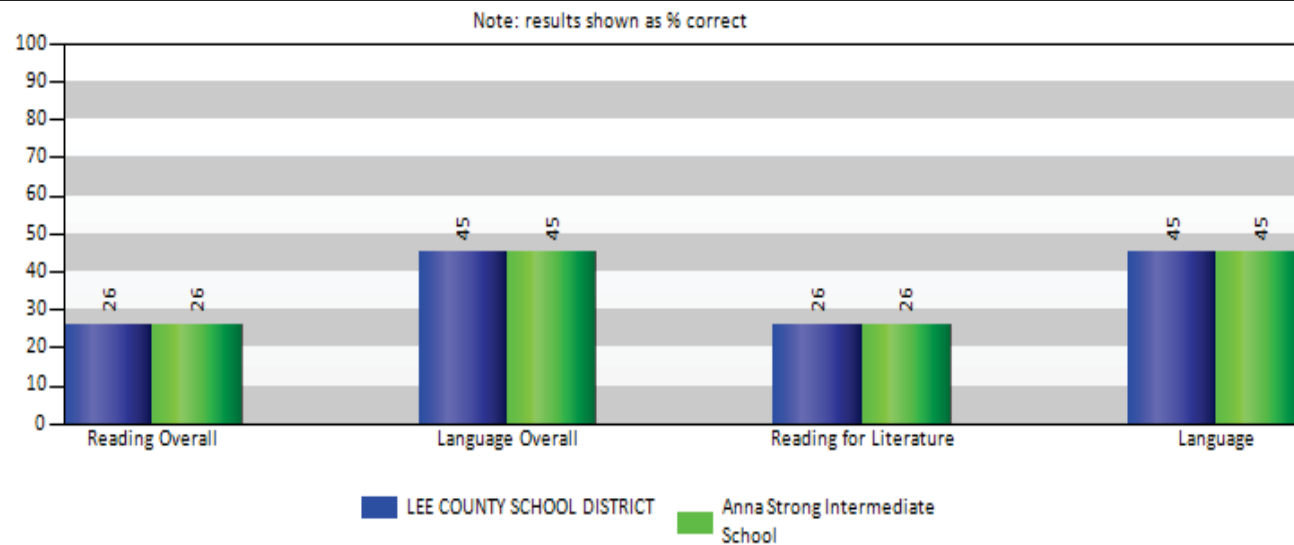
5th Grade TLI ELA Module 1—Percent Correct



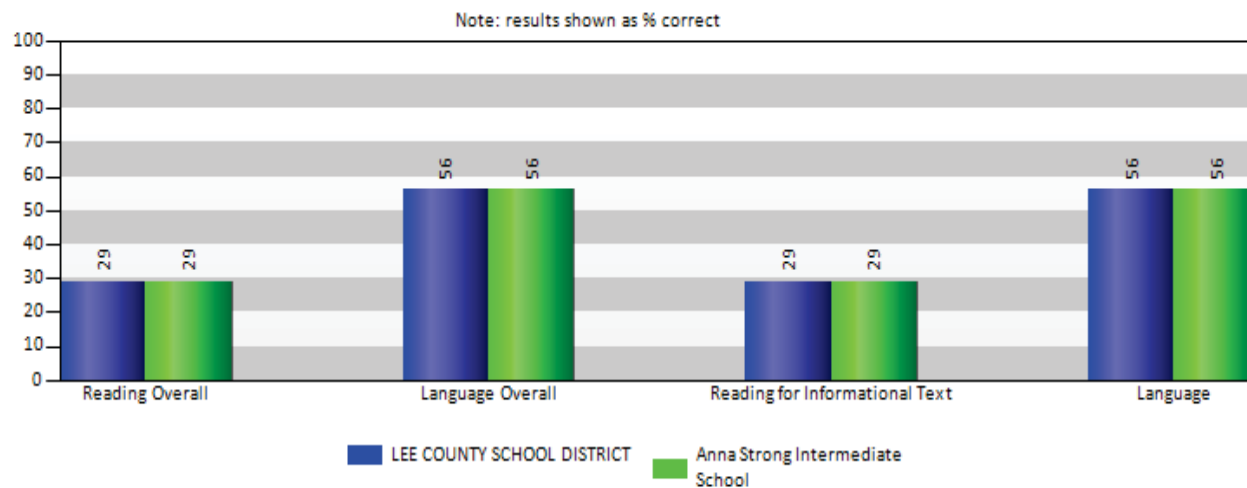
5th Grade TLI ELA Module 2—Percent Correct



6th Grade TLI ELA Module 1—Percent Correct



6th Grade TLI ELA Module 2—Percent Correct





**DISTRICT: LITTLE ROCK PREPARATORY ACADEMY
SCHOOL: LITTLE ROCK PREPARATORY ACADEMY(MS)**

**SUPERINTENDENT: BENJAMIN LINDQUIST
INTERIM PRINCIPAL: ANITRA ROGERS**

STATUS: 1st YEAR, 1st SEMESTER PRIORITY SCHOOL

SITE-BASED SIS: N/A FOR 1st SEMESTER, 1st YEAR PRIORITY SCHOOL

EXTERNAL PROVIDER: N/A FOR 1st SEMESTER, 1st YEAR PRIORITY SCHOOL

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. TONEY, MS. JAMIE HOLIMAN, MR. JOHN CALAWAY

PRIORITY SCHOOL

45-DAY PLAN/QUARTERLY REPORT

SECOND QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Leadership Team: The Leadership team reviews student achievement, school performance, and classroom observation data. This data is used to make informed decisions about school improvement and teacher professional development. These decisions are communicated to the faculty during weekly professional development. The team meets every Tuesday morning between 8:15 and 9:30 am. Members of this team include:

- Aaron Mickens, English Teacher, English Department Chair, and Director of Curriculum & Instruction
- Raven Washington, Teacher and Math Department Chair
- Bruce Battles, Teacher and Special Education Coordinator
- Anitra Rogers, Teacher and Interim Principal

Teacher Instructional Team: A Teacher Instructional Team has been established, and this team meets on Wednesdays at 3:00 pm. This Team reviews and analyzes student achievement data, including formative and summative assessments and grades. Student data is used to monitor student mastery of the state college and career readiness standards. The Teacher Instructional Team's recommendations are used to identify instructional priorities, guide weekly professional development, and prioritize necessary curriculum changes. Members of this team include:

- Aaron Mickens, English Teacher, English Department Chair and Director of Curriculum & Instruction
- Raven Washington, Teacher and Math Department Chair
- Bruce Battles, Teacher and Special Education Coordinator

Student Team: The Student Council serves as a liaison between the student body and school management team. These students share student ideas and concerns with the Middle School Principal. The student council participates in various community outreach activities, such as a canned food drive, coats for kids, and Breast Cancer Walk. The elected officers of the student council are a president, vice president, secretary, treasurer and grade-level student representatives. The student council meets with the Middle School Principal on Thursdays at 12:40 pm.

Management Team: The Middle School Campus Management Team meets weekly on Tuesdays between 8:15 and 9:30 am. The Middle School is a small school with 14 total staff members. The Management Team meetings are scheduled during the same block as the Leadership Team meetings (referenced above) to maximize participation and collaboration depending on the agenda priorities. The management team oversees the daily operations of the school, which includes ensuring student safety, personnel and performance management, professional development, school culture, and student engagement.

Middle School Management Team	
Anitra Rogers, Interim Middle School Principal: Ms. Rogers is leading the 45 Day Plan development & implementation for Little Rock Preparatory Academy Middle School. She is a Fellow in the Arkansas Public School Resource Center (APSRC) Leadership Institute, a second year administrator with LRPA, and a fourth year teacher in the Middle School.	
Benjamin J. Lindquist, Executive Director	Canny Beasley, Office Manager
Aaron Mickens, Director of Curriculum and Instruction	Bruce Battles, Special Education Coordinator
Christopher Johnson, Dean of Students	P. Christian Yarberry, Director of Performance Evaluation
Tia Townsend, Learning Pass Coordinator	Shanta Garth, Director of Finance and Operations

School Community: Our school community has been established by our Parents and Teachers Helping Students (P.A.T.H.S) organization. PATHS is a formal organization composed of parents and students that facilitates parent participation in the LRPA Middle School. The parent body elects officers (president, vice president, secretary, and treasurer) to govern this organization. The president works closely with the principal. PATHS meets the second Monday of each month at 6:00 pm.

Quarterly Objective: pg. 2

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Analyzes and presents student engagement indicators	10/26/2015	01/22/2016	Management Team			Weekly Management Meeting Minutes
Compiles weekly assessment results to review with the management team	10/26/2015	01/22/2016	Aaron Mickens/ Anitra Rogers			Weekly Meetings
Oversees internal and external community events	10/26/2015	01/22/2016	Shiree Lawson, PATHS President			Monthly P.A.T.H.S. meetings
Provides management team with the weekly professional development schedule	10/26/2015	01/22/2016	Rogers/Mickens			Management Team Meetings
Preparations for faculty full day workshop	10/26/15	01/22/2016	Rogers/Mickens			Faculty Workshop Agenda
Student Council sponsored community outreach and fundraising activities	10/26/2015	01/22/2016	Student Council/Rogers			<ul style="list-style-type: none">• Canned food drive• Breast Cancer Walk• Coat Drive

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE**ADE Recommendation:****Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Every 6-8 weeks, a formative assessment is given as the post-test. The Director of Curriculum and Instruction creates the test and uses the Illuminate item bank. Illuminate is designed to examine student proficiency relative to the college and career readiness standards, which are aligned with the lesson plans that teachers are delivering in the classrooms. Teachers review their own illuminate data, which identifies those students who are below basic, basic, proficient, and advanced. Teachers use the data to come up with a 3 step action plan to improve proficiency on the formative Illuminate assessments. The Director of Curriculum collects the teachers' action plans and monitors classes to ensure that the plans are being followed.

Furthermore, teachers use the data to drive instruction in their classrooms by identifying which standards need to be re-addressed as well as which students are not gaining in proficiency levels. Students track their own mastery levels by keeping an updated data notebook. These data implementation practices were designed to ensure that teachers and students are staying focused on making achievement gains consistent with state requirements. The NWEA is used to measure students' gains throughout the year. Data notebooks are tracking systems that students use in class to record their formative assessment results and create goals to improve their performance.

Quarterly Objective: Pg. 4

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Weekly Assessments- Teachers, the director of curriculum, and the principal collect the data and perform an analysis on the assessment.	10/26/2015	01/22/2016	Faculty			Data Analysis
Formative Assessments- Teachers, the director of curriculum, and the principal collect the data and perform an analysis on the assessment to determine next steps. Teachers present the data during weekly professional development sessions.	10/26/2015	01/22/2016	Faculty			Data Analysis
The director of curriculum generates an analysis of the data and presents the data to the faculty during weekly professional development sessions.	10/26/2015	01/22/2016	Faculty			Data Analysis

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom, which produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

The LRPA MS behavior management plan is system-based and focused on the idea that appropriate behavior is a major aspect of academic success. The behavior plan focuses on creating and sustaining school-wide, classroom, and individual systems of support, which improve lifestyle results for all LRPA students. The Core Values, Essential 55 Rules and 6 Steps to Positive Behavior are the frameworks that LRPA Middle School has implemented to govern student behavior. These frameworks were carefully selected based upon contemporary scientifically-proven theories of educational psychology, and implemented to reinforce, reward, and exemplify positive student behaviors while, as mandated by our mission, placing a minimal emphasis on the practice of 'punishment'.

Behavior practices are reviewed daily during advisory class. A character development curriculum, which focuses on a revolving topic within the Essential 55 Rules, is presented twice weekly during a scheduled allotment of instructional minutes. In addition to school-wide policies and procedures promulgated and utilized by the LRPA Middle School faculty, teachers – with the direction and approval of the administration – have developed their own unique classroom policies and procedures, with which students are expected to comply.

The Dean of Students is the organizing administrator of the character development curriculum, and provides routine support with the assessment, planning, implementation, and evaluation of individual classroom policies provided that they remain consistent with adopted school- wide policies and, oftentimes, the values upon which they may be based. During the weekly management team meeting, a detailed summary of the previous week's student-behavior infractions is provided to administrative staff members by the dean of students. This summary, along with comments, suggestions, and additional data or instruction, is presented the following day during the weekly professional development session.

Quarterly Objective: pg. 5

Indicators / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Teachers review Exalt Core values by completing the aligned activities	10/26/2015	01/22/2016	Faculty			Advisory Assessments
Teachers review the Essential 55 Rules weekly	10/26/2015	01/22/2016	Faculty			Advisory Assessment/School Culture
Frequent communication with parents concerning student progress	10/26/2015	01/22/2016	Faculty			Parent Contact Logs
Reward students with Tiger Tickets for exemplifying positive behavior	10/26/2015	01/22/2015	Faculty			Tiger Tickets and various other incentives

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school Faculty, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

During the parent orientation night at the start of the year, each parent and student signs a school covenant, which sets the expectations for the school-parent-student-teacher relationship. The covenant can only be successful in achieving the mission if students learn the key behaviors that are required to succeed in high school, college, career and society.

LRPA Middle School’s academic improvement plan (AIP) details supplemental and remedial interventions for each student in Math, English Language Arts and Science to ensure that students are proficient in all academic areas. The AIP is a live document that teachers update periodically to ensure that all goals are met and action steps are taken. The AIP includes student formative, summative and state test results, as well as information on the types of instructional support services that will be utilized in the classroom and action steps for the student, parent and teacher. This document is completed, reviewed and signed by the parent, teacher, and principal during student-led conferences, which take place at the end of each academic quarter. During each conference, teachers will review the student achievement data and the progress that was made between the conferences.

Quarterly Objective: pg. 6

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
School Covenant reviewed and signed	10/26/2015	01/22/2016	Teachers/ Parents/ Students			Signed Documentation
Academic Improvement Plans Students, parents, and teachers complete an academic plan that provides them with a 3 step process to improve academic performance. - What will the teacher do? - What will the parents do? - What will the students do?	10/26/2015	01/22/2016	Teachers/Parents/ Students/Rogers			Signed Documentation
Instructional team compile Math resources for parents	10/26/2015	01/22/2016	Math Department			Math Resources

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they prepare for college and career opportunities. The school routinely tracks recent graduates' success at the next level as they pursue college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

The Capstone Course is an intensive, yearlong course required of all 8th grade students at Little Rock Preparatory Academy. Through the Capstone experience, students will follow a concentrated course of study that is specifically designed to deepen the Liberal Arts education that they received in earlier grades and prepare them for the rigorous requirements of high school, college, and competitive job markets. All students will participate in both experiential and service learning activities that educate them on what is expected of scholars, professionals and business-people in real-world settings.

LRPA has identified 4 college preparatory public high schools (Parkview Arts/Science Magnet High School, Little Rock Central High School, eStem High Public Charter School, and LISA Academy) and 2 rigorous college preparatory programs (AVID and TRIO-Upward Bound) for students to remain on a college and career path upon graduation from the 8th grade at LRPA. The Capstone class is divided into 4 components, culture, community, career and college, to help ensure that students have a clear vision of their future aspirations.

A graduate tracking survey was completed by contacting each graduate and their parents with questions regarding high school placement, career path, current grade point average, future aspirations, and steps taken to achieve aspirations.

Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Invited community leaders to speak to the students about real world experiences	10/26/15	01/22/2016	Wilson/Rogers			Guest speaker presentation
Researched prominent African Americans as a means of understanding their heritage	10/26/15	01/22/2016	Rogers			Class presentations



PRINCIPAL'S REPORT 2nd QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (*Please circle*)
If yes, what support have you received from the district?

Yes. The support provided by the District Leadership Team includes:

- (a) Direct participation in ADE meetings,
- (b) Support with preparation of the 45 day plan, Needs Assessment and Priority School hearing request;
- (c) Assistance with the timely preparation, review, and submission of mandatory reports;
- (d) Training in school management (including human resources, financial management, and educational data and interpretation);
- (e) Licensing of interim test administration,
- (f) Monthly internal performance evaluation provided with feedback and resources necessary to implement changes, if necessary,
- (g) Independent third-party evaluations, also provided with feedback and resources necessary to implement changes, should they be needed.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Upon analysis of data collected over the first quarter, LRPA-Middle School leadership has developed a Needs Assessment and identified the need for additional math and reading instruction relevant to all grade levels. In response, we have re-organized and supplemented the daily schedule with increased formal math and reading instruction, in an effort to specifically improve students' academic success in the subjects identified as needing improvement. Instruction is modified to accommodate various student needs. A mandatory math tutoring session is provided after school each Wednesday to those students having been identified by their teachers the week before as needing such assistance.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? A SIS has not been named at the middle school. ADE SIS Team has provided the middle school with some very in-depth knowledge about the content that should be included in the 45 Day Plan and Needs Assessment.

ADE has assigned two school improvement liaisons, Dr. Toney and Mrs. Holiman, who along with their colleagues have provided specific, actionable, in-depth guidance and support regarding ADE's expectations for the 45 Day Plan and Needs Assessment. ADE's liaisons informed our administrative team that we are not expected to have engaged any outside resources to support the 45 day plan for the 1st semester.

What are the barriers, if any, in improving student outcomes? N/A

How is your leadership team monitoring student progress in the skill area of science?

The Leadership Team is monitoring student progress in the skill of science by assessing students on specifically-identified standards, providing feedback to students on their performance, delivering additional instruction based upon test results, and conducting comprehensive best-practices analysis with science teachers on a weekly basis. The Illuminate test bank contains an extensive set of Science questions that are aligned with Arkansas college and career readiness standards.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

With regard to the monitoring of student progress in the skill areas of math, reading, and writing, the Leadership Team is closely evaluating student progress by assessing students through both weekly quizzes and interim tests every 6-8 weeks. The Leadership Team responds to the results of data-analysis by requiring weekly updates to data notebooks and the tracking mastery of standards. With the assistance of the Leadership Team, individual teachers have developed specifically-targeted action plans, thus allowing them to quickly identify areas of improvement, and react with expediency.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The School Leadership Team made the decision to suspend various non-credit electives for the 2nd quarter, so that we might focus more on reading and math standards, thereby ensuring that we are closing the achievement gap.

The suspension of these non-credit electives resulted in the approximate addition of 3.65 hours of math and/or reading-related instruction time per week, complimentary to regularly-scheduled classroom time.

If anything, what do you intend to change or modify for the next quarter?

LRPA Middle School will mandate and facilitate weekly, one-hour tutoring sessions to students identified by NWEA MAP assessment data as having achieved results that indicate non-proficiency in Math and/or Reading.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1 st	2nd	3rd	4 th	1st	2nd	3rd	4th
6th	45				8	4	4				3			
7th	40				4	1	8				2			
8th	34				8	0	0				0			

Comments/ Clarifications:

The Middle School of LRPA serves a student population that has historically been among the most academically underserved in the state of Arkansas. One hundred percent of students qualify for the Federal Free and Reduced Lunch under the Community Eligibility Provision. Ninety six percent of students are African American and four percent of students are Hispanic. There has been a small but growing influx of English Language Learners (ELL) over the past two years. Over seventy percent of students live in Central Little Rock, which is the region bounded by Interstate 630 to the North, University to the West, Main Street to the East and Asher to the South.

As the chart indicates, 20 of 119 total students, or 17 percent, had diagnosed disabilities as of October 1, 2015 including 16 students on individual education plans (IEP's) and 4 students with 504 behavior plans. A breakdown of disabilities follows: 1 vision impaired, 4 learning disability, 7 other health impairment (example ADHD), 4 speech and language disorder, 1 developmentally disabled, 2 Autism, and 1 hearing impaired. Three students can be considered to be extremely low functioning and two can be considered to be extremely high functioning.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / ____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Northwest Association Measures (NWEA) of Academic Progress (MAP)</u> <u>August 2015/</u> _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / ____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Northwest Association Measures (NWEA) of Academic Progress (MAP)</u> <u>August 2015/</u> _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6th	0%						33				28	
7th	0%						24				25	
8th	0%						13				14	

Comments/ Clarifications:

LRPA Middle School uses the Northwest Education Association (NWEA)'s Measures of Academic Progress (MAP) to measure student achievement growth between fall pre-testing and spring post-testing relative to peers nationally. The MAPs have been benchmarked against the college and career readiness standards. LRPA MS uses the MAP to track where students are performing relative to their grade-level peers nationally. The NWEA MAP scoring scale includes low, low average, average, high average, and high.

The NWEA MAP mathematics assessment assesses operations and algebraic thinking, real and complex number systems, geometry, and statistics & probability. The reading assessment assesses literature, informational text, and vocabulary acquisition & usage. To compile the figures in the chart presented above, we counted the students who performed low and low average on the fall 2015 MAP testing, which means that they scored behind their peers nationally.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6 th	11	45	5				37	41	38		116	71	61%			
7 th	10	40	3				33	35	36		104	79	76%			
8 th	5	36	6				34	34	36		104	86	83%			

Comments/ Clarifications:

The data presented above is taken from formative assessments administered every 5-6 weeks and school grading records. The school is following a grading policy that was established by the former Middle School Principal. The policy is designed to encourage and credit students for making achievement gains, completing assignments, engaging fully in their classes, and putting forth consistent effort. The grading policy is not designed to assign students letter grades based upon their absolute performance against grade-level tests although grade-level performance is factored into the grading process. When the school holds quarterly student-led conferences with parents, academic improvement plans (AIP's) are distributed that include state test scores, NWEA MAP national test scores and Illuminate formative test scores. As a result, students and parents understand exactly how well students are scoring relative to grade-level standards. The exercise of compiling these charts has been helpful in examining the Middle School's grading policies. The Instructional Leadership Team may consider recalibrating the grading scale to give grade-level performance greater emphasis.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6 th	8	45	6				38	38	40	N/A	116	99	85%			
7 th	12	40	1				36	35	36	N/A	107	58	54%			
8 th	1	34	0				30	34	36	N/A	100	68	68%			
Example																

Comments/ Clarifications:

The data presented above is taken from formative assessments administered every 6-8 weeks and school grading records. The school is following a grading policy that was established by the former Middle School Principal. The policy is designed to encourage and credit students for making achievement gains, completing assignments, engaging fully in their classes, and putting forth consistent effort. The grading policy is not designed to assign students letter grades based upon their absolute performance against grade-level tests. When the school holds quarterly student-led conferences with parents, academic improvement plans (AIP's) are distributed that include state test scores, NWEA MAP national test scores and Illuminate formative test scores. As a result, students and parents understand exactly how well students are scoring relative to grade-level standards. The exercise of compiling these charts has been helpful in examining the Middle School's grading policies. The Instructional Leadership Team may consider recalibrating the grading scale to give grade-level performance greater emphasis.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

LRPA Middle School 2015-16 1st Semester Illuminate Benchmark Testing

The first three administrations of the Illuminate formative tests for the 2015-16 year are attached below. The tests are administered every 6-8 weeks to assess the percent of students scoring at different levels of proficiency in Mathematics and Reading relative to the Arkansas college and career readiness standards.

Each test evaluates student proficiency relative to a different interval of standards. All grade-level standards are tested over the course of the year. A linear progression from test to test is not expected because each test examines a unique set of concepts and skills (which vary in difficulty level). However, over the course of the year, it is expected that students will migrate from low bands of proficiency towards high bands of proficiency as the school's instructional team becomes increasingly effective and students benefit from the academic programs.

The purpose of Illuminate benchmark testing is to closely monitor student mastery of the standards across the year in the effort to:

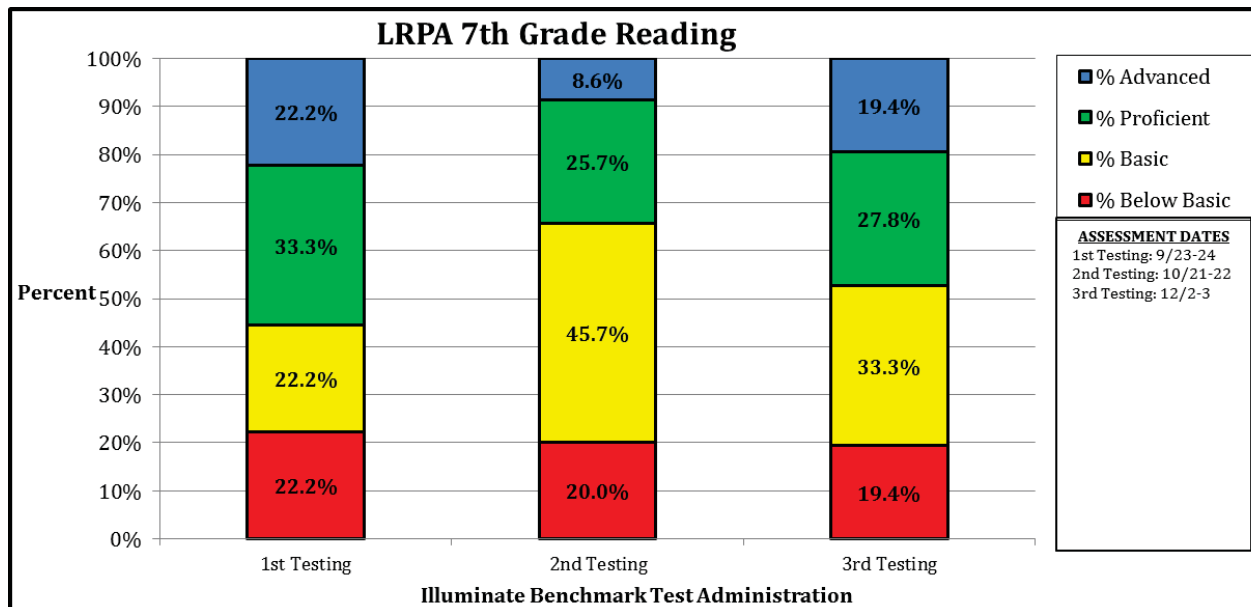
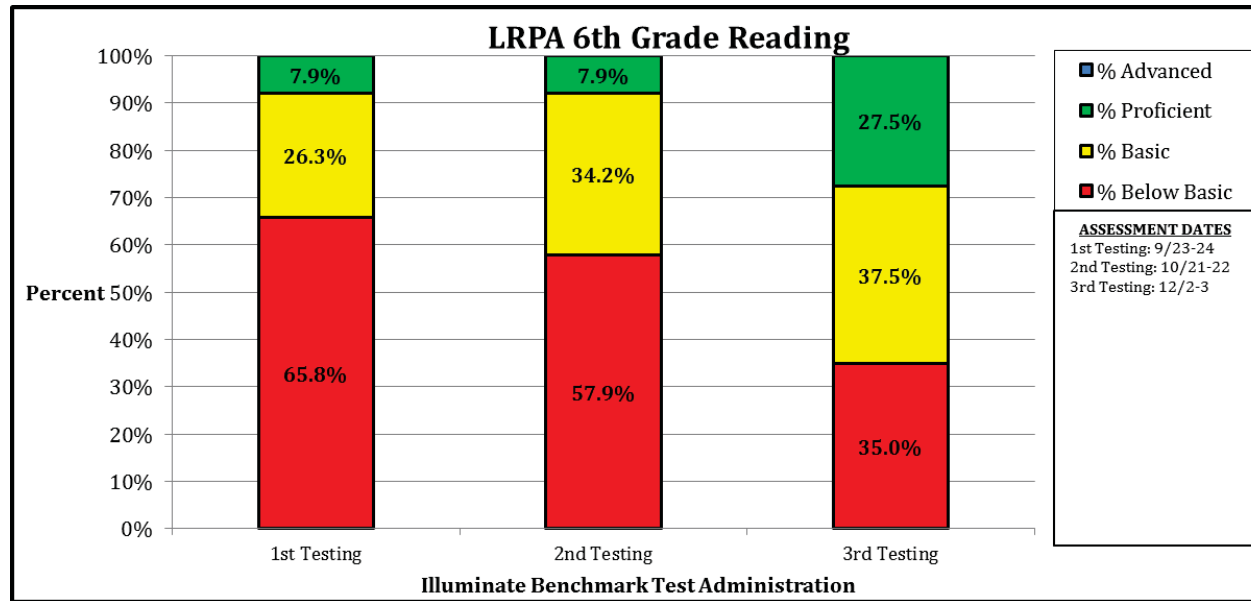
- (1) Focus on growth in student achievement versus taking a “static” or “absolute” view of student proficiency;
- (2) Elevate administrator and teacher awareness of and responsiveness to student performance;
- (3) Equip administrators and teachers with the data to understand what students are mastering and what they are not so that immediate improvements can be made; and
- (4) Evaluate whether or not – and to what extent – the Middle School is getting better at improving the learning of all students over time.

Typically, the first 3 test administrations of the academic year reflect a “norming period” – when school staff is getting grounded in where students are and devising initial strategies to improve their mastery of the standards. Over the remaining 4-6 administrations of the year, more consistent, widespread gains become evident as school staff become increasingly effective at implementing sound teaching-and-learning strategies.

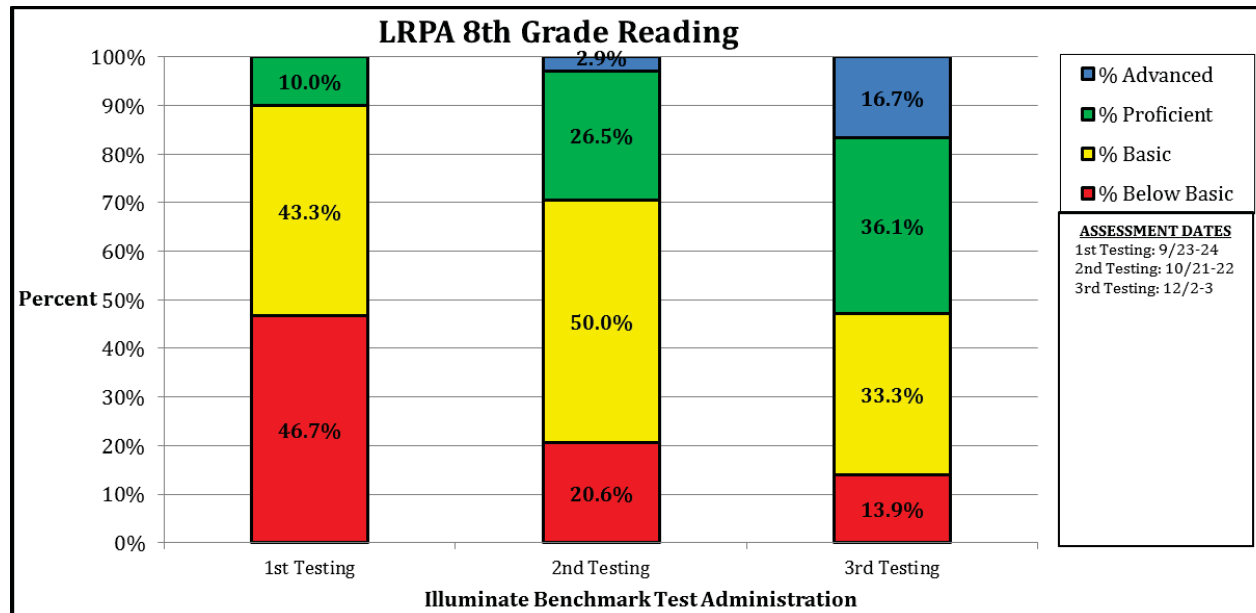
In the Reading charts for grades 6-8, it is evident that students are making significant progress in 2 of 3 grade levels. In the Mathematics charts for grades 6-8, it is evident that students are making significant progress in 2 of 3 grade levels. In those subjects and grades where students are making progress, the improvement trend appears to be quite strong. Modifications have been made in 7th grade Reading and 8th grade Mathematics in response to the finding that proficiency gains are unsatisfactory.

The Illuminate benchmark testing system was first implemented at the LRPA Middle School in the 2013-14 year. Our team is finding it to be a powerful “early warning system” in that it allows us to identify when there are deficiencies or gaps in student achievement growth as early in the academic year as possible so that improvements can be made. The Middle School has become increasingly adept at using the Illuminate testing system to drive growth in student achievement.

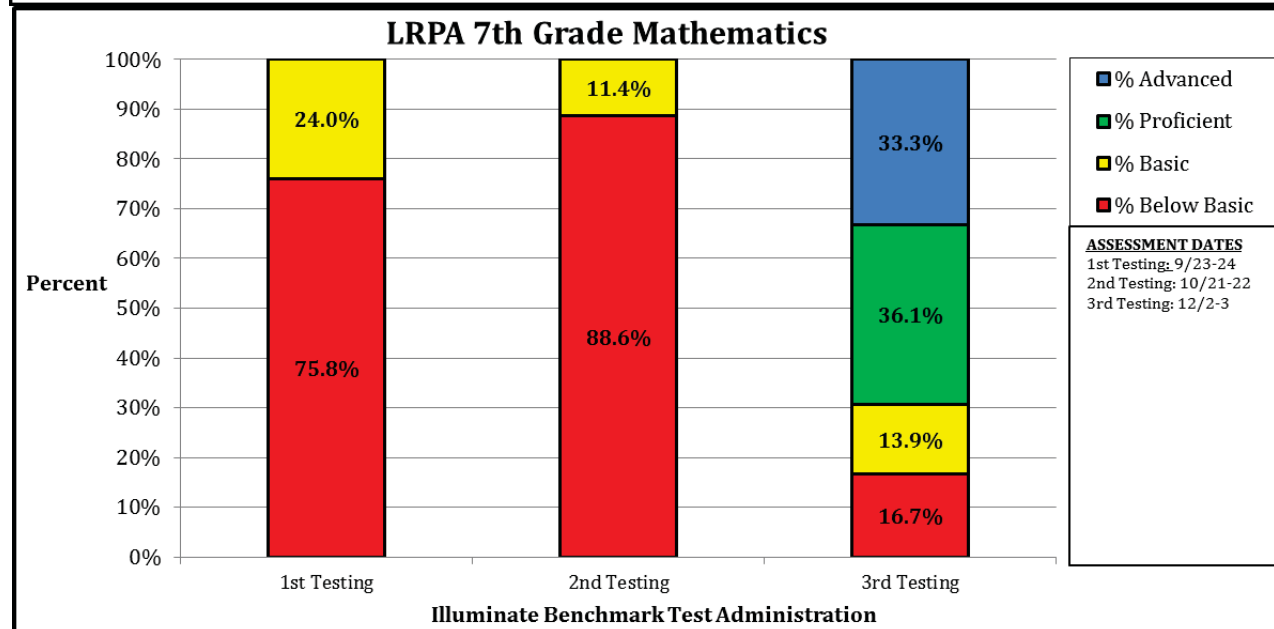
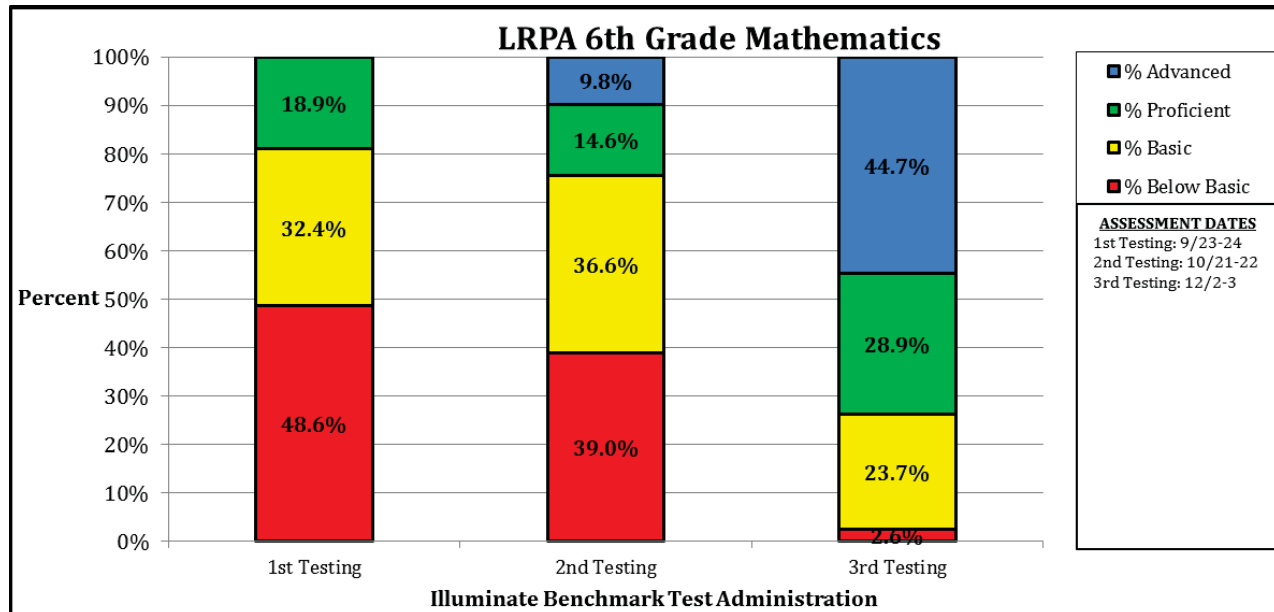
ENGLISH LANGUAGE ARTS



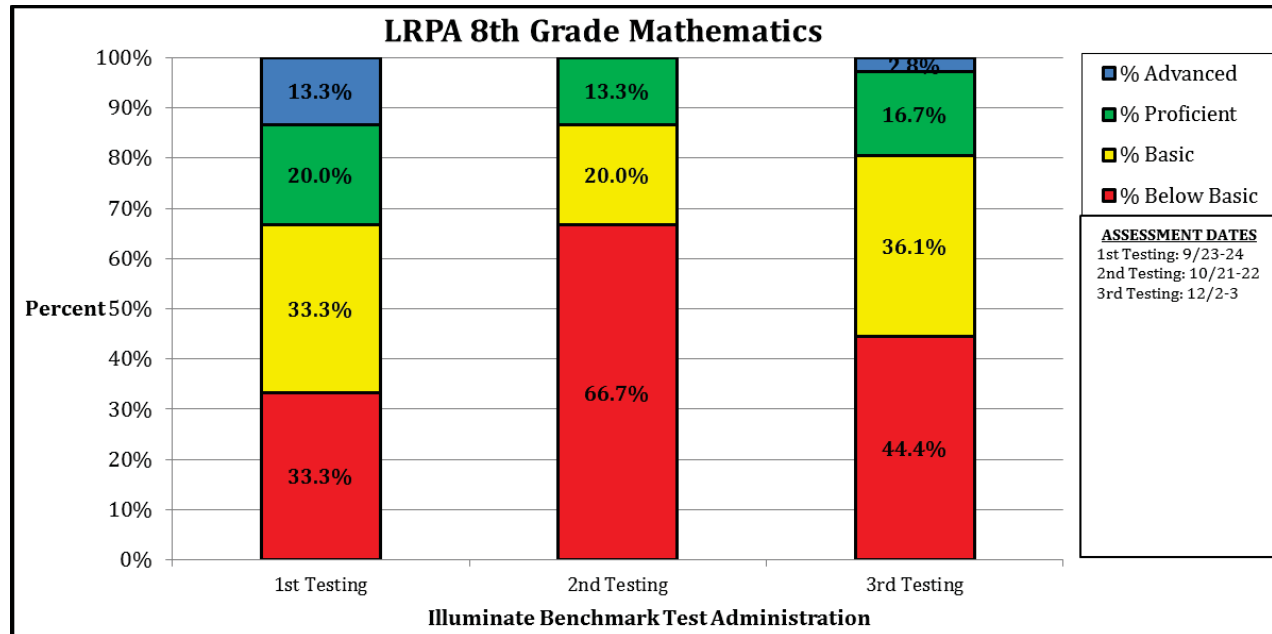
ENGLISH LANGUAGE ARTS CONTINUED



MATHEMATICS



MATHEMATICS CONTINUED





ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: BASELINE ELEMENTARY SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: LISA K MACK
EXTERNAL PROVIDER:

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: JONATHAN CROSSLEY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice- The Leadership Team will create bylaws to establish structure for all school teams. The bylaws will also dictate how team structure will be shared with new employees.

ADE Recommendation:

The school leadership team, principal, building-level ELL coordinator, district-level special education support, building-level special education coordinator, and the internal SIS should:

- Analyze the disaggregated data related to the number of years the English Language Learner population has been educated in the school in contrast to the academic progress made. Evaluate the effectiveness of the interventions that is being utilized with the ELL population
- Analyze, review and evaluate the effectiveness of the goals and interventions established for student achievement with the intent to set quarterly expectations consistent with supporting the specific instructional needs of ELL and SWD learners.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

ELL Data and Intervention Summary

In order to authentically analyze, review and evaluate the effectiveness of interventions implemented to support and promote the achievement of our English Learner population, it was necessary to first research, gather and disaggregate any available data to establish a baseline from which progress could be compared since we are year one of a new school and instructional model.

Through collaboration with the LRSD ESL Department, Literacy and Math Facilitators, Reading Interventionists, and classroom teachers and the use of student information databases such as Triand and Data Dashboard, the Language Acquisition Facilitator/ESL Coordinator researched, collected and synthesized demographic and academic achievement data for every English Learner in the building. Examples of data used:

English Language Proficiency levels – LAS and ELDA scores

Standardized Test scores – ITBS (only available for 2nd & 3rd grade)

Literacy/Reading levels – Beginning of year DRA/WRAP, DSA, Slosson, Oral Reading Records

Math Readiness/proficiency – Beginning of year SMI, Math fluency screener scores

Demographic information to determine students considered recent Immigrants/newcomers

Student Interviews/classroom observations

This information was disaggregated and documented in various forms to help assess the needs of individual learners, determine priority groups/grade levels and skill areas. This information was analyzed extensively and used to formulate interventions that would address significant language, concept and skill gaps for non-achieving/low achieving English Learners and move them towards achieving grade level proficiency.

Reading Interventions began immediately after initial testing in quarter 1 for the very lowest Reading level students and are monitored frequently with running records, and formally assessed every four to 6 weeks to determine if there has been improvement in Reading level. Reading Interventionists share this data quarterly to the Language Acquisition/ESL Coordinator to assist in reviewing interventions/instructional goals.

Intervention groups for Targeted ESL interventions addressing Language, Phonics, Reading and Math for English Learners missing important foundational skills have been carefully selected and the interventions were implemented beginning November 2nd. Pre-assessments were given in the targeted areas. Progress monitoring will be ongoing with both formal and informal assessment. ESL Interventionists will report specific data/progress reports to the Language Acquisition Facilitator.

The Language Acquisition facilitator will report progress to the Principal and other Instructional Leadership members.

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

These indicators have been fully implemented and we are awaiting a visit from ADE (January 11, 2015) to verify full implementation.

- Principal, assistant principal and school improvement specialist will meet weekly to plan meeting and create agenda.
- Leadership Team meeting agenda and Wise Ways will be sent to the team 1 week in advance. Update emails will be sent as

needed.

- Team members will come to the meeting prepared to accomplish the task at hand with all necessary data and materials.
- Meeting will be led by the principal (chairperson), who may delegate leadership to other team members when appropriate.
- The team will designate a time keeper, and recorder.
- Minutes will be kept to share with the staff at monthly faculty meetings or via email (if appropriate).
- All agendas and minutes will be posted to Indistar to be shared with the district, state, various community leaders and parents.
- By laws will be established to include team purpose, membership, roles, agenda, date, time and place.
- Article VI of the bylaws will address other school teams; Instructional Team, Grade level PLCs, PTA, Student Bets Club, all committees, and teams that may be created in the future. These teams will prepare agendas, keep minutes, and sign in sheets.
- Article VII will address how new employees will become apprised of the Leadership Team's function and structure.
- Classes will be covered in advance for classroom teachers.

\$\$\$ Projector has been purchased to share materials, websites, and videos.

Quarterly Objective: The Leadership Team will establish a team structure for all teams that will be shared with all employees; to include a system for sharing with new employees.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. LCD projector will be purchased.	10/16/2015	11/02/2015	Jonathan Crossley			Purchased projector
2. Contact ADE for verification process of full implementation.	11/23/2015	12/01/2015	Lisa K Mack			Email to Lasonia Johnson
4. Create a calendar for all Leadership Team meetings.	11/12/2015	11/12/2015	Lisa K Mack			LS Team Calendar

3. Amend bylaws to include all school teams (vote at LS Team meeting).	12/02/2015	12/04/2015	Lisa K Mack			Current bylaws
5. Celebrate and share full implementation requirements with faculty and staff.	12/04/2015	12/04/2015	Lisa K Mack			Copy of Email
6. Check notebooks of school teams for evidence of agendas and minutes.	12/09/2015	12/09/2015	Lisa K Mack			SIS calendar

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:**

The internal SIS, principal, and Director of Elementary Education should set quarterly goals and measure for student achievement, with the intent to set expectations consistent with at least maintaining students that are proficient and accelerating those who are not.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

All classroom teachers, with the facilitators, are creating and analyzing unit pretests to drive their instruction. Each grade level creates lesson plans and interventions based on the analysis of the pretest. After 3 weeks of instruction, the post test is given to determine mastery and progression toward the grade level standard. The post test is also analyzed to determine which skills and concepts need to be retaught.

All facilitators and one teacher per grade level have been to the LRSD Common Formative Assessment training.

The Leadership Team has adopted the LRSD time table for unit pre/post tests.

The Leadership Team has created a system to archive and share data.

Quarterly Objective: The Leadership Team will create a system for sharing and archiving unit test data for math and literacy (grades 3-5). The Leadership Team will create a timetable and system for constructing and analyzing unit tests that will drive classroom instruction.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Leadership Team will create clear expectations for unit pre/posttests that coincide with state and district expectations.	10/16/2015	11/16/2015	Jonathan Crossley, Lisa Mack			LRSD 2 nd Quarter Timelines for Developing Instructional Units, Administering Pre- and Post-tests, and Reporting Results Document
2. The Leadership Team will review forms for sharing and archiving pre/post test data.	11/13/2015	11/16/2015	Pamela Criss, Lisa Mack			LRSD form for reporting unit pre/post tests
3. Facilitators will develop forms to archive and analyze test data.	12/18/2015	12/04/2015	Pamela Criss, Lisa Mack, Michael Henderson, Paula Vasquez			<ul style="list-style-type: none"> • LRSD form for reporting unit pre/post tests • Forms created by the Instructional Team
4. The SIS will create a clear system for collecting and sharing data.	12/18/2015	12/04/2015	Lisa K Mack			Google Drive folders have been set up for math, literacy, and ELL data
5. Facilitators and teachers will analyze test data to determine instructional needs in literacy and math.	12/18/2015	12/18/2015	Facilitators and classroom teachers			common formative assessment data forms
6. Facilitators, with the assistance of trained teachers, will lead the creation of pre/posttest in their instructional team meeting.	12/18/2015	12/18/2015	Facilitators and classroom teachers			common formative assessment data forms Unit pre/post tests

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): A school-wide positive and preventive system for discipline has been put in place and a process for behavior management has been established. Clear, consistent, positive classroom management protocol is being developed and executed by teachers. Classroom rituals and routines have been established by most teachers. These procedures have been taught and reinforced daily with the students. A system for collecting behavior data has been established and implemented. Collected behavior data is analyzed and used to help reduce disruptions to instruction. A school-wide behavior plan with incentives has also been established and implemented (Blue Jay Bucks). Individual behavior plans are being made for students who require more structure and incentive for acceptable and improved behavior.						
Quarterly Objective: A schoolwide behavior system with incentives will be established and put in place. A system for collecting behavior data will be created and put in place. The Behavior data is analyzed at the Leadership Team meetings in order to intervene when necessary.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Michael Henderson, Math Facilitator, will create a draft spreadsheet for collecting data based on a list of ideas brainstormed at the October 30th Leadership Team meeting.	11/13/2015	11/13/2015	Michael Henderson			Spreadsheet currently in use/Color Coded Blue Jay Bucks

2. The Principal will invite the Youth Specialist to attend the November 13th Leadership Team meeting to share behavior data that she has collected.	11/13/2015	11/13/2015	Jonathan Crossley			Guest on Leadership Team minutes (11/13/2015)
3. The counselor and principal will meet with Day Springs (mental health provider) to ensure that individual behavior plans are being created and implemented for students who are in need of extra support for behavior. This information will be shared at the November 13th Leadership Meeting.	11/13/2015	11/13/2015	Jonathan Crossley, Paula Ramsey			Individual Behavior Plans
4. A system for collecting behavior data will be established and implemented.	12/18/2015	11/13/2015	Michael Henderson			Spreadsheet currently in use/Color Coded Blue Jay Bucks
5. A school-wide incentive plan will be created and established.	12/18/2015	11/30/2015	Stephanie Hall, Youth Specialist			Blue Jay Bucks
6. Establish a list of classroom rituals and routines to be taught and reinforced with each classroom.	12/18/2015	12/18/2015	Classroom Teachers			Classroom Observations
7. Individual behavior plans will be made for students who require more structure and incentive for acceptable behavior.	12/18/2015	12/18/2015	Paula Ramsey			Individual Behavior Plans
8. A plan will be developed to support teachers who are struggling with classroom management.	12/18/2015	12/18/2015	Jonathan Crossley			Will Sub will show that teachers are making colleague visits in district.

Include additional task lines as needed

IMO Area 4: Family and Community Engagement- The Leadership Team will						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): For the 2015-16 school year, Baseline Academy chose to use the LRSD Title I compact that outlines how parents, school staff, and students can work together. Compacts are signed by principal, student, teacher, and parents. The signed compacts are on file in classrooms which will transfer to the student permanent record folders at the end of the year. Teachers are expected to have a filing system for important documents in their classroom. The Leadership Team has provided the teachers information about the files that will be transferred to or kept in the student permanent record files. Teachers have been sent Wise Ways concerning compacts. They have also had a professional development session to provide more understanding and guidance toward creating a compact that will be specific to Baseline Academy, with core values in mind.						
Quarterly Objective: The Leadership Team will establish a filing system for all important student documents and records. Teachers will receive more information about school compacts.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The idea of a school compact will be shared at the October faculty meeting and via email. A copy of Wise Ways will be sent via email.	10/19/2015	10/20/2015	Lisa Mack			Copy of email and the October faculty meeting agenda

2. At the December faculty meeting teachers will be provided more guidance and understanding of the idea of creating a compact specific to Baseline and its core values.	12/08/2015	12/08/2015	Jonathan Crossley			December faculty meeting agenda
3. Resend current compacts home for signatures.	12/18/2015	12/18/2015	Pamela Freeman			Copy of Compact
4. Check to see if all current compacts are on file in classrooms.	12/18/2015	12/18/2015	Pamela Freeman			Files in teachers' classrooms
5. Ensure that teachers have a system in place for filing all important documentation and student records.	12/18/2015	12/18/2015	Pamela Freeman			Baseline filing system email sent to all teachers
6. Contact the district to obtain a check list for items that should be placed in the permanent record files at the close of the year.	12/18/2015	12/18/2015	Pamela Criss			Copy of LRSD permanent record files document

Include additional task lines as needed

IMO Area 4: Family and Community Engagement
ADE Recommendation: Not Applicable
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates
<p>Current reality of effective practice (Assess where we are): Here is the plan that was developed at the beginning of the year. The Leadership Team will work on this plan next quarter.</p> <p>In the spring, Baseline Academy will reach out to the district preschools in Southwest Little Rock (Chicot, Mabelvale, Dodd, Wakefield, Geyer Springs, and Meadowcliff). The counselor and homeschool advisors will coordinate a day for the preschool students and parents to visit Baseline Academy. We will also conduct a Kindergarten Round Up in the spring to register and assess incoming Kindergarten students. Flyers will be sent home to current students in English and Spanish communicating the process of registering younger siblings for the upcoming school year.</p> <p>In the spring, the counselor will collaborate with Cloverdale Middle School and Horace Mann Arts and Science Magnet Middle School to register students and assist with schedules. They will schedule a day for our students to visit the middle schools. The counselor and GT teacher will ensure that student placement data is provided to the middle schools. All pertinent records, to include RTI data, will be shared with the appropriate school. Baseline Academy will coordinate with the middle schools and share the middle school expectations for parents and students.</p>

Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.	00/00/00	00/00/00				
2.	00/00/00	00/00/00				
3.	00/00/00	00/00/00				

Include additional task lines as needed.

PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

- Yes- The leadership team has worked closely with the local SIS (Lisa Mack) to ensure best practices; Lisa Mack works closely with the District Leadership Team—asking targeted questions and following protocols—to support Baseline.
- Additionally, the district team has visited Baseline. They met with the principal and support staff—asking questions to determine possible areas of need. Baseline leadership team members presented student achievement data and intervention plans to district leadership representatives.
- The Associate Superintendent for Elementary Education (Dr. Mitchell) works with the principal to progress monitor and provide guidance on an as needed basis. For the second quarter, Dr. Mitchell provided assistance in the areas of leadership team performance, district communication concerning 504 and special education processes, student hearing procedures, and professional growth plans.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Baseline created transition classrooms for ELL students who exhibit low-level English proficiency. The language acquisition facilitator works closely with the two transition classroom teachers to create rosters of tier 2 and tier 3 intervention students. After close analysis of the impact of the transition classrooms, the principal, language acquisition facilitator, and transition teachers created a plan to reach more ELL students. In addition to providing all day classroom instruction for the most struggling ELLs, the transition teachers became tier 2 interventionists for ELLs with significant gaps. Currently, the transition classroom rosters have grown from 7 to 47 students served.
- Baseline has two full-time reading teachers who use reading level data to select students for tier 2 and tier 3 reading groups. The reading teachers work with the teachers of record to create schedules and plans for intervention. Data is shared and recorded regularly. This quarter, reading teachers worked collaboratively with the literacy facilitator to provide targeted professional development concerning guided reading groups. In addition to the targeted PD, reading teachers modeled guided reading in teachers' classrooms. This allowed teachers to observe and analyze high level guided reading.

- Do the Math interventions were purchased and implemented for support in tier 2 math groups. Transition teachers, as well as regular classroom teachers, use the materials to support instruction and fill gaps for individual students.
- In addition to the leadership team and PLC teams, Baseline implemented an instructional team comprised of the principal, assistant principal, language acquisition facilitator, literacy facilitator, math facilitator, and local school improvement specialist to synthesize instructional data. The data is synthesized and trends are determined on the school level, grade-level, and individual classroom level. This information is reviewed and brought to the leadership team. The instructional team provides an additional level of accountability and transparency in determining growth areas for the school. This especially becomes helpful on the individual classroom level. Teachers serve on the leadership team, and dialogue concerning individual classrooms may provide a conflict of interests. The instruction team takes away this potential barrier to data analysis and discussion. The leadership team then can analyze grade level performance and school trends without discussing targeted areas of professional growth for individual teachers.
- Baseline's School Based Intervention Team (SBIT) meets bi-monthly using data from classroom teachers and content facilitators to decide intervention plans and monitor progress of individual students. The team collaborates with parents to ensure transparency and effective services.
- AR Kids Read tutors come to Baseline on a regular basis to work with a select group of students who are behind in reading.
- Boys to Men and Ladies' Clubs for targeted interventions in both behavior and academics.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- District level: local SIS (Lisa Mack) - collaborates with principal weekly for progress monitoring and agenda creation; Local SIS also assists the leadership team to synthesize Indistar indicator assessment and planning. She is very attentive and reflective. Ms. Mack met with Dr, Wilde to discuss the requirements for all priority schools
- District level: SIG Planning Committee- collaborates with district team to monitor and track progress for indicators concerning the SIG grant. The rubric for the SIG grant closely resembles the indicators for Indistar.
- District level: LRSD Office of Professional Development provided the principal with a mentor and leadership coach. Both positions meet with the principal on a bi-monthly basis.
- State Level: ADE SIG process monitor (Kyron Jones)- Mr. Jones works with the principal and SIG personnel to meet benchmarks for success. Jones provided feedback from the 1st quarter SIG site visit. This information guided the discussion for the LRSD SIG Planning Committee. Jones met with district and school leadership to discuss next steps in the SIG process.
- State level: supports from ADE Office of Educator Effectiveness are in place to professionally develop teachers in areas of TESS and BloomBoard; ADE works with principal for professional development in area of LEADS and Bloomboard. A 2nd quarter meeting was held to discuss any barriers to implementation of TESS. The conversation was informative and ranged in topics—formal observation, informal observation, teacher track assignment, teacher improvement plans, and technical support.

What are the barriers, if any, in improving student outcomes?

- The beginning-of-year diagnostic assessments indicate significant academic barriers in each grade level. The leadership team has developed targeted plans to address the vast knowledge gaps. The 2nd quarter plan for interventions required intentional planning for instruction using CFA and interim assessment data. Creating an entirely new system in a turnaround school requires the principal to facilitate change in a respectful and thoughtful manner. Teachers and administrators alike began to experience more continuity of CFA and data usage as Baseline received more training. This required time to use the data in multiple data cycles.
- Baseline maintains a large number of students receiving services from a mental health provider. This requires extra planning and collaboration to ensure high quality instruction for each student. The Baseline team has worked to establish a clear and consistent working protocol with the mental health provider.
- Since Baseline is a reconstituted school, the staff has worked to establish norms and procedures that reflect the core values and vision for Baseline Academy. This is a truly positive reality; however, this requires thoughtful planning and implementation to ensure consistent improvement in student outcomes. We continue to fine tune to ensure optimal performance.
- In terms of accountability, the 2015-2016 school year will mark the third consecutive years with a new state assessment. This becomes an issue for developing targets for AMO growth and school wide targets for state assessment success. We use other metrics to fill the gaps, but a consistent standard that reflects EOY expectations would be ideal.
- TLI interim assessments are not always aligned to the curriculum. This skews the perception of mastery. If a teacher has not taught the content, the likelihood of a student mastering the content drastically decreases. Baseline reports TLI data to LRSD and submits the data as supplemental evidence for quarterly reports (SIG and ADE).

How is your leadership team monitoring student progress in the skill area of science?

- The leadership team assesses the school improvement indicators and creates plans during the leadership team meetings. The principal and SIS discuss progress using student data and establish agendas for the leadership team meetings. The agendas are clear—complete with roles for each team member. The leadership team has established norms that have been reinforced on a consistent basis. Collaboration, transparency, and reflection are of the utmost importance during leadership team meetings.
- Baseline has a science instructional block built into the daily schedule; facilitators and administrators are observing classroom teachers to ensure consistent implementation of the science curriculum. The science block is integrated with math—complete with weekly engaging science experiments.
- The science and literacy curriculum maps are integrated.
- Baseline established a science fair committee. The committee surveyed teachers to better understand the instructors' comfort levels in conducting experiments and inquiry-based science. Based on the results of the survey, administration scheduled targeted hands-on professional development for the start of the third quarter.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- The leadership team assesses the school improvement indicators and creates plans during the leadership team meetings. The principal and SIS discuss progress using student data and establish agendas for the leadership team meetings. The agendas are clear—complete with tasks for each team member. The leadership team has established norms that have been reinforced on a consistent basis. Collaboration, transparency, and reflection are of the utmost importance during leadership team meetings.
- The leadership team uses data from each grade level in the areas of math, literacy, and writing. This information is used in planning for pretest and posttest implementation, tier 1 instruction, and tier 2 and 3 decisions. It is the vision that each classroom teacher will be able to provide high quality tier 2 instruction in their individual classrooms. This is not a consistent reality at this time.
- In addition to the leadership team and PLC teams, Baseline implemented an instructional team comprised of the principal, assistant principal, language acquisition facilitator, literacy facilitator, and math facilitator to synthesize instructional data. The data is synthesized and trends are determined on the school level, grade-level, and individual classroom level. This information is reviewed and brought to the leadership team. The instructional team provides an additional level of accountability and transparency in determining growth areas for the school. This especially becomes helpful on the individual classroom level. Teachers serve on the leadership team, and dialogue concerning individual classrooms may provide a conflict of interests. The instruction team takes away this potential barrier to data analysis and discussion. The leadership team then can analyze grade level performance and school trends without discussing targeted areas of professional growth for individual teachers. Information and trends discussed in the instructional teams become areas for individualized classroom teacher professional development.
- Based on classroom observations, Baseline established a structure for colleague visits. Baseline teachers observe high performing teachers at Baseline and other schools that have comparable student demographics. In the second quarter, teachers observed and analyzed teachers in the following areas: small group instruction, guided reading, classroom management, and consistent student expectations and procedures.
- The leadership team reviewed SMI data and implemented DO the Math interventions to assist classroom teacher in tier 2 instruction.
- The leadership team analyzed trends in small group instruction and assisted in creating a survey to determine small group instruction needs. As a result of the survey, Baseline provided targeted professional development in the second quarter through whole group and individualized professional development sessions.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- The leadership team has established the areas of highest priority and created action plans for addressing the gaps
- The leadership team worked with classroom teachers to create a school wide positive behavior intervention plan and norms for pretest and posttest training and school wide implementation. This was implemented in the second quarter.
- All school improvement areas have plans and timelines for implementation.
- Based on classroom observations, Baseline established a structure for colleague visits. Baseline teachers observe high performing teachers at Baseline and other schools that have comparable student demographics. In the second quarter, teachers observed and analyzed teachers in the following areas: small group instruction, guided reading, classroom management, and consistent student expectations and procedures.
- In addition to the leadership team and PLC teams, Baseline implemented an instructional team comprised of the principal, assistant principal, language acquisition facilitator, literacy facilitator, and math facilitator to synthesize instructional data. The data is synthesized and trends are determined on the school level, grade-level, and individual classroom level. This information is reviewed and brought to the leadership team. The instructional team provides an additional level of accountability and transparency in determining growth areas for the school. This especially becomes helpful on the individual classroom level. Teachers serve on the leadership team, and dialogue concerning individual classrooms may provide a conflict of interests. The instruction team takes away this potential barrier to data analysis and discussion. The leadership team then can analyze grade level performance and school trends without discussing targeted areas of professional growth for individual teachers. Information and trends discussed in the instructional teams become areas for individualized classroom teacher professional development.
- The Leadership Team established a team structure for all teams that will be shared with all employees (bylaws); to include a system for sharing with new employees.
- We are ready for the state to verify full implementation of ID01, ID04, and ID07.
- The LRSD time frame for creating and analyzing pre/post data was adopted.
- A system and forms have been created for analyzing unit pre/post test data. This system includes forms for sharing and archiving the data.
- A system for collecting behavior data has been created. The Behavior data is analyzed at the Leadership Team meetings in order for us to intervene when necessary.
- An incentive system for behavior has been implemented (Blue Jay Bucks)
- A filing system for important student documents (to include the current Baseline Compact) has been established
- More information has been shared with the staff about title I Compacts

If anything, what do you intend to change or modify for the next quarter?

- Interim assessments using the ACT Aspire platform; this data will be recorded and monitored in the leadership team meetings. ACT Aspire will be the EOY assessment.
- Title I compact modifications that will reflect the core values and vision of Baseline Academy. Consistent communication with parents and community will enhance the compact for next year. Baseline will create a committee for the compact to garner community, student, and parent input.
- Baseline will include foundational questions on CFAs to spiral the assessments. This provides a better range of data to use in tier two interventions. The knowledge gap for many of our students requires us to further our thinking on formative assessment to ensure consistent and relevant use of data to inform instruction.
- Boys to Men club will be modified to target students with exemplary—as well as troubled—behavior. This more inclusive pool will further the reach of student leadership school wide.

SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	60	60			6	30	0	0			0	0		
1	60	63			8	37	1	0			0	0		
2	50	50			9	25	0	0			0	1		
3	48	47			5	27	3	0			0	0		
4	40	39			4	22	1	0			0	0		
5	45	46			9	20	0	0			1	0		

Comments/ Clarifications:

We have students that have been referred to the office but the district data base tracks *only* suspensions via AS400. We have seen the number of referrals decrease. We credit this to multiple individualized interventions that target student needs. The Counselor, Behavior Specialist, Home School Advisers, and Day Springs Mental Health Counselor are intervening on a regular basis to provide positive behavior interventions that are preventive as opposed to punitive. **(IIC10)** We have also implemented our school wide behavior incentive program, Blue Jay Bucks and a Behavior Tracker that provides data. The Behavior data is analyzed at the Leadership Team meetings in order for us to intervene when necessary. Since the data was only collected for 2 weeks in December, behavior data will not be shared in this report. We will share this data in the third quarter when we have more data and this process has become routine.

After one quarter, the guidance counseling team has reviewed the behavioral and academic identification of students and we are trending in the direction of more identification of students with disabilities. Some issues originally thought to be behavior issues are being identified as disability related issues. **(IIIC10)** Individual Behavior Plans are being created for students who need alternative plans in order to be successful in the classrooms.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by Scholastic Math Inventory (SMI) September, 2015 (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>BOY Reading Assessment (WRAP) August/2015</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	0										
1	0	0										
2	0	0			38/48 (79%)							
3	33.33 %	33.33 %			47/49 (96%)				13 (27%)			
4	0	50.00 %			38/39 (97%)				11 (28%)			
5	0	33.33 %			36/39 (92%)				20 (44%)			

Comments/ Clarifications:

Teacher Absences- Colleague visits are tied to our plan for school improvement. Teachers who are struggling with small group instruction and classroom management or teachers who are new to LRSD have been encouraged to observe exemplary classrooms in the school and in other LRSD high performing schools. The Instructional Team schedules the visits. This causes our teacher absentee rate to appear higher than it is.

- See the “optional box” at the end of this report for a data chart that gives more detailed information about teacher absences.

The beginning of the year diagnostic assessment data shows math to be significantly behind literacy. The SMI test is the only test we currently have that gives estimates on how scores are aligned to different grade level proficiency expectations as defined by SMI. However, other data collected (PARCC, TLI SOAR, Universal Math Screeners, on-going Common Formative Assessments, and observational data) suggest that the percentage of students starting at 2 or more years behind is not as high as the SMI scores suggest.

- See the “optional box” at the end of this report for an update on students who are two or more years behind.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests by grade level (A)	Total number of post-unit tests with D or F in Math this quarter (B)	Percent of post-unit tests with D or F in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	0	60	0													
1	0	63	7													
2	0	50	3													
3	0	47	1	3			41	43	45		129	68	29%	52.71%		
4	3	39	9	10			38	36	36		110	79	59%	71.81%		
5	5	46	11	10			41	43	41		125	105	64%	84.00%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The CFA questions are aligned to the rigor of the grade level standards. One may notice the discrepancy between the levels of student achievement on the report cards verses the unit post test data. The unit post tests count as 1/3 of a student's grade on their report card. The other 2/3 of a student's grade comes from classwork. Classwork is modified to meet students at their instructional level. These levels are largely well below grade level. Student success rates are higher on instructional level material leading to higher scores on the report cards.

The scores were lower on the first and second unit tests due to the teachers becoming acclimated to the CFA process.

- See the "optional box" at the end of this report for growth per CFA in mathematics.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests by grade level (A)	Total number of post-unit tests with D or F in ELA this quarter (B)	Percent of post-unit tests with D or F in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	0	60	0													
1	0	63	5													
2	0	50	14													
3	8	47	9	11			46	44	43		133	69	41%	51.88%		
4	5	39	16	23			36	37	37		110	63	29%	57.27%		
5	6	46	5	1			44	43	44		131	98	69%	74.80%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The CFA questions are aligned to the rigor of the grade level standards. One may notice the discrepancy between the levels of student achievement on the report cards verses the unit post test data. The unit posttests count as 1/3 of a student's grade on their report card. The other 2/3 of a student's grade comes from classwork. Classwork is modified to meet students at their instructional level. These levels are largely well below grade level. Student success rates are higher on instructional level material leading to higher scores on the report cards.

The scores were lower on the first and second unit tests due to the teachers becoming acclimated to the CFA process.

- See the "optional box" at the end of this report for growth per CFA in literacy.

LEADERSHIP TEAM REPORT CONTINUED (*Optional*)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

➤ Math Update - Students 2 or More Years Behind

➤ SMI (Scholastic Math Inventory)

Number of students 2 years or more below grade level:

2nd Grade: 24/48 (50.0%)

3rd Grade: 36/47 (76.6%)

4th Grade: 36/39 (92.3%)

5th Grade: 38/41 (92.7%)

Notes: Both 2nd grade and 3rd grade saw a reduction in percent of students 2 years or more below grade level by more than 20%. 4th grade saw a small percentage reduction (-5%), and 5th grade saw no reduction.

It is important to note that SMI does not explicitly report a 2 years or more below statistic. We used the upper “Proficient” range score from the grade level that was 2 years below the grade being investigated (or the lower “Proficient” range score of the grade level 1 grade below if there was an overlap in Proficiency scores between the two grade levels). This may lead to an inflation of students being identified as more than 2 grade levels behind.

SMI – October Growth Results:

The below data represent the average growth in Quantile score by grade level from the beginning to end of Quarter 1.

2nd Grade: +165
3rd Grade: +115
4th Grade: + 90
5th Grade: + 60

The growth data above represents significant growth at each grade level. The average expected growth per year for a student is 105 quantiles. The growth represented above likely represents a combination of: 1) acclimation to computer based testing; 2) significant increase in appropriate school behaviors; and 3) increased math understanding.

➤ Math- Quarter 2 Growth per Common Formative Assessments

The table below shows the average growth per CFA by grade level.

Grade	CFA 1 Growth	CFA 2 Growth	CFA 3 Growth	Average Q 2 CFA Growth
K	33.5%	24.8%	14.4%	24.2%
1	23.3%	38.7%	33.5%	31.8%
2	12.5%	23.5%	38.3%	24.8%
3	19.3%	18.5%	20.3%	19.4%
4	8.9%	14.6%	19.7%	14.4%
5	20.4%	3.6%	13.6%	12.5%

For grades Kindergarten through 3rd, we had an average growth from pre to posttest of around 20% or more. For 2nd to 4th grade there was a trend of more growth across CFA administrations. The decrease in Kindergarten growth over tests was due to higher scores on the pretest rather than lower overall percentage scores on the posttest. The lowest CFA growth scores were found in fourth and fifth grade. These are also the grades with the most students identified as 2 years or more below grade level as measured by the SMI.

➤ **Literacy Update - Students 2 or More Years Behind**

➤ **Literacy- Quarter 2 Growth per Common Formative Assessment**

Grade	CFA 1 Growth	CFA 2 Growth	CFA 3 Growth	Average Q 2 CFA Growth
K	8.4%	10.3%	10.2%	9.6%
1	10.6%	29.4%	7.5%	15.8%
2	16.1%	18.2%	14.3%	16.2%
3	15.2%	7.9%	9.3%	10.8%
4	-13.5%	-0.9%	5.4%	-3%
5	-12.6%	-0.1%	9.7%	1%

The chart above shows the average growth from pretest to post test. The largest growth being in grades 1, 2, and 3. The decrease in Kindergarten growth over tests was due to higher scores on the pretest rather than lower overall percentage scores on the posttest. The lowest CFA growth scores were found in fourth and fifth grade. These are also the grades with the most students identified as 2 years or more below grade level as measured by the WRAP.

➤ **TLI (The Learning Institute) Literacy Data**

Third Grade (3 classrooms)

	SOAR test 1			SOAR test 2		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Proficient	38%	47%	33%	56%	37.5%	25%
Basic	00%	00%	00%	19%	25%	31%
Below Basic	62%	53%	67%	25%	37.5%	45%

The average predicted proficiency ranking for third grade is currently 39% based on the first quarter and second quarter SOAR tests.

Fourth Grade (2 classrooms)

	SOAR test 1		SOAR test 2	
	Class 1	Class 2	Class 1	Class 2
Proficient	50%	45%	68%	42%
Basic	25%	25%	6%	32%
Below Basic	25%	30%	26%	26%

The average predicted proficiency ranking for fourth grade is currently 51% based on the first quarter and second quarter SOAR tests.

Fifth Grade (3 classrooms)

	SOAR test 1			SOAR test 2		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Proficient	23%	6.5%	27%	33%	57%	46%
Basic	15%	6.5%	60%	20%	29%	27%
Below Basic	62%	87%	13%	53%	14%	27%

The average predicted proficiency ranking for fifth grade is currently 32% based on the first quarter and second quarter SOAR tests.

Teacher Absences

Grade	Sick/Personal Leave	Professional Leave
3 rd	0	1.5
3 rd	4.5/2	0
3 rd	3.5/1	.5
4 th	3	2
4 th	2/1	2.5
5 th	4/1	1
5 th	0	2
5 th	1/1	1



DISTRICT: Little Rock School District
SCHOOL: Cloverdale Middle School
STATUS: Priority and Academic Distress
SITE-BASED SIS: Michael Anthony
EXTERNAL PROVIDER: N/A

SUPERINTENDENT: Baker Kurrus
PRINCIPAL: Wanda Ruffins

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

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:**

The Leadership Team should focus directly on student achievement by reviewing grade level formative assessments to determine needed classroom instructional support.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The School Leadership Team, which consists of teachers, administrators, specialists and classified staff, meets each Monday at 2:15 for an hour when school is in session. The agenda is emailed to team members in advance along with minutes from the previous meeting. Next steps from each meeting dictates agenda items for weekly meetings. Leadership minutes are shared with the staff via an online staff folder. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team. To date, no feedback has been forthcoming. Collaboration groups meet each Monday, Wednesday and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The student team (Principal's Cabinet) will meet once a month, beginning in the second quarter. The management team meets each Friday at 1:30. The School Community Council meets each Friday at 10:30. Agendas and minutes from all meetings are kept on file.

There is increasing evidence of data analysis and planning, especially in the social studies and science departments. Data from quarterly SOAR assessments is analyzed using the instructional analysis tool as well as the analysis provided by TLI.

Quarterly Objective:

Analyze data from multiple sources during leadership team meetings and determine next steps

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Classroom teachers will actively participate in school leadership team meetings. (ID07)	12/1/15	<i>Classroom teachers sometimes absent from school or must substitute in other classes. Will work to increase the number of teachers on the team in order to achieve more consistent attendance.</i>	Ruffins			Leadership Sign-In Sheets Leadership Minutes
2. The school leadership team will look at data from the 1 st quarter SOAR and make decisions regarding needed support for teachers using an instructional analysis tool to determine if the deficits are curricular or instructional. (ID10)	11/30/15	11/30/15	Anthony			Completed Instructional Analysis Tool

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice
<p>ADE Recommendation 1: The ADE Review Team recommends the development of a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/posttests.</p> <p>ADE Recommendation 2: The School Leadership Team should give specific attention to progress of both, Special Education and ELL Students in specific classrooms.</p> <p>ADE Recommendation 3: Progress of these students should also be monitored and assessed.</p>
<p>Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation: The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>
<p>Current reality of effective practice (Assess where we are): Instructional units and pre-/post tests are used in the majority of curricular areas. Results are used in core classes to guide instruction, but not as much in non-core areas. Collaboration is beginning to focus on trend data and group results.</p>
<p>Quarterly Objective: Provide additional resources to assist with the process of pre-/post-testing and establishing plans for reflection/remediation</p>

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Pre-/post assessments will be developed in all content areas. (IIB02)	12/15/15	<i>There is an increase in the number of assessments given in non-core classes. Will develop specific due dates and a checklist in the 3^d quarter to ensure that this occurs across the board.</i>	Anthony			Pre-/Post Assessments Collaboration and Team Minutes Observation Notes
2. Professional development on testing formats will be available as needed to assist with the development of pre-/post assessments. (IIB02)	12/18/15	11/16/15	Braswell			Calendar
3. Professional development will be conducted on Criterion Writing. (IIB04)	11/18/15	11/17/15	Braswell			Agendas Sign-In Sheets
4. Forms for reflection and remediation will be developed in order to guide instruction. (IIB02)	11/10/15	11/9/15	Braswell			Form
5. Reflection forms will be completed by all English and	12/1/15	11/11/15	Braswell			Completed forms Report generated

math teachers following each pre-test in order to outline a differentiation plan. (IIB04)						
6. Remediation plans will be developed by all English and math teachers following each post-test. (IIB04)	11/17/15	11/11/15	Braswell			Completed forms Report generated
7. A reporting form for analyzing data from pre-post tests (i.e. number tested, number scoring a D or F, averages, etc.) to keep consistent with the 45-day plan. (IIB04)	12/18/15	11/11/15	S. Strong			Completed forms

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Teachers taught the schoolwide and individual classroom rituals/routines and rules at the beginning of the school year, but many have not revisited them. Most teachers follow the due process form for category I offenses. Rituals/routines and rules need to be reviewed on a regular basis and followed consistently throughout the building. Most discipline issues occur during class transitions.						
Quarterly Objective: Decrease the number of tardies during class transitions						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Administrators will make announcements during class transitions to encourage students to get to class on time. (IIIC10)	12/18/15	12/8/15	Baylark			Observation

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): The compact has been developed and Cloverdale has moved to distribution specifically meeting the language needs of the parents being served.						
Quarterly Objective: Make the Home/School Parent Compact available to all parents						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> The guidance plan The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): The school has a guidance plan that includes options for planning college and career opportunities. As a middle school, we do not currently track graduates as they pursue their college and career goals. For the past several years, Cloverdale has sponsored a monthly college and career Friday. Students and staff are encouraged to wear college paraphernalia and lessons include college awareness information, etc.						
Quarterly Objective: Implement strategies to encourage and prepare students for college and career opportunities after high school.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

Include additional task lines as needed.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

YES or **NO** (*Please circle*

If yes, what support have you received from the district?

Training of SIS personnel
Guidance on compliance issues with ADE
Guidance on creating the 45-day plan
Participation in school leadership team meetings

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Math and READ 180/System 44 implemented
ELD Classes established
An ESL Facilitator has been hired
Full-time on-site School Improvement Specialist in place
City Year focus groups established
Achieve 3000 in place for ELL subgroup

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS works to:

- Disseminate information from the district and state
- Work with the process manager to input information into Indistar
- Collaborate with the administrative team to assist in the development of leadership skills
- Provide job-embedded professional development
- Participate in leadership and instructional team meetings

- Assist in the development and implementation of the 45-day plan

The ADE SIS Team works to:

- Provide training for Indistar and Wise Ways
- Make recommendations for school improvement
- Schedule conference times to review the 45-day plan

What are the barriers, if any, in improving student outcomes?

Teacher absences – 3 teachers on extended leave, 1 position unfilled, several just absent
 Multiple tardies during class transitions
 Students not in class due to level 3 and 4 sanctions
 Increasing number of LEP students who are newcomers
 Inability to communicate effectively with non-English speaking parents
 Technology issues hinder instruction and assessment
 Parent apathy
 Socio-emotional concerns

How is your leadership team monitoring student progress in the skill area of science?

Pre-/Post Assessments
 Student AIPs
 Analyzing data from online textbook assessments

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Pre-/Post Assessment Results
 SMI/SRI/SPI results with programming based on these results
 Instructional analysis tool
 Interim assessments

Planning appropriate professional development

Data analysis with teachers
Additional support for teachers
Curriculum gap analysis
Criterion Writing
Achieve 3000

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Scheduling changes regarding Math and READ 180/System 44
Criterion Writing
Developing data reflection forms
Achieve 3000
Becoming transparent about what occurs during school leadership team meetings

If anything, what do you intend to change or modify for the next quarter?

Follow through on reflection plans
Increase focus on science
Encourage more technology-based instruction of necessary skills for the ACT Aspire
Develop parent workshops on Gaggle



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER
STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	219	224			27	63	1	1			6	10		
7	182	181			27	46	6	5			12	21		
8	186	192			23	43	3	6			11	17		

Comments/ Clarifications:

Students with multiple referrals have been identified and assigned faculty mentors. There were a total of 333 discipline referrals during the second quarter. Of those referrals, 69 6th grade students, 132 7th grade students and 82 8th grade students were assigned to out-of-school suspension. These suspensions in combination with in-school suspension, teacher absences and student absences greatly impact instruction. City Year and the school counselors meet regularly with a focus group of students who are frequently absent to establish goals and incentives for improving attendance.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> September / 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Scholastic Reading Inventory</u> September / 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	29.41%	35.29%					126				82	
7	40.00%	20.00%					133				87	
8	50.00%	40.00%					123				74	

Comments/ Clarifications:

In an effort to address the students working two or more years below grade level, we have implemented Read 180, System 44 and Math 180 classes (intervention designed to meet the needs of students struggling with reading, phonics and math respectively) this school year.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	42	224	99	85			193	203	194		590	256	75%	43%		
7	35	181	79	25			110	142	164		415	239	51%	58%		
8	37	192	39	54			118	110	159		387	298	89%	77%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

One teacher who teaches 8th grade math (and one 7th grade class) on medical leave during the first half of the quarter (also the last half of the first quarter), affects approximately 90 students

There was a slight decrease in the number of 8th grade Ds and Fs this quarter because upon the teacher's return, skills were re-taught and re-tested

Teachers are consistently re-teaching and re-testing deficit skills

Please note that each core content area has 2 teachers per grade level

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	28	224	9	27			193	189	205		587	64	33%	10%		
7	64	181	51	62			133	120	123		376	198	53%	52%		
8	75	192	87	31			60	66	70		196	99	47%	51%		
<i>Example</i>							<i>100</i>	<i>90</i>	<i>95</i>	<i>N/A</i>	<i>285</i>	<i>57</i>	<i>20%</i>			

Comments/ Clarifications:

One 8th grade English teacher on long-term leave for the entire quarter (since end of September), affects approximately 130 students
 Two teachers have been hired but that position is once again vacant, the school is currently interviewing for this position
 On the day tests are given, students are not in the classroom due to suspensions, absenteeism, etc.
 A system(s) is being put into place to ensure students are being tested

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

According to the Scholastic Math Inventory (SMI), 61% of students enrolled in Math 180 have made a gain of at least 50 Quantiles
The average growth from the first to second quarter SMI was 112 Quantiles

According to the Scholastic Reading Inventory (SRI), 50% of student enrolled in Read 180 have made a gain of at least 50 Lexiles
According to the SRI, 32% of student enrolled in Read 180 have already met or exceeded their growth goal for the year

TLI results for 6th grade students indicates an increase from 37% to 71% students proficient in reading from module one to module two
TLI results for 6th grade students indicates an increase from 22% to 77% students proficient in language from module one to module two

No comparison data for TLI math is available at this time. The second round of testing will occur during the third nine weeks



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: GEYER SPRINGS ELEMENTARY

STATUS: PRIORITY

SITE-BASED SIS: ELIZABETH CLIFFORD

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: CYNTHIA COLLINS

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): During the second quarter, the leadership team met twice a month for an hour and fifteen minutes, as required. Agendas are sent at least a day in advance, and notes are recorded. One parent attended one session. The focus of all meetings has been to assess indicators and write tasks. Meeting discussions sometimes lack robust conversation. The following changes are being made: 1) The Leadership meeting time has been changed. We find that meeting in the afternoon does not allow enough time for us to do the work needed, and we are too tired at the end of the day to give our best effort. The new time starting in January will be in the morning. This will impact core instruction for the classroom teacher representatives; this cannot be helped. 2) We plan to begin each meeting with a report on current data in order to drive our tasks and give us more focus. 3) We plan to delegate the data reporting between different members of the team in order to bring more ownership to the process. Instructional team meetings are occurring once a week in some grade levels, and notes are being kept. Agendas are not usually sent ahead of time. We have many activities going on in our school that sometimes conflict with planning times. We are not meeting as often as the "Wiseways" suggests which is twice a week for 45 minutes. Currently, we struggle between using the time to write and discuss pre and post-tests with the need to go to next steps and collaboratively plan differentiated lessons. A few new teachers need considerable classroom-embedded support in some areas. We continue to problem-solve this area. The PTA (school community council) now has substantially more members than last year. They have met three times this quarter. More

support for this group is needed to help them determine a direction and a purpose.

Quarterly Objective: All teams are meeting regularly with established agendas and meeting notes.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Committee chairs meet to develop bylaws using the leadership team bylaws as an example.	10/20/2015	10/20/2015	Jennifer Welborn			Notebooks complete with the bylaws for each committee
2. Organize all instructional team meeting documentation.	1/26/16		Kristan Zargari			Notebooks with agendas and minutes
3. Change scheduled leadership team meetings to the second and fourth Tuesdays, 9am.	1/12/16	1/12/16	Cynthia Collins			Agenda notes
4. Responsibilities for reporting data will be delegated to leadership team members.	1/12/16	1/12/16	Jennifer Welborn			Agenda notes
5. At the beginning of each meeting, data will be shared. Next steps and tasks will be based on the results and the question, "What tasks can we accomplish in the next two weeks to improve student achievement?"	1/12/16	1/12/16	Beth Clifford			Agenda notes
6. Establish an email distribution list of executive board PTA members	1/12/16	1/12/16	Rachel Armstrong			Distribution list

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).
Current reality of effective practice (Assess where we are): Pre and post-testing is occurring regularly in 4 th and 5 th grades. Putting the dates on large monthly calendars in the conference room has helped keep us more organized and on point with this regular assessment piece. New teachers struggle in this area and need much support that is not always available. Time is also a factor for collaboratively planning differentiated lessons as this critical piece can take a backseat to the business of creating and discussing pre- and post-test results. Possible lessons and next steps are generally shared but planning them in detail rarely occurs. The literacy lead teacher is now overseeing the collection of the pre- and post-data. Getting this information back in a timely manner has been one of our greatest challenges. Most teachers review the pre and post-test data during instructional team meetings or during informal sessions with the lead teachers. This information is used to discuss the changing needs of groups of students including focus content that needs more instruction and time. Student data is also collected through quizzes, student work, class discussion, projects, and informal observation. The TLI interim assessments and the Scholastic Math Inventory, district-mandated tools, are also used to measure student progress. Team discussions during the disaggregation of the TLI data have been some of our strongest, most useful collaborative sessions in determining strengths and weaknesses and next steps as an interdisciplinary team. Some specialists use the data to focus their lessons and make connections to weak areas in core content; for example, vocabulary words in Latin or fractions in music. The school-wide, multi-age Imaginoon's program also builds connections within its interdisciplinary curriculum in order to address areas of need. All staff need more professional development on how to create short, informative pre- and post-assessments and on differentiation of instruction using small groups and technology. Currently, two lesson study groups are meeting after school to discuss and study content and pedagogy based on deficit areas. Second grade teachers are studying place value and numbers to 1000. Third through fifth grade

teachers are studying fractions. The principal recently gave all staff the book, *The Power of Our Words*, by Paula Denton.

Quarterly Objective: Make pre- and post-testing of units a regular part of our instructional process.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Pre/Post-testing dates for grades 3-5 will be placed on a large monthly wall calendar in the conference room.	11/2/15	11/2/15	Kristan Zargari			Dates on calendar
2. Identify students for small group instruction in math.	11/09/15	11/20/15	Beth Clifford			Observation
3. Formal or informal planning meetings will be held with grade level teachers or teams immediately following each pretest to analyze data and discuss next steps for lessons and differentiating instruction	10/30/15	10/30/15	Kristan Zargari			Lesson plans Agendas
4. Lesson plans will be reviewed, classroom observations held, and feedback provided to teachers	10/30/15	10/30/15	Cynthia Collins			Notes
5. Based on the data from the pre and post-tests, teachers will group students based on their different needs.	11/16/15	11/16/15	Elizabeth Clifford			Observation Lesson plans
6. As needed, lead teachers and the curriculum specialist will support teachers with the implementation of small groups.	1/29/16		Jennifer Welborn			Observation
7. Third grade teachers will observe in fourth grade teacher's class to learn more about the logistics and management for	1/30/16		Cynthia Collins			Debriefing notes

differentiated instruction including the use of technology.						
8. Third grade teachers meet with fourth grade teacher to determine dates to observe in her classroom.	1/15/16		Jennifer Welborn			
9. Set-up post-observation time for fourth grade teacher to meet with third grade teachers to discuss the organization of her classroom and how she differentiates instruction.	1/29/16		Kristan Zargari			
10. The math lead teacher will schedule time to meet with teachers to discuss lesson study as a possible format for learning for their PGP.	10/1/15	10/1/15	Beth Clifford			Agenda and notes
11. Lesson study groups will be formed around the mathematical topics that challenge our students and teachers.	10/9/15	10/15/15	Beth Clifford			PGPs
12. The vertical team of math teachers in grades 3-5 will meet to complete their PGP using the lesson study format as the structure.	10/15/15	10/15/15	Beth Clifford			PGPs
13. The second grade team will meet to complete their PGP using the lesson study format as the structure.	10/15/15	10/15/15	Beth Clifford			PGPs
14. All lesson study meeting times, including the research lesson, will be scheduled by the teachers and recorded in the PGP.	10/15/15	10/15/15	Beth Clifford			PGPs
15. Point in time instructional team	10/30/15	10/30/15	Kristan Zargari			Agenda and notes

meetings will take place immediately following the TLI assessment						
16. Instructional teams will analyze TLI data to determine strengths, weaknesses, and next steps for instruction.	10/30/15	10/30/15	Kristan Zargari			Agenda and notes
17. Instructional teams will grade all open-response items and writing prompts as a team and discuss findings	10/30/15	10/30/1	Kristan Zargari			Agenda and notes

Include additional task lines as needed.

The first quarter tasks in tasks 10-14 were not included in the first quarter report. As teacher-led professional development is an important part of our story, we included it in the second quarter report.

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Our school continues the Responsive Classroom practices and also the daily, school-wide community meeting that includes early morning activities (before school) followed by the live, on-stage, student-delivered Cardinal Morning News. Norms for these activities are reviewed daily. The large student group of community helpers is central to the organization and success of these enrichment programs. Responsive classroom practices are implemented during breakfast when the teacher engages students in the morning meeting time. Other Responsive classroom strategies are implemented through “Quiet Time” after lunch and a closing meeting at the end of the day. We have varying degrees of implementation with all components. Ongoing professional development is needed for increasing the school-wide systematic success of these strategies. Most classrooms have a good management system. Rules are reinforced. Students are bonded to their teachers and the rest of the staff, which greatly aids in their learning. Pathfinders works with behaviorally challenged students during the day, as needed, and also after school. Parents must give their permission for this service. This seamless service is critical for the success of some of our students. Referrals are up from first quarter but suspensions remain low.						
Quarterly Objective: Continue to maintain and improve our classroom and school climate through the use of Responsive Classroom Strategies						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create a referral book for all students to sign and date in order to track and record all visits to the office.	1/19/16		Zandra Gordon			Referral Sign-in Book

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): Presently a school compact is in place. Plans are in place in the future to review the compact for improvements and to involve the PTA board with this process.						
Quarterly Objective: Increase awareness of the school compact for all constituents.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Resend the current compact to all parents and PTA board members as a reminder of our agreements.	1/22/16		Zandra Gordon			Returned compacts

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
<p>Current reality of effective practice (Assess where we are): Students through the STEM initiative through UALR are exploring career opportunities. Students are researching engineering careers in fifth grade. Guest speakers have also shared information about their careers with students.</p>						
Quarterly Objective: Look for opportunities to embed career education into units of study. (no tasks at this time)						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.						
2.	00/00/00	00/00/00				
3.	00/00/00	00/00/00				

Include additional task lines as needed.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (*Please circle*)

If yes, what support have you received from the district? The SIS is a member of the District Leadership Team and shares the information about what occurs at these meetings.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The Reading Teacher meets daily with identified students for reading instruction. Also, the AR Reads Tutoring Program works with specific second and third grade students to improve their reading skills. The Literacy Lead Teacher pulls identified students for fourth grade writing intervention. The Math Lead Teacher has a small group of fifth grade students working on foundational math skills. More intervention groups are in the works. All fifth grade students had an individual conference with a member of the curriculum team and/or principal immediately following the recent Scholastic Math Inventory to examine their strengths and weaknesses. Each was given a print-out sheet of deficit areas and goals were created.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? All direct support has been provided by the internal SIS. The internal SIS has provided clarification about what should occur in leadership team meetings based on the ADE professional development. Other support by the SIS includes developing curriculum, analyzing data, and developing teacher capacity.

What are the barriers, if any, in improving student outcomes? Severe deficits and gaps in many students' content knowledge in mathematics delays the pace of the grade level curriculum map. Intervention groups are in place to work on foundational pre-requisites although some students have not had this opportunity yet because they are not enough times or people to teach these groups. New teachers are working to develop their mathematical and literacy content knowledge in order to more appropriately differentiate instruction in the classroom.

The knowledge that we are closing the school after this year has not affected motivation of teachers at this time, but there is concern that as the year progresses, it may.

<p>How is your leadership team monitoring student progress in the skill area of science? The STEM initiative through UALR has our second through fifth teachers pre- and post-testing our students for each unit of study. Comparisons between the 2014-15 science fair projects and the 2015-16 projects showed good improvement in student understanding of the scientific method.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? We are reviewing pre and post-test data and looking at the number of D's and F's to identify curriculum issues or instructional issues. Analyzing this data helps us determine professional development goals for staff and support for individual teachers. We are also using SMI and TLI data to look at long-term achievement growth of students.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes? All dates for pre and post-tests and all school events are now being placed on large monthly calendars to facilitate planning and time management.</p>
<p>If anything, what do you intend to change or modify for the next quarter? The leadership team meeting times have been changed to the morning time. All meetings will begin with data analysis in order to drive tasks. Tasks will be written based on "What can we accomplish in the next two weeks?"</p>



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
Pre-k	57	57			0	0	0	0			5	16		
2 nd	33	33			1	8	0	0			1	2		
3 rd	39	38			3	3	0	0			0	2		
4 th	49	48			2	5	0	0			0	1		
5 th	46	45			4	6	0	0			1	3		

Comments/ Clarifications:

Some Pre-k parents are not concerned with getting students to school everyday. This is not a requirement by law.

Some of the absences are excused. Students with unexcused absences receive a letter at three, six, and nine absences. The counselor makes contact through a phone call with five or ten absences. Assistance is given as needed. For example one child did not have enough clean clothes and some have transportation issues. The counselor helps them navigate these issues. As an incentive, there has been discussion about having an award's assembly for students who have zero or one absence.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>TLI SOAR Tests last year and ITBS/9/15</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>TLI SOAR Tests last year and ITBS- /9/15</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
Pre-K	0	0			na				na			
2 nd	0	0			2				1			
3 rd	0	0			2				5			
4 th	9%	0			11				14			
5 th	0	0			15				9			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests by grade level (A)	Total number of post-unit tests with D or F in Math this quarter (B)	Percent of post-unit tests with D or F in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 3	Unit 4	Unit 5	Unit 6*			1st	2nd	3rd	4th
2 nd	0	33	4	6												
3 rd	0	38	3	0			35	33			70	28		40%		
4 th	1	48	6	16			49	49	50		148	44		30%		
5 th	0	45	10	13			45	44			89	24		27%		
Pre-K	na	57	na													

Comments/ Clarifications:

Third grade did not give any D's and F's because documentation of interventions and contact with the parent did not occur. This has been addressed for next quarter. There are concerns about the increase in D's and F's in grades four and five. The principal began having individual conferences with teachers to look at how teachers might be supported to meet the needs of these failing students. It was also discussed about how to involve parents in this process. Recently fifth grade students met individually with curriculum staff to identify deficit areas and to set goals for their achievement based on the Scholastic Math Inventory results and their own individual concerns.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests by grade level (A)	Total number of post-unit tests with D or F in ELA this quarter (B)	Percent of post-unit tests with D or F in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 3	Unit 4	Unit 5	Unit 6*			1st	2nd	3rd	4th
2 nd	0	33	6	2												
3 rd	5	38	2	0			37	33			70	22		31%		
4 th	1	48	3	11			44	48	46		138	26		19%		
5 th	0	45	3	1			44	42	44		130	24		18%		
Pre-K	0	57	na													
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

An individual conference was held to determine the cause of so many failing grades in fourth grade. During this conference intervention documentation was reviewed along with documentation of parent contacts.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

<i>Date</i>	<i>Grade</i>	<i>Subject</i>	<i>Assessment</i>	<i>MC avg.</i>	<i>OR avg.</i>	<i>Number of Proficient Students</i>	<i>Percentage of Proficient Students</i>
9/28/15	3	Reading	TLI Module 1	48.7%	1.37	21/37	57%
9/28/15	3	Writing	TLI Module 1	n/a	Not recorded		
9/28/15	3	Language	TLI Module 1	59.4%	na	22/38	58%
12/3/15	3	Reading	TLI Module 2	49.3%	2.59	21/37	57%
12/3/15	3	Writing	TLI Module 2	n/a	2.83	26/38	68%
12/3/15	3	Language	TLI Module 2	42.6%	na	14/36	39%
10/5/15	3	Math	TLI Module 1	58.6%	3.26	26/37	70%
9/28/15	4	Reading	TLI Module 1	60.9%	2.88	41/49	84%
9/28/15	4	Writing	TLI Module 1	Na	Not recorded	Not recorded	
9/28/15	4	Language	TLI Module 1	44.2%	na	26/49	53%
12/1/15	4	Reading	TLI Module 2	61.7%	3.18	42/49	86%
12/1/15	4	Writing	TLI Module 2	n/a	3.56	47/49	96%
12/1/15	4	Language	TLI Module 2	53.9%	na	37/49	76%
10/5/15	4	Math	TLI Module 1	68.3%	1.82	38/49	78%
9/28/15	5	Reading	TLI Module 1	48.3%	2.02	21/46	46%
9/28/15	5	Writing	TLI Module 1	n/a	Not recorded	Not recorded	
9/28/15	5	Language	TLI Module 1	49.1%	na	24/46	52%
12/2/15	5	Reading	TLI Module 2	57.2%	2.69	36/45	80%
12/2/15	5	Writing	TLI Module 2	n/a	3.39	40/44	91%
12/2/15	5	Language	TLI Module 2	58.9%	n/a	33/45	73%
10/5/15	5	Math	TLI Module 1	43.7%	1.9	15/46	33%

Overall, students are making good progress in Literacy. Language in grade 3 is an area of need. The Literacy Lead Teacher is working with these teachers to develop engaging lessons to address this deficit. (cont. on next page)

Math in grade 5 is a focus area. The pre and post-testing has been valuable for increasing student achievement by helping to identify learning paths for different groups of students. We are also giving short quizzes to progress monitor if students need more time and instruction to master a concept . Differentiation of instruction is occurring with student groupings and through the use of Khan Academy as another way to individualize instruction. Students are also making goals for areas in which they need more effort and instruction.



DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: HALL HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: ROXIE BROWNING
EXTERNAL PROVIDER: N/A

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LARRY SCHLEICHER

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

PRIORITY SCHOOL 45-DAY PLAN REPORT

Second QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

The principal should establish a school leadership team sub-committee to meet every two weeks and analyze math and literacy classroom performance data related to the progress of TAGG populations. Results of these analyses should be used to determine job-embedded professional development and/or to identify resources to specifically support teachers' ability to meet the individual learning needs of all students.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

- 1. School Leadership Team meets twice a month. Agendas and minutes are posted on Indistar.**
- 2. Instructional Teams (common subject) meet at least once per week during collaboration periods.**
- 3. Management Team meets each Tuesday morning with agendas and minutes kept on file electronically.**
- 4. Leadership Team is reviewing school performance data and aggregated classroom observation data to determine school improvement and professional development needs.**
- 5. Members have been selected and a date has been set for the initial meeting of a sub-committee to meet every two weeks to analyze math and literacy classroom performance data related to the progress of TAGG populations. The initial meeting will take place at the beginning of the 3rd quarter.**

<p>Quarterly Objective: Establish regular meetings of the management team along with bylaws, agendas and minutes. The School Leadership Team (SLT) will regularly review math and literacy data, student discipline data, and classroom observation data.</p>						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish date and time for regular meetings of Management Team.	11/03/15	11/03/15	Larry Schleicher			Principal's calendar and meeting minutes.
2. Establish bylaws for the management team.	11/03/15	11/03/15	Roxie Browning			On file in the principal's office
3. Maintain minutes and agendas for all Management Team meetings.	11/03/15	12/18/15	Dr. Carol Overton			Agendas and minutes emailed to management members.
4. Review literacy performance data as an SLT	12/02/15	12/02/15	Roxie Browning			Agendas and minutes in Indistar.
5. Review math performance data as an SLT	12/02/15	12/02/15	Roxie Browning			Agendas and minutes in Indistar.
6. Review classroom observation data as an SLT	12/02/15	12/02/15	Roxie Browning			Agendas and minutes in Indistar.
7. Review student discipline data as an SLT	12/02/15	12/02/15	Roxie Browning			Agendas and minutes in Indistar.

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation 1:

The principal, instructional coaches and internal school improvement specialist should meet and identify the supports needed to implement an instructional “unit-based” progress monitoring and response system, especially in math and literacy courses.

ADE Recommendation 2:

The Director of Secondary Education, the internal SIS, the principal, and the school leadership team should review all the improvement initiatives and prioritize the three to four most likely to yield meaningful improvement.

ADE Recommendation 3:

School staff should focus on the three to four innovations most likely to yield meaningful improvement.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members’ (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

1. **Some literacy and math Instructional Teams meet 2-3 times weekly. A plan is being developed to strengthen collaborative teams and support the work of creating instructional units and pre-/post-tests. The plan will be implemented during the 3rd quarter.**
2. **Minutes of meetings for some literacy and math Instructional Teams are being turned in weekly to the front office. A plan is being developed to support the agenda and minutes teachers are using during collaborative meetings and will be addressed in the 3rd quarter.**
3. **The principal, instructional coaches and internal school improvement specialist plan to meet during third quarter to identify the supports needed to implement an instructional “unit-based” progress monitoring and response system, especially in math and literacy courses.**

4. The Director of Secondary Education, the internal SIS, the principal, and the school leadership team reviewed all the improvement initiatives and prioritized the three to four most likely initiatives to yield meaningful improvement during last school term. The Internal SIS has requested of ADE to review progress made with that recommendation.
5. During the third quarter, the school staff will place a focus on the three to four innovations most likely to yield meaningful improvement.

Quarterly Objective: Literacy and Math Instructional teams will meet to progress monitor teaching/learning, develop instructional units and develop pre-/post-tests.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Literacy and Math Instructional Teams meet according to the established calendar.	10/19/15		Shirley Ferguson			Agendas and minutes in folders in the front office.
2. Instructional Teams turn in agendas and minutes to front office on a weekly basis.	10/19/15		Larry Schleicher			Agendas and minutes in folders in the front office.
3. Instructional Teams develop instructional units during collaboration time.	12/02/15		Roxie Browning			Agendas and minutes in folders in the front office.
4. Instructional Teams develop pre-/post tests for instructional units during collaboration time.	12/16/15		Roxie Browning			Teacher files in their classrooms. Agendas and minutes in folders in the front office.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation:

All students should be surveyed or interviewed regarding perceptions of the school and a plan developed to assist students in feeling empowered and as part of the team for school improvement.

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

1. Potential Rituals and Routines were discussed by faculty members.
2. List of Rituals and Routines were compiled and voted on by the faculty at the January 4th faculty meeting.
3. A plan to assist students in feeling empowered and part of the team for school improvement will be addressed in the third quarter.
4. Students were previously surveyed regarding their perceptions of the school. A plan to assist students in feeling empowered and as part of the team for school improvement will be discussed by SLT and faculty members. Possible options for empowering students will take place 3rd quarter.

Quarterly Objective: To establish schoolwide Rituals and Routines that will produce an atmosphere conducive to learning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Discuss potential Rituals and Routines as a faculty.	11/2/15	11/2/15	Larry Schleicher			Agendas and minutes from the November faculty meeting kept in the principal's office.
2. Compile a list of potential Rituals and Routines.	11/2/15	11/2/15	Shirley Forehand			Agendas and minutes from the November faculty meeting kept in the principal's office.
3. List of potential Rituals and Routines were edited.	12/18/15	12/18/15	Carol Overton			Agendas and minutes kept in the principal's office.
4. Present list to faculty for final vote.	12/18/15		Larry Schleicher			Agendas and minutes kept in the principal's office.
5. Administrators review discipline reports weekly to determine areas of	12/15/15	12/15/16	Larry Schleicher			Agendas and minutes kept in the principal's office.

improvement.						
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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): Parent Compact has been posted to Edline and to the Hall Webpage.						
Quarterly Objective: To develop an agreement that outlines how parents, school staff, and students will collaboratively share responsibility for improving academic achievement.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Maintain link to Parent Compact on Edline	11/18/15	11/18/15	Marshall Sladyen			Hall’s Edline home page and Hall’s website.
2. Maintain link to Parent Compact on Hall webpage	11/18/15	11/18/15	Marshall Sladyen			Hall’s Edline home page and Hall’s website.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): The guidance plan exists and is kept on file in the guidance office. The guidance office tracks students that graduated every spring and this information is sent to the district.						
Quarterly Objective: To maintain and implement the guidance plan for all students						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Support efforts to host the annual college and career week and fair on campus.	11/20/15	11/20/15	Sarah Merayo			Student sign-in sheets on file
2. Provide scholarship information through a variety of sources	12/18/15	12/18/15	Sarah Merayo			List of scholarships received on file
3. Provide opportunity for 11 th graders to take PSAT	10/14/15	10/14/15	MaRon King			Test scores, sign-up sheets and registration confirmations.
4. Encourage participation in ACT and prep courses through daily announcements, web page and newsletters.	12/18/15	12/18/15	Trinity Bennett			Sign-up sheets, log of announcements made on the school website and newsletters.
5. Provide Graduation Statement	10/21/15	10/21/15	MaRon King			Graduation Statement Forms

for seniors.						
6. Address Truancy with individual students and their parents	12/18/15	12/18/15	Trinity Bennett			Truancy intervention forms and letters to parents
7. In conjunction with area mental health agencies, provide therapy groups to needy students.	12/18/15	12/18/15	MaRon King			Student attendance sheets
8. Participate in School Based Intervention Team (SBIT)	12/18/15	12/18/15	Trinity Bennett			Meeting notes and documentation
9. Maintain a Pen-Pal Program for academically at-risk 9 th graders (in conjunction with counselor intern)	12/18/15	12/18/15	Sarah Merayo			Pen-pal "letters" and notes.



PRINCIPAL'S REPORT _Second QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (Please circle)
If yes, what support have you received from the district?

- I met with two members of the team for approximately 90 minutes regarding the schools needs and progress made.
- Members of the district team attend Hall Instructional leadership meetings, provide clarity and input when needed by the team.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- The school has implemented Read 180 classes at the 9th grade level to address the 4.63 grade level average in reading based on Scholastic Reading Inventory (SRI).
- Read 180 and System 44 as an intervention in after-school tutoring.
- Math and Literacy Interventions are held for identified students during before-school tutoring.
- Teacher collaboration periods so teachers in same subjects can work together to solve issues they are facing, plan better classes and, review data to prepare their instruction better.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- The internal SIS is:
- Providing guidance and structure to campus teams including SLT, management, and instructional teams.
- Facilitating the School Improvement Team
- Establishing sub-committees to the SLT
- Identifying areas to be addressed through regular observations and interviews from faculty staff.
- Co-thinking partner and provide feedback and collaboration opportunities to administrators through co-classroom observations and weekly administrative meetings.
- Providing clarity and support for the collaboration meeting process.
- Providing clarity and support for the pre/post unit assessment process.
- Providing clarity and support for the collection and analysis of student performance data.
- Keeping the appropriate staff members abreast of necessary information and providing a pathway to create a plan of action related to school improvement declared from ADE, USDOE, ESEA/ESSA Flexibility Waiver, Commissioner's Memo's, and Little

Rock District Leadership.

- Limited support has been provided by the ADE SIS Team. No weekly visits have taken place as the school has become accustomed to in the past. One ADE SIS has been on campus to provide 45 day plan support at the request of the Internal SIS. The same ADE SIS has been available numerous times via email and phone calls regarding various clarifications needed surrounding the school improvement efforts and reporting templates. The School Improvement Unit Manager has provided assistance to the Internal SIS's process of completing the 2nd quarter 45 day plan report.

What are the barriers, if any, in improving student outcomes?

- Teachers have expressed a challenge in the amount of testing and the time that it takes to fully administer often leaving little time to provide solid instruction and re-teaching opportunities. During the second quarter, it took a total of 4 class periods to administer the district mandated Scholastic Reading & Math Inventory (SMI, SRI respectively) assessments SRI and SMI. The TLI assessments were given once with two class periods to administer. CFA's for 3 units of instruction totals 6 class periods of test administration. In addition, the second quarter included four days of final exams, five dead week days, two AEA/PD days, and 5 days of no instruction during Thanksgiving week.
- Hall High School has received an extraordinarily high number of students who are more than 3 years behind in reading and math skills. (69% of students are Basic or below in Math and 63% are basic or below in literacy).
- Socio –Economic Concerns
- Highly mobile population
- Technology issues prevented the full implementation of interventions. These now have been resolved.

How is your leadership team monitoring student progress in the skill area of science?

- Our focus has remained on the areas of Math and Literacy.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- We are identifying areas to reteach in math and literacy by using CFA's in TLI to determine the strands/standards where students perform the lowest.
- Team members have reviewed Literacy student progress from the TLI assessment conducted during 2nd quarter. We are limited in development of responding to the results.
- Based on the classroom observation data, we are identifying areas of Professional Development which will assist teachers in addressing the needs of our students.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- To involve the faculty more in the school improvement process and planning efforts.
- To gain input and a consensus from faculty regarding school-wide rituals and routines.

If anything, what do you intend to change or modify for the next quarter?

- The implementation of Math 180 for selected under achieving students.
- The implementation of Achieve 3000 reading program for ESL students
- Facilitators will be held accountable for providing more strategic classroom support to assist teachers with underachieving students.
- Algebra I, Geometry and 9/10 grade literacy teachers will be held accountable for conducting at least three pre/post unit assessments, reviewing and analyzing the results and adjusting instruction accordingly.
- Teachers will be provided additional support and a solid structure to follow in regards to their collaboration efforts.
- Teachers will be held accountable for regularly meeting in collaborative teams to plan unit assessments, plan lessons, analyze classroom performance data and plan to adjust lessons accordingly.



SCHOOL LEADERSHIP TEAM'S REPORT Second QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	330	328			40	84	20	8			32	46		
10	283	301			45	72	13	10			30	33		
11	240	240			34	58	9	2			20	11		
12	221	220			31	52	2	3			11	7		

Comments/ Clarifications: *There is a large highly mobile population at Hall due to various reasons such as three foster care/homeless shelters are in Hall's attendance zone. The number of students coming in tends to balance out the students who leave. Certain programs within the building, such as JAG require students to be out on field trips which is not calculated in the absence log. The SWD number does not include students who are 504, students receiving grief and mental health counseling, the number of students on a behavior plan. Students who miss class based on field trips, athletic events, in school suspension or other "official school related business" are not marked as absent which is not reflected in the report.*

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>SMI</u> <u>10/15</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ ____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>SRI</u> <u>10/15</u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	27.59	62.07					147/170				175/274	
10	21.43	28.57					128/136				123/195	
11	14.29	64.29									122/197	
12	66.67	33.33									68/116	

Comments/ Clarifications: To provide further clarity, the teacher absences mentioned were further analyzed by the following: 9.79% personal leave, 19.1% professional development leave, 56.08% sick leave, and 15% long term vacancies filled by substitutes.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	201	260	158	203												
10	144	183	115	156												
Algebra	164	257	159	195			81	201			282	196		69.5%		
Geometry	116	178	81	106			76	136			212	106		50%		
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: This report includes all regular education Geometry and Algebra I teachers' data. All 9th and 10 grade English teachers did not conduct regular pre/post assessments during 2nd quarter. Pre/Post tests were not conducted by Special Education math teachers during 2nd quarter. Plans have been made to correct this issue for the 3rd quarter. The number of students enrolled and students failing changed from the first quarter due to updated information being uploaded in the system. We are currently in the process of implementing systems for conducting regular pre/post-tests in addition to tracking and analyzing data from the unit assessments for the purpose of determining PD needs and as a means of guiding planning and re-teaching efforts.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests for each grade level	Total number of D's or F's in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
											(A)	(B)				
											1st	2nd				
9	133	230	134	232			148	53			201	149		74%		
10	109	155	102	144			53	13			66	43		65%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: The number of students enrolled and students failing changed from the first quarter due to updated information being uploaded in the system. All 9th and 10 grade English teachers did not conduct regular pre/post assessments during 2nd quarter. Plans have been made to correct this issue for the 3rd quarter. We are currently in the process of implementing systems for conducting regular pre/post-tests in addition to tracking and analyzing data from the unit assessments for the purpose of determining PD needs and as a means of guiding planning and re-teaching efforts.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

None for 2nd quarter that show steady and significant gains.



DISTRICT: Little Rock School District
SCHOOL: Henderson Middle School
STATUS: Priority and Academic Distress
SITE-BASED SIS: Jimmy Smith, Jr.
EXTERNAL PROVIDER: N/A

SUPERINTENDENT: Baker Kurrus
PRINCIPAL: Frank Williams

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

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation 1:**

The principal should establish a true and effective leadership team consisting of the principal, assistant principals, and teachers who lead the instructional teams and other key professional staff.

ADE Recommendation 2:

The leadership team should have written statements of purpose and by-laws for operating and maintaining meeting agendas and minutes.

ADE Recommendation 3:

The leadership team should clearly identify the two to three innovations expected to significantly improve student learning and include the goals and data needed for evaluation of those innovations

ADE Recommendation 4:

Plans for improving instructional practice and increasing student achievement should be implemented with the same enthusiasm and detail as the plan for improving discipline has been.

ADE Recommendation 5:

More focus is needed on improvement goals. The leadership team should set yearly learning goals based on student progress data and monitor progress towards these goals at least quarterly.

ADE Recommendation 6:

The internal SIS should be fully utilized to assist administrators to provide instructional leadership for teachers to improve professional practice and increase student achievement.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The leadership team meets twice a month on Monday at 4:00 P.M. for at least an hour to discuss and implement instructional innovations. The School Improvement Specialist provides the agenda and Indistar resources through email to the team members in advance along with minutes from the previous meeting. Leadership minutes are shared with the school staff via email. SOAR, SMI, and SRI data is shared to analyze student deficiencies. Administrators and instructional facilitators provide visibility in collaboration meetings to ensure that collaboration time is used productively.

Quarterly Objective: To create a researched based structure to implement effective PLC's during collaboration times.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Research best practices on the implementation of effective PLC's.	10/19/15	10/22/15	Tamara Rowe Vekissa Wilson			Completed Model in Preparation for the PLC Professional Development

2. Provide professional development on best practices for functioning PLC's.	10/26/15	10/28/15	Tamara Rowe Vekissa Wilson			Professional Development Agenda Professional Development Artifacts
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Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice
<p>ADE Recommendation 1: (Quarter 1)</p> <p>The ADE Review Team recommends the development of a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/posttests.</p> <p>ADE Recommendation 2: (Quarter 1)</p> <p>The School Leadership Team should give specific attention to progress of both, Special Education and ELL Students in specific classrooms.</p> <p>ADE Recommendation 3: (Quarter 1)</p> <p>Progress of these students should also be monitored and assessed.</p> <p>ADE Recommendation: (Quarter 2)</p> <p>School leadership should facilitate the development of a system for collecting, analyzing, and utilizing classroom performance data to improve and maintain student achievement.</p>

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Henderson Middle School is distributing and collecting Pre and Posttest data using a digital format such as Google Docs and Socrative (IPAD application). We are working with the Instructional Facilitators and Instructional Technology Specialist to ensure a streamlined and efficient data collection process. Ongoing professional development is given in an attempt to ensure teachers are competent with the digital format. Pre/Posttest data is reviewed in collaboration meetings.

Quarterly Objective: Provide professional development to aid in distribution and data collection of Pre and Posttest data. Design a system of using teacher collaboration period to design and analyze Pre and Posttests.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Leadership Team will create clear expectations for Unit Pre/Posttests that coincide with State and District expectations.	10/20/15	10/26/15	Smith Williams Rowe Wilson			Guideline Template Reporting Tool Template Data Analysis Tool Template
2. Facilitators, SIS, and Teachers will lead the creation of Pre/Posttest in their grade level Collaboration meetings.	11/02/15	02/11/16	Smith Williams Rowe Wilson			3 Pre & Post Unit Assessments with Current Grade Level Standards
3. Develop a system to make up Pre/Posttest for students who are absent or suspended.	12/14/15	02/08/16	Smith Williams Rowe Wilson Johnson Pinkard Jones			Completed and Functioning Schedule for Make Up Pre and Posttest

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

Administrators complete Classroom Drop In Observations throughout the week that focuses on Domain 2 The Classroom Environment.

In the 2nd quarter, 217 students were removed from class due to category one offenses. Also, in the 2nd quarter 171 students were suspended due to category two offenses. Let it be noted, that Category 2 offenses carry a minimum sanction of a 4 day suspension to a maximum sanction of a 10 day suspension.

Quarterly Objective:

Continue to monitor the establishment of rituals and routines in the classroom. Provide feedback to teachers via classroom observation tool on Domain 2 of PTAS (the classroom environment).

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. A system for collecting behavior data will be established and implemented.	01/21/16	02/26/16	Williams Fuller Hemphill Knighten Smith			Behavioral Data Analysis Artifacts
2. A school-wide incentive plan will be created and established.	01/21/16	02/26/16	Williams Fuller Hemphill Knighten Smith			Behavioral Data Analysis Artifacts

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are):						
Quarterly Objective: Make the Home/School Parent Compact available to all parents						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> The guidance plan The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are):						
Quarterly Objective: Make the Home/School Parent Compact available to all parents						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

Include additional task lines as needed.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

☒ YES

☐ NO (Please circle)

If yes, what support have you received from the district?

Training of SIS personnel
Guidance on compliance issues with ADE
Guidance on creating the 45-day plan
Participation in school leadership team meetings
Professional Development in use of Data Analysis Tool

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Full-time on-site School Improvement Specialist in place
21st Century After School Program
Tier 2 Interventions provided by instructional facilitators to resemble a co-teach model.
With the hiring of an ESL compliance Liaison, action steps have been take to offer a week long after school ESL camp.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS works to:

1. *Information on state requirements*
2. *Work with the process manager to input information into Indistar*
3. *Collaborate with the administrative team to assist in the development of leadership skills*

4. *Provide job-embedded professional development*
5. *Participate in leadership and instructional team meetings*
6. *Assist in the development and implementation of the 45-day plan*

The ADE SIS Team works to:

1. *Provide training for Indistar and Wise Ways*
2. *Make recommendations for school improvement*
3. *Schedule conference times to review the 45-day plan*

What are the barriers, if any, in improving student outcomes?

1. *Teacher absenteeism*
2. *Lack of parent interest/involvement*
3. *Principal shares wise ways research in regards to implementation of pre/post-tests, yet are pockets of non-compliance in the implementation and/or data analysis.*
4. *There have been some instances of rejection to the process of collaboration and development of pre/posttest(s).*

How is your leadership team monitoring student progress in the skill area of science?

1. *The School Leadership Team has developed a Standards Based Unit Instruction Matrix to address the structural process for usage during the common collaboration opportunities to build capacity and support teachers as they implement the expected method of instruction, this process and expectation is designed for all core subject areas, including Science to analyze and monitor student achievement and classroom instruction.*
2. *Science Teachers are becoming affluent in the administration of pre/posttest using the Gaggle platform.*
3. *Science Teachers are using a web-based program known as **Science Fusion** to assist in assessment and practice.*

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

1. *Pre-/Post Assessment Results*
2. *SMI/SRI/ results with programming based on these results*
3. *Interim assessments*
4. *Planning appropriate professional development*
5. *Data analysis with teachers*
6. *Additional support for teachers*

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

1. *Developing a collaboration template*
2. *Becoming transparent about what occurs during school leadership team meetings*
3. *Developing a sub rotation schedule*
4. *Testing Logistics*
5. *Action steps towards small group interventions utilizing instructional facilitators and SIS.*
6. *The addition of a dance elective, allowed the restructuring of "Tools for Learning" Class" for literacy intervention. The restructuring of this class allows students who score basic and below to enroll in "Tools for Learning".*

If anything, what do you intend to change or modify for the next quarter?

1. *Provide on-site Professional Development to build the capacity and support appropriate usage of data.*
2. *Provide on-site Professional Development in regards to Domain 3 of PTAS (Instruction)*
3. *Use Leadership Meeting to analyze one form of data every meeting (teacher observation data, pre/post test data, SOAR data, SRI/SMI data).*
4. *The School Leadership Team has developed a Standards Based Unit Instruction Matrix to address the structural process for usage during the common collaboration opportunities to build capacity and support teachers as they implement the expected method of instruction, this process and expectation is designed for all core subject areas.*



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	275	270			40	28	0	2			18	15		
7	226	234			37	19	3	6			13	26		
8	275	271			45	32	6	9			22	30		

Comments/ Clarifications:

(Quarter 2)

The amount of students that received five referrals or more gives an inaccurate snapshot of students who miss class due to inappropriate choices made by students. Behavior documents, along with lunch detention is assigned by teachers as an intervention before a referral is written. Once referrals are written on a student, the student is removed from the classroom.

In the 2nd quarter, 217 students were removed from class due to category one offenses. Also, in the 2nd quarter 171 students were suspended due to category two offenses. Let it be noted, that Category 2 offenses carry a minimum sanction of a 4 day suspension to a maximum sanction of a 10 day suspension.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> September / 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Scholastic Reading Inventory</u> September / 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	13.33	26.67					102				167	
7	21.43	42.86					154				54	
8	27.27	50.00					88				79	

Comments/ Clarifications:

(Quarter 2)

Presently, Henderson Middle School has cultural challenges with Teacher Absenteeism and the analysis of student data. The Pre and Post Unit instructional method was presented with support and collaboration from the school's Instructional Literacy and Math Facilitators. A matrix and classroom data analysis tool was developed by the School Leadership Team to support the development and implementation of the outlined expectations from the Arkansas Department of Education and Little Rock School District and the real time monitoring of student performance by the Pre and Post assessment method. Yet, there remains a large teacher resistance to the process of productive collaboration, authentic lesson planning, development and implementation of the Unit Based method of teaching. This resistance and lack of instructional reflection has prevented the embedded success of Unit Based instruction, ultimately preventing student achievement in many classrooms.

After researching the academic performance history of Henderson Middle School, it became apparent that several of the instructional challenges documented in the Little Rock School District Henderson Middle School Scholastic Audit Summary Report remain prevalent.

The 2012 Summary report states, “The implemented curriculum in some classes does not align with the district's written curriculum documents. Lesson plans do not always contain all components of the curriculum maps, in various cases teachers are held accountable for not having a lesson plan.

Planning for classroom instruction does not always consider the students' learning modalities and ability levels. The implemented curriculum provides for some integration between and among content areas; these connections are not intentionally included in most classroom instructional sequences or activities. All classroom instruction is not age and developmentally appropriate and does not always intentionally promote mastery of learning. Intentional planning to ensure that teachers use multicultural materials is limited. Implementation of the curriculum is inconsistent within the school and is a barrier that disrupts the ability of some students to master all the knowledge and skills they are expected to learn. Few classrooms provide opportunities for students to think critically and/or solve problems. Most classroom instruction is teacher-centered, using lecture, whole group instruction, and low-level worksheets. Teachers rarely differentiate instruction to meet the needs of all students.”

In most cases, the current instructional methods and practices mirrors the Little Rock School District Henderson Middle School Scholastic Audit Summary Report of 2012.

The climate of the school has been positively impacted by the current school administration, which is evident during school day transitions, Mentoring based programs that volunteer in the school several days a week, and incentive based initiatives for students that promote student achievement and recognition. The current school administration has also developed incentive based initiatives for teachers. During each faculty meeting, the school administration recognizes outstanding teacher attendance and classroom successes.

Although these realities were alarming, the school leadership has responded valiantly to promote student achievement at Henderson Middle School. The current school administration is committed to continuing Coaching Conversations, One on One Disciplinary Conversations as needed, and Celebrating positive teacher performance to combat our challenges. The School Leadership Team has developed a plan that enlists several cooperating teachers to impact student achievement through a Co-Teaching Model. Therefore, actions have been taken for the School Improvement Specialist, Literacy Facilitator, and Math Facilitator to Co-Plan, Co-Assess, and Co-Teach with 7 cooperating teachers. This process will occur in 1 Tools for Learning Classroom, 1 Health Science Classroom, 2 Math Classrooms, 2 English Classrooms, 3 College and Career Classrooms which will ultimately support across curriculum learning for students in all grade levels.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	49	270		83			206	211	211		628	292		46.49%		
7	77	234		62			51	157			208	202		97.11%		
8	74	271		75			213	236	235		684	551		80.55%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Quarter 2)

Student absenteeism along with student suspension creates gaps in the total amount of students tested. 7th grade math made their first attempt at using Google Forms and sending the tests to the students in their Gaggles email accounts. We encountered many problems and issues with data collection on this particular unit.

One 7th grade teacher data has both Pre & Posttests recorded, however; some students are missing one of the two tests. The other 7th grade teacher's data has only the Pre test scores. We could not find the students Posttest responses anywhere in the teachers Gaggles account or other accounts. The teacher stated, "I messed up somewhere along the way helping to get the Post Test emailed to the students and I believe that the students received a message stating they had already taken the test when they opened the link and it would not let them take it again."

Both 7th Grade Classes have started their Pre Test for Module 2, Unit 3 and their data is coming back CORRECTLY.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	42	270		79			253	239			492	194		39.43%		
7	50	234		132			195	106			301	181		60.13%		
8	79	271		47			223	227	129		579	262		45.25%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Quarter 2)

Student absenteeism along with student suspension creates gaps in the total amount of students tested.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: J. A. FAIR HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: DIONNE BRITTON

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LAGAIL BIGGS

EXTERNAL PROVIDER: ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

The internal SIS, principal, and district supervisor should collaborate to narrow the focus and accelerate the training and expansion on knowledge of the school improvement process with the school leadership team and faculty.

ADE Recommendation 2:

The leadership team should:

- establish goals and expected outcomes for student achievement
- clearly define interventions and actions for achieving established goals
- develop a method of evaluating effectiveness of interventions
- communicate a timeline for achieving benchmarks to staff and students
- provide support through the process

ADE Recommendation 3:

The Director of Secondary Education, the internal SIS, the principal, and the school leadership team should review all the improvement initiatives and prioritize the three to four most likely to yield meaningful improvement.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools, which include a description of the team's purpose and how the team will be constituted. New school leaders are apprised of this expectation along with guidelines to determine a team's effectiveness. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet. Each team is required to have shared agendas and shared minutes from all meetings. (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The School Leadership Team continues to meet twice monthly to discuss instruction, data, and best practices. These meetings occur on the first and third Wednesday's of each month. In addition to the School Leadership Team, we have an established Campus Leadership Team. The Campus Leadership team consists of all department chairs and administrators. The Campus Leadership team's main focus deals with creating and reviewing the school's mission and vision, and dealing with any campus problems or school initiatives. In this meeting, the Campus Leadership team is briefed on the indicators and data assessed by the School Leadership Team. The department chairs inform their respective departments of the information shared from this meeting. Once department chairs receive feedback from teachers, they in turn share this information with administration in the next Campus Leadership Team meeting. The Campus Leadership Team continues to meet on the 2nd Wednesday of every month. In addition to the School Leadership Team and the Campus Leadership team, we have an Instructional Leadership Team that meets every Tuesday to discuss the instructional practices for the entire building. This team consists of the Math and Literacy Facilitators, the Local SIS, the District Math Facilitator, assistant principal and principal. We have also established grade level teams and provided a common Collaboration period for our Core Teachers. Teachers use this time to plan common lessons, disaggregate data, and decide next steps for needed trainings or assistance from staff. Teacher collaboration meetings are held three times per week with department meetings once a month. Student Council meets daily during their Leadership class to help facilitate an academic rich culture by crafting Smart Goals. The School Community Council meets on a monthly basis to elicit parent input. The guidance counselor leads this council. The guidance department developed a program for 9th Grade students entitled, "Passport to 10th Grade." This will consist of additional parent meetings and math and literacy activities. The guidance department conducted a parent Workshop for seniors and their parents to discuss the ACT, college admissions, and financial assistance for college.

Quarterly Objective:

The School Leadership Team will continue to provide support, leadership and commitment through the process of developing and implementing instructional teams.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. SLT meet to decide the instructional focus of the school and discuss professional development needs.	10/20/15	12/18/15	Chris Johnson			Meeting agenda, minutes, data collaboration sheets, data
2. Campus Leadership meets to discuss pertinent needs of the building and take	10/20/15	12/18/15	Marie Boone			Meeting agendas, minutes

direction from the SLT as it pertains to instruction.						
3. The Instructional Leadership Team assists the SLT in determining the holistic instructional focus for the school.	10/20/15	12/18/15	Gail Biggs			Meeting agendas, minutes, Facilitator Notes, District math facilitator notes
4. The Student Council meets daily creating SMART goals for student activities. The Student Council also serves as a liaison between the students and the staff and report on different practices that are going on in the building.	10/20/15	12/18/15	Jon Stevenson			Meeting agenda, minutes, SMART Goals, notes
5. Core teachers collaborate to discuss data, create data driven instructional lessons, create next steps to address students misconceptions, and common formative assessments	10/20/15	12/18/15	Tonya Johnson			Meeting agendas, minutes, data, data collaboration sheets, lesson plans
6. Each department meets monthly to discuss vertical instruction and how it aligns to the frameworks and the curriculum map	10/20/15	12/18/15	Gail Biggs			Meeting agenda, minutes, data, data collaboration sheets, lesson plans

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The internal SIS, principal, assistant principals, and math & literacy instructional facilitators should engage teachers in maintaining a “laser-like focus” on the following:

- aligning instruction with standards and benchmarks
- assessing and monitoring student mastery frequently (Unit Pre/Post Test)
- differentiating and aligning engaging activities that provide rigor for all learners
- assessing student learning frequently with standards-based assessments (common formative assessments)
- utilizing data to drive planning and instruction
- developing student achievement goals that are communicated with students and parents
- evaluating methods used to determine the success of goals set for student achievement.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members’ (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

The Grade Level Content Teams provide 2-3 pre and post tests per nine week grading period. Teachers review the pre/post data during their Collaboration Periods along with the Instructional Facilitators. In looking at the pre-post test data, the administration feels that additional support is needed in analyzing the data. We plan to provide a more in-depth training of the 5-Step Data Analysis Form. Initial professional development has been provided but we will continue to provide professional development and support in this area until the data is used consistently in planning lessons and driving re-teaching efforts.

Quarterly Objective:

The School Leadership Team will assess and monitor student progress.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers participated in weekly content collaboration meetings to analyze pre-post test data.	10/20/15	12/18/15	LaGail Biggs			Meeting Agendas, Minutes, Sign-In Sheets, Pre-Post Test Data
2. Teachers completed the Five-Step Data Analysis Form when analyzing pre/post test data	10/20/15	12/18/15	Chris Johnson			Five-Step Data Form
3. Teachers uploaded the Five step data analysis form for review by the Instructional Team	10/20/15	12/18/15	Chris Johnson			Five-Step Data Form
4. Instructional Facilitators met with teachers during collaboration to debrief and identify the standards not mastered on the SOAR test.	10/20/15	12/18/15	Fred Dickins/ Tonya Johnson			SOAR Accountability Sheet
5. The SLT disaggregated quarter 2 Math and English SOAR data and provided potential next steps for addressing areas of concerns.	10/20/15	12/18/15	Fred Dickins/ Tonya Johnson			Five step data sheet

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): The 9 th grade academy operates with a Category One discipline plan. The Campus Leadership team meets and discusses school-wide discipline initiatives. The CIC (Continuous Improvement Committee) meets to voice teacher concerns as it relates to student discipline. Each classroom teacher has created rituals and routines that are discussed with the students and posted in each classroom. The Student Council provides student input for building level policies. The Administration is currently implementing all student safety compliance drills to ensure student safety in the event of an actual crisis.						
Quarterly Objective: The Campus Leadership Team will create a positive learning environment with student safety and discipline.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. 9 th grade teachers continue to utilize and implement the category one discipline sheet	10/20/15	12/18/15	Chris Johnson			Category one discipline sheet
2. The campus leadership team will meet and discuss the recommendations presented from the instructional leadership team as it relates to student discipline and academics.	10/20/15	12/18/15	Marie Boone			Meeting agendas, minutes, and departmental meetings agendas and feedback

3. The CIC will collect concerns from teachers and staff regarding building level policies. The concerns are presented to the Principal for discussion and resolution.	10/20/15	12/18/15	Gail Biggs			Meeting agendas, minutes,
4. Each classroom teacher will create and discuss with students the rituals and routines for their classroom. The rituals and routines are posted in each classroom.	10/20/15	12/18/15	Tonya Iverson			Posted rituals and routines in each classroom
5. The student council will create SMART goals based on the student concerns. The goals are presented to the Principal for discussion.	10/20/15	12/18/15	Jon Stevenson			SMART goals, meeting agendas and minutes
6. Conducted the monthly fire and the semester active intruder drill.	10/20/15	12/18/15	Chris Johnson			Fire drill documentation form Active intruder drill documentation
7. The administration will enforce safety procedures	10/20/15	12/18/15	Chris Johnson			Safety Report Crisis Management Plan

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement
ADE Recommendation: Not Applicable
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

The guidance counselor has developed the Passport to 10th Grade Program. In this program, guidance counselors have parent meetings for 9th grade students to ensure students are on track for entering 10th Grade. In the next quarter, we will begin the activities associated with this program. These activities include math and literacy activities while informing parents of their students’ progress. The guidance department along with the Career Coach conducted a Parent Workshop for seniors and their parents. A monthly newsletter is sent to our parents, which include tips for academic success. Assistant Principals schedule Student Behavior Intervention Team conferences to discuss student interventions, discipline, academics, attendance, and any other social & emotional concerns.

Quarterly Objective:

The School Leadership team will create a positive learning environment with parent engagement

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The guidance counselors conducted the Parent Workshop for senior students and their parents	10/20/15	12/18/15	Dorothy Jones			Agenda, sign-in sheets
2. The parent coordinator prepares and distributes a monthly newsletter.	10/20/15	12/18/15	Jeremy Green			Newsletter
3. SBIT’s (Student behavior intervention team) are conducted with parents, teachers, counselors, and administrators to assist students with being academically sound.	10/20/15	12/18/15	Chase Utley			SBIT documentation paperwork, transcripts, grades, attendance, discipline log

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): The guidance department has implemented the senior mentor program to assist all seniors with their college and career transitions. Students are counseled regarding their current readiness to graduate, assisted in applying for post-secondary opportunities and/or career vocational options. The guidance department conducted a Parent Workshop for seniors and their parents. Financial planning night is held for all parents and seniors to assist students and parents in completing the Free Application for Federal Student Aid (FAFSA). Counselors visit all classrooms to discuss college and career options.						
Quarterly Objective: The School Leadership Team and guidance department will develop a guidance plan to assist students as they plan for college and career opportunities.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Monthly posting of available scholarships	10/18/15	12/18/15	Vernita Wells			Scholarship List
2. Parent Link call to parents and students regarding the Parent Workshop	10/18/15	12/18/15	Vernita Wells			Parent link
3. Held Parent Workshop for seniors and their parents	10/20/15	12/18/15	Dorothy Jones			Workshop agenda, sign-in sheets



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
 If yes, what support have you received from the district? Yes.

- We received a local SIS
- Feedback for our next steps
- The Deputy Superintendent attends school leadership meetings and provides feedback.
- The proxy SIS (Mr. Johnson) has been regularly participating in District Leadership Team Meetings.
- The newly hired SIS participated along with the district leadership team in training with ADE on December 16.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- City Year conducts student pull outs/pull in's with 9th grade students on their academic focus lists.
- We have before school and after school tutoring to focus and address academic deficiencies.
- Some teachers allow students to come for one on one tutoring and extended learning opportunities.
- The Math Club conducts peer tutoring during lunch for students in need of extra help.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- We were not provided an external provider and the internal SIS was not yet hired. (Note – An SIS was hired and began work in January.)
- We had one visit with the ADE SIS assigned to our school.

What are the barriers, if any, in improving student outcomes?

- An assistant principal temporarily filled the position of Local SIS; we now have a newly hired Local SIS
- Teacher Training needed in using technology for pre/post test data
- Additional Professional Development needed to assist teachers with the analysis of pre-post tests and assistance with using the data in re-teaching efforts. These trainings will take place third quarter.

How is your leadership team monitoring student progress in the skill area of science?

- We monitor the pre/post test data and data analysis from the science collaboration meetings
- The Math Instructional Facilitator attends the collaboration meetings and provide input for next steps
- Math Facilitator reports out at the Leadership meetings regarding science data

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- We're constantly analyzing pre/post test data, TLI data, and SMI and SRI and identifying next steps based on the data
- Developed a plan to address academic deficiencies (pull outs for individual tutoring)
- School Leadership Team continues to meet and examine math, reading and writing
- Campus Leadership team reports on the implementation of the standards via the district curriculum pacing guide
- The SLT has analyzed the TLI data and identified areas that produced misconceptions from the students when taking the test

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- Continued Commitment to the Pre-test and Post-test process in Literacy and Math
- Implemented Building Initiative Requiring Pre and Post Tests from all core and elective teachers
- Provide professional development around teacher needs and deficiencies

If anything, what do you intend to change or modify for the next quarter?

- The monitoring process: now that we have an internal SIS we will change how we monitor the implementation of the pre/post test
- Monitor more closely the documented next steps created from the teacher collaboration meetings

SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	262	264			28	18	10	42			20	26		
10	252	252			29	13	18	39			16	16		
11	170	174			23	6	9	18			8	6		
12	177	174			36	3	2	11			5	6		

Comments/ Clarifications:

The school utilizes progressive discipline, which led to an increase in the number of referrals for the second quarter. The absences were increased in 9th Grade, remained the same in 10th grade for the second quarter, decreased in 11th grade and increased by only one in 12th grade. The administration will discuss this data with the Student Behavior Intervention Team to develop interventions and consult with Therapeutic service providers.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ SMI Data _____ 09 /15 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ SRI Data _____ 09/15 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	21%	38%					456				271	
10	25%	31%										
11	0%	29%										
12	17%	50%										

Comments/ Clarifications:

Teacher absences increased in each grade level for the second quarter. The highest increase was among the 12th grade teachers. Administration will work to develop strategies to improve the attendance of teachers.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests for each grade level	Total number of post-unit test with a D or F in Math this quarter	Percent of post-unit tests with a D or F in Math			
											(A)	(B)	(C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	89	202	27	89			155	149			304	287	82%	94%		
10	111	187	66	124			108	101			209	189	49%	90%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Ninth grade total enrollment is 264, but Ninth Grade students taking Alg. I is 202. Of the other 62 Ninth grade students who are not in Algebra I: 33 are in Geometry (they completed Alg. I in middle school); 20 are in Special Education Math; and 9 are repeating ninth grade and recovering Algebra I credit in Edmentum, which is our digital program.

Tenth Grade total enrollment is 252. Of the 65 tenth grade students who are not in Geometry: 37 are in Algebra 2; 15 in Special Ed. Math; 10 are repeating grade 10 and are recovering Geometry in Edmentum; and 3 are in math beyond Geometry.

Professional development will be provided to assist teachers with pre and post-test analysis. This training will take place in the teachers' professional learning community and during collaboration meetings.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests for each grade level	Total number of post-unit test with a D or F in ELA this quarter	Percent of post-unit tests with a D or F in ELA			
											(A)	(B)	(C)			
													$(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	161	264	52	171			175	100	194		469	210	67%	45%		
10	88	252	92	140			164	131	204		499	360	69%	72%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Professional development will be provided to assist teachers with pre and post-test analysis. This training will take place in the teachers' professional learning community and during collaboration meetings.

LEADERSHIP TEAM REPORT CONTINUED: TLI Skill Breakdown for ELA (Math Assessments are being given this month)

2016 - Grade 9 - SLE / Skill Breakdown - Module 2				2016 - Grade 10 - SLE / Skill Breakdown - Module 2			
Note: Results shown as Percent correct				Note: Results shown as Percent correct			
		DISTRICT	Fair			DISTRICT	Fair
Standard	Standard Text	D	S	Standard	Standard Text	D	S
RI.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	56	50				
RI.9.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	54	48	RI.10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	39	30
RI.9.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	66	66	RI.10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	45	35
RI.9.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	59	52	RI.10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	33	29
RI.9.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	34	33	RI.10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	45	41
RI.9.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	15	12	RI.10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	49	39
L.9.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	29	25	RI.10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	26	27
L.9.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	36	28	LP.10.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	72	63
LP.9.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	34	28	LP.10.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	38	40
LP.9.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	75	70	LP.10.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	54	44
LP.9.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	67	59	LP.10.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	33	29
LP.9.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	47	37	LP.10.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	43	36
LP.9.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	29	33	LP.10.8.1b	Form and use verbs in the active and passive voice.	34	32



DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: MABELVALE MIDDLE SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: JENNIFER NELSON
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: RHONDA HALL

PRIORITY SCHOOL 45-DAY PLAN/REPORT

Second QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): The School Leadership Team consists of building level administrators, district level administrators, specialists, teachers, and instructional facilitators. The team meets every other Wednesday from 4:00-5:00 PM. These meeting times were changed in order to allow more members to be consistently present. The meetings include discussing indicators, disaggregating data, and coming up with innovative ways to engage students while increasing student achievement. The School Improvement Specialist has begun to send the agenda out via email 48 hours before each team meeting. The building principal shares the team minutes with the entire staff within 48 hours of each meeting. The staff is given an opportunity and encouraged to provide feedback to the leadership team. The School Improvement Specialist has set up a standing weekly meeting with the principal and bi-monthly meetings with facilitators and departmental teams. Departmental and grade level collaboration teams meet three times a week for 45 minutes each time.

Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish a common goal for the leadership team. Common goal is to focus on student achievement through a collaborative culture with regularly scheduled meetings and times.	11/18/2015	11/18/2015	Hall	X		Monthly School Calendar Agendas and minutes
2. Establish Leadership Team member roles	12/02/2015		Nelson	X		Team roster
3. Content instructional teams will meet 3 times per week for 45 minutes each.	12/03/2015	12/03/2015	Hall	X		Sign in sheets Minutes
4. Teams should have specific duties assigned to members at each meeting. There should be a time keeper, a facilitator, and someone to take minutes.	12/14/2015	12/15/2015	Nelson	X		Grade level agenda and minutes
5. A schedule with the meeting times/days for each team will be available.	12/14/2015	12/11/2015	Nelson	X		Grade level calendar
6. SIS will meet every other week	12/18/2015	12/11/2015	Nelson	X		Meeting Agenda

with math and literacy facilitator						Sign in sheet
7. SIS will meet with building administrator weekly to discuss school and academic improvement	12/18/2015	12/08/2015	Nelson	X		Meeting agenda

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).
Current reality of effective practice (Assess where we are): Instructional Units and Pre/Post tests are beginning to be developed in all Core areas. Most teachers have been consistently administering Pre/Post tests. However, they have not been uniform across grade level content areas. The data has not always been documented to show how instruction is being differentiated based on pre test results. The School Improvement Specialist and the building principal met with all teachers to go over the expectations dealing with pre/post assessments, data, and differentiating instruction. Mabelvale is currently working towards all grade level content areas teachers collaborating on a grade level pre test to be administered to all students prior to beginning a unit. The same assessment will be given at the end of the unit. The data from these assessments will be reviewed by the facilitator, SIS, and teachers to plan instructional units. Individual student results and class period results will also be used to guide instruction.

Quarterly Objective:						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Clear expectations will be set at team meetings regarding pre tests and how to submit data to the appropriate person.	12/17/2015	12/17/2015	Nelson	X		Meeting minutes
2. A calendar will be created with approximate dates for pre/ post assessments for next quarter.	01/22/2015		Hall		X	
3. Math curriculum map objectives will be divided into 3 week sections to help plan for pre test assessments	01/15/2015		Cochran		X	
4. English curriculum map objectives will be divided into 3 week sections to help plan for pre test assessments	01/15/2015		Bright		X	
5. Science curriculum map objectives will be divided into 3 week sections to help plan for pre test assessments	01/22/2015		Nelson		X	
6. Social studies curriculum map objectives will be divided into 3 week sections to help plan for pre test assessments	01/22/2015		Nelson		X	
7. Template for Pre/Post test data will be sent to staff	12/15/2015	12/18/2015	Nelson	X		Copy of template
8. Math facilitator will meet with collaboration teams to plan assessments and units for next	01/15/2015		Cochran		X	

quarter						
9. Literacy facilitator will meet with English collaboration teams to plan for assessments and units.	01/15/2015		Bright		X	

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Teachers taught the school wide rituals and routines at the beginning of the year. They continue to review these throughout the school year. They also taught and reviewed classroom rituals and routines. Most teachers follow the due process procedure for most offenses. Mabelvale administration will continue to remind and encourage teachers to send referrals with students when they are sent out of class. Rituals and routines will continue to be reviewed on a regular basis and followed consistently throughout the building.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Establish schoolwide rules,	08/21/2015	08/21/2015	Hall	X		Rules posted throughout the building

rituals, and routines						
2.Establish classroom rules, rituals, and routines	08/21/2015	08/24/2015	Smith Troutman	X		Rules posted in classrooms
3.Positive character traits will be introduced to students each week using the acronym PRIDE	09/01/2015	09/01/2015	Hall	X		PRIDE posters posted throughout building and reinforced during morning announcements

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Mabelvale has developed a Parental Involvement Plan/ Community Kit. This kit contains the “compact” that outlines how all stakeholders can work together to improve the academic achievement of all students at Mabelvale Middle. This is distributed to parents at check-in before school starts each year.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Distribute parental involvement plan/community kit to parents	08/04/2015	08/04/2015	Patterson	X		Mabelvale Parental Involvement Plan
2. Create a School/Community Council	12/18/2015	12/16/2015	Gusewelle Patterson	X		List of Members for the committee

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT						
ADE Recommendation:						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): Mabelvale has a guidance plan referred to as CAP. CAP stands for Career Action Plan. Students meet with counselors, AVID coordinators, and Career teachers to plan for future goals. Mabelvale is currently in the process of planning ongoing college and career opportunities. There is currently not a process for tracking recent graduates.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Students will meet with guidance counselors to plan future goals	12/18/2015	11/30/2015	Green	X		Student College and Career Readiness planning sheet



PRINCIPAL'S REPORT __Second__ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes.

Training of SIS personnel

Guidance on compliance issues with ADE

Guidance on creating the 45 day plan

Participation in school leadership team meetings

SIS attendance in District Leadership Team meetings

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Full – time on site School Improvement Specialist in place

City Year focus groups provide math and literacy intervention for identified students

Before and After school tutoring for math and literacy intervention using Navigator and Read 180 material

Duty periods established for a pull out program for non- proficient student in math or literacy

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS works to:

- inform staff of state requirements
- works as the process manager to input information into Indistar
- Disaggregate data
- research best practices

- will provide job embedded professional development
- attends district leadership meetings
- participates in leadership and instructional team meetings
- assist in the development of the 45 day plan

The ADE SIS Team works to:

- make recommendations for school improvement
- schedule conference times to review the 45 day plan
- responds to inquiries and questions

What are the barriers, if any, in improving student outcomes?

Lack of sufficient parental involvement
Socio-Economic concerns
Continued Low performance of students assigned
Low reading and comprehension ability
Student Apathy
Highly mobile student population
Increase in SPED, LEP students
Students involved in disciplinary issues which cause out of school suspensions

How is your leadership team monitoring student progress in the skill area of science?

Pre/Post Test results

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Response: Professional development

School wide interventions for math and literacy
Tier III interventions for non- proficient students

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Decisions based on SOAR results which led to identifying the literacy/math needs of the school
Fine tuning the role, participants and responsibility of the ILT.

If anything, what do you intend to change or modify for the next quarter?

Correctly using pre/post test results to modify instruction
Data disaggregation grade level for specific areas to be addressed



SCHOOL LEADERSHIP TEAM'S REPORT __Second__ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	199	202			29	26	11	3			9	7		
7	199	204			27	30	1	1			7	9		
8	234	230			26	28	4	4			9	9		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <i>Scholastic Math Inventory</i> 09/2015		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <i>Scholastic Reading Inventory</i> _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	16.67	58.33			N/A		130		N/A		N/A	
7	20	40			N/A		141		N/A		N/A	
8	9.09	45.45			N/A		169		N/A		N/A	

Comments/ Clarifications:

- All students have not completed SMI. There have been multiple problems with internet connections.
- SMI will be completed on the 1 week of February.
- The numbers for students that are at least 3 grade levels behind based on SMI results include students that did not complete the assessment.
- SRI has not begun. Subscription was lost and was just recently reinstated. Mabelvale will begin as soon as SMI is complete.
- MYON subscription for literacy will be recommended. SIS will research the price for the subscription.
- All grade level core teachers' absences have at least doubled. We will discuss this at leadership and recommend some type of incentive program for teacher attendance.
- Some of the absences include teachers that are attending professional development workshops. There were also two teachers that were out due to injury.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	15	202	15	22			97	85			182	133		73		
7	42	204	53	80			86	67			153	41		26.79		
8	59	230	51	77			202	214	105		521	51		9.78		
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- *The numbers are low in grades 6 and 7 because all students were not given post assessments or teachers didn't turn in data on time.*
- *There was one teacher that lost her unit 2 post test assessments.*
- *The D/F count for math is not accurate. There was not a uniform data collection tool utilized . The information was not available for all students.*

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	32	202	37	67			170	174			344	79	22.96			
7	43	204	44	41			172	154			326	18	5.5			
8	54	230	54	64			118	207			325	121	37.2			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- Teachers are becoming more familiar with pre/post assessment requirements.
- Unit 2 post test assessments increased from unit 1.
- The assessments were divided into language and reading.

- LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

2016 - Grade 6 - SLE / Skill Breakdown - Module 2			
Note: Results shown as Percent correct			
		DISTRICT	Mabelvale
Standard	Standard Text	D	S
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	45	40
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	40	30
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	71	66
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	54	44
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	24	18
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	56	37
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	36	27
L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	28	25

L.6.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use intensive pronouns (e.g., myself, ourselves).	63	61
L.6.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Recognize and correct inappropriate shifts in pronoun number and person.*	79	74
L.6.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	36	29
L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	37	28
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.	49	51
LP.6.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	36	29
LP.6.5.2a	Use punctuation to separate items in a series.	70	60

2016 - Grade 7 - SLE / Skill Breakdown - Module 2

Note: Results shown as Percent correct

		DISTRICT	Mabelvale
Standard	Standard Text	D	S
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	41	43

RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	39	38
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	58	57
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	85	87
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	48	47
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	35	39
L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.	25	39
L.7.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	57	60
LP.7.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences	52	47
LP.7.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	50	68
LP.7.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	45	46
LP.7.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	49	58

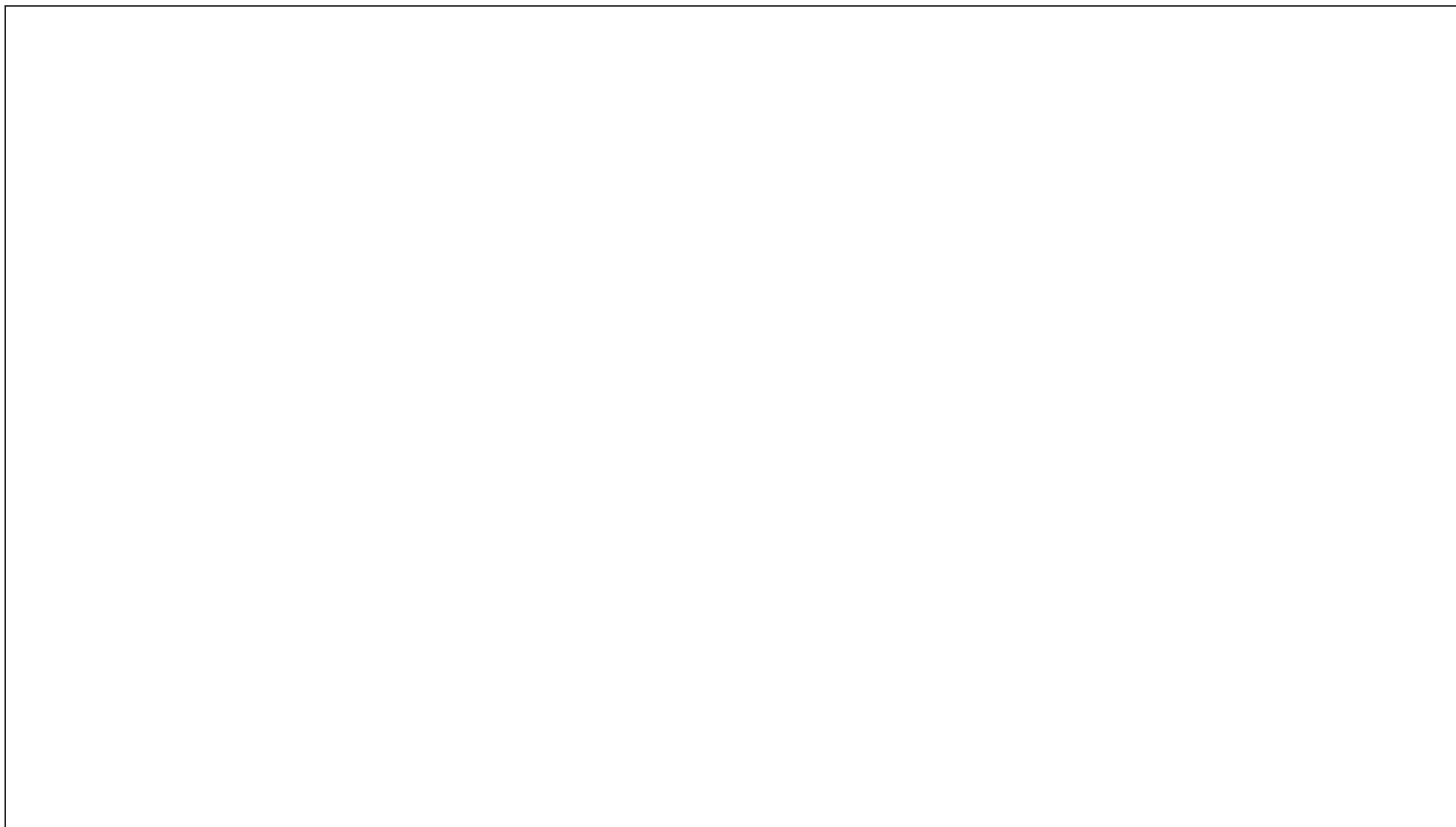
2016 - Grade 8 - SLE / Skill Breakdown - Module 2

Note: Results shown as Percent correct

		DISTRICT	Mabelvale
Standard	Standard Text	D	S
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	49	46
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	48	46
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	33	31
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	37	36
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	42	44
L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	31	25
L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	39	61
LP.8.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences	18	12
LP.8.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	72	72

LP.8.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	73	75
LP.8.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	85	81
LP.8.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	51	49

- **Mabelvale Middle 7th and 8th grade students are exceeding the district scores on many of the ELA standards according to TLI data from SOAR assessments.**
- **The Literacy Facilitator is assisting teachers by providing them with reading passages for students to analyze for re-teaching purposes.**
- **The building administrator has designated every Friday as “Fast Friday”. This will allow extra instructional time for re-teaching opportunities as well as time for community/stakeholder involvement.**
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ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: MCCLELLAN HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: ZORETTA FINLEY
EXTERNAL PROVIDER: FETTERMAN

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: HENRY ANDERSON

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The principal should clearly communicate the purpose of the school leadership team (SLT), as well as each member's role and responsibilities to all staff members. The SLT should meet twice or more monthly and operate with written statements of purpose and by-laws, established work plans for the year, and analyze various data sets to determine school improvement interventions and actions.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The Interdisciplinary Leadership Team consists of administrators, department chairs, Instructional Facilitators, and other support staff. This team functions as our campus leadership team. The team meets every other Wednesday from 4 to 5pm. The team receives the agenda and previous minutes via email from the team secretary. The Administrative Leadership team meets every other Tuesday at 7am. The Administrative Leadership Team consists of our building administrators. Their focus is the management and safety of the building. We originally planned to share information with the staff through email and newsletters, but it has proven to be a challenge to implement this full fidelity. There is a bulletin board in the teacher workroom designated for teacher communications. This responsibility was given to the SIS who did not officially start until December 16, 2015. She transitioned from a classroom here at McClellan to the full-time SIS. The School Based Intervention Team consists of administrators and teachers. This team meets once a month after the faculty meeting and focuses on students who need more assistance or interventions to be successful. In the future our goal is to be more transparent about how this team functions. The Instructional teams meet during collaboration time three days a week and grade levels meet once a week to create units of instruction, design pre and posttests and review data and make informed instructional decisions based on the data. We have updated the Person Assigned column to reflect the directive given that tasks should be assigned to a small number of individuals.

Initially we identified the Student Council to represent our student team however, that group is not indicative of our student population. At the end of 2nd quarter we selected 100 students to participate in a focus group (25 students from each grade level, made up of 8 upper level, 9 middle level, and 8 lower level – 25 total). The letters of notification are under review and will be sent out 3rd quarter.

School Community Council – the intention was for the Parent Liaison to head this effort, but she was recently promoted to another position within the district. During 3rd quarter a Parent Liaison will be selected by 2/1/16. This will be one of the initial high priority tasks for this individual.

Quarterly Objective:

For each team to establish role and responsibilities, team norms, and establish a binder where the agenda and minutes are kept for each meeting.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Leadership team will meet every two week.	9/9/15	9/15/15	Henry Anderson			Team Agendas and Minutes Monthly School Calendar
2. Interdisciplinary team will meet every two weeks	9/9/15	10/30/15	Eric Bunting			Team Agendas and Minutes Monthly School Calendar
3. Leadership Team Meeting Dates, By Laws, and the focus for all supporting teams will be made available to all staff members.	10/30/15	10/15/15	Henry Anderson			Copy of email and list of dates
4. Building Leadership Team will meet every two weeks and will meet on a monthly basis in conjunction with the Interdisciplinary Leadership Team.	11/15/15	09/09/15	Henry Anderson			Copies of sign in sheets and agendas
5. Leadership Team will regularly provide updates to the staff through email.	09/09/15		April Boatner			Copies of emails

Include additional task lines as needed

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation 1:**

All school teams should regularly analyze and disaggregate school and/or classroom performance data and use that data to make decisions about lessons, units of instruction, and specific professional development needs.

ADE Recommendation 2:

District/school leadership should facilitate the development of curriculum documents that align curriculum, instruction, and assessments, including pre- and post- unit tests, to Arkansas Frameworks. Instructional teams should analyze classroom assessment data to plan interventions and enrichment for all students.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

All 9th – 11th grade teachers are asked to administer pre and posttests every three weeks in every class not just English and math. Curriculum units are established by Little Rock School District. Due to the fact that in most cases there is only one teacher per grade level subject (for example, English I vs. PAP English) common formative assessments are administered based on skills as opposed to content. During grade level collaborations teachers review curriculum maps and create units of instruction. The teachers are asked to review their CFA data during their collaboration times.

There is still some confusion around implementation of CFAs. The math teachers were creating their CFAs around modules of instruction rather than 3 week units. This was not addressed until after they had administered the 2nd pre-test. The English department only administered one CFA this quarter because of the conflicting testing schedule with TLI, SRI, and semester exams.

The instructional teams are asked to analyze the pre and posttest data. We are still facing challenges in utilizing the most efficient methods to compile and disaggregate data. One tool that has been approved for use in the Literacy department is ZipGrade. Other departments (science, Computer Technology Education, Physical Education, some social studies teachers) are using Gaggie, Google Forms, and Flubaroo as an add-on. All teachers were trained during a building level Professional Development day on how to use Gaggie and Google docs.

There is discussion taking place as to what the interventions and enrichment should look like and how it should be implemented to afford a greater impact. Currently the 9th graders are receiving these options through READ 180, Math 180, and pullouts by City Year. Moving forward teams of teachers will be attending professional development to address these concerns.

Quarterly Objective:

For all 9th and 10th grade English and Math teachers to consistently administer a pre and posttest every three weeks and use this data to drive the instruction in their classrooms with fidelity.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers will meet during collaboration	8/17/15	10/12/15	Henry Anderson			Sign in sheets and agendas

periods to create Common Formative Assessments (CFAs) for units of study.						Copies of Common Formative Assessments
2. A tool for the collection of pre- and posttest data in Math and Literacy.	10/12/15	10/12/15	Chris Threatt Deborah Hansberry April Boatner Eric Bunting			English: ZipGrade Math: Gaggles, Google Forms, and Flubaroo
2. Create a schedule for delivering pre and posttests in the Literacy department.	11/3/15	11/3/15	April Boatner			Copy of email with schedule
3. Teachers will utilize pre and post test data sheets to determine instructional changes/adjustments to address the areas of weakness.	10/30/15	12/19/15	Chris Threatt Deborah Hansberry Eric Bunting April Boatner			Copies of data results and lesson plans
4. Pre and post test results summary form sent out to entire school.	11/2/15	11/2/15	Henry Anderson			Copy of email

Include additional task lines as needed

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): The entire campus has worked on compliance with the tardy policy and hall pass policy. These are posted in every classroom and can be found throughout the building. Teachers are using the hall pass policy to safeguard instructional time. Teachers have worked individually and within their departments to establish routines and rituals that are assisting in cultivating the classroom atmosphere into one that holds learning as the standard. As we reviewed our corrections for the 14-15 testing data we found a need to develop greater systems for checks and balances for all students who are not attending class on a regular basis. This will be a focus for 3 rd quarter and will include collaboration between the attendance clerks, lead teachers, administrators, and behavioral health providers.						
Quarterly Objective: To put systems in place that hold students accountable for attending class regularly and on time.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create and utilize several means of assisting students and parents in understanding the campus and classroom rules.	09/15/15	08/30/15	Henry Anderson Laura Strickland Jerry Whitmore Emma Nowden Steve Geurin			Sign-in sheets Tardy Emergency Review Sheets with Parent Signatures Google Docs – Tardy Log Sheet Parent Conference Forms Parent Newsletters Letters
2. Periodic student and parent surveys regarding their understanding of the routines, rituals, and discipline management plan at McClellan.	09/15/15	10/15/15	Administrators Parent Community Liaison Administrators			Copy of surveys Survey Results Written correspondence with parents and students
3. Create tardy policies; hall sweeps policies, and Routines and Rituals for McClellan High School.	09/10/15	09/03/15	Henry Anderson			Copy of sign in sheets Agendas copy of policies posters parent conference forms
4. Tardy and Hall Sweep Policies were posted in the school	09/03/15	09/10/15	Henry Anderson Laura Strickland Jerry Whitmore			Copies of posters and newsletter

newsletter and posted were posted in the classrooms and hallways.			Emma Nowden Steve Geurin			
5. Use of hall sweeps randomly to encourage students to be on time for class.	10/20/15		Building Administrators			
6. Administrators receive grade level reports on students with tardies that are in jeopardy of being suspended.	10/20/15	11/13/15	D. McEwan			
7. Creation of Parent Contact Log via Google Docs to begin capturing changes in parent contact information.	11/10/15	11/20/15	J. McClure			

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): The Interdisciplinary Team reviewed the research on creating school compacts and went back to their departments to discuss what a schoolwide learning compact should include. The staff met to share their departmental charts and have discussion. The charts were given to the school-based SIS to draft into one document. This document was presented to the principal to share with the building. The final draft will be shared with students and parents during the 3 rd quarter. It will also be posted throughout the building and teachers’ classrooms. The names listed under Task #3 were the members of the teams so their names have been replaced with the team names involved. We have selected students to participate in Focus Groups to review the compact and give us feedback during 3 rd quarter and it will also be vetted to parents during Math and Literacy Night (3/17/16). The compact will be part of our enrollment process for the 2016 – 17 school year. In hindsight this required us to breakdown Task #3 into separate tasks.						
Quarterly Objective: To create a learning compact to share with parents and students.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Staff notified by email about the learning compact	10/24/15	10/24/15	Henry Anderson			Email
2. Discuss compact with Interdisciplinary team	12/02/15	12/02/15	Laura Strickland			Agenda, minutes, handouts
3. Discussion of what a compact is with administrators.	12/15/15	12/1/15	Henry Anderson Jessica Conedy Laura Strickland			Agenda, sign-in sheets
4. Discussion of what a compact is with staff.	12/15/15	12/08/15	Henry Anderson Zoretta Finley			Agenda, sign in sheets,
3. Interdisciplinary Leadership Team and Building Leadership will work with the staff to complete the Staff portion of the compact.	11/20/15	12/18/15	Interdisciplinary Team Administrative Leadership Team			Sign-in sheets, agenda, minutes, charts
4. The Administrative Team will develop its portion of the compact	11/15/15	12/18/15	Administrators			Copy of the compact

and have a final draft.						
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IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
Current reality of effective practice (Assess where we are): Currently the counseling the department works with students as they plan for college and military careers. The AVID Program works diligently with its students regarding college opportunities and selection. The AVID Coordinator has scheduled several college visits for the students and they also complete scholarship essays in class. The Special Education Department works with transition opportunities and programs for their students. Originally we thought there was no plan in place for this action. We have come to learn that the counselors create lesson plans for their department to address these needs. We will spend more time 3 rd quarter getting this IMO fully implemented since several of these actions are already occurring. Our head counselor visits the 12 th grade English classes, hands out the present scholarship application list and has the students sign for it. A copy is also posted on the bulletin board in the counselors' office. There is a form for students to fill out where they can request copies of the applications to fill out. The counselors also participate in the Special Education conferences to help create transition plans for those students.						
Quarterly Objective: To create a plan that brings all of these departments to the table and addresses the needs of all of our students and brings consensus to the campus.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Meeting with Counseling department, Special Education department, and AVID Coordinator to examine IMO (VA01).	11/1/15		Wanda Keith Sam Brown Zoretta Finley Linda Peoples			Agenda, sign-in sheet, minutes
2. Draft a plan to address IMO (VA01).	11/20/15		Wanda Keith Sam Brown Zoretta Finley Linda Peoples			Counselor's lesson plans



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)

If yes, what support have you received from the district?

Dr. Wilde held a meeting with the SIS on Dec. 16, 2015. The SIS also met with district personnel to discuss requirements for the Weekly Report and working relationships on campus.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

City Year is attending PD to learn how to read SMI and SRI data to provide the necessary interventions for our 9th grade students. City Year is also doing push-ins for Algebra I students who are Basic and Below Basic. Our Mental Health providers are working with 42 students to provide assistance with behavior, discipline, attendance and grades. This has had a positive effect for "some" of our students. City Year is attending English and Math collaborations as well. The ADE SIS came out during 1st quarter to review our 45-Day Plan and make recommendations for the upcoming report.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

ACT Boot Camp to provide skills for math Proficiency for 11th and 12th grade students. The consultant has also worked with our Math department in disaggregating data. Data disaggregation and data correction support on the PARCC Assessment rosters. Internal SIS has been meeting with departments to discuss doing a curriculum week in the summer with consultants and textbook reps to create authentic units of instruction that meet the needs of our students.

What are the barriers, if any, in improving student outcomes?

Understanding how to align and/or correlate data from TLI, ACT, and Explore test, Plan Test, SRI and SMI Assessments to drive and improve student achievement. Our current reality is that our students are 3 or more years behind in reading and math skills. This requires the teachers to remediate while teaching the grade level standards and so our teachers are consistently behind in teaching their units of instruction. Although there exist a shift in students thoughts around attaining future academic goals there still is a remnant of students, parents, and teachers who fell that the status quo is good enough. It is the shifting of this mindset that is a barrier.

How is your leadership team monitoring student progress in the skill area of science?

The science department has begun administering pre and posttest and using this data to drive instruction in the classroom. The administrators are also doing classroom drop-ins and walkthroughs. The SIS is attending collaboration meetings to provide assistance where needed. The quarterly grades are being reviewed by the counselors and the administrators. The 12th grade administrator is having conversations with the failing students and creating academic plans with them and their parents to help them be successful.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

There has been some work around SMI and SRI data. We are starting to begin conversations around how the lexile reading ability affects students being able to comprehend math word problems, document based questions, and content specific science terms and vocabulary. It is also impacting the resources available to address grade level specific works of literature (i.e. graphic novels instead of the original text).

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Working collaboratively with the staff to create learning compact. We also reconfigured how we use and fund interventions. We are in the process of creating an academic contract to be used building wide. The Interdisciplinary Team has been meeting consistently and helping to make decisions about streamlining policies and procedures throughout the building such as the team meetings with agendas and minutes. Preliminary discussion around the reality that our current lesson plan template does not provide the depth of planning necessary to meet the needs of the our students.

If anything, what do you intend to change or modify for the next quarter?

During 2nd semester there will be higher accountability and a narrower focus on delays and barriers that are perceived and actual from our stakeholders. We continue to assess indicators for complete implementation.

- Students groups will be fully implemented
- Full disclosure to parents and students on the learning compact
- Implement the Academic Contract
- Begin discussion of Curriculum Development Weeks over the summer and on Saturdays
- Identifying resources to help teachers broaden their skills to meet the needs of the students.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	232	244			37	20	9	4			14	19		
10	201	211			28	10	8	4			9	19		
11	186	188			31	7	3	0			7	5		
12	172	175			20	7	0	0			5	5		

Comments/ Clarifications:

We serve a highly mobile population and this is the time of year when students start transitioning into and out of our school. While our enrollment numbers are consistently the same several of the students are new to our building. We also have students returning to us from the alternative school. The system that calculates the numbers for this report is an ever living document and updates every day at 5am so the numbers on our report have been updated to reflect those changes.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Scholastic Math Inventory (SMI) (10/15)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Scholastic Reading Inventory (SRI) (10/15)	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	43.75	43.75					37				157	
10	0.00	37.5					45				105	
11	36.36	27.27									82	
12	14.29	42.86									75	

Comments/ Clarifications:

Several of our athletic coaches were out of the building on school-related business.

We have a 9th grade English teacher who has not reported to school and there is a long-term sub in her place.

We are also in the process of replacing a math teacher.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests by grade level (A)	Total number of post-unit tests with D or F in Math this quarter (B)	Percent of post-unit tests with D or F in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	170	246	106	128												
10	88	210	62	98												
11																
12																
Algebra I		187	92	92			165	143			308	237	81	78		
Geometry		177	59	96			153	68	57		278	48	51	31		
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The mathematics department has reported pre/post test data in terms of subject-area as opposed to grade-level; this approach is appropriate because rarely are all students of one grade taking the same mathematics course. It is quite common for 9th graders to take Geometry and even Algebra 2 in some instances. It is also very common for 10th graders to take advanced classes or still be enrolled in Algebra 1.

The mathematics department at McClellan High School adopted a data analysis tool created by SUNY Oswego School of Education to analyze our pre/posttest data. This data analysis tool was chosen because it desegregates the data by student and class; it also provides a question analysis, standard analysis, and Gain/Loss percentages by student and class. This tool aids in teachers making data-driven decisions in terms of their instructional choices. However, a drawback of this analysis tool is for data to be analyzed correctly, only students who took both the pretest and

posttest can be included. This affects our numbers because some teachers exclusively used this form, as they were instructed, and the numbers do not reflect the students who took the posttest but did not also take the pretest.

Geometry only administered one pre/posttest for the second nine weeks; this was due to a planning mistake. Teachers were already behind on the curriculum when the 2nd nine weeks started. After a few weeks of catching up, they began the unit on transformations. We initially designed a pre/posttest for transformations—we later realized that the test was too broad and should have been broken into smaller segment; for example, translations, reflections, rotations, and dilations. We have begun designing test that cover smaller segments of information.

As indicated in the table 78% of Algebra 1 students made a D or F on a unit posttest, while approximately 53% made a D or F for their nine weeks grade. For Geometry, 31% made a D or and F on a posttest while approximately 56% made a D or F for their nine weeks grade. Although there is a discrepancy in the numbers, this data does not account for other factors that affect a student's grade beyond posttests. For example, the district required a SOAR test in both Algebra 1 and Geometry for the second nine weeks which was used as a test grade. Although those scores were adjusted, the performances on those assessments were poor for the school as well as the district.

As we are starting to move to fidelity with administering common formative assessments we acknowledge that our teachers are having some issues spiraling down their instruction to meet students where they are. To that end we have begun discussion with the district and external support to assist teachers in their planning.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of post-unit assessments for the current quarter				Total number of post-unit tests by grade level	Total number of post-unit tests with D or F in ELA this quarter	Percent of post-unit tests with D or F in ELA			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	116	246	84	100			141			NA	141	78	77%	55%		
10	97	210	69	104			137			NA	137	70	91%	51%		
11	N/A															
12																
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

On October 26, 2015 all members of the English Language Arts Department received a schedule for the implementation and submission of Pre and Post Test data. Team members did not submit data on the requested dates nor were they reminded to submit their data. As a result only one Pre and Post Test were administered during the second quarter. In order to prevent this from occurring again, all team members have been given hard copies of the schedule and sent appointment reminders that will appear to remind them when tests and data are due. These team members were invited to a crucial conversation with the principal about pre and posttest data and their compliance with the directive given.

The processes for creating pre- and post- tests and compiling data are continuing to evolve in our school building and our district. The district created a form for uniform reporting of pre- and post- test data. Based on the data entailed within this form we are able to determine that there has been a decrease in the number of students receiving Ds or Fs on post-tests.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



DISTRICT: MARVELL-ELAINE
SCHOOL: MARVELL-ELAINE HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: RONALD LAURENT
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN

SUPERINTENDENT: DR. JOYCE COTTOMS
PRINCIPAL: SYLVIA MOORE

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area: 1
ADE Recommendation:
<p>Effective Practice within Category: Assessing student learning frequently with standards-based assessments. (IID02, IID06)</p> <p>Description of full implementation of the Effective Practice and/or Recommendation: The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02).</p> <p>These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.</p> <p>The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).</p>
<p>Current reality of effective practice (Assess where we are):</p> <p>(IID02) Literacy has administered the Flynt/Cooter Reading Assessment, TLI Module 1 and Module 2 assessments, and Star Reading. Accelerated Reader is currently being implemented. Math has administrated TLI Module 1 and Module 2 assessments and Star Math. Accelerated Math will be implemented during the third quarter.</p> <p>(IID06) Building level ACSIP for the current school year has been created and submitted via Indistar to ADE. The school's operational data includes: (1) local interim assessment data (TLI) and state criterion assessment data (PARCC, ITBS, Benchmark for science) for students; (2)the school's policies and procedures, schedule, programs, and improvement plans are available; (3)program evaluations; (4) observational data collected from classroom observations; (5) artifacts from team meetings (SI BLT, PLCs, faculty meetings); and (6) perceptual data from surveys of teachers, parents, and students. Peer review of the ACSIP plan is ongoing (one in the fall and one in the spring). Data from these reports and student assessment data are used in the planning and development of the school's yearly learning</p>

goals.

Quarterly Objective:

- 100% student participation on the TLI module assessments in literacy, math, and science
- Disaggregate the data from the TLI assessments, PARCC, ACT, and Renaissance Learning

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create a live binder for each assessment.	12/18/15	12/04/15	Instructional Facilitators	X		Live Binder File
2. SI BLT will disaggregate data from PARCC, TLI, ACT, and Renaissance Learning to prioritize teaching skills that students have shown performance deficits.	12/15/15	12/04/15	SI BLT	X		Data reports filed in binders in the SIS office

IMO Area: 1
ADE Recommendation:
<p>Effective Practice within Category: Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)</p> <p>Description of full implementation of the Effective Practice and/or Recommendation: The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).</p> <p>The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02).</p> <p>Putting all these pieces together depends upon first instituting standard practices and procedures that:</p> <ol style="list-style-type: none"> 1. Link the improvement plan to subsequent activities, such as professional development 2. Maintain records of participation in trainings 3. Gather participant evaluations of trainings 4. Cite minutes from Instructional Team meetings show that teams carried the training into their discussions and plans 5. Gather information from individual teachers on changed practices 6. Determine the effectiveness of the changed practices 7. Determine improvements in student learning that might result from particular changes in practice.
<p>Current reality of effective practice (Assess where we are):</p> <p>(IF02) The leadership team monitors classroom observations by providing professional development needs based on these observations. The team evaluates school programs based on observations and/or surveys; maintains records of participation in professional development. Efforts will be made to include all members in the review process of the school improvement plan.</p> <p>(IF06) Teachers will develop personalized professional development plans based upon surveys, CWT/observation data, focus walks, and their personal needs. Evidence of this task will be maintained by teachers, instructional facilitators, and a copy in the SIS office.</p> <p>(IF11) Differentiated professional development is being provided to teachers by the SIS during the school year. Agendas and sign-in sheets will be the evidence to validate the professional development.</p>

Quarterly Objective:

- To conduct CWTs and classroom observations on all teachers and provide feedback following the visits
- To use the data from the CWTs and classroom observations to determine needed PD

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Review principal's observations and CWTs to determine P.D. needs	10/15/15	11/09/15	Sylvia Moore	X		- CWT reports filed in principal's office
2. Create and analyze in-house PD survey	10/15/15	12/08/15	Ronald Laurent	X		-PD Survey and survey data filed in SIS office
3. Through discussion and collaboration with teachers, administration, and instructional facilitators during PLCs, PD will be determined.	10/15/15	12/16/15	Sylvia Moore	X		- PD Plan on file in principal's and SIS office
4. Principal, SIS, and Instructional Facilitators will conduct at least 10 CWTs as a team each week. After the CWT/observation, a debriefing is held with the teacher and feedback given.	12/18/15	12/11/15	Sylvia Moore	X		- CWTs on file in SIS office -The data and information collected during the CWTs will be used to improve teacher practices.
5. Teachers will complete a self-assessment and it will be used to develop their PGPs.	10/26/15	12/11/15	Sylvia Moore	X		- Copies of self-assessment and PGP on file in principal's office
6. PD will be provided as determined based upon the teachers' self-assessment.	10/26/15	12/18/15	Sylvia Moore, Ronald Laurent	X		- PD calendar -Agenda and sign-in sheets for PD sessions and PLC meetings
7. Provide individualized PD based on individualized PGPs and	12/18/15	12/11/15	Alysia Blakely, Liz Easley,	X		- Agenda and sign-in sheets for PD sessions and PLC meetings

observed teacher practices (CWTs).			Denetra Williams			
8. Create a PD evaluation instrument.	10/30/15	11/16/15	Sylvia Moore, Ronald Laurent	X		- Instrument has been completed and is currently being utilized (copy on file in SIS office).

IMO Area: 3						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Based on the increased number of discipline referrals, positively teaching students has not been a school-wide practice. All teachers do not display the characteristics of teachers who elicit strong achievement scores.						
Quarterly Objective: To complete all task associated with this indicator and see improved teacher practices.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers will prepare lesson plans covering teacher/classroom expectations.	10/14/15	10/14/15	Denetra Williams, Liz Easley, Alysia Blakely	X		Evidence will be provided by classroom rules and school-wide expectations posters displayed in classrooms.
2. Common Classroom Procedures will be developed for display in each classroom.	11/23/15	11/16/15	Ronald Laurent	X		Classroom Procedures Posted in Classrooms
3. CWTs, formal and informal observations will provide evidence of full implementation.	12/18/15	11/16/15	Sylvia Moore	X		- Copies of CWTs and observation feedback forms on file in principal's and SIS office

IMO Area: 4						
ADE Recommendation:						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): MEHS's Title I Compact has been developed and distributed to parents. However, not all parents have signed and returned the compact.						
Quarterly Objective: <ul style="list-style-type: none"> To have 100% of the parent compacts signed and returned 						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. School compacts will be distributed to parents and students for signatures.	10/14/15	10/14/15	Martha Harris	X		- Parent Compacts on file with principal and SIS
2. The school social worker will contact the parents who have not signed and returned their compacts. She will make arrangements for them to be signed and picked up.	10/28/15	12/16/15	LaChandra Johnson	X		- Parent Compacts on file with principal and SIS

IMO Area: 4						
ADE Recommendation:						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): <p>(VA01) MEHS has planned and held onsite college and career fairs. Representatives from various colleges/universities, the military, government agencies, and businesses attended the fairs. They distributed information and counseled with the students in regards to opportunities with the organization they represented. Photos, sign in sheets, and flyers announcing the fair are on file.</p> <p>The counselor meets with students and their parents in regards to college and career opportunities. She discusses FAFSA, the ACT Test, transcripts/schedules, and GPA to insure that the students and their parents are aware of the requirements for graduation and college/career opportunities. Agendas and sign-in sheets are on file.</p> <p>The counselor brings in outside representatives and speakers to address and meet with the students.</p>						
Quarterly Objective: <ul style="list-style-type: none"> • To provide ACT Boot Camp • To conduct a workshop with college recruiters on college admissions process to include financial aide 						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The principal and counselor will conduct student orientation for	08/20/15	08/20/15	Sylvia Moore	X		- Principal's calendar

each grade level.						
2. A parent meeting for the parents of juniors and seniors will be held to discuss graduation requirements, ACT Test, financial aid, college application process, and college/career readiness.	09/22/15	09/22/15	Sylvia Moore, Tammy Catlett	X		- Flyer, agenda, and sign-in sheet on file in counselor's and SIS office
3. Provide ACT Boot Camp.	11/16/15	11/30/15	Tammy Catlett	X		- Counselor's Calendar - List of participants on file in counselor's and SIS office

PRINCIPAL'S REPORT SECOND QUARTER

<p>Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (<i>Please circle</i>) If yes, what support have you received from the district? The district level administrators have provided input and resources needed in order to reach our academic achievement goals.</p>
<p>Please describe the interventions your school is utilizing <u>specific</u> to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)</p> <ul style="list-style-type: none"> -We are continuing to do intervention/remediation classes. -During after school, we are providing our students with enrichment activities and credit recovery classes. -We are also using Accelerated Reading and Accelerated Math.
<p>What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? Our Internal SIS has provided Professional Development on Understanding by Design (UbD), Writing lesson plans with rigor, and worked with the instructional facilitator and teachers with writing lesson plans using a new format. The Internal SIS and Facilitators have conducted CWTs and provided feedback and embedded professional development to teachers as needed. The Internal SIS completed a Professional Development Needs Survey. Fetterman and Associates (External Providers) have provided in-class assistance to teachers on improving instructional strategies and worked with students on test taking strategies. The ADE SIS Team has met with the SI BLT regularly and provided needed technical assistance. This assistance has helped us stay the course. Ms. Hickman has provided the Internal SIS training on how to prepare various reports and how to use the Indistar Program.</p>
<p>What are the barriers, if any, in improving student outcomes?</p> <ul style="list-style-type: none"> -Ensuring that we have 100% of our teachers certified -Inappropriate student behavior -Lack of Parental involvement -Teacher apathy and attitude
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <ul style="list-style-type: none"> -Use of Unit Assessment Summary Report -Analysis of TLI Module Assessments Data -Accelerated Reading/Accelerated Math
<p>How are you monitoring the progress in the area of science?</p> <ul style="list-style-type: none"> -The use of interim assessment data

<ul style="list-style-type: none"> -TLI Module assessment data -Teacher made assessment for progress monitoring -Self-reflection of teaching by teachers
<p>After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?</p> <ul style="list-style-type: none"> -Changing our Lesson Plan Format -Implementing Understanding by Design method to write lesson plans -Adding rigor to the lesson plans
<p>If anything, what do you intend to change or modify for the next quarter? We will start to look at the Root Cause of our systemic issues and address them.</p>



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter(IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7 th	32	32			6	0	0				1	0		
8 th	27	26			4	0	0				1	4		
9 th	26	26			5	0	0				0	1		
10 th	39	39			10	0	0				5	3		
11 th	26	26			6	0	0				1	6		
12 th	23	23			7	0	0				0	1		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR Math 11/2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____/_____(Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	2 nd Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7 th	0	1					6				18	
8 th	0	1					10				19	
9 th	0	0					13				18	
10 th	0	0					18				21	
11 th	0	0					11				18	
12 th	0	0					10				18	

Comments/ Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7 th	1	31	15	10			31	30			61	14	53%	23%		
8 th	0	24	17	8			24	24			48	16	44%	33%		
9 th	7	27	15	10			27	26			53	21	62%	40%		
10 th	19	39	17	11			39	37			76	18	51%	24%		
11 th	2	23	15	5			23	23			46	22	58%	48%		
12 th	0	24	5	5			24	24			48	5	33%	10%		
Example							168	164		N/A	332	96	51%	29%		

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7 th	2	31	15	17			31	31			62	16	41%	26%		
8 th	1	24	16	17			24	23			47	14	67%	30%		
9 th	10	27	4	13			27	24			51	12	27%	24%		
10 th	8	39	14	16			39	36			75	15	31%	20%		
11 th	9	23	11	11			23	23			46	9	31%	20%		
12 th	0	24	8	7			24	23			47	7	26%	15%		
Example							168	160		N/A	328	63	37%	20%		

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



DISTRICT: Osceola #1
SCHOOL: Osceola High School
STATUS: Priority

SITE-BASED SIS: Toshiba Pugh
EXTERNAL PROVIDER: Generation Ready, Arkansas Leadership Academy
ADE School Improvement Specialist Team: Dr. Robert Toney

SUPERINTENDENT: Michael Cox
PRINCIPAL: Tiffany Morgan

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

2nd QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

We currently have a leadership team that includes our principal, instructional facilitators, community liaison and lead teachers from each department as well as input from our student leadership team. We meet twice a month for about an hour and have an agenda that is created within Indistar by the principal and the SIS. Our purpose is to improve our communication from district administrators to all stakeholders about school performance data and aggregated classroom observation data.

Teacher instructional teams (PLC) meet weekly to communicate information from the district and campus leadership meetings, analyze performance and classroom data and use it to drive instruction. Although some teachers/departments meet to plan according to our common focus, we feel there is a need to improve upon the alignment in certain areas.

The management team has been established and consists of three veteran teachers and our media specialist. This team will manage all non-academic entities that lend themselves to the culture and climate of our campus. District alumni still have not been added to this team, but we feel it will greatly enhance the effectiveness of this team's purpose.

Our students, teachers and motivated parents (S.T.A.M. P.) committee meet monthly with our district parent coordinator and the campus community liaison. The common communication structure that has been developed incorporates our family and community stakeholders into our current process.

Quarterly Objective: Form a leadership team and establish a common team structure.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create agendas in Indistar	10/09/15	12/18/15	Toshiba Pugh - SIS			Each week the SIS creates agendas and team minutes in Indistar
2. The STAMP committee met twice	10/09/15	12/07/15	Cyndyn Henderson - Academic Coach Melissa Calvert - Community Liaison			Agenda, sign in sheets, and minutes from each STAMP committee meetings

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE						
ADE Recommendation:						
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)						
Description of full implementation of the Effective Practice and/or Recommendation: <p>The Instructional Teams (teachers) develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>						
Current reality of effective practice (Assess where we are): <u>Math</u> In 9th and 10th grade math disciplines, pre-test and post-tests have been utilized to assess mastery of common core math standards. In Algebra I and Geometry, post-tests are used to differentiate and re-teach based on student mastery of the standards. <u>Literacy</u> All grade levels have administered at least 1 unit post-test. The results of the post-test are analyzed and the data is used to restructure the instruction either by extending the standards taught in a current unit or by re-teaching the non-mastered portion of the standards.						
Quarterly Objective: Monitor student mastery using pre-tests and post-tests.						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

1. Teachers administer Pre-test prior to each unit of instruction for math classes.	10/15/15	12/18/15	Toshiba Pugh - SIS			Pre-test samples and student data
2. Teachers administer Pre-test prior to each unit of instruction for literacy classes.	10/15/15	12/18/15	Cyndy Henderson - Academic Coach			Pre-test samples and student data
3. Administer Post-tests in grades 9 - 10 math classes every 3 weeks	11/05/15	11/06/15	Toshiba Pugh - SIS			Post-test samples and student data
4. Administer Post-tests in grades 9 - 10 literacy classes every 3 weeks	10/18/15	12/18/15	Cyndy Henderson - Academic Coach			Post-test samples and student data
5. Use post-test results for teacher reflection on instructional practices	10/16/15	12/18/15	Classroom Teachers Interventionist			Common reflection form

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and differentiate assignments and supports for individual students (IID02).

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).

Current reality of effective practice (Assess where we are):

MAP

MAP assessments are given twice a year (Fall and Spring) to measure the math and literacy skills of our students. Based on the results, teachers provide interventions to any students not currently on grade level either in-class, before school or after school.

TLI

TLI interim assessments are given to determine if students mastered standards taught during a given module. Modules are set-up following the Engage NY (adopted curriculum) timeline.

Quarterly Objective: Administer interim assessments and monitor student intervention progress.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Administer interim assessments (TLI) in math classes	12/18/15	12/18/15	Classroom Teachers			TLI schedule, TLI test results
2. Administer interim assessments (TLI) in literacy classes	12/18/15	12/18/15	Classroom Teachers			TLI schedule, TLI test results
3. Monitor extra supports for student interventions	12/18/15	12/18/15	Tiffany Morgan - Principal Toshiba Pugh - SIS Cyndy Henderson - Academic Coach Classroom Teachers Interventionist			APEX data, Early Start sign-in sheets, After-school support sign-in sheets, SIS weekly report
4. Met in a district meeting to analyze our ESEA Flexibility Report.	12/18/15	11/30/15	Tiffany Morgan - Principal Toshiba Pugh - SIS Cyndy Henderson - Academic Coach			Sign-in Sheet, Agenda

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).						
Current reality of effective practice (Assess where we are): The school leadership team was proactive in this area for the 2015-2016 school year by providing intense back to school professional development for all staff. The school utilized the newly awarded SIG 1003g funds to provide supplemental training in the areas of engaging lesson planning, classroom rules and procedures, school wide expectations and research based instructional strategies. The faculty and staff were involved in the development of the discipline management plan along with behavior intervention guides. A part time behavior interventionist was hired to work with students at risk. Each teacher established rituals and routines within the classroom that is consistent with a learning atmosphere. These routines and procedures were taught throughout the first week of school and follow up is provided as needed. Each teacher was held accountable to teach the campus and classroom plans to all students. Osceola High School observed each teacher consistently teaching the rules and procedures in their classroom. Each teacher is currently responsible to consistently enforce the agreed upon rules and regulations. Currently, the goal is to be consistent with rules and procedures to continue to build on the excellent foundation set forth at the beginning of the year. Current reality is some teachers continue to struggle with enforcing consistent classroom procedures. Principal, Dean of students, Academic coaches and external providers continue to work with these teachers to help build better learning environments. Teachers submit weekly lesson plans electronically. The academic coach, external providers, the SIS and principal read and provide feedback to teachers concerning weekly plans. Osceola High School has additional professional development twice each month with some time set aside for planning in grade specific and content specific groups.						
Quarterly Objective: Decrease student behavior infractions.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

1. Met with students grades 9-12 to introduce the Incentive Rubric.	10/15/15	10/26/15	Tiffany Morgan - Principal Toshiba Pugh - SIS Cyndy Henderson - Academic Coach			Group pictures of students, announcement,
2. Took top five students from each class on a quarterly incentive trip	10/15/15	10/29/10	Tiffany Morgan - Principal Toshiba Pugh - SIS Cyndy Henderson - Academic Coach			Pictures of students, announcement, permission forms
3. Took top five students from each class on semester incentive trip	12/18/15	12/02/15	Tiffany Morgan - Principal Toshiba Pugh - SIS Cyndy Henderson - Academic Coach			Pictures of students, announcement, permission forms

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT						
ADE Recommendation:						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): The Title I program has reviewed and refined the current parent compact which outlines how parents, school staff, and students can be a part of the academic achievement of Osceola High School. The compact currently describes how the school and parents can work together to help students achieve the state’s standards. This compact was sent home at the beginning of the school year in the student handbook and was required to be signed by parents and returned to first period teachers. In addition, Osceola High School utilizes a full-time community liaison along with the parent coordinator to coordinate these activities. The weakness of this area is the common vision and goals for parental and community support. The Osceola High School has a supportive group of parents, much like the elementary schools. Common meetings among our parents have improved. Examples of positive involvement is the abundance of business and industry support from the City of Osceola, American Greetings, DENSO corporation, Arkansas Northeastern College and other small businesses. However, the facilitation of these stakeholders has become commonplace in that business and industry pursue opportunities to work with our students.						
Quarterly Objective: To establish an organized engagement plan for family and community.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Utilize common communication structure for family and community.	10/20/2015	12/18/2015	Melissa Calvert			Completed communication plan, monthly calendars, digital sign announcements

2. Host one career advisement meeting with business and industry.	10/20/2015	11/21/2015	Shantele Raper			Sign in sheets, meeting notes and copy of newspaper notification.
3. Submit monthly public relations to social media, local newspaper and website to highlight parent and community collaboration.	10/20/2015	12/18/2015	Melissa Calvert			monthly newspaper articles, social media evidence and website review.
4. Host a Thanksgiving luncheon for parents	11/21/15	11/21/15	Melissa Calvert			RSVP list and parent sign-in sheet
5. EAST night out	10/30/15	11/03/15	Melissa Calvert EAST Students			District social media page, sign-in sheet

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Osceola High School has a strong career and technical program and provides a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success with follow up completion reports. The current transition from middle level takes place in the Career Orientation classroom with a 9th grade step up day in the spring. The school counselor has an email listserv and corresponds to a large number of college bound junior and seniors and the parents with updates on local, state and national scholarships. She also provides support to students and parents with submitting their FASFA. The counselor also hosts a spring meeting and provides information at parent/teacher conference to address questions of parents. Currently the middle level counselor is attending Career Development Facilitator training to aid the high school in the process. In addition, the high school currently utilizes four additional certified Career Development Facilitators (Stefanie Lewallen, OHS counselor, Melissa Aldridge, ANC Career Coach, Lauren Meeks, ANC Career Coach and Shantele Raper, CTE coordinator who is a Global Career Development Facilitator Instructor) In addition, the high school has access to a current CDF participant Jeremy Cooper, the Career Readiness instructor from ANC. Through this team, along with the Career Technical Educators (A. Landry, A. James, N. Weintz, S. Simeon, S. Cooper, and B. Ivey) the students have access to career programs of study that go above the minimum requirements. Current programs of students include, Theatre Performance, JROTC, Business Management and Finance, Entrepreneurship, Family and Consumer

Science, Pre-Engineering Computerized Integrated Manufacturing, EAST Lab and Digital Communications. Another positive component within this area is the success of the Career Readiness Certification with a high number of students assessing and passing the CRC.

Quarterly Objective: Share College and career data with the Advisement Committee.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. College and career data was shared during our annual Career Advisement Committee meeting	11/18/2015	11/21/2015	Shantele Raper			Copy of data



PRINCIPAL'S REPORT 2nd QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

The District Leadership Team is an integral component of our success. The district has provided external suppliers to provide support in meeting the school's needs. For example, a district representative will be present at CLT meetings.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

In an effort to ensure your child's grade reflects true ability, Osceola High School is implementing a **no zero policy**. Students have several opportunities to make sure work is turned in to their teacher in a timely manner. However, not all students are punctual nor do they all put their best foot forward in all classes. Our no zero policy is as follows:

- **Thursday** – Teachers make a list of students with zeros and attach the work and turn it into our Parent Liaison.
- **Friday** – The Parent Liaison contacts the student and gets the work to them to do over the weekend.
- **Monday** – If work is not done over the weekend, students have additional opportunities during Early Start (M-H 7:00 -7:45 am) and After School Tutoring (M-H 3:30-4:30 pm).
- **Tuesday** – If students still have not completed the assignments, they will be taken out of athletics or other non-academic class periods until the work is complete

This policy will go into effect the beginning of second semester (January 4th begins the 2nd semester).

<p>What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?</p> <p>OHS is receiving external support from Arkansas Leadership Academy, Generation Ready, and ADE. Our providers are assisting in data analysis (including classroom walkthroughs, classroom observations, TLI, MAP, classroom grades, student and staff attendance.) Osceola School District has employed a full time School Improvement Specialist, who generates reports, analyzes data, works with outside provides, academic coaches, teachers and the principal.</p>
<p>What are the barriers, if any, in improving student outcomes?</p> <p>The OHS staff determined the following to be barriers:</p> <ul style="list-style-type: none"> • Teacher retention rate • Teacher attendance
<p>How is your leadership team monitoring student progress in the skill area of science?</p> <p>OHS science department is working in collaboration with our local CoOp with the Next Generation Standards. Science teachers were provided with an additional summer inservice to include the same rigorous expectations as the math and literacy teachers. CCSS for SS, Science and Technical subjects were embedded into the science teachers lesson planning process. The SIS and Generation Ready consultants are hands on with science teachers. They assist with planning, preparation, and data analysis.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <p>Our Leadership team monitors student progress through MAP, TLI, STAR, and classroom grades. In analyzing classroom grades it was discovered that a high level of students were failing math classes. With that information a plan was developed to offer ALL students two opportunities for extra support. Early start was adjusted to not only accommodate students needing credit recovery but to “tutor” students. The student teacher ratio is low.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?</p>

Teachers and students seriously taking the student incentive program into consideration when making choices in the classroom. The program has been a tremendous success thus far. Students are taking notice of those being rewarded and are making changes to be a part of that group. As a result, teachers are seeing some improved behaviors and efforts in the classroom.

Having implemented the no zero policy, OHS staff anticipates having more of a consistency of assignments being turned in on time.

The OHS Leadership Team is considering an exemption policy for semester exams.

If anything, what do you intend to change or modify for the next quarter?

- Hire a full-time academic interventionist to provide support to the Virtual Arkansas math classes
- Teachers administer Pre-test prior to each unit of instruction for math classes.
- Teachers administer Pre-test prior to each unit of instruction for literacy classes.
- Use pre-test results to drive instruction
- Administer Post-tests in grades 9 - 10 math classes every 3 weeks
- Administer pre-tests in grades 9 - 10 literacy classes every 3 weeks
- Use post-test results to re-teach/intervene in all classes
- Use post-test results for teacher reflection on instructional practices



SCHOOL LEADERSHIP TEAM'S REPORT 2nd QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9th	90	91			11	0	0	0			2	2		
10th	89	86			10	0	0	1			1	1		
11th	81	79			11	0	0	4			1	3		
12th	87	82			10	0	0	2			4	0		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ MAP _____ 8 / 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ MAP _____ 8 / 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	0	100%					50				53	
10	0	75%					56				55	
11	0	25%					33				29	
12	0	25%					28				25	

Comments/ Clarifications:

Upon analyzing teacher absences, a total of 22 school days were missed due to school business. This, in turn, greatly affected our percent of teachers who were absent five or more days. The students in grades nine and eleven were impacted the most by teachers attending meetings, trainings, and conferences. If we were not to include school business days, our percentage would not be so high in any grade level. In ninth grade, 2 of our 4 teachers have excessive absences for sick days. One teacher has 13 and the other has 5. The other 2 teachers only have 4 sick days but they also have 2 school business days. This is what makes our percentage 100. In tenth grade, 3 of our 4 teachers have more than 5 absences for sick days. The one teacher in eleventh and twelfth grade that had excessive absences was for school business.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	0	90	46	32			74	72	78		181	96	48%	53%		
10	3	89	39	50			67	72			139	111	29%	80%		
11	1	80	34	25			72	71			143	85	31%	59%		
12	7	86	37	29			35	35	32		102	71	27%	70%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Eleventh and twelfth grades are Virtual Arkansas courses and are not controlled by OHS.

As demonstrated by the data, Osceola School District shows inconsistency in the number of ninth grade students who failed the previous year (0) and the number of students who are performing 3 or more years below grade level. A large majority of our students are performing below grade level in earlier grades and it becomes almost exponential by the time they reach high school. We cannot continue to just move on in the curriculum. We are going to have to stop and fill the gaps. Osceola School District realized this as a curricular need and adopted, Engage NY as it's new K-12 curriculum in math and Literacy. This "implementation dip" and lack of understanding of assessment/data driven instruction directly affects the increase of

students earning an assessment rating of a D or F. Through the support of our academic coach, SIS and external providers, more curriculum training and assessment driven planning will continue.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	0	90	39	23			53	63			116	37	41%	32%		
10	0	89	30	29			62	75			137	53	38%	39%		
11	1	80	28	18			58	77			135	33	34%	24%		
12	0	86	15	5			55	72	55		127	9	48%	7%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

As demonstrated by the math data above, the same trends exists in Literacy. Osceola School District had some curricular needs and adopted, Engage NY as it's new k-12 curriculum for literacy as well.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?

The following are areas that we are working to improve through our efforts this school year, and we understand that some of these areas are out of our control:

Student factors include: Low expectations, low self-esteem, inappropriate classroom behaviors, negative peer pressure in the learning environment, and lack of/low basic skills.

Organizational Structures include: high teacher turnover, teacher absenteeism, non-negotiable expectations of the principal, and lack of teacher experience.

Instructional factors include: lack of differentiation, loss of effective instructional time, inconsistency of high quality instruction, and ineffective classroom management.

External factors include: low socioeconomics, lack of parental support, negative community perception

Organizational culture factors: Ineffective communication and inconsistent disciplinary action options.

Curriculum factors: teachers out of subject area, lack of understanding of how to assess, and an implementation dip.



DISTRICT: OSCEOLA
SCHOOL: OSCEOLA STEM ACADEMY
STATUS: PRIORITY

SUPERINTENDENT: MIKE COX
PRINCIPAL: Christel Smith

SITE-BASED SIS: CHARLES WEBSTER
EXTERNAL PROVIDER: GENERATION READY, ARKANSAS LEADERSHIP ACADEMY
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

__2nd_ QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): Osceola School district Leadership team addresses district and school team structures and expectations in their policy. Osceola School District has a District Leadership team (DLT) who serves as a conduit to bring ideas, suggestions and concerns back to the Campus Leadership team. Osceola Stem Academy has a team structure that consists of a Campus leadership team, Grade Level teams, Response to Intervention team, and lead teachers for each grade. The Campus leadership team (CLT) also serves as the School Improvement team. The CLT is comprised of the principal, Instructional facilitators, teachers and one parent. The CLT relays the information from the District Leadership team to the Lead teacher of each grade. Stem CLT teams meets twice a month and they help to assist the principal in developing, reviewing and revising the campus improvement plan for the purpose of improving student performance. This team has responsibilities such as: <ul style="list-style-type: none"> • Monitor student performance • Collaborates with the external providers with analyzing data and identifies root causes which lead to relevant Professional development. • Participates in decision-making with curriculum, planning, PD, and establishing and reviewing school goals • Identifies problem areas and offer suggestions for improvement. The CLT acts as the liaison to the lead teachers who conveys accurate information to their grade level team. The Grade level team meets once a week during Professional Learning Communities (PLC) meetings. Stem also has a parent group

called S.T.A.M.P. that meets once a month to discuss school decisions or issues and they volunteers on campus.

Quarterly Objective: To develop a leadership team with structure that shares a common vision.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Continue to establish a structure for all teams.	10/15/15	12/18/15	Christel Smith Principal			Agenda's and team minutes
2. CLT and ALA team meets twice a month to discuss student performance, instruction, and strategies or next steps.	10/15/15	12/18/15	Principal Crystal Watson Toni Arnold			Meeting Agenda and minutes
3. Continue to creates agenda in Indistar	10/15/15	12/18/15	Jenifer Lewis			Mrs. Lewis creates agendas and team minutes in Indistar

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Literacy

All Grade Level core teachers developed (3) Pre & Post tests for their 2nd Quarter model. These pre-test and post-test were administered at the First, third, and six week mark. The data was analyzed and placed on their data chart. The data results were used for planning and intervention. Also, teacher's progress monitored the students throughout this entire 9 week period.

Math

All Core teachers developed (3) Pre & Post tests for their 2nd Quarter model. These pre-test and post-test were administered at the First, third, and sixth week mark. The post-test data was used to set up individualized centers, differentiate instruction and re-teach standards if needed.

Quarterly Objective: Monitor student mastery using pre-tests and post-tests.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Administer Pre & Post-Test in Literacy classes (5-8)	10/15/15	12/18/15	Toni Arnold Literacy Coach			Pre & Post Test Samples & Student Data
2. Administer Pre & Post-Test in Math classes (5-8)	12/18/15	12/18/15	Crystal Watson Math Coach			Pre & Post Test Samples & Student Data
3. Principal provide more PD on Progress Monitoring during PLC's	12/1/15	12/8/15	Christel Smith Principal			Agenda and Minutes from PLC

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): According to 1st Quarter data, we concluded that inconsistently enforcing rules and procedure is causing teachers to lose valuable instructional time. The Principal analyzed the data from both walkthroughs and discipline referrals and determined that there was a need for a more intense Professional development on classroom managed behavior vs office managed behavior. During the six week period, I conducted this PD and have been monitoring teacher's classroom management weekly. I met with the leadership teams and we look at individual teacher office infraction and I set up several individual conferences with teachers on Management. During these conferences we discuss effective classroom management strategies and identified students who are constant problems in every class. The student list was compiled and given to our behavioral interventionist to start shadowing these students and setting up group sessions. The academic coaches and external providers are still providing support for the teachers struggling with enforcing consistent classroom procedures.						
Quarterly Objective: Maximizing Academic time and Decreasing student behavior infractions						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Set up parent and student conferences for student with 5 or more office referrals.	12/1/15	1/12/16	Vernon Wilson Dean of Students			Conference Log Sheet from Dean of students
2. Continue to monitor / provide PD for teachers with Management issues	11/10/15	1/7/16	Christel Smith			Sign-Sheets, Agenda and meeting minutes
3. Assign behavioral interventionist to shadow and assist students (w/5 or more referrals) that are constantly displaying disruptive behaviors in class	11/10/15	1/10/16	Ira Proctor Vernon Wilson Christel Smith			Behavior log form for behavior interventionist .

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT						
ADE Recommendation:						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): The Title I program has reviewed and refined the current parent compact which outlines how parents, school staff, and students can be a part of the academic achievement of Osceola STEM Academy. The compact currently describes how the school and parent can work together to help students achieve the state standards. Osceola STEM Academy utilizes a full-time community liaison along with the parent coordinator to coordinate these activities. The weakness of this area is the common vision and goals for parental and community support. Osceola STEM Academy has a supportive group of parents, much like the elementary schools, but common meetings are minimal. Examples of positive involvement is the abundance of business and industry support from the City of Osceola, American Greeting, DENSO Corporation, Arkansas Northeastern College and other small businesses. However, the facilitation of these stakeholders is sporadic in meeting the specific objective for our students.						
Quarterly Objective: To establish an organized engagement plan for family and community.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Collaborate & Communicate with local businesses and Industries	10/15/15	12/18/15	Jenifer Lewis			Notes from meeting or Contact Log
2. Continue to attend career advisement meetings with HS business and industries	10/15/15	12/18/15	Jenifer Lewis (GTT Teacher) Teresa Day-Smith (BusinessTeacher)			Sign-In Sheet, Meeting Notes or Agenda
3. Continue to submit Industries monthly public relations to social media	10/15/15	12/18/15	Archie Thomas Parent Liaison			Website announcement or Newspaper Article

4. Host a Thanksgiving luncheon for parents	11/9/15	11/20/15	Katie Stokes Parent Facilitator			Parents Sign-In Sheet
5. Collaborate with S.T.A.M.P. in a Christmas Angel Tree project for students in need	11/30/15	12/20/15	Christel Smith Katie Stokes Parent Facilitator			Newspaper Article and S.T.A.M.P. Agenda and Notes

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Recommendation:
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> 6. The guidance plan 7. The process of tracking recent graduates
<p>Current reality of effective practice (Assess where we are):</p> <p>Osceola STEM Academy has a strong career and technical program and provides a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success with follow up complete reports. The current transition from middle level takes place in the Career Orientation class with a 9th grade step up day in the spring. During this transition day, students are exposed the variety of programs of study at the high school. Currently the middle level counselor is attending Career Development Facilitator training to aid the high school in the process.</p> <p>Osceola STEM Counselor has a comprehensive school counseling program to address the academic, personal/social and career needs of all our students. She enters into classrooms monthly and performs guidance activities with all students. Currently the middle level counselor is attending Career Development Facilitator training to become certified in the 20 competencies of career development in order to aid the students in a comprehensive school counseling program to address the academic, personal/social and career needs of all students. The counselor participates in classroom instruction monthly and performs guidance activities for with all students. Osceola STEM Academy requires all students to take 4 years of Pre-Engineering program of study and provides 4 years of technology, which includes Career Development.</p> <p>In addition, Osceola STEM Academy provides an introductory course to Family and Consumer Science. The middle level students are exposed to exploratory instruction to align interest with career electives at the high school, which include career programs of study which go above the minimum requirements. Current high school programs of study include, Pre-Engineering Computerized Integrated Manufacturing, Theatre Performance, JROTC, Business Management and Finance, Entrepreneurship, Family and Consumer Science, EAST Lab and Digital Communications. Osceola STEM Academy has access to a career coach who is also certified as a Career Development Facilitator. The career coach works with students on career plans, college and career information and exploration of scholarship information.</p>

Quarterly Objective: To establish an organized collaborative plan for family and community.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Counselor meets with students or conduct small group workshops monthly.	10/15/15	12/18/15	Kinsey Williams Counselor			notes
2. Business and career teachers will collaborate with community and business leaders.	10/15/15	12/18/15	Jenifer Lewis (GTT Teacher) Teresa Day-Smith (BusinessTeacher)			Copy of data form distributed to advisory committee. Advisory committee sign-in sheet and agenda.



PRINCIPAL'S REPORT __2nd__ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (Please circle)
If yes, what support have you received from the district?

The District Leadership Team meets once a month and each principal brings data from their campus to share with the team. The team collaboratively discusses the current reality of our schools and the resources available to assist with our needs. The district provides external support in these meeting with Arkansas Leadership Academy consultants.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Every student at STEM receives a total of 100 instructional minutes in both Literacy and Math.

There was a MAP and DRP assessment administered in early September. Due to the testing data and the huge achievement gap, the leadership team met and we structured the afternoon session by making it very specific to differentiated instructions with small group. The 50 minute afternoon session will be more intense intervention and individualized to meet their needs. Also, we are utilizing Reciprocal reading strategies and language acquisition strategies across the curriculum to help decrease these deficiencies areas. We are also utilizing more MDC strategies in math to provide a more hands-on, project learning based approach. Math and Literacy teachers are using individualized centers and more specific growth conversation with students.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Stem has received support from Generation Ready, ADE SIS Team, Internal SIS and the Arkansas Leadership Academy.

Generation Ready provides support in Literacy by modeling reciprocal reading strategies and conducting PLC meeting relevant to our need areas. In both math and literacy, the providers meet with teachers after each observation to reflectively discuss what they've seen both positive and negatively. The math consultant also meets weekly with the instructional facilitator to review lesson plans and discuss strategies to address these deficiencies area.

Internal SIS

The SIS shadows me weekly as I do walkthrough and have attended both PLC's and after-school faculty meeting. Mr. Webster and I sit down after my observations and meetings and debrief. He allows me to reflect about my school and provide suggestions that would help lift some of the load off of me as a principal. We have discussed the issue of excessive office referrals, classroom management issues decreasing, and managing my time more effectively as the leader.

ADE SIS Team

Dr. Toney has helped a lot with explaining the transition from Acsip to Indistar for the 2015-15 school year. Dr. Toney emphasized that Culture trumps everything when you are trying to transform a low-achieving school.

What are the barriers, if any, in improving student outcomes?

Student disruptive behavior

Inconsistency in High expectations for ALL students

Students reading and performing below grade level.

Low self-esteem

Un-shared vision among some staff

Inconsistency of high quality instruction

How is your leadership team monitoring student progress in the skill area of science?

Science teachers received Professional development from the Science Specialist at local Co-Op on the Next generation Standards. We are looking at data from the TLI module results and well as the students' progress documented on each teachers progress monitoring chart. The teachers are assessing the students informally and documenting this data on their progress monitoring chart every 3 weeks.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Our Leadership team monitors student progress through MAP, DRP, TLI, STAR and classroom grades. This quarter we monitored student progress in the skills of reading and writing through DRP, Dibels (running record reports in reading), reciprocal reading strategies, and progress monitoring the mastery of standards taught in each module or unit.

In math, we are monitoring math skills and providing Tier 1 intervention across the board. We are encouraging math teachers to utilize more manipulatives and use a more project-based approach to help students use more critical thinking skills.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The most meaningful decision the Leadership team have made is first identifying that Tier I instruction is critical in both Math and Literacy. We assessed our current reality to determine that we have over 80% of our students needing remediation in both Literacy and Math. We are structuring Tier I instruction and ensuring differentiated instruction is being used.

If anything, what do you intend to change or modify for the next quarter?

During the next nine weeks, we will be pulling kids from reading to do running record assessment (dibels) every 3-4 weeks to progress monitor comprehension and fluency and do intervention with the paraprofessionals. These paraprofessionals were trained by Mrs. Kathy Jamison, the Generation Ready Reading Specialist during the week of January 4th. They were taught how to administer a dibels assessment and how to teach students how to chart their scores. We are using the passages on their grade from Dibels assessment program. As the students' progress, we will move the passage level up to their appropriate level. The students have 100 minutes of Literacy instruction (in which reading strategies are included) outside of their reading class. We will administer the ACT Aspire interim assessments and use the results to lead intervention or reteach standards. We will be addressing the students failing or with zero's in classroom assignment / homework.

Students that are continuing to fail Math and Literacy or purposely perform below grade level will be pulled from their electives (except PE) for intervention.



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT ____ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
5 th	85				11	3	3	1			0	4		
6 th	103				7	1	3	3			1	3		
7 th	94				8	1	4	4			0	0		
8th	94				15	0	0	3			0	4		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by NWEA Map Sept 2015		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by NWEA Map Sept 2015		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by NWEA Map Sept 2015		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by NWEA Map Sept 2015	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
5 th	12%	0%			53				48			
6 th	12%	6%					40				50	
7 th	0%	19%					44				45	
8 th	0%	6%					28				43	
Sped		67%										

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
	1 st Sem	2 nd Sem														
5 th		84	12	12			76	74	77	76	303	60	25%	20%		
6 th	9	102	5	21			94	92	90		276	24	7%	4%		
7 th	8	94	18	13			90		86		176	94	28%	53%		
8 th	1	97	2	1			96	93	96		285	3	20%	1%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

In 8th grade math, the % of D's and F's decreased a lot because during 2nd quarter the students started to make more connections from standards to standards. Also, the 1st quarter module focused more on Geometry and our students struggled with geometry. The 2nd Quarter Module skills were on Number systems and Algebraic equations and expressions. During the second Module, our students made a better connection than the first module.

In 7th grade math, there was an increase in discipline referrals from the math teachers and the students struggled with Ratios and Proportionals, Area and volumes of 2-d and 3-d figures. Many students loss academic time due to be sent to the office with a referral.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year		Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
				1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
	1 st Sem	2 nd Sem															
5 th			84	20	15			76	67		71	214	123	66%	57%		
6 th	3	7	102	12	21			100	99	95		294	148	16%	50%		
7 th	8	0	94	16	13			91		90	87	268	79	11%	29%		
8th	3	5	97	8	5				89		94	183	14	18%	8%		
Example								100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

In 8th Grade Literacy, the teachers implemented the growth conversations with students alongside their progress monitoring of standards. Since the growth conversations have occurred, students are taking their work more seriously and working harder to meet growth goals and mastery. Also, the students did more projects and hand-on activities this quarter.

In 7th Grade Literacy, the teacher had 2 deaths and Pneumonia during this quarter and was absent over 13 days. I feel that played a big part in the increase of D's and F's because they missed a lot of direct instruction from their core teacher.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT – MAP 8th GRADE MS. GORE

Group	Percentage of Students who Met or Exceeded their Projected RIT	Percent of Projected Growth Met	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	Count of Students who Met or Exceeded their Projected RIT	Median Conditional Growth Percentile
Summary for All Groups	44.9%	55.3%	69	31	40
Female	38.9%	25.4%	36	14	31
Male	51.5%	83.2%	33	17	51
Black	43.8%	53.1%	64	28	38
White	60.0%	74.1%	5	3	52

**ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT – MAP
7th GRADE – MR. SHIRLEY**

Group	Percentage of Students who Met or Exceeded their Projected RIT	Percent of Projected Growth Met	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	Count of Students who Met or Exceeded their Projected RIT	Median Conditional Growth Percentile
Summary for All Groups	46.2%	52.0%	65	30	40
Female	43.8%	41.5%	32	14	33
Male	48.5%	63.1%	33	16	44
Black	39.6%	39.1%	48	19	34
White	68.8%	110.0%	16	11	58

**ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT – MAP
6TH GRADE – MS. MOORE**

Group	Percentage of Students who Met or Exceeded their Projected RIT	Percent of Projected Growth Met	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	Count of Students who Met or Exceeded their Projected RIT	Median Conditional Growth Percentile
Summary for All Groups	56.5%	113.8%	85	48	58
Female	54.5%	111.2%	44	24	61
Male	58.5%	116.5%	41	24	58
Black	55.7%	110.4%	70	39	56
White	53.8%	111.0%	13	7	58

**ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT – MAP
5TH GRADE –MS. BRASHER**

Group	Percentage of Students who Met or Exceeded their Projected RIT	Percent of Projected Growth Met	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	Count of Students who Met or Exceeded their Projected RIT	Median Conditional Growth Percentile
Summary for All Groups	69.0%	163.8%	71	49	71
Female	67.6%	169.0%	34	23	76
Male	70.3%	158.9%	37	26	67
Black	70.7%	167.4%	58	41	69
White	61.5%	148.3%	13	8	79



DISTRICT: LIGHTHOUSE ACADEMIES OF ARKANSAS
SCHOOL: PINE BLUFF LIGHT HOUSE ACADEMY
STATUS: PRIORITY

SUPERINTENDENT: LENISHA BROADWAY
PRINCIPAL: BRENT MITCHELL

SITE-BASED SIS: N/A

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

PRIORITY SCHOOL 45-DAY PLAN REPORT

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): PBLCS has a school leadership team that consists of the School Principal, Directors of Teacher Leadership (2), Special Education Director, Teacher Leader Fellows (2), School Culture Coordinator and our School Operations Manager. The Leadership Team meets weekly in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10). The School Leadership Team agendas/minutes are logged into Indistar. All staff members have easy access to this information via a local SharePoint on LHA Connect. The guest login for Indistar has also been shared with the staff, local school board and parents via the school newsletter. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team. Grade Level Collaboration groups meet each biweekly during a common planning period or after school. Departmental teams will begin to meet monthly to develop units of instruction, design and differentiate classroom lesson plans, design intervention strategies, guide implementation of the structure, and provide essential professional development for teachers.

We also have a School Based Management Team (SBMT) meets monthly. The SBMT is a committee comprised of representatives from each of the school stakeholder groups – school leaders, parent representing the LightKeepers organization, TLF, a paraprofessional, a student, and a community member. The key charge of the SBMT is to seek broad-based agreement among all the school stakeholders on activities, practices or policies that significantly impact and improve student achievement. The SBMT is also the group that must ultimately sign off on the ACSIP. The number of educational issues that the SBMT addresses from year to year is extensive.

Quarterly Objective:

Establish effective collaboration teams to ensure increased and sustained student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish schedules for school leadership team, teacher instructional teams, department level meetings and school based management team meetings.	09/15/15	08/21/15	Mitchell			School calendar Agendas Sign in sheets Minutes
2. Begin tracking SLT meetings into Indistar	11/15/15	11/9/15	Mitchell			Agendas Minutes
3. Update the leadership team members and purpose.	10/15/15	10/5/15	Mitchell			Team Roster Leadership Minutes
4. Establish groups in the master schedule for teaming and collaboration.	10/15/15	10/2/15	Bryant			E-school Master Schedule Teaming Schedule Agendas Minutes

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
<p>Description of full implementation of the Effective Practice and/or Recommendation:</p> <p>The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>
<p>Current reality of effective practice (Assess where we are):</p> <p>Lesson Plans are uploaded weekly and teachers are given feedback before the lessons are taught. PBLCS uses Link It for quarterly assessments. The assessments are reviewed by the DTL and teacher before the content is taught. Pre-/Post tests are being developed during grade level meetings for all 3-8 Math/ELA classes. These Pre/Post are then entered into a tracker. The standards that are not mastered are then retaught by the classroom teacher before the interim assessment is given.</p> <p>Results will be used in English and Math classes to guide instruction, interventionists also push into the classrooms to support instruction. The process has been refined to ensure fidelity of the Unit method of instruction, Pre/Post assessment expectation is accurately communicated and adhered to, and daily data drives student instruction in Lesson planning.</p>
<p>Quarterly Objective:</p> <p>Provide 2-3 Pre/Post tests to all Math/ELA scholars in grades 3-8. PBLCS will also provide the appropriate Professional Development to ELA/Math teachers so that data collected from the Pre/Post test is used to drive daily instruction.</p>

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop Pre/Post test for all Math/ELA classes (Grades 3-8)	11/09/15	11/30/15	Daramola Bryant			Sample tests Pre/Post test tracker
2. Meet with teachers (Grades 3-8) to develop test questions and timeline for Pre/Post Test	11/09/15	11/23/15	Daramola Bryant			GLM Agendas GLM Minutes Sign in sheets
3. Upload lesson plans to SharePoint for review and feedback	10/5/15	10/5/15	Daramola Bryant			Sample emails LHA Connect
4. Analyze Post test results and create a tracker to monitor progress	12/09/15	12/09/15	Bryant Mitchell Wade R. Smith			Sample test Pre/Post test tracker

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): All PBLCS teachers taught schoolwide and classroom rituals/routines and rules for the first ten days of school. The entire staff at PBLCS follows the due process defined in the PBLCS Scholar and Family Handbook.						
Quarterly Objective: Establishes rituals and routines in each classroom to produce an atmosphere conducive to learning. Student incentives are planned quarterly to celebrate scholars that have exhibited the appropriate behavior. (Purple party)						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1 Establish schoolwide rules and rituals/routines	08/13/15	08/26/15	Mitchell Bryant Daramola Glover			Classroom Observation tool detail report. Bloomboard observation data. SLT Schedules List of scholars who made Purple Party I

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): PBLCS has a School Compact that is signed and returned by each family. The compact can be found on page 8 of the 2015-2016 PBLCS Scholar and Family Handbook.						
Quarterly Objective: Make sure that every PBLCS family has a copy of the PBLCS Scholar and Family Handbook.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create a school handbook, to include the compact, require parent signatures to send home with each student	09/01/15	09/01/15	All homeroom teachers C. Turner			School Check in sign in forms from open house and home visits

IMO Area 4: Family and Community Engagement**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

PBLCS exposes 7th and 8th grade scholars to college tours each semester. During advisory, all 7th/8th graders create a PowerPoint on the college they would like to attend. The University of Arkansas at Pine Bluff comes to the school yearly to pass out information about college enrollment and financial aid. College banners are hanging in each hallway and school pods are named after college mascots. Every classroom teacher is required to have a college walls posted. We have weekly town hall meetings that discuss the importance of college. The students also are allowed to wear college paraphernalia every Thursday. All 8th graders take a college aptitude test via NAVIANCE to determine appropriate career clusters and SMART goals.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Set up table in cafeteria for UAPB for the recruitment	11/13/15	N/A	Mitchell			School called to reschedule
2. Students create PowerPoint presentations on the college they would like to attend.	11/17/15	11/17/15	Bryant Daramola			Sample PowerPoints
2. All 8 th graders will take a college aptitude test	10/21/15	N/A	B. Petty			Moved to January 15, 2015.



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (Please circle)
If yes, what support have you received from the district?

Principal does meet with each individual of the District Leadership Team weekly. Formal meeting is scheduled for January 15, 2016.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- All teachers with flexibility in their schedules are pushing into Math/ELA classrooms daily.
- Master schedule has been redesigned to offer 75 minutes of Math/ELA for grades 5-8.
- All scholars that scored a 3 or below on the PARCC assessment have been referred to our after school program (ELO). The program is held three days a week. Students are retaught standards that were not mastered on the Pre/Post test. The school has also developed a spreadsheet to determine which students can enter and exit the program.
- Volunteers come weekly to pull "at-risk" scholars in grades K-2 for reading interventions.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- Ms. Lasonia Johnson and Dr. Richard Wilde meet with our School Leadership Team monthly and make recommendations for school improvement plan.
- SIS position has been posted. Applicants are being screened.
- ADE SIS Team has also provided training for Indistar and Wise Ways

What are the barriers, if any, in improving student outcomes?

- Lack of parental involvement (academically)
- 11 teachers with 2 years or less of teaching experience
- Only 8/19 certified teacher on staff. (2 administrators/6 teachers)

The District has been helpful in recruiting teachers to PBLCS. We were also able to offer a signing bonus to one highly qualified,

certified teacher.

How is your leadership team monitoring student progress in the skill area of science?

- Pre/Post test will be created for 5th and 7th grade.
- Professional Development will be given on Project Lead the Way

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- Pre-/Post Assessment Results are entered into a tracker
- Quarterly Interim assessments
- Planning appropriate professional development
- Data analysis with teachers
- Additional support for teachers
- Peer to peer teacher observations and feedback

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- Per a diagnostic analysis, we've redone our master schedule to allow more time in Math/ELA for 3rd – 8th grade. 3rd – 4th grade ELA/Math classes are 90 minutes. 5th – 8th grade ELA/Math classes have been extended to 75 minutes. Specials teachers are given standards that are not mastered for interventions to push into classes during the school day.
- Pre/Post-test have been created and implemented with fidelity.
- Three teachers were added to the School Leadership Team.
- We have started our after school program earlier this year rather than a benchmark prep 6 weeks before testing.

If anything, what do you intend to change or modify for the next quarter?

- Principal will meet with the District Leadership Team.
- Teachers will begin to track and monitor Pre/Post test data. This is currently being done by the Principal/Asst. Principal



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	43	43			1	2					1	0		
1 st	53	52			1	0					0	0		
2 nd	47	45			9	0					0	1		
3 rd	51	48			2	3					0	0		
4 th	52	49			5	0	1	1			0	0		
5 th	31	30			7	0	2	1			0	0		
6 th	32	32			2	0	1	0			0	0		
7 th	24	25			4	0	1	1			0	0		
8 th	14	15			0	0					0	0		

Comments/ Clarifications:

- Speech only (8)
- SPED (23)
- Attendance letters have been sent to all scholars with excessive absences
- Referrals over all are lower this year due to Restorative Justice.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by NWEA End of the year score student status norms September 2015		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by NWEA End of the year score student status norms September 2015)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____/_____(Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	0										
1	0	1										
2	0	0										
3	0	0			24				28			
4	0	0			30				13			
5	0	0										
6	0	0										
7	0	0										
8	0	0										

Comments/ Clarifications:

Director of Teacher Leadership – 6 days

School Nurse– 6 days

Speech and Drama teacher – 9.5 days

7/24 Third graders were Proficient on the Math portion of the Iowa Test of Basic Skills in 2014-15.

5/28 Third graders were Proficient on the Reading portion of the Iowa Test of Basic Skills in 2014-15.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	48	6				51				51	27		53%		
4	0	49	0				52				52	35		67%		
5	0	30	1				31				31	31		100%		
6	0	32	1				32				32	28		87%		
7	0	25	0				24				24	21		87%		
8	0	14	0				15				15	15		100%		
Total																

Comments/ Clarifications:

Pre/Post unit assessments began during the Second Nine Weeks. There will be 3 Pre/Post tests during the 3rd quarter.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	51	12				51				51	47		92%		
4	0	52	1				52				52	23		44%		
5	0	31	1				31				31	28		90%		
6	0	32	2				32				32	25		78%		
7	0	24	0				24				24	20		83%		
8	0	15	1				15				15	9		60%		
Total																

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?

- *Pre/Post Test tracker.*
- *Math/Literacy Action Plans.*
- *LinkIt! Data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: PINE BLUFF SCHOOL DISTRICT
SCHOOL: PINE BLUFF HIGH SCHOOL
STATUS: PRIORITY

DISTRICT SIS: ALESIA SMITH

SITE-BASED SIS: LAURA STRICKLAND

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: DR. T. C WALLACE JR.
PRINCIPAL: DR. MICHAEL NELLUMS

PRIORITY SCHOOL 45-DAY PLAN

SECOND QUARTER

2015-2016

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets weekly in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The Pine Bluff School District Board of Directors voted in 2013-14 to become participants in the University of Virginia (UVA) School TurnAround Program. University of Virginia requires all participating campuses to have the following functioning teams:

Professional Learning Communities (PLC) – Professional Learning Communities were established at the beginning of the school year in Math and Literacy using the common planning time as reflected in the master schedule. These learning communities developed norms, agendas topics for the agenda are driven by the needs of the school and the University of Virginia standards to address turn around strategies to increase student achievement and guiding questions for analyzing and discussing data. These learning communities are comprised of district and building administrators, instructional coaches, and math and literacy teachers to improve instructional strategies that increase student achievement. Our professional learning communities meet weekly during teachers' common planning periods and other designated times. Our focus is in 9th and 10th grade math, literacy, and biology. The 10th grade Geometry professional learning community meets every Monday. The Biology professional learning community meets every Wednesday. The 10th grade literacy professional learning community meets every Tuesday. The 9th grade literacy professional learning community meets every Tuesday. The 11th grade literacy professional learning community meets the first Wednesday of each month. The 12th grade literacy professional learning community meets the first Tuesday of each month. The Algebra I professional learning community meets every Tuesday and Algebra II meets every Tuesday. The advanced math professional learning community meets every Wednesday. During these professional learning community meetings, the teams discuss and share best practices, review and disaggregate data, plan and pace lessons, and make instructional decisions based on data.

Cross-Curricular Professional Learning Community – Each team comprises teachers who share the same prep period at the beginning of the school year. All teachers with second period prep will meet first, all teachers with third period prep will meet next, etc. All of the teams meet on the second and fourth Tuesday of each month. Each team was asked to select a committee chair and a record keeper among themselves. The high school is having issues around the following: too many student referrals, student discipline, and student attendance. We asked each team to select one of the following issues to work on starting Oct. 13, 2015. The teams researched and discussed their selected issue during their first meetings in November and will make recommendations to the administration during their first meeting in February.

Departmental Meeting – This team is comprised of fine arts, business, foreign language, career technical education teachers, and other similar content areas. This team meets monthly to discuss instructional needs, current events, deadlines, professional development and schoolwide initiatives to improve instruction.

Instructional Leadership Team – This team is comprised of the school principal, assistant principals, and instructional facilitators. This team meets weekly to discuss instructional strategies to be implemented in classrooms, disaggregate data provided by instructional facilitators, update ACSIP plan, assess and plan indicators, create agendas for staff meetings, update interim measurable objectives, discuss upcoming events to be placed on weekly bulletin, schoolwide initiative, incentives, classroom walk-through and focus walk data, and discuss School Improvement Specialist/University of Virginia mandates.

New school leaders are informed of their campuses' level of participation in the University of Virginia program, then leaders are sent to the earliest available University of Virginia training. The Turnaround Program administrators visit the campuses at least two times per school year to visit with campus teams; evaluate the effectiveness of processes and procedures; and provide feedback and suggestions for next steps. The document utilized for this process is the University of Virginia School Turnaround 90 day plan.

All teams at Pine Bluff High School (PBHS) have a standard protocol which requires each team to prepare agendas before their meetings. Each team has a designated record keeper who emails the minutes to campus administrators, team members, and the campus and district school improvement officers. Each team is responsible for maintaining both electronic and hard copies of the documents.

Pine Bluff High School operates with a building leadership team that includes the school principal, assistant principals, teacher leader/instructional facilitators, and department chairs. This team meets every week on Tuesdays at 1:30pm. The team meets each Wednesday at 10:30am with the district school improvement officer to discuss school culture and climate, discipline, safety, attendance (student and faculty), incentives, data analysis, teacher evaluation process (Bloomboard/TESS), community partnerships, and parental involvement. Each meeting is scheduled for one hour.

Quarterly Objective: To implement systems of school-wide communication in an effort to impact instructional strategies that increase student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Classroom Walk-through	10/15/15	12/18/15	Administrators & Facilitators			Classroom Walk-through form/District Focus walk form
2. Provide Focus Walk immediate feedback to the teachers	10/15/15	12/18/15	Administrators & Facilitators			Classroom Walk-through form/District Focus walk form
3. Provide weekly feedback to Leadership Team regarding Professional Learning Community meeting minutes	10/15/15	12/18/15	Instructional Facilitators			Professional Learning Community Agendas, Sign-In Sheets, Minutes, Artifacts
4. Leadership Team meets to review and discuss results of Classroom Walk-throughs to determine areas to focus on during Focus Walks and professional development	10/15/15	12/18/15	Dr. Nellums and Administrative Team			Leadership Team Agendas and Minutes

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>
Current Reality of Effective Practice (Assess where we are): <p>Teachers develop Unit Pre-Tests and Post-Tests based on the curriculum map skills that will be assessed. The resources that are being utilized to develop assessments are: The Learning Institute Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and The Learning Institute curriculum maps. As a result, teachers are required to complete Teacher Action Plans to identify specific students and their deficient skills. Instructional Facilitators are used as department heads and act as a liaison between administrators and teachers to distribute data. Facilitators lead the Professional Learning Communities to discuss data analysis and the root cause of student deficiencies. The facilitators guide the teachers in analyzing their own data reports' during Instructional Team meetings.</p> <p>Administrators monitor best practices and high yield strategies, and then provide feedback regarding instructional strategies in order to address student deficiencies.</p> <p>The Instructional Team plans research-based professional development, and then adjusts the curriculum accordingly to ensure student growth. The Instructional Team reviews the data from The Learning Institute Unit and Interim assessments to determine areas of need and to inform decision-making. Standard protocol requires a review of the data from the current Unit/Interim Assessment in literacy and math. The teams consistently examine the data through more than one lens. The teams want to discover more than the percent of students scoring advanced, proficient, basic, and below basic at each grade level. They perform root cause analysis from the data</p>

reports to determine why teachers are getting the results they are getting. However, the team realizes that other factors contribute to the results of the data. The evidence identifies the following variables: the number of students the teachers tested, the disproportion of student teacher ratios in particular class periods both within and across the grade levels, and the number of Pre Advanced Placement and Advanced Placement students in the classes. The team determined that some of their short-term tasks will include identifying teachers in need of support and directing resources to support them. Teachers create teacher action plans based on student data. There were various resources and tools used for data analysis and teacher action plans provided by the building and the district leadership. Therefore, students who did not meet their learning targets on the assessments will receive support with a Tier II or Tier III interventions provided by classroom teacher, instructional facilitators, and district hired interventionists.

Teachers who participate in Mathematics Design Collaboration (MDC) use pretest data at the beginning of a lesson to determine the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments. The students are clustered based on their knowledge of understanding of the concept. The teacher delivers the Mathematics Design Collaboration unit lesson which includes whole group discussion, collaborative activity/tasks, and a wrap up checking for understanding. Through this process, the building level MDC cohort along with the mathematics specialist from the Arkansas River Education Service Cooperative (ARESC) and the Arkansas Department of Education (ADE) consultant works collaboratively to plan the lesson based on depth of knowledge chart which will allow them to identify and deliver Tier I, Tier II, and Tier III instruction.

Quarterly Objective: To provide pre-test and post test data to tailor instruction that meets the needs of individual students in order to positively affect student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create common pre-tests and post-tests based on unit skills during professional learning community meetings	Grade 10 Math Unit 1:10/9/2015 Unit 2: 11/4/2015 Unit 3: 11/20/2015 Grade 9 Math Unit 1: 10/6/2015 Unit 2: 10/20/2015 Unit 3: 11/20/2015 Unit 4: 12/1/2015 Grade 9 Literacy Unit 1:	Grade 10 Math Unit 1:10/9/2015 Unit 2: 11/4/2015 Unit 3: 11/20/2015 Grade 9 Unit 1: 10/6/2015 Unit 2: 10/20/2015 Unit 3: 11/20/2015 Unit 4: 12/1/2015 Grade 9 Literacy Unit 1:	Vergil Cato, Charline Wright, Cheryl Caldwell			Pre-tests and post-tests based on designated skills

	10/23/2015 Unit 2: 11/17/2015 Unit 3: 11/30/2015 Grade 10 Literacy Unit 1: 10/23/2015 Unit 2: 11/17/2015 Unit 3: 12/1/2015	10/23/2015 Unit 2: 11/17/2015 Unit 3: 11/30/2015 Grade 10 Literacy Unit 1: 10/23/2015 Unit 2: 11/17/2015 Unit 3: 12/1/2015				
2. Administer common pre-tests and post-tests in math and literacy classes based on unit skills	Grade 10 Math Unit 1:10/23/2015 Unit 2: 11/13/2015 Unit 3: 12/11/2015 Grade 9 Math Unit 1: 10/20/2015 Unit 2: 11/16/2015 Unit 3: 11/30/2015 Unit 4: 12/15/2015 Grade 9 Literacy Unit 1: 10/26/2015 Unit 2: 11/18/2015 Unit 3: 12/15/2015 Grade 10 Literacy	Grade 10 Math Unit 1:10/23/2015 Unit 2: 11/13/2015 Unit 3: 12/11/2015 Grade 9 Math Unit 1: 10/20/2015 Unit 2: 11/16/2015 Unit 3: 11/30/2015 Unit 4: 12/15/2015 Grade 9 Literacy Unit 1: 10/26/2015 Unit 2: 11/18/2015 Unit 3: 12/15/2015	Math and English Teachers			Pre-test and post-test scores

	Unit 1: 10/26/2015 Unit 2: 11/18/2015 Unit 3: 12/15/2015	Grade 10 Literacy Unit 1: 10/26/2015 Unit 2: 11/18/2015 Unit 3: 12/15/2015				
3. Conduct data analysis to target deficient skills during math and literacy professional learning community meetings	Grade 10 Math Unit 1:11/4/2015 Unit 2: 11/18/2015 Unit 3: 1/6/2016 Grade 9 Math Unit 1: 10/27/2015 Unit 2: 11/17/2015 Unit 3: 12/2/2015 Unit 4: 1/5/2016 Grade 9 Literacy Unit 1: 10/27/2015 Unit 2: 11/19/2015 Unit 3: 12/16/2015 Grade 10 Literacy Unit 1: 10/27/2015 Unit 2: 11/19/2015 Unit 3: 12/16/2015	Grade 10 Math Unit 1:12/18/2015 Unit 2: 12/18/2015 Unit 3: 12/18/2015 Grade 9 Math Unit 1: 10/27/2015 Unit 2: 11/17/2015 Unit 3: 12/2/2015 Unit 4: 1/5/2016 Grade 9 Literacy Unit 1: 10/28/2015 Unit 2: 11/20/2015 Unit 3: 12/18/2015 Grade 10 Literacy Unit 1: 10/29/2015 Unit 2: 11/23/2015	Vergil Cato, Charline Wright, Cheryl Caldwell			Professional Learning Community agendas, minutes, sign-in sheets

		Unit 3: 12/18/2015				
4. Create Teacher Action Plans (Response to Intervention) to differentiate instruction and remediate deficit skills	Grade 9 Math Unit 1: 10/27/2015 Unit 2: 11/17/2015 Unit 3: 12/2/2015 Unit 4: 1/5/2016 Grade 10 Math Unit 1:11/4/2015 Unit 2: 11/18/2015 Unit 3: 1/6/2016 Grade 9 Literacy Unit 1: 10/27/2015 Unit 2: 11/19/2015 Unit 3: 12/16/2015 Grade 10 Literacy Unit 1: 10/27/2015 Unit 2: 11/19/2015 Unit 3: 12/16/2015	Grade 9 Math Unit 1: 10/27/2015 Unit 2: 11/17/2015 Unit 3: 12/2/2015 Unit 4: 1/5/2016 Grade 10 Math Unit 1:12/18/2015 Unit 2: 12/18/2015 Unit 3: 12/18/2015 Grade 9 Literacy Unit 1: 10/27/2015 Unit 2: 11/19/2015 Unit 3: 12/16/2015 Grade 10 Literacy Unit 1: 10/27/2015 Unit 2: 11/19/2015 Unit 3: 12/16/2015	Math and English Teachers and Instructional Facilitators			Teacher Action Plans
5. Math and literacy teachers scaffold Tier 1 instruction to address the needs of all students based on the data	10/15/15	12/18/15	Vergil Cato, Charline Wright, Cheryl			Lesson plans, research based resources, (Mathematics Design Collaborative, Literacy Design Collaborative)

analysis during professional learning community meetings			Caldwell			
6. Provide professional development for non-Mathematics Design Collaborative/Literacy Design Collaborative teachers in proper use of pretest data to differentiate instruction	10/15/15		Arkansas River Education Services Center Arkansas Dept. of Education			Professional Development agenda, sign-in sheets, and artifacts

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Pine Bluff High School has implemented school-wide expectations that are posted throughout every building, hallway, and classroom. Teachers provide parent contact log and student samples of strategies utilized within the lessons. Administrators ensure that each classroom is conducive to learning by monitoring the school-wide expectations through classroom walk-throughs, informal and formal observations, focus walks and office referrals. Based on the tools used for monitoring, non-compliant teachers received notices of concern with suggestions for improvement. The Building Leadership Team meets monthly to review and disaggregate discipline data and make recommendations. Within Professional Learning Communities and schoolwide faculty meetings, staff is provided with ongoing, job-embedded professional development in the areas of school culture, climate and safety. Along with this training, staff members are provided monthly with current discipline data for review and reflection to create next steps. Based on these actions, the APSCN COGNOS Action Totals By Race/Sex Report pulled on 1/11/2016, showed a 35.8% decrease in reported discipline infractions.						
Quarterly Objective: To create a school environment that is student-centered, safe, and conducive to learning.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Review discipline data on a monthly basis (a pull will be made on the first Monday of each month and reviewed at that week's building leadership team meeting)	10/15/15	12/18/15	Dr. Strickland			COGNOS Report, BLT agendas and minutes

2. Provide fall, winter, spring, and end of year celebrations for students who are in compliance with rules and expectations	10/15/15	12/18/15	Teachers and Administrators			Documented celebration on the school website, local newspaper, weekly bulletin
3. Establish School Prevention Review and Intervention Team (SPRINT)	10/15/15	12/18/15	Building Leadership Team			Agendas, meeting minutes, sign-in sheets
4. Share rules, procedures, and best practices for teaching them at faculty meetings	10/15/15	11/10/15	Administrators			Agendas, meeting minutes, sign-in sheets

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement
ADE Recommendation: Not Applicable
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.
Current reality of effective practice (Assess where we are): <p>Pine Bluff High School conducted orientation for each grade level. During orientations, parents and students received an overview of Title I Program and requirements. During Open House, parents participated in revising the Pine Bluff High School Title I Compact. Parent Facilitators presented information about Parent Teacher Organization, resources on campus, location of the Title I Parent Center, and provided handouts on test taking strategies and homework tips. Parents completed Climate Surveys. Community partners presented information to parents and students about the resources they provide, such as, ACT prep seminars, college awareness, scholarship opportunities, and mentoring.</p> <p>Pine Bluff High School conducted Math and Literacy Night on Dec. 7th. During the Math and Literacy Night, parents received packets for test preparation to assist with ACT and ACT Aspire, The Learning Institute assessments, and parent tips about how to assist their child at home in math and literacy. Parents were also given the opportunity to participate in hands-on activities to build academic vocabulary and other needed areas.</p> <p>Pine Bluff High School held a College and Career Readiness Workshop during Parent Teacher Conference on Oct. 19, 2015. Parents and students were given information about financial aid and scholarships. Parents were given a Parent Education Newsletter from the district-wide parent center.</p> <p>Pine Bluff High School held a Transitional Services Parent Night through the Special Services Department on Oct. 29, 2015. Parents were given information about services that are available for special needs students that will aid them in becoming independent adults. Parents were also given scholarship information for special needs students and additional course offerings that will prepare them for independent living.</p>

Pine Bluff High School held its First Nine Weeks Awards Assembly on Nov. 17th. We recognized students with the following: All As, A&B Honor Roll, Merit List, students with no discipline referrals, and students with perfect attendance. Parents were invited to attend the assembly and the students were recognized in the local newspaper. The awards assembly planning committee also collaborated with the Parent Teacher Organization's (PTO) membership drive to recruit new parents.

Pine Bluff High School will strengthen the home-school connection through the following: digital caller, parent newsletters, emails, text messages and school web page.

Quarterly Objective: To create a bridge of communication between school and community stakeholders to make the community aware of what is available and offered by the school to better equip parents/guardians with materials and services to increase student achievement and parental involvement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Present Climate Survey data of student and parent community to Leadership Team (Jan. 2016)	10/15/15	12/18/15	Reginald Wilson			Completed and submitted surveys
2. Robo-caller to inform parents of upcoming events	10/15/15	12/18/15	Administrators			Robo-caller log
2. School Newsletter (Jan. 2016)	10/15/15	12/18/15	Ms. G. Fouts, Parent Facilitator			School Newsletter

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
<p>Current reality of effective practice (Assess where we are):</p> <p>Pine Bluff High School guidance counselors hold Senior class quarterly meetings and individual conferences with 2015-16 Seniors and Juniors to discuss graduation requirements, credit checklist, college and career readiness, credit recovery, testing and tips for student success. Counselors held Freshmen and Sophomore assemblies to discuss required credits towards graduation. The counselors encourage students to measure their progress towards student achievement.</p> <p>Pine Bluff High School tracks recent graduates who attend one of the two local universities within the city to monitor their academic progress. These students attend the University of Arkansas at Pine Bluff. The University of Arkansas at Pine Bluff is one of the high schools business partners. Our intent is to monitor the number of former graduates who matriculate and stay within Jefferson County area. It is our hope that these students will graduate, gain active employment, and contribute to the local economy. In the class of 2015, of the 288 Seniors, 84 enrolled at University of Arkansas at Pine Bluff. Of the 84 Seniors enrolled at UAPB, 34 received academic scholarships. In the class of 2014, of the 259 Seniors, 63 enrolled at UAPB. Of the 63 enrolled at UAPB, 28 received academic scholarships.</p>						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Whole group conferences with	10/15/15	12/18/15	Elfreda Boyd			College & Career Packets

12 th grade students			Monica Bones Louise Sullivan			
2. Individual graduation plans and senior status conferences with students	10/15/15	12/18/15	Elfreda Boyd Monica Bones Louise Sullivan			Credit Checklist Form, Senior Status Letter and Senior Portfolio
3. Individual Junior Conferences	09/24-25/15	09/25/15	Elfreda Boyd Monica Bones Louise Sullivan			Credit Checklist Form

Include additional task lines as needed.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Pine Bluff High School is manifesting our motto, "Committed to Excellence," by aggressively pursuing our goal to become the most effective (do the right things) and efficient (do things right) campus in the Pine Bluff School District (PBSD). The District is fully committed to supporting our agenda. The District School Improvement officer Ms. A. Smith meets with the building level team every Wednesday at 10:30am to discuss the UVA processes and procedures mentioned previously in this document. Ms. Smith has not only provided guidance in the creation of our student and staff celebrations, she does classroom walkthroughs with the Leadership Team members and shares insights from her unique perspective. She interacts with as many students as she can during her visits and is often encouraging them to consider the correlation between their life goals and their high school careers.

Ms. Smith also acts as a bridge between the campus and the district, voicing our needs and concerns to the superintendent and his cabinet. She also plans and convenes monthly principals meetings and assistant principal/facilitator meetings. These events provide logistical information, motivational activities, and opportunities for corporate celebrations and collaboration. Various district leaders present as a standard agenda item to ensure that quality information concerning all district level departments is regularly disseminated.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Pine Bluff High School supports the District's motto, "Your Child Matters...moving from good to great," by implementing interventions designed to improve the outcomes for students who have scored basic or below basic in math and/or literacy. We continue to double block the Algebra I and Geometry classes that serve the identified struggling learners. In the first hour, the teachers provide instruction that covers the course standards. In the second hour, the teachers remediate the learning expectations that have been identified as high incidence of failure. As a result of the additional time spent on this content, our expectation is that our students will enter the ACT Aspire math exams with greater confidence, thereby showing individual and corporate gains. The data shows that double blocking the classes has had an impact on instruction and achievement.

In Grade 9 Math Overall, the students who enrolled in double blocked classes had an average of 7% less D's or F's on post common assessments.

As well as, in Grade 10 Math Overall, the students who enrolled in double blocked classes scored 1.1% better than the students who did not enroll. In the Congruence standard, the Grade 10 students who enrolled in double blocked classes scored 2.3% better than the students who did not enroll. In the Expressing Geometric Properties with Equations standard, the Grade 10 students who enrolled in double blocked classes scored 2.4% better than the students who did not enroll.

The inclusion classes have certified Special Education teachers who collaborate with the certified content teachers to assure the individual education plans (IEPs) are adhered to. A Title I paraprofessional is assigned to assist a new teacher who has recently transitioned into our family.

We have recently secured licenses to the X-books program, which provides reading materials geared to the interest of our student population.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS meets weekly with us to review our 45 and 90 day plans. We meet weekly to monitor the weekly activity goals and disaggregate test data.

What are the barriers, if any, in improving student outcomes?

Our students maintain very low reading and math grade equivalent levels, poor student attendance and high number of discipline infractions. A lack of adequate funding for student incentives continues to be a barrier. Technology bandwidth creates challenges in the utilization of technology in the areas of assessment, instruction, and remediation.

Our campus is fortunate to have two math facilitators serving our pupils. It is our desire to soon add an additional literacy facilitator to assist with the load that our current coach is bearing as she serves all of our 9-12 literacy instructors and students. She is solely responsible for planning and conducting all ELA Professional Learning Community meetings; assuring that all ELA students receive Unit pre- and post-tests, TLIs, and STAR tests; and guiding the disaggregation and dissemination of all ELA data.

How is your leadership team monitoring student progress in the skill area of science?

Cross-curricular PLCs, weekly PLCs for biology, pre- and post-tests for biology and common assessments, data walls to track progress

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Weekly PLCs, common assessments, pre- and post-tests per unit, and focus walks. Teacher feedbacks, data analysis, and Teacher Action Plans, and active data wall discussions to show growth. Teachers use STAR Math, Math Facts in a Flash, TLI Quiz Builder for progress monitoring and planning interventions. For literacy common assessments, data analysis based on pacing guides. The teachers use Renaissance Learning and STAR Reading for progress monitoring.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

STAR Assessment pre-assessments in math and literacy.

If anything, what do you intend to change or modify for the next quarter?

Revamp PD based on the results of the math and literacy STAR assessments.

It is our desire to soon add an additional literacy facilitator to assist with the load that our current coach is bearing as she serves all of our 9-12 literacy instructors and students.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	289	281			40	0	31	38			12	18		
10	340	329			31	2	49	42			22	19		

Comments/ Clarifications:

Although students withdraw to various school districts, there seems to be a trend of students going to other schools within Jefferson County.

While we have a low percentage of repeat offenders, we have a high percentage of students who have received at least one office referral. Students who repeatedly commit discipline infractions enter the Alternative Learning Environment Referral process. A team consisting of the assistant principal, the student's counselor, alternative learning environment director, registrar, parent, one or two core teachers, and the student determine whether or not the student meets at least two of the alternative learning environment placement criteria. If so, the team creates both an academic and behavior intervention plan for the pupil and complete the placement. Alternative learning placement criteria includes: a) Ongoing, persistent lack of attaining proficient levels in literacy and mathematics; b) Frequent relocation of residency; c) Inadequate emotional support; d) Pregnancy; e) Personal or family problems or situations; f) Dropping out from school; g) Physical, mental, or sexual abuse; h) Homelessness; i) Mental/physical health problems; j) Single parent; k) Recurring absenteeism; l) Disruptive behavior.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR MATH Assessment</u> <u>October/2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>STAR READING Assessment</u> <u>September/2015</u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9th	45%	54%					57				142	
10th	33%	38%					144				184	

Comments/ Clarifications:

The Instructional Leadership Team reviews the data report from STAR Math Assessments for Algebra I and Geometry to analyze the data to determine student needs and discuss action plans for math interventions. In Mathematics, the student population for Grade 9 consists of 221 Algebra I and 68 Pre-AP Geometry students. The student population for Grade 10 consists of 278 Geometry and 62 Algebra II students.

The Algebra I and Geometry Math Intervention Classes will implement the Compass Learning Math Software online and Renaissance Learning - Accelerated Math/Math Facts in a Flash programs to address the student deficiencies/achievement gaps. The online math intervention program will focus on individual students' needs with software that customizes feedback, hints, and prompts within each problem. With Cognitive Tutor® Software, students in grades 9-12 have all the resources they need to succeed.

The RenLearn Math Consultant (Sheryl Taveres) and Math Coach (Cheryl Caldwell) assigned the Math Facts in a flash tasks and

specific content modules for remediation. The Instructional facilitators and teachers will customize/revise all content modules based on the STAR Math and TLI Module Assessment data results.

NOTES

PBHS is conducting Winter STAR Assessments for math on Jan. 11-29, 2016

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9th	37	289	113	96			248	238	69	264	512	195	38%	24%		
10th	13	340	124	132			298	259	265		822	251	42%	30%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The Instructional Leadership Team reviews the data report from Post Unit Assessments for Algebra I and Geometry to analyze the data to determine student needs and discuss action plans for math interventions. In Mathematics, the student population for Grade 9 consists of 219 Algebra I and 70 Pre-AP Geometry students.

9th and 10th Grade mathematics teachers administered three common assessments aligned with the common core standards in mathematics second quarter. The 9th Grade PreAP Geometry teacher administered four in the second quarter. After administering these assessments, the teachers and facilitators met weekly during their PLC to make data-driven decisions about determining students' instructional needs, setting learning targets for students, providing enrichments/interventions, and tracking and monitoring

progress. Teachers also administered the STAR Math Assessment and STAR Math Facts in a Flash to determine students' levels of understanding and inform instructional decisions. Teachers, along with the instructional facilitator, disaggregate and analyze the data during Professional Learning Community meetings and data dives. They also identify trends in the data, particularly recurring standards where students performed poorly. The data is shared at faculty meetings and during the Leadership Team Meetings. Based on the outcome of the data disaggregation, the recurring deficit skills become areas of focus for interventions, remediation, and Teacher Action Plans (RTI). Future common assessments are created according to the targeted skills of focus and the standards that are identified as testable standards in the TLI Curriculum/Pacing Guide during that quarter. The cycle continues every two to three weeks, and both Pre and Post Tests are administered.

Pine Bluff High School made gains in mathematics this quarter. As the data below indicates, Geometry showed overall growth on the Pre- and Post-Unit Assessments of +7 from the Baseline to the Second Quarter. Additionally, the Pre- and Post-Unit Comparison reflects overall growth by +12 on the recurring standards from Baseline to Quarter 2.

Overall, we attribute the gains to consistent use of data disaggregation and analyses, common assessments based on focus standards, data-driven intervention plans, collaboration, and progress monitoring. The 9th Grade mathematics have committed to every Thursday in the Third quarter to remediation and enrichment, using Math Facts in a Flash and ACT Aspire exemplars in remediation and enrichment on Thursdays. The 10th Grade mathematics have committed to two-three times weekly in the Third quarter to remediation and enrichment, using Math Facts in a Flash and ACT Aspire exemplars in remediation and enrichment.

The TLI Geometry Module 1 Unit consisted of 23 teaching days with 2 remediation days after testing. The Unit 1 test was administered on September 18, 2015. The TLI Geometry Module 2 Unit consisted of 21 teaching days with 2 remediation days after testing. The Unit 2 test will be administered on October 23, 2015. The TLI Geometry Module 3 Unit consisted of 27 teaching days with 2 remediation days after testing. The Unit 3 test was administered on December 11, 2015.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9th	59	289	107	114			249	244			244	24	33%	10%		
10th	63	340	127	100			301	309			309	69	30%	22%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

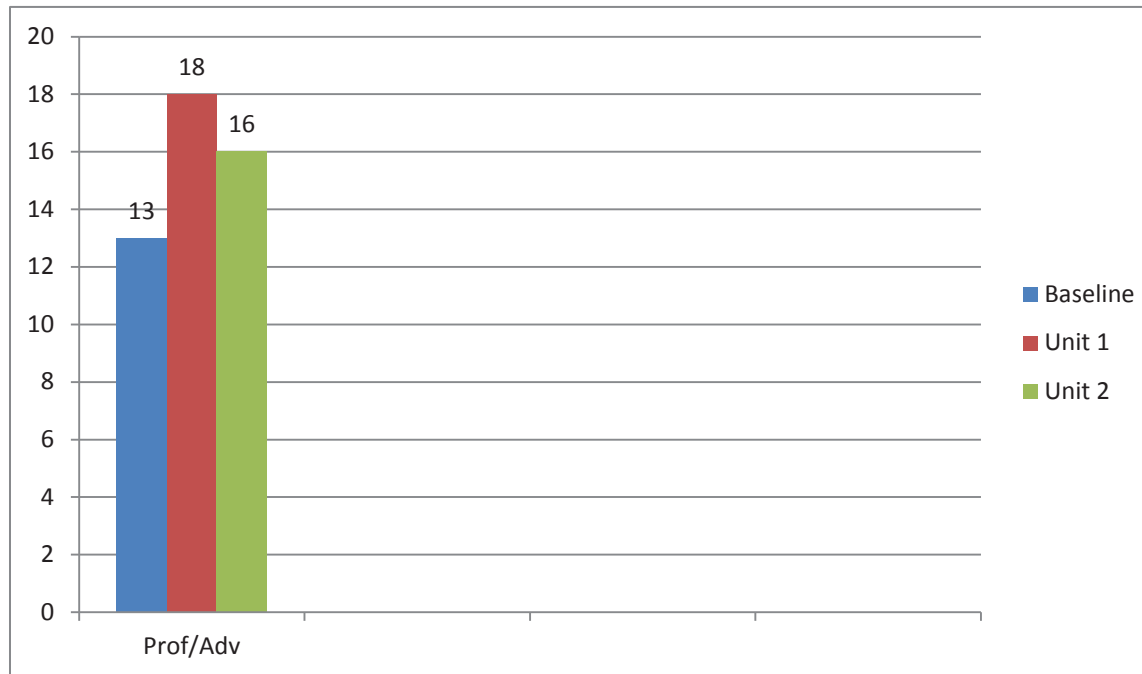
Teachers and instructional teams are in the process of working on interventions and enrichment activities to overcome these deficit skills. The students within the 9th grade ELA classrooms have gone through a number of teachers since the beginning of the school year. One class began the year with a certified teacher who quit on the first day. Our immediate response was placing a non-certified substitute in the class. Next, a long-term non-certified substitute was placed in the class. A certified instructor was finally placed in October. This inconsistency has affected student achievement in literacy.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

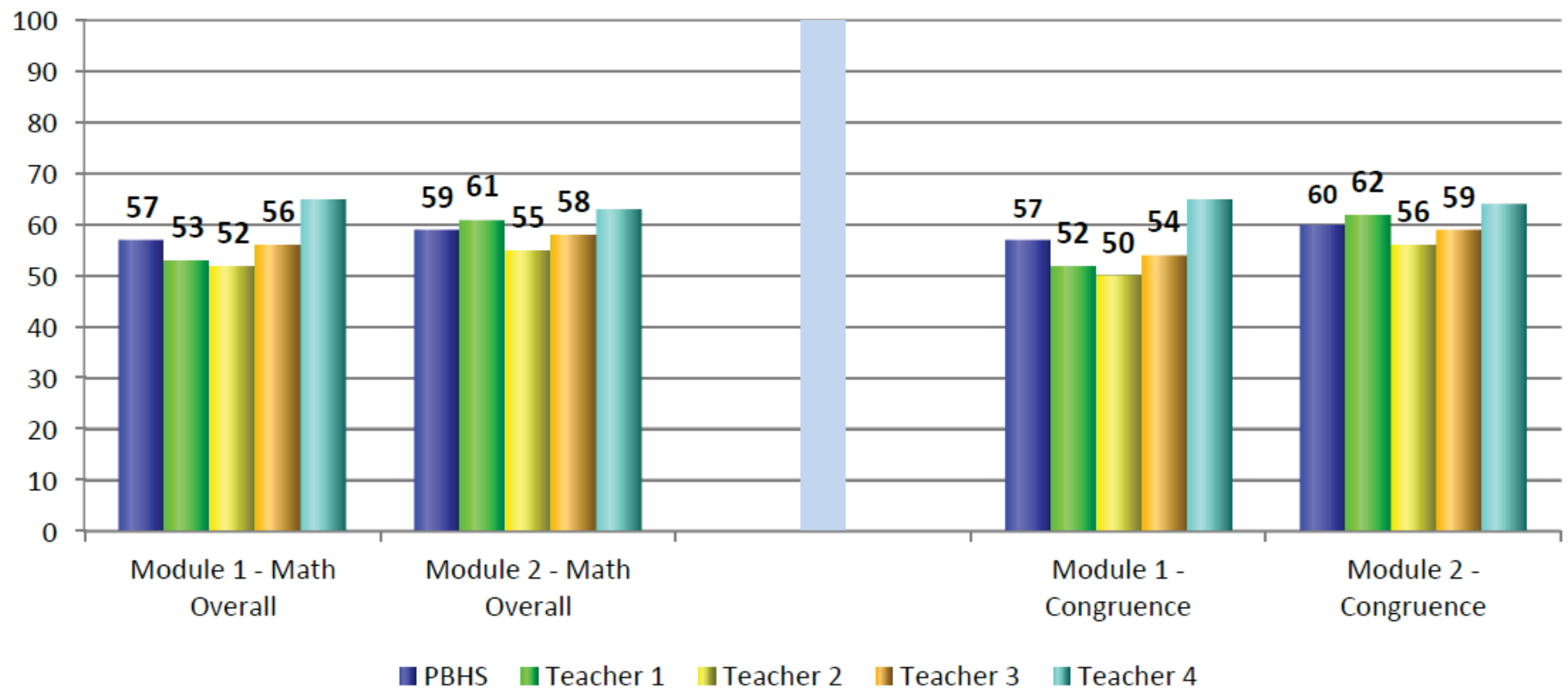
Pine Bluff High School Algebra I Post Unit Assessments December 2015



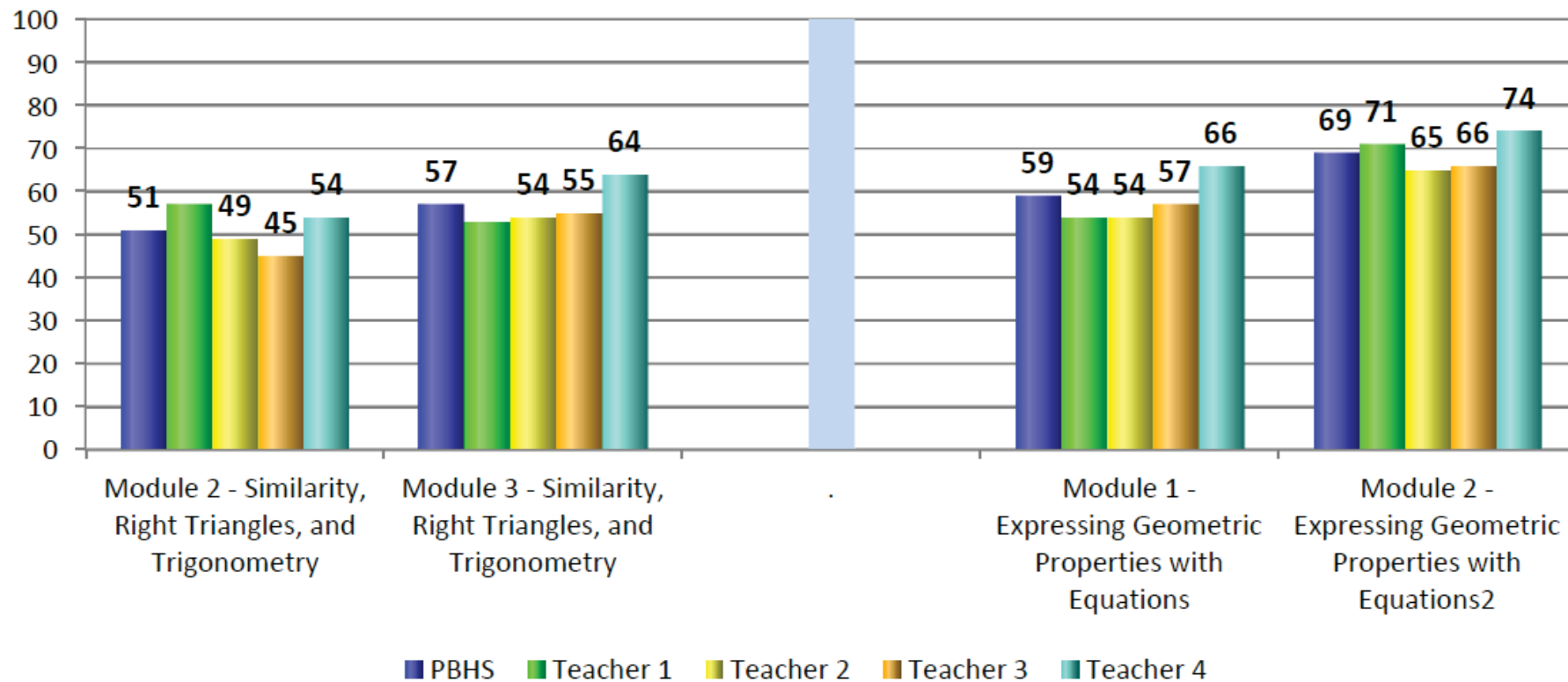
Again, despite the fact that one teacher's data may appear better than another teacher's data; the instructional leadership team took into account the variables that contributed to the results. (The number of students tested in each class period, etc.) All teachers made gains from the pre-assessment given in August. It appears that the aligned curriculum pacing is effective and data analysis of common

assessments and teacher collaboration is working.

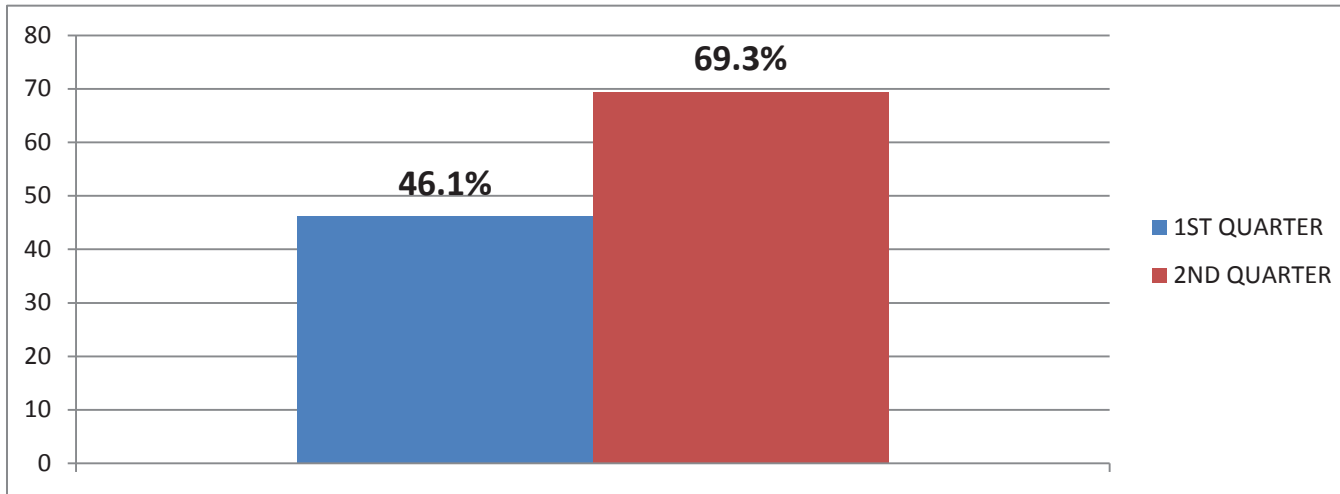
2016 - Geometry - SLE / Skill Breakdown - Growth Report Modules 1 & 2 Content Standards (TLI Adjusted% - Correct Responses)



2016 - Geometry - SLE / Skill Breakdown - Growth Report **Module Content Standards (TLI Adjusted % - Correct Responses)**

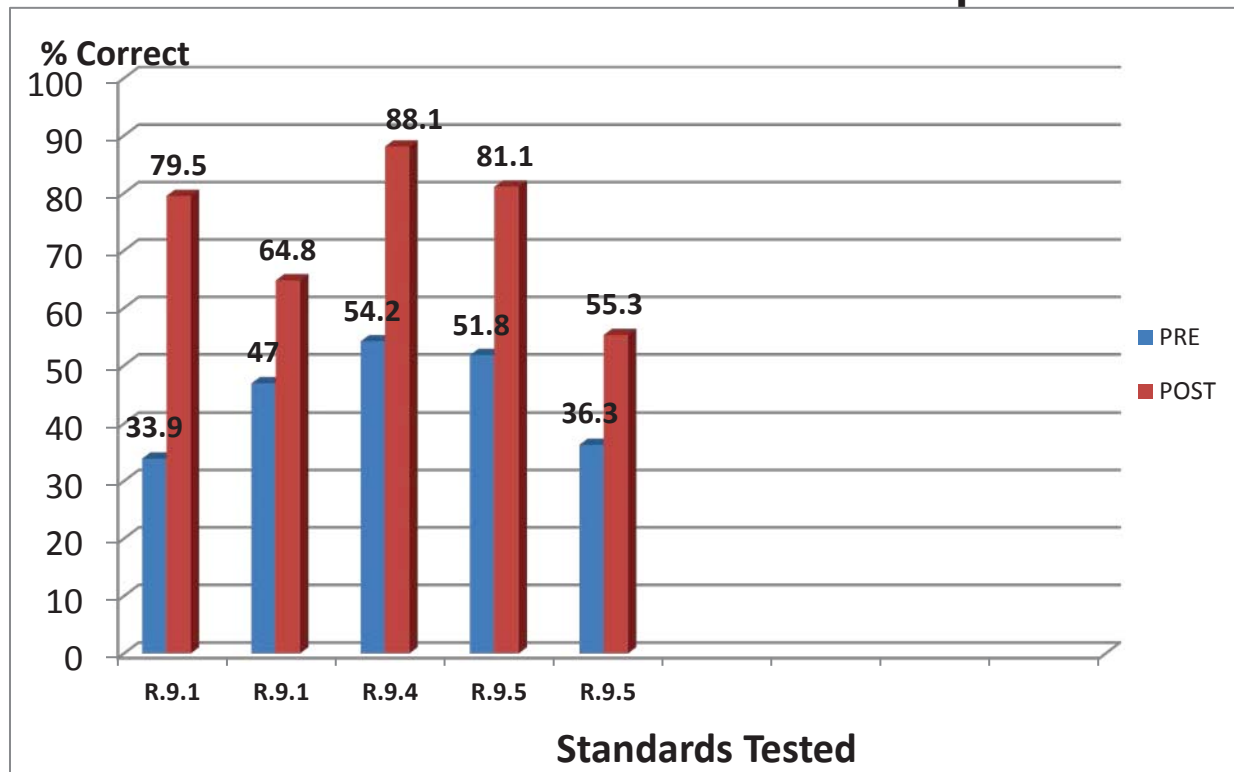


PRE & POST UNIT ASSESSMENTS – GRADE 9 LITERACY OVERALL GROWTH – BY QUARTER



GROWTH		
1 ST QUARTER	2 ND QUARTER	GROWTH
46.1	69.3	+23.2

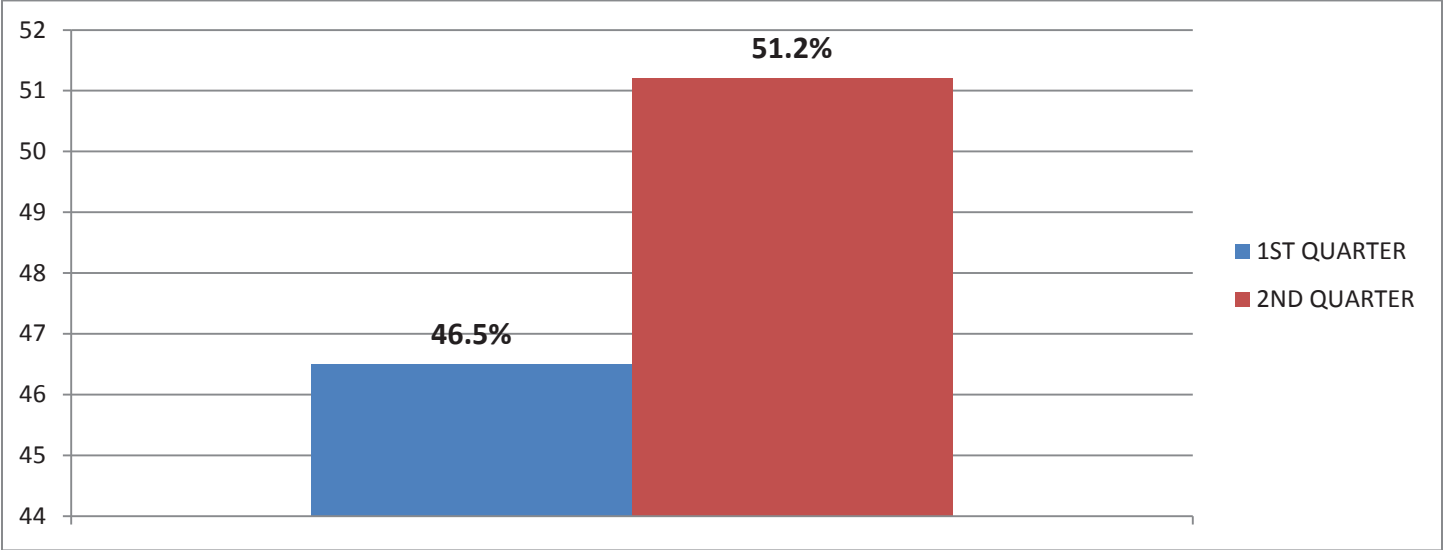
GRADE 9 Pre and Post Unit Assessment Comparison



PRE & POST UNIT ASSESSMENTS – GRADE 9 OVERALL GROWTH – BY STANDARD

R.9.1	R.9.1	R.9.4	R.9.5	R.9.5
+45.6	+17.8	+33.9	+29.3	+19

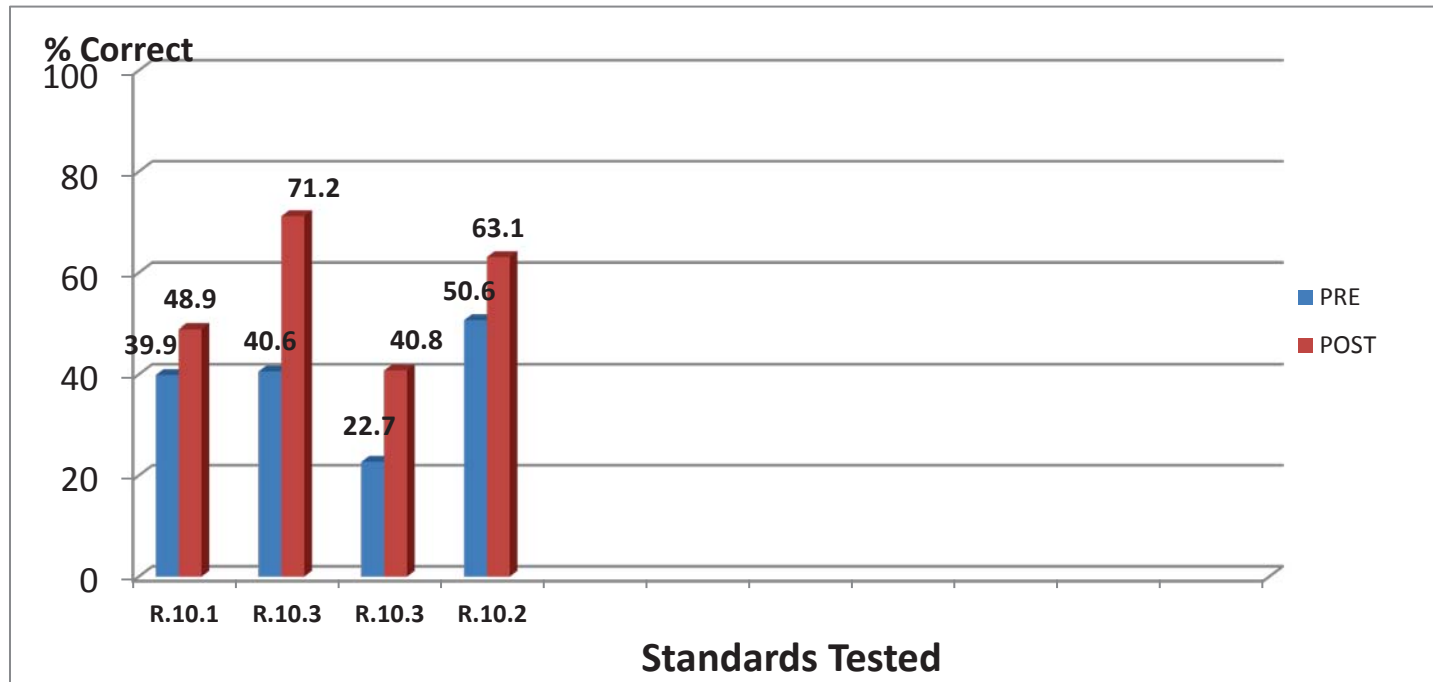
**PRE & POST UNIT ASSESSMENTS – GRADE 10
OVERALL GROWTH – BY QUARTER**



GROWTH

1 ST QUARTER	2 ND QUARTER	GROWTH
46.5%	51.2%	+4.7

GRADE 10 UNIT ASSESSMENT COMPARISON



PRE & POST UNIT ASSESSMENTS – GRADE 10 OVERALL GROWTH – BY STANDARD

R.10.1	R.10.3	R.10.3	R.10.2
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	+9	+30.6	+18.1	+12.5	
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Literacy teachers administered a common assessment aligned with the common core standards in literacy to grades nine and ten at the beginning of the first quarter. The assessment was administered to make data- driven decisions about determining students' instructional needs, setting learning targets for students, providing interventions, and tracking and monitoring progress. Teachers also administered the STAR Reading Assessment to determine students' reading levels and inform instructional decisions. Teachers, along with the instructional facilitator, disaggregate and analyze the data during PLC's and data dives. They also identify trends in the data, particularly recurring standards where students performed poorly. The data is shared at faculty meetings and during the Leadership Team Meetings. Based on the outcome of the data disaggregation, the recurring deficit skills become areas of focus for interventions, remediation, and Teacher Action Plans. Future common assessments are created according to the targeted skills of focus and the standards that are identified as testable standards in the TLI Curriculum/Pacing Guide during that quarter. The cycle continues every two to three weeks, and both Pre and Post Tests are administered.

Pine Bluff High School made gains in literacy this quarter. As the data below indicates, Grade 9 Literacy showed overall growth on the Pre and Post Unit Assessments of +23.2 from the First Quarter to the Second Quarter. Additionally, the Pre and Post Unit Comparison reflect overall growth by +19 on the recurring standards from Quarter One to Quarter 2.

Pine Bluff High School also made gains in Grade 10 Literacy this Quarter. As the data below indicates, Grade 10 Literacy showed overall growth on the Pre and Post Unit Assessments of + 4.7 from the First Quarter to the Second Quarter. The Pre and Post Unit Comparison reflect overall growth by +12.5 on the recurring standards from Quarter One to Quarter 2.

Overall, we attribute the gains in Grade 9 and Grade 10 Literacy to consistent use of data disaggregation and analyses, common assessments based on focus standards, data- driven intervention plans, collaboration, and progress monitoring.



DISTRICT: Pine Bluff School District
SCHOOL: Jack Robey Jr. High School

STATUS: Priority

EXTERNAL PROVIDER: Non-Applicable

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

SUPERINTENDENT: Dr. T. C. Wallace Jr.

PRINCIPAL: Donald Booth

DISTRICT SIS: Alesia Smith

BUILDING SIS: Dianna Bradshaw

PRIORITY SCHOOL 45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): The Professional Learning Communities at Jack Robey Junior High School are meetings held weekly by teacher instructional teams during common planning periods of teachers in each discipline and headed by an instructional facilitator or administrator. They are purposed to provide a collaborative forum for administration and teachers to analyze the most recent data, share in decision-making concerning instruction and professional development, and articulate clear next steps for faculty and staff implementation. Jack Robey Junior High School's PLCs provide accountability through data gathered from classroom walkthroughs, focus walks and consistent feedback to teachers and devise innovative ways to increase student achievement. All teachers work in conjunction with the English Language Arts and math departments to act as a support system to reinforce literacy and math standards through their course contents. The Building Leadership Team is the school's management team and consists of school administration, school improvement specialist, literacy and math facilitators, counselors, the Special Education coordinator, and four teachers. The meetings are scheduled for the first and third Tuesday of each month. The purpose of the Building Leadership Team is to analyze data, construct systems to build capacity and positively impact the quality of instruction. The team uses the 45-Day Plan, the University of Virginia (UVA) 90-Day Action

Plan, and Indistar Indicators to address the “Big Rocks” for Jack Robey that affect school turnaround. The “Big Rocks” are School Leadership, Teacher Effectiveness, School Climate/Culture, and Data-Driven Instruction.

The Instructional **Leadership Team** consists of administration, literacy and math facilitators, and department chairpersons from core and elective disciplines. The meetings are held every second and fourth Tuesday of each month. The purpose of the Instructional Leadership Team is to provide cross-curricular insight into the implementation of instructional strategies that address the “Big Rocks” that emanate from the Building Leadership Team, Professional Learning Communities, and Departmental meetings. The team targets specific performance standards for vertical and horizontal alignment and progression of skills as they relate to the Common Core State Standards for the various content areas and create real-world connections within the curriculum.

The **Teacher Advisory Committee** convenes once a month and/or as needed. The purpose of the Teacher Advisory Committee is to act as a “mouthpiece” between the teachers and building administration. The TAC committee assists in cultivating a positive school culture by espousing teacher morale, teacher professionalism, teacher efficacy, and community involvement.

Jack Robey Junior High School administrators and teachers utilize **Bloomboard** as an effective communication tool between school administration and teachers concerning professional growth and professional development that supports teachers in meeting their professional growth goals. Bloomboard is used as a prescriptive supplement to objectively evaluate teachers and instructional facilitators under the monitoring of the Arkansas Department of Education.

Quarterly Objective: To implement systems of school-wide communication in an effort to impact instructional practice, increasing student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Agendas, minutes, and sign-in sheets are provided for faculty and staff to ensure that all members understand goals and expectations of the meetings. The following educators facilitate the weekly PLCs: Gregory Moore and Jeremy Cegers – math, Teresa Moka – science, Gary Owens – social studies, and Vernita Lee	10/20/15	12/18/15	Gregory Moore Teresa Moka Gary Owens Vernita Lee Jeremy Cegers			Bi-weekly Indistar Submission of agendas, minutes, and sign-in sheets of departmental meetings and PLCs

– language arts.						
2. Common planning time is reflected in the master schedule to provide teachers the weekly opportunity to collaborate on the data, students' needs, and instructional strategies.	10/20/15	12/18/15	Bernie Roberts Frank Hammond			Indistar Submission of the master schedule, teacher lesson plans, and PLC agendas, minutes, and sign-in sheets
3. Post-observation conferences following evaluations and focus walks are conducted weekly to provide teachers with targeted, constructive feedback to support instruction and build teacher capacity.	10/20/15	12/18/15	Gregory Moore Teresa Moka Gary Owens Vernita Lee Jeremy Cegers Dianna Bradshaw Donald Booth			Samples of focus walk post-observation conference notes and classroom walkthroughs are uploaded to Indistar.

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)						
Description of full implementation of the Effective Practice and/or Recommendation: <p>The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>						
Current reality of effective practice (Assess where we are): <p>Teachers in the English and Mathematics departments are in the process of creating Unit Pre-Tests and Post-Tests based on the curriculum map skills that will be assessed every three (3) to four (4) weeks. These assessment tools are developed in conjunction with the math and ELA instructional facilitators. The resources that will be utilized to develop assessments will be TLI Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and TLI curriculum maps. As a result, teachers are required to complete Teacher Action Plans to identify specific students and their deficient skills. The pre-tests are designed to tailor instruction, and the post-tests are used to gauge teacher efficacy with instruction and target deficit skills for remediation.</p>						
Quarterly Objective: To provide pre-tests to tailor instruction that meets the needs of individual students and post-tests to gauge teacher effectiveness and target interventions and enrichment in order to positively affect student achievement.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create pre-tests to tailor instruction to address target skills from the English Language Arts	12/18/15	11/2/15 11/30/15 12/14/15	Vernita Lee Core Teachers			Pre-tests based on designated skills

curriculum maps during weekly PLCs.						
2. Create pre-tests to tailor instruction to address target skills from the Mathematics curriculum maps during weekly PLCs.	12/18/15	10/28/15 10/30/15 11/30/15	Jeremy Cegers Core Teachers			Pre-tests based on designated skills
3. Utilize post-tests to gauge core teacher effectiveness and target deficits to be remediated in the daily enrichment class.	10/20/15	12/18/15	Geneva Eatmon Brianna Davis			Post-tests based on designated skills; PLC agendas, minutes, sign-in sheets
4. Data analysis to target deficient skills identified through TLI are documented in Teacher Action Plans following each assessment.	12/18/15	10/ 27/15 11/10/15	Core Teachers			Teacher Action Plans

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline
ADE Recommendation: Not Applicable
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).
Current reality of effective practice (Assess where we are): <p><i>Classroom Walk-throughs</i> – Jack Robey Junior High School has provided School-wide Expectations to all teachers throughout the building for the purpose of establishing rules as a common baseline for the school. Each classroom teacher spends the first week of each quarter (nine weeks) discussing these expectations. Classroom Walk-throughs are essential to monitoring school-wide rituals and routines that have been put in place and gauging the effectiveness of said expectations.</p> <p><i>Focus Walks</i> – Jack Robey Junior High School administration, math and literacy facilitators, and the School Improvement Specialist consistently conduct focus walks to monitor specific aspects of the classroom environment to ensure teachers are enforcing rules and procedures in the classroom that create an atmosphere that is conducive to learning.</p> <p><i>School-wide Expectations</i> – The School-wide Expectations are rules that govern students' behaviors throughout the building and campus to ensure consistency of conduct of the agreed upon rules and regulations. In planning, the administration is preparing for the School-wide Expectations to become part of morning announcements in the month of January.</p> <p><i>Cooperative Learning (Kagan)</i> – Jack Robey Junior High School is a Kagan school. That recognition acknowledges that Kagan structures are a part of the regular curriculum. These research-based structures are designed around routines and rituals for lessons that espouse cooperative learning and foster classroom environments that facilitate student engagement. The Literacy Instructional Facilitator assigns faculty to use one particular instructional “Strategy of the Month” from both Kagan and Marzano, and share the experience with colleagues at the monthly faculty meeting.</p> <p><i>Classroom routines</i> – Each teacher at Jack Robey Junior High School not only promotes the School-wide expectations but also models expected behaviors of the individual teacher’s classroom routines.</p>
Quarterly Objective: To create a school environment that is safe, conducive to learning, and student-centered.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The school will post and promote school-wide expectations in each classroom.	12/18/15	10/26/15	Faculty and Staff			School-wide expectations are posted throughout the school
2. Teachers will be positioned at their doors during class changes to ensure students acknowledge the rules in the hallways.	12/7/15	12/8/15	Teachers Administration Campus Security School Resource Officer			Walk-throughs Observations
3. The school will review and enact evacuation drills. (Fire and tornado drills).	11/9/15 12/9/15	11/9/15 12/9/15	Gregory Moore Faculty and Staff			Evacuation documentation (fire and tornado)
4. Administrators, teachers, and faculty will review rules, routines, and rituals every quarter in classrooms to establish an expectation of behavior and learning.	12/7/15	12/8/15	Administration Faculty Staff			Student handbook, School-wide Expectations posted throughout the school, teacher lesson plans
5. The Building Management Team will review student discipline data.	12/18/15	10/23/15	Administration Building Leadership Team			UVA 90-Day Action Plan
6. The school will provide celebrations for students who comply with rules and expectations.	12/18/15	12/18/15	Faculty and Staff			Announced over the intercom
7. Students will read one School-wide Expectation each morning to the entire school population over the intercom so the endeavor is student-centered	10/20/15		Administration Students			Weekly bulletins
8. Students will hold each other accountable for actions/behaviors.	10/20/15		Students Hall Monitors			Observation and Recognition in the morning announcements

9. Uniform-free days may be earned by the student body for selected activities announced by administration (no tardies).	12/18/15	12/18/15	Administration			Hall sweeps by administration and security found no tardy students after the tardy bell, and no tardies were reported in e-school by teachers.
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IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): <ul style="list-style-type: none"> • Title I Compact • Parent Liaison (Marchelle Knight) has communicated with parents to participate on the Parent-Teacher Organization • Remind Me 101, digital caller, counselor-generated parent newsletters, emails, text message numbers to build contact database 						
Quarterly Objective: To create a bridge of communication between school and community stakeholders to make the community aware of the available services offered by the school to better equip parents/guardians with materials and services to increase student achievement and parental involvement.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Jack Robey Junior High School will hold its Annual Title I Meeting by grade level so parents will be made aware of the Title I services available through the school.	8/10/15 & 8/11/15	8/10/15 & 8/11/15	Donald Booth Marchelle Knight Bernie Roberts Frank Hammond			Agenda and sign-in sheet
2. Jack Robey Junior High School will distribute, collect, and analyze the data from Perception Surveys (Parent/Community) to gain insight	10/21/15	10/28/15	Marchelle Knight			Completed and submitted surveys

into how to improve the operations of the school.						
3. The counselor will create a monthly school newsletter to keep the school and community abreast of upcoming events taking place at the school.	10/20/15		Bernie Roberts			School Newsletter

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement
ADE Recommendation: Not Applicable
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates
<p>Current reality of effective practice (Assess where we are):</p> <ul style="list-style-type: none"> • <i>Conferenced with students and parents about Smart Core curriculum</i> – Jack Robey Junior High School sponsored Transition Meetings/Grade-Level Orientation in response to the reconfiguration of the school. The meetings were held on separate days by grade level to distribute information concerning student schedules, Smart Core, and an overall introduction to the Jack Robey Junior High School environment. • <i>Monthly Newsletter</i> – The guidance office generates a monthly newsletter designed to inform students, teachers, and parents/community about upcoming school activities/events as well as school, college, and career information. • <i>ACT Prep Workshop</i> – Jack Robey Junior High School, in conjunction with the University of Arkansas, hosts ACT workshops to orient students on test-taking strategies to improve their performance on the national exam. • <i>Youth Advisory Council (YAC)</i> – The Jack Robey Junior High School Youth Advisory Council is a group of students who participate in a larger conglomerate with other students in Jefferson County. The students are empowered to be positive role models for other youth at the school and in the community. The students serve as philanthropists to their peers as assess and report the needs of the local youth. • <i>Career Coach Student Forum</i> – Jack Robey Junior High School, in conjunction with Pine Bluff High School, features a student forum held each semester where the college career coach, Dedrick Jones, provides information about coursework that will be a foundation for career choices.

Quarterly Objective: To provide resources and opportunities to prepare students to become college and career ready.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Jack Robey Junior High School hosts Grade-level Orientation Meetings to inform parents and students of course requirements and academic options.	8/10/15 8/11/15	8/10/15 8/11/15	Bernie Roberts, Frank Hammond, Donald Booth			Agenda and sign-in sheets
2. The school guidance department will distribute a monthly newsletter to inform parents/community and students about upcoming school events and activities.	10/20/15		Bernie Roberts			School Newsletter
3. Jack Robey Junior High School will feature speakers who share information concerning college readiness, bullying, gang/school violence, and the importance of making good choices.	10/16/15 10/22/15	10/16/15 10/22/15	Bernie Roberts and Frank Hammond			Assembly program agenda

Include additional task lines as needed.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes, there have been several District Leadership Teaming meetings to review and discuss schools' needs and progress as well as plans for next step actions. The District Shepherd, Alesia Smith, has been very instrumental and methodical in guiding school administration/building leadership team to put systems in place that will meet the goals and expectation for advancing student achievement.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Students who scored basic or below basic as calculated by the TLI cumulative report for 2014-2015 school year were scheduled into a daily enrichment/remediation class. Two academic interventionists were hired to conduct the individualized, computerized, small group instruction targeting identified deficits. Students receive a grade on their report cards for these classes to gauge progress. Additionally, students who need scaffolding are identified by their core Language Arts and math teachers to participate in small group remediation. This intervention is documented in the Teacher Action Plans and progress monitored through classroom assessments. After-school tutoring by certified personnel was implemented from October to December to support academic programs by specifically addressing any remaining skill deficiencies. Pre-tests and Post-tests were used to gauge the effectiveness of this intervention.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Currently, the Keith Sanders Group provides professional development tailored to leadership, teacher effectiveness, data-driven instruction, and school culture/climate. The University of Virginia (UVA) School Turnaround Model is also integral to the improvement efforts of increasing student achievement. The ADE appointed School Improvement Specialist (SIS), Lasonia Johnson will work in conjunction with the existing external providers, and District School Improvement employees, Alesia Smith and Dianna Bradshaw.

What are the barriers, if any, in improving student outcomes?

Teacher absenteeism, student absenteeism, cultural ideologies, delivery of quality instruction, and the internal communication gap are barriers for Jack Robey Junior High School.

How is your leadership team monitoring student progress in the skill area of science?

Due to science being a tested area on the ACT Aspire, specific attention is being given to the content area of science. Science teachers have developed formative assessments to target skills and accumulate data to drive instruction in preparation for the ACT Aspire assessment. However, leadership team monitoring of student progress in science is progressing.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

School administration, the literacy facilitator, and the math facilitator have consistently monitored the student progress in the skill areas of math, reading, and writing by conducting classroom walk-throughs, focus walks, PLC data discussion meetings, The Instructional Leadership Team and Building Management Team track interim and formative assessment data. School administration conducts grade-level meetings to share and discuss student test results and set expectations for future student progress, academic and behavioral.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

One meaningful action has been the 8th grade mathematics team and the science teams have joined the English Language Arts teachers in the practice of common planning and common assessments.

If anything, what do you intend to change or modify for the next quarter?

At this time, we intend to focus on the actions that were not met during the first or second quarter but have significance in reaching our achievement goals.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7 th	320	313			63	1	38	28			39	12		
8 th	323	323			48	2	12	10			8	9		

Comments/ Clarifications:

All thirty-eight (38) students with more than five (5) referrals in the second quarter are repeat offenders, having more than five in the first quarter as well.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%) (24 Teachers)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Star Testing</u> <u>September / 2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Star Testing</u> <u>September / 2015</u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7 th	14%	5 (21%)					100				113	
8 th	23%	5 (21%)					90				173	

Comments/ Clarifications:

As indicated by the Star Reading and Star Math data, the average Grade-Equivalent reading level is 4.7 for both 7th and 8th grades. The average Grade-Equivalent for Star Math is 4.8 for 7th grade and 5.5 for 8th grade. However, the Instructional Reading Level (IRL) is 3.9 for both grades.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7 TH	85	313	83	12			281	281			281	133	47.3%	4.5%		
8 TH	69	203	59	30			159	199			159	113	71.1%	15.1%		
8 TH (Alg.)		120					97	96			97	86	88.2%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Many students at Jack Robey Junior High School do not have prerequisite skills in the four math foundational functions (addition, subtraction, multiplication, and division) to perform proficiently in grade level math. Students who have skill deficiencies in math are currently enrolled in math intervention class. Additionally, science teachers are addressing the skill deficits from the geometry strand identified in mathematics formative assessments. The first twenty (20) minutes of each science instructional block is dedicated to supplemental math instruction. After-school tutoring classes focus on real-time intervention in fractions.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C (Below Basic)			
											(A)	(B)				
											1st	2nd				
7 TH	1	313	84	13			285	279	276		276	107	41%	38%		
8 TH	5	323	79	30			279	284	277		277	114	68%	41%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

According to Star Reading, Common Assessment, and TLI data, reading comprehension school-wide is not commensurate to grade equivalency. Students demonstrating skill deficiencies have been enrolled in reading intervention classes to gain foundational support to increase student performance in the area of reading.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Additional Comments:

In accordance with the most recent data, Jack Robey Junior High School is continuously working to put systems in place to positively affect overall school improvement. **Common Assessments** were conducted during the first week of school for literacy and math to establish baseline data this year from which to work. Based on the data from the assessments, **Student Data Portfolios** were created so that English Language Arts and math teachers could explain the data to the students, and the students would take ownership of their data by graphing and understanding their academic progress in literacy and math classes. These portfolios are updated after each unit assessment. The teachers are utilizing **Teacher Action Plans** to document assessment progress by class and identify those students who need remediation for deficient skills from the assessments. The teachers then construct a plan of how the skills will be reinforced through instruction. Jack Robey Junior High School has also created **Reading Intervention and Math Intervention** classes for enrollment of students according their entry data. These students are primarily those who have Below Basic performance levels in literacy and/or math. Jack Robey Junior High School, in conjunction with **Renaissance Learning** and **Compass Learning**, conducted the **Star Reading** and **Star Math** assessments during the month of September. That data was used to kick-start the **Accelerated Reading** and **Accelerated Math** (Math Facts in a Flash) programs and build reading comprehension and math skills for all students. **After-school tutoring** focuses on data manipulation involving fractions. Jack Robey Junior High School utilized the computer-based,

individualized **Compass Learning** and **Learning.com** programs to supplement the remediation and enrichment processes in place. To further bolster reading skills, English Language Arts teachers use **Scope** and **Scholastic** reading materials in classes. The reading materials from these resources provide a grade-level reading component for various articles so students may receive content articles on their reading levels, according to Star Reading data. The same reading article can be computer-generated on individual reading levels so students can comprehend the information on their reading levels. Jack Robey Junior High School became a Kagan school in 2014. **Kagan Cooperative Learning Structures** are a regular part of instructional practices throughout the school building in all classes. The Leadership Team also selects a **Marzano High Yield Strategy** to be implemented in instructional practices each month, and the teachers present the lessons and student artifacts during faculty meetings. These research-based best practices are enacted to build instructional capacity and provide options for differentiated instruction. Administrators conduct weekly **classroom walk-throughs** and **focus walks** to monitor the implementation of programs and systems and gauge teacher effectiveness in the instructional cycle. **Classroom observations** are conducted on a regular basis by leadership members, and timely, specific feedback is given to teachers concerning “glows” and “grows”, instructional directives are provided, and a follow-up visit is scheduled with the teacher within 48 hours of the initial observation. Jack Robey Junior High School has established a re-structured **Building Leadership Team, Instructional Leadership Team**, and a **Teacher Advisory Committee**. These cohorts were designed to establish effective, clear, and timely communication among school administration, teachers, staff, student, parents and community, and relative stakeholders, in an effort to build bridges between all entities and work collaboratively to increase student achievement at the school. Jack Robey Junior High School is working diligently to ensure that intended outcomes are realized to positively impact school improvement and student success.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: Pine Bluff School District

SCHOOL: Belair Middle School

STATUS: Priority

SITE-BASED SIS: Alesia Smith

EXTERNAL PROVIDER:

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

SUPERINTENDENT: Dr. T. C Wallace Jr.

PRINCIPAL: Dr. Suzette Bloodman

PRIORITY SCHOOL 45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): Grade Level PLCs meet for weekly cross-curricula integration. Teachers meet in their grade level PLCs to discuss common assessment data, pacing guide, review standards, and conduct progress monitoring as well as to desegregate TLI and other formative assessments. Content Specific Professional Learning Communities (PLCs) meetings occur once per week for literacy and math discussions. During these PLCs, teachers collaborate and plan lessons, create common short cycle assessments, analyze data, and create unit of studies. Leadership Team meets bi-weekly on the first and third Thursday of each month. Leadership meetings are facilitated by the school's ACSIP chair person. A set of norms were developed by the leadership team at the start of the school year. At the onset of each meeting, the team revisits these norms. Achievement, discipline, attendance (students & teachers), CWTs/Focus Walk data are discussed during every leadership meeting. Belair Middle School's leadership team consist of a teacher representative from each content area, student &parent representative, academic coaches, and administrators. Faculty Meetings are held on the fourth Thursday of every month. During these meetings, unit assessment data is discussed, TLI and other formative assessment results are discussed. Additionally, the faculty has established norms to maximize the meetings' effectiveness. Belair Middle School is currently participating in a book study "Closing the Attitude Gap" by Baruti Kafele. Each meeting, a

chapter is presented by a specific team (5A Teachers, Administrators, Counselors, etc.). The faculty engages in discussions focused on building relationships with students while creating a sense of belonging and respect throughout the school.

Teacher Advisory Committee meets once a month and/or as needed to discuss issues that the staff may be concerned about. During these meetings, the principal listens to and addresses concerns brought forth by the advisory. The advisory is comprised of teacher representatives from each cohort.

Administrative Instructional Team meets weekly and is comprised of administrators and instructional coaches (mathematics, literacy, science). The team meets weekly to discuss the school's instructional practices progress monitoring, mapping next steps, and outlining possible data trends.

Quarterly Objective: To create systems of school-wide communication in an effort to impact instructional strategies that increase student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Leadership Team minutes distributed to the entire school family at the end of each leadership meeting.	10/20/15		Shalisha Thomas, Secretary for Leadership Team			Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes)
2. Teams maintain and email Weekly Team Minutes to the entire staff.	10/20/15		Team Secretaries			Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes)
3. Scheduled time for weekly Cross-Curricula Teaming PLCs	10/20/15	12/18/15	Dr. Bloodman (Principal)			Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes),
4. Created Framework for Content Specific PLCs to focus on content and develop unit of studies.	10/20/15	12/18/15	Academic Coaches and Principal			PLC Framework and A/B Rotation Coverage Guideline
5. Administrative focus walks	10/20/15		Administrators,			Compiled Copies of CWT Reports

and CWTs are conducted weekly in an effort to monitor teaching and learning (Use of effective instructional strategies)			Instructional Facilitators			
6. Administrative focus walks and CWTs are conducted weekly in an effort to monitor horizontal alignment and pacing.	10/20/15	12/18/15	Administrators			Conversations with individual teachers, IF model and coach instructional areas need during classroom visits the following week.
7. Individual teacher talks following focus walks and CWTs	10/20/15	12/18/15	Dr. Bloodman (Principal)			Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes)
8. Data from CWTs is disaggregated and discussed during administrative team meetings.	10/20/15	12/18/15	Instructional Coaches and Administrative Team			Conversations with individual teachers, IF model and coach instructional areas need during classroom visits.
9. Weekly communication from principal specifies instructional focus (i.e. student engagement, HOTS, Grouping, etc.)	10/20/15	12/18/15	Principal			Weekly notices and announcements sent by principal to instructional staff specifying upcoming week's instructional focus.

Include additional task lines as needed.

IMO Area1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>
Current reality of effective practice (Assess where we are): <p>Teachers are in the process of creating <u>Units of Study</u> based on the curriculum map skills that will be assessed. The resources that will be utilized to develop assessments will be TLI Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and TLI curriculum maps.</p> <p><u>Teacher Plans</u> are created after the administration of each unit assessment (Plans address remediation, acceleration, and individual student academic needs.) Academic student groups are developed and assigned based on teacher plans. Teacher plans are created immediately following each unit assessment in content related PLCs. Daily Exit Tickets, Bell Ringers, and Short Cycle Assessments are based on unit assessment data.</p>

Quarterly Objective: To generate/utilize pre-test and post test data to guide instruction that meets the needs of individual students in order to positively affect student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Content PD on how to create pre-tests and post-tests based on unit skills	12/10/15	12/10/15	Sylvia Grady Vanetta Simon			Agenda and Sign-In Sheets
2. Create English and reading pre-tests and post-tests based on unit skills	10/20/15	12/18/15	Vanetta Simon			Pre-tests and Post-tests
3. Create math pre-tests and post-tests based on unit skills	10/20/15	12/18/15	Sylvia Grady			Pre-tests and Post-tests
4. Teachers analyze data to target deficiencies; resulting in students being assigned to necessary RTI.	10/20/15	12/18/15	Sylvia Grady Vanetta Simon			PLC agendas, minutes, sign-in sheets
5. Conduct monthly data planning sessions with math and ELA teachers following each (TLI) unit assessment.	10/20/15	12/18/15	Sylvia Grady Vanetta Simon			Teacher plans, Agenda and Sign-In Sheets
6. ELA and math work sessions to create teacher data plans immediately based on unit tests results– TLI, formal and informal assessments. During this process, specific skills are retaught and reassessed.	10/20/15	12/18/15	Sylvia Grady Vanetta Simon Content Area Teachers			Teacher Plans, Agendas, Sign-In Sheets
7. Facilitated/participated in PD to assign students to differentiated groups based on pre and post-tests results	10/20/15	12/18/15	Dr. Bloodman Sylvia Grady Vanetta Simon Content Area Teachers			Teacher Plans, PD Agenda

8. Use of in class grouping or stations based on proficiency of standards	10/20/15	12/18/15	Content Area Teachers			Teacher Plans, Agendas, Sign-In Sheets,
9. All students receive academic support based on proficiency of standards	10/20/15	12/18/15	Counselors			Student Schedules
10. Assign students to after school interventions based on proficiency of standards	10/20/15	12/18/15	Dr. Bloodman Sylvia Grady Vanetta Simon Content Area Teachers			Teacher Plans, Agendas, Sign-In Sheets

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff developed a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).						
Current reality of effective practice (Assess where we are): We implemented Cooperative Learning utilizing Kagan Structures along with Marzano High Yield Strategies, Focus walks, monitoring the District's non-negotiable expectations, developed school-wide expectations and student instructional groups.						
Quarterly Objective: To create a school environment that is student-centered, safe, respectful, and conducive to learning.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Developed a system to collect & analyze monthly data on discipline and attendance	10/20/15	12/18/15	Brenda Washington, Attendance Clerk, Dr. Bloodman, Ms. Clayton			Agendas and minutes during leadership team meetings; discipline and attendance reports
2. Report monthly data on discipline and attendance during leadership and include in weekly notices and announcements.	10/20/15	12/18/15	Dr. Bloodman, Ms. Clayton			Agendas and minutes during leadership team meetings; discipline and attendance reports, weekly announcements
3. Counseling Department conducts monthly session to promote positive school culture.	10/20/15	12/18/15	Building Leadership Team Counseling			Agendas Counseling Lessons

(During Academic Support Class time) Topics include: bullying, what it means to be a successful student, proper use of technology, etc.			Department			
4. Provide celebrations for students who are in compliance with rules and expectations	10/20/15		Teachers Administrators			Documented celebration in classrooms, and school-wide incentives
4. Monthly Newsletters to celebrate Academic/Social Successes	10/20/15		Counselors Administrators Teachers			Newsletters
5. Identified key characteristics that would help to shape the culture at Belair Middle School; inclusive of love, respect, and fairness.	10/20/15		Administrators Teachers			Reduction in the number of office referrals
6. Quarterly Fieldtrips to celebrate Academic & Social Successes	12/11/15	12/11/15	Counselors & Teachers			Permission Slips and Field Trip Letters
7. Develop a common vision, mission, and Belief Statements to govern Belair Middle School	10/20/15	12/18/15	Administrators & Teachers			Completed Mission, Vision, and Belief Statements
8. Developed student behavioral protocols	12/15/15	12/15/15	Administrators & Teachers			Agendas and minutes
9. Presented protocols to staff	12/15/15	12/15/15	Dr. Bloodman			
10. Students earn "jeans" day on Fridays as a reward for consistently following rules.	10/20/15	12/18/15	Administrators & Teachers			Lists and teacher records, number of permission Slips awarded,
10. CWT's reflect student engagement level	10/20/15	12/18/15	Administrators			Documentations noted on CWT form.

Include additional task lines as needed.

MO Area4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): Title I Compact Parent Liaison will contact parents to participate on the Parent-Teacher Organization Remind, digital caller-Robo Call, and parent newsletters.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Facilitated PTSO Meeting\Bingo Night with families	11/9/15	11/9/15	Evette Johnson, Parent Facilitator			Sign-in sheet Sign-in Sheet
2. Thanksgiving Family Luncheon	11/19/15	11/19/15	Parent Facilitator			Sign-in Sheet
3. Christmas Musical	12/17/15	12/17/15	Parent Facilitator			Choir and Orchestra Teachers, Counselors, Musical Program
4. Utilize Remind 101 App to inform parents of school related activities	10/20/15	11/9/15	Dr. Suzette Bloodman			Leadership Minutes; Remind Notices
5. Create and distribute a Monthly Family Newsletter to keep parents informed of the school’s academic and	11/3/15	11/3/15	Dr. Suzette Bloodman Evette Johnson, Parent Facilitator			Leadership Minutes; Newsletters

progress and other activities.						
6. Hosts State of Belair Middle School Stakeholder Breakfast meeting in order to inform stakeholders of the school's current reality as it pertains to academics and other pertinent data sources & initiatives.	10/15/15	Ongoing	Dr. Bloodman Sylvia Grady Vanetta Simon Rosie Clayton			

Include additional task lines as needed.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

YES. Ms. A. Smith facilitates weekly meetings with Belair Middle School's administrative team, SIS, and Instructional coaches on a weekly basis to review needs and progress. Additionally, she provides a weekly framework to guide school-based and district-wide initiatives.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Cross curricula intervention occurs in the science and social studies classes in an effort to address academic deficits.

Pull-out program, after school tutoring, data talks, teacher plans, coaching; Data Driven PLCs, Co-teaching, and RTI are interventions utilized to meet the needs of all learners at Belair Middle School.

During the first semester, students were assigned to small groups for after school tutoring for a six week period. The second session of after school tutorials just began. Students were assigned to small groups based on the needs indicated by informal assessment and teacher recommendations. In an effort to address key deficit skills in mathematics and literacy, we have created an Intervention Plan that lends itself to science teachers teaching math skills and social studies teachers incorporating language skills into their lessons. Additionally, Scholastic's X-Books has been integrated into all science and social studies classes in order to incorporate reading across the curriculum. In mid-February, Saturday school will begin for students whose performance falls in the low proficient range and lower. Students who reach demonstrate proficient performance have the option of exiting the sessions, but are encouraged to remain.

TESS to provide individual teacher support to address deficit teaching skills. The administrative team also utilizes Bloomboard to provide specific professional development opportunities to teachers. PD recommendations are based on the results of focus walks and classroom walkthroughs.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Newly appointed SIS Bennett, actively participates in administrative meetings and work sessions, disaggregates data, assisted in the development of BMS' Discipline Protocol, conducts Focus Walks and CWTs, Provide resources and instructional supports to teachers in need, and helps to secure instructional resources to support classroom instruction.

<p>Our School Improvement Officer, A. Smith, provides administrative training focused on using data to guide school turn-around; facilitates data talks; Assists with aligning funds to school's greatest needs; Kagan Training, Conducts Focus Walks, Participates in Parent Meetings, etc.</p>
<p>What are the barriers, if any, in improving student outcomes?</p> <p>Significant barriers to improving student outcomes continue to include poor technology infrastructure and limited technology hardware. Poor student attendance/ daily tardy is an additional barrier to improving student outcomes.</p>
<p>How is your leadership team monitoring student progress in the skill area of science?</p> <p>A science facilitator continues to monitor student progress in the skill area of science. The facilitator co-teachers with 5th and 6th grade science teachers on a weekly basis. Additionally, students receive hand- on, inquiry based experiences in our newly established science lab on a weekly basis. The science lab will be utilized by the science lab facilitator to provide hands-on real world science lessons.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <p>The leadership added another layer in an effort to monitor student progress in the skill areas of math, reading, and writing by having science teachers teach foundational mathematics skills; while the social studies teachers address ELA reading and writing foundational skills.</p> <p>The leadership team desegregates data from unit tests, attendance & discipline data, reviews CWT/Focus Walk Data and monitors teacher plans. Data conversations are embedded in each leadership meeting; Meetings occur twice per month; results are used to assign students in the appropriate interventions. For example, following Module 1 assessment, students were placed in after school or pull-out based on their needs.</p> <p>Additionally, students are assigned to academic support classes daily. These classes are integrated into students' daily academic schedules. In essence, students are double blocked for Mathematics and Literacy.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?</p> <p>Most meaningful decisions and actions made the school leadership team this quarter included creating a school-wide discipline protocol manual. This manual was developed by a discipline committee and rolled out to all teachers for input. The committee met for a second time to address and fix minor issues that were impacting the full and effective implementation of the discipline protocol. Additionally, the leadership team designed an intervention plan to provide all students with the necessary foundational skills in grade 5</p>

and 6 in both mathematics and language arts. Social Studies and Science teachers are now teaching language skills and mathematics skills respectively for the first 15-20 minutes of each period.

If anything, what do you intend to change or modify for the next quarter?

I plan to continue working with the leadership team as we engage in detailed analysis of each school-wide initiative to determine its effectiveness. (“Hour Glass”) Model of Strategic Planning). Progress monitoring will be conducted on each initiative to assess its effectiveness and its impact on student learning.

In addition, my administrative team and I plan to spend the majority of our time in classrooms monitoring instruction to ensure that instruction, objectives, and standards are aligned. We also want to monitor the level of rigor presented in each lesson.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

[illegible]

Comments/ Clarifications:

The co-teaching Model is being implemented at BMS to address the needs of our SWD population. Additionally, unit assessment results (pre and posts) are used to assign students to the appropriate RTI setting. SWD data is tracked and compared to the general population following each assessment cycle.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by __ STAR September __ October __ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____/_____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by by __ STAR September __ October __ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____/_____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
5	3%	32%			43%				43%			
6	0	11%			37%				37%			

Comments/ Clarifications: These teacher absences of five or more days this quarter were due to extensive illnesses and childbirth. Teacher attendance is celebrated each week. Teachers with perfect attendance are recognized and highlighted weekly.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
5	75	280	32	25			271				271	187	69 %			
6	63	258	22	31			250				250	195	78 %			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Based on our Pre-test Data less than 5% of the students came to BMS proficient in Mathematics. As a result, we have enacted a school-wide mathematics initiative that focuses on drilling basic mathematics skills (multiplication, place value, & fractions)

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
5	213	280	52	23			223				223	146	65			
6	197	258	43	69			189				189	136	72			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Teachers attend weekly grade level/content meetings with their Instructional Facilitators (IF) to analyze the data. Data is used to drive instruction in small, individualized, and whole group settings. Instructional Facilitators provide teachers with individualized coaching sessions specific to their individual strengths and weaknesses to improve instruction. The IF provided professional development related to teaching to the standards.



DISTRICT: PULASKI COUNTY SPECIAL SCHOOL DISTRICT

SCHOOL: HARRIS ELEMENTARY

STATUS: PRIORITY

SITE-BASED SIS: DR. ROBERT CLOWERS

EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY, MARIE PARKER

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL

SUPERINTENDENT: DR. JERRY GUESS

PRINCIPAL: DR. DARNELL BELL

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year // Submit Date Due January 15, 2016

IMO Area 1 Change in Teacher and Leader Practice

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings that show how teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

[IF02] CWTs occurring, but limited feedback. Evaluation feedback is given through BloomBoard and post conferences. External providers/stakeholders report directly to the principal. The principal directs provider(s) and facilitator(s) on how to provide support to teachers with deficit areas. Leadership team determined Guided Reading needed for students and has augmented professional development plan in mid-year.

[IF06] Leadership Team is presented with/ and reviews data throughout the year. Annual goals are set based on reasonable expectations of students and faculty to move students' learning and performance forward.

[IF11] Teacher PGP's are shared by the principal with the Leadership Team to the extent possible to obtain feedback on perceived job-embedded and/or differentiated professional development. Leadership Team is guided by this feedback to make PD decisions that most benefit the school.

Quarterly Objective: Principal has shared observations and met with Leadership Team to develop and disseminate Professional Development Plan.

IF02						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Instructional facilitators review students' recent test results or assessments with the Leadership Team.	10/19/2015	10/19/2015	Nikki Stolzer, Michele Pickett	X		Minutes. Scores/assessment data. Ongoing.
2. Principal shares results of CWT's and/or other classroom observations/changes which are positive, lacking, or have not changed, with Leadership Team	11/02/2015	10/22/2015	Darnell Bell	X		Minutes and/or Principal's notes. CWTs. Ongoing.
3.The principal shares with the Leadership Team the professional development needs identified by the teachers from their PGPs.	11/02/2015	12/03/2015	Darnell Bell	X		Minutes and/or Principal's notes. Ongoing or as needed.
4. Principal meets with provider(s) and instructional facilitators regarding support to teachers with deficit areas.	10/19/2015	12/03/2015	Darnell Bell	X		Minutes and/or Provider's notes. As needed.
5. Feedback from external provider(s) is shared with the	10/19/2015	12/03/2015	Marie Parker	X		Minutes and/or Provider's notes. Ongoing.

Leadership Team.						
6. Leadership Team develops a professional development plan for the school in response to identified instructional deficiencies.	10/19/2015	12/18/2015	Nikki Stolzer, Michele Pickett	X		Professional Development Plan.
7. The principal disseminates the school's professional development plan to faculty and staff augmented by Guided Reading plan, which was determined by Leadership Team as a need for students and to be included in Professional Development.	11/02/2015	12/18/2015	Darnell Bell	X		Professional Development Plan with Guided Reading Plan. Principal's communications to faculty.
IF06						
1. Teacher goals/professional growth plans are developed yearly as goals in BloomBoard for TESS. This is yearly but may be ongoing depending on need or if goals approved.	11/02/2015	12/18/2015	Darnell Bell	X		Teacher PGPs as in Bloomboard. Principal's notes, as applicable.
2. Teacher's Goals/PGP/IPD plans will be appropriate to grade level taught and will include supporting	11/02/2015	12/18/2015	Darnell Bell	X		Teacher PGPs as in Bloomboard. Principal's notes, as applicable. Test results, examples of tests, examples

test, grades, or evaluation results, and may also include representative samples of student's work.						of students' work, where applicable.
3. Principal shares with Leadership Team the goals/PGP of the faculty.	11/02/2015	12/18/2015	Darnell Bell	X		Principal's documentation and or generalized notes from faculty regarding faculty goals/PGPs.
4. Leadership team reviews data results, professional development needs identified by faculty as discussed/presented by the principal, and classroom observations as relayed by the principal; the Leadership Team then provides assistance or input for improvement. Note: Leadership team members and appropriate district personnel may also observe classrooms.	11/02/2015	12/18/2015	Darnell Bell	X		Data results. Faculty's PD needs as relayed by principal (principal's notes or working papers). CWTs. Applicable Leadership team member's notes.
5. Professional development provided to whole faculty, to small group, or to individuals based on identified needs (PD may occur during PLCs) with ongoing input	10/19/2015	12/18/2015	Michele Pickett, Nikki Stolzer, District Personnel, if applicable.	X		Sign-in sheets, agenda

from the principal and the Leadership Team and district personnel, if applicable.						
IF11						
1. Teacher's stated PGP's/PD needs are shared by principal with Leadership Team.	11/2/2015	12/18/2015	Darnell Bell	X		Faculty goals through BloomBoard. Principal's working notes.
2. Leadership Team and/or Core Leadership Team review data and/or classroom observations. Ongoing.	10/19/2015	12/18/2015	Darnell Bell	X		Diagnostic or interim data review. Team notes, CWTs.
3. Leadership Team and/or Core Leadership Team makes a determination on needed PD offerings of the school.	11/2/2015	12/18/2015	Darnell Bell	X		Diagnostic or interim data review. Team notes, CWTs.
4. Leadership Team and/or Core Leadership Team make adjustments to PD offering(s) as additional data is reviewed throughout the year, if applicable.	12/18/2015	12/18/2015	Darnell Bell	X		Diagnostic or interim data review. Team notes, CWTs. NOTE: Guided Reading Addendum added to PD mid-year as an identified need based on additional data review.

IMO Area 1 Change in Teacher and Leader Practice

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The teams also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

[IIB02] Grade level instructional teams develop units of instruction of two to three weeks in both math and literacy. Pre and post assessments are based on the objectives in these unit plans and are administered at the beginning and end of each unit. Data are analyzed in PLCs, and teacher use of data to differentiate is discussed in PLCs, instructional meetings, and has overall improved compared to the first quarter

(IIB04) A system is in place for pre and post formative assessments on each math and literacy two/three week unit. Teachers differentiate units of instruction based upon pre- and post-test data as evidenced by professional development agendas, minutes, sign-in sheets and teacher created action plans. Results are shared.

Teachers currently administer screening pre-tests at the beginning of the school year such as DIBELS, DRA, STAR reading, DSA, Calendar Math pretest, and Houghton Mifflin Pretest. The Learning Institute module tests are given 4 times a year in math grades 1-5 and literacy grades 2-5. These tests are used to check for mastery and to plan for intervention and remediation for individual students. Along with TLI tests, progress monitoring of DIBELS, DRA, and DSA are given throughout the year. End of the year post testing includes DIBELS, DRA, STAR reading, DSA, Calendar Math, and Houghton Mifflin Post-test.

Quarterly Objective: Continued identification of standards and skills within standards; prioritize pacing; calendar maps skills and review as needed; teaching units developed and corresponding assessments. Assessments/diagnostics provide additional feedback for decision-making.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IIB02						
1. Identify the Standards for the upcoming 9 weeks.	10/19/15	10/21/15	Michele Pickett, Nikki Stolzer	X		PLC documentation Calendar Mapping/Pacing Guide (Recurs quarterly)
2. Identify the skills within each standard.	10/19/15	10/21/15	Michele Pickett, Nikki Stolzer	X		PLC documentation Calendar Mapping/Pacing Guide (Recurs quarterly)
3. Prioritize skills and determine pacing of teaching for the Units.	10/19/15	10/21/15	Michele Pickett, Nikki Stolzer	X		PLC documentation Calendar Mapping/Pacing Guide (Recurs quarterly)
4. Calendar map the skills to be taught within the two to three week units.	10/19/15	10/21/15	Michele Pickett, Nikki Stolzer	X		PLC documentation Calendar Mapping (Recurs quarterly)
5. Develop teaching units with corresponding lesson plans in two-to three-week time frames.	10/19/15	10/21/15	Teaching Staff Darnell Bell	X		Lesson Plans
6. Development common assessments at each grade level.	10/19/15	10/21/15	Michele Pickett, Nikki Stolzer	X		PLC documentation Common Assessments
7. Collection of common assessment data based on pre and post grade level unit tests.	10/19/15	12/18/15	Michele Pickett, Nikki Stolzer	X		Data Collection Forms for Unit Assessments

8. Analyze pre and post unit assessment data in PLCs and at grade level instructional teams to differentiate instruction.	10/19/15	12/18/15	Michele Pickett, Nikki Stolzer	X		PLC documentation Grade level meeting documentation On-going
IIB04						
1. Plan professional development for teachers to use differentiated instruction.	10/19/15	12/03/15	Nikki Stolzer, Michele Pickett	X		Professional Development agenda, sign-in, and minutes
2. PLCs/PD to discuss data collection and analysis of pretest data to determine what to teach and with whom to intervene.	10/19/15	12/03/15	Nikki Stolzer, Michele Pickett	X		PLC documentation agenda, sign-in, minutes
3. Conduct professional development with teachers that address differentiated learning by introducing methods, strategies, and resources.	10/19/15	01/06/16	Nikki Stolzer, Michele Pickett	X		Professional Development agenda, minutes, and sign-in
4. Focus Observations and feedback.	10/19/15	10/19/15	Darnell Bell	X		Observation schedule and documentation/Feedback to teachers
5. Sessions with teachers to monitor differentiated instruction in the classroom.	10/19/15	12/18/15	Nikki Stolzer, Michele Pickett	X		Agendas, minutes, and sign-ins
6. Collection and sharing of data with administration and facilitators.	10/19/15	12/18/15	Nikki Stolzer, Michele Pickett	X		Google Drive/Data documents used as selected repository
7. PLCs to analyze post test data and plan for remediation/RTI if needed.	10/19/15	12/18/15	Nikki Stolzer, Michele Pickett, Core Teachers	X		PLC agenda, sign-in, and minutes. Data wall for monitoring student progress. RTI Tier I, II, or III identified as needed.

8. Teachers will create a plan based on the data results to address the differentiated instructional needs of students.	10/19/15	12/18/15	Nikki Stolzer, Michele Pickett, Core Teachers	X		Teacher's' plans/Lesson plans. PLC's/Professional development Glows and Grows Data Analysis Form
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IMO Area 1 Change in Teacher and Leader Practice

Effective Practice within Category:

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students (IID02).

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments/diagnostics results help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06)

[IID02] Current reality of effective practice (Assess where we are):

Leadership and/or Leadership Core team(s) review interim assessment data as presented by the instructional facilitators, who are also part of the leadership team. STAR Math, STAR Reading, DRA, DSA, etc., administered and results reviewed. ESEA results also reviewed.

Interim assessment data also used by Instructional Teams and teachers for guidance in instructional adjustments, differentiation supports for students. Data also used in PLCs, likewise, and may also be used for RTI purposes. Test results may result in augmenting the school's Professional Development Plan, as was the case this school year with the mid-year addition of Guided Reading, which also falls under the umbrella of differentiated instruction.

Leadership team sets annual learning goals based on these data for grades and subgroups, where applicable. Teachers administer screening pre-tests at the beginning of the school year such as DIBELS, DRA, STAR reading, DSA, Calendar Math pretest, and Houghton Mifflin Pretest. The Learning Institute module tests are given 4 times a year in grades 1-5 and literacy grades 2-5. These tests are used to check for mastery and to plan for intervention and remediation for individual students and are given throughout the year. End of the year post testing includes DIBELS, DRA, STAR reading, DSA, Calendar Math, and Houghton Mifflin Post-test.

[IID06] OF NOTE: this Task is closely tied with IID02 and much of the same language is used here in this description: Leadership team reviews interim assessment data as presented by the instructional facilitators, who are also part of the leadership team. STAR Math, STAR Reading, DRA, DSA administered and results reviewed. ESEA results also reviewed. Interim assessment data also used by Instructional Teams and teachers for guidance in instructional adjustments, differentiation supports for students. Data also used in PLCs, likewise, and may also be used for RTI purposes. Leadership team sets annual learning goals based on these data for grades and subgroups, where applicable. Test results may result in augmenting the school's Professional Development Plan, as was the case this school year with the mid-year addition of Guided Reading, which also falls under the umbrella of differentiated instruction.

Quarterly Objective: Review relevant data and set and share Annual Goals for Student Learning Outcomes.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IID02						
1. Interim assessments scheduled and administered at four times a year.	10/19/2015	10/19/2015	Nikki Stolzer, Michele Pickett	X		Testing calendar for Harris Elementary. Assessment results. Principal's, Instructional facilitators', and Teachers' notes and/or lesson plans.
2.Diagnostic tests are scheduled and are subsequently administered to assess student growth and for teacher feedback regarding instruction or differentiation. (The TLI interim assessments administered 4 time a year.) These include DSA three times a year; Dibels three times a year; DRA K-2 three times a year and DRA 3rd-5th varies but is targeted for at-risk students; STAR Math is monthly; STAR Reading is monthly.	10/19/2015	12/18/2015	Nikki Stolzer, Michele Pickett	X		Testing calendar. Instructional facilitators' notes. Teachers' calendars/lesson plans and/or notes.
3 .Assessment results shared with Leadership Team, Instructional Team, and teachers. Ongoing.	10/19/2015	12/3/2015	Nikki Stolzer, Michele Pickett	X		Assessment results. Team minutes.
4. Instructional Team and teachers review results to make adjustments in instruction and	10/19/2015	12/18/2015	Darnell Bell, Instructional Team	X		Instructional facilitators' calendar or notes. Teachers' lesson plans or notes.

differentiate assignments to students. Ongoing.			Instructional Facilitators			
5. Selected assessment results used with RTI as appropriate.	10/19/2015	12/18/2015	Michele Pickett, Nikki Stolzer	X		Instructional facilitators' notes. PLCs agenda/Sign-in. Teachers' notes, if applicable.
IID06						
1. Leadership Team reviews data to set annual learning goals for grade levels and/or subgroups which, in best judgments, are reasonable and sufficiently challenging to improve student learning performance.	11/19/2015	12/3/2015	Darnell Bell	X		Data supporting review process. Minutes
2. Leadership Team sets/determines annual learning goals for grade levels, subjects, and subgroups.	11/19/2015	12/3/2015	Darnell Bell	X		Leadership team notes/minutes.
3. Leadership Team presents/shares annual learning goals with all faculty.	11/19/2015	12/3/2015	Darnell Bell	X		Leadership minutes/principal's notes. Principal's PowerPoint presentation.

IMO Area 3 Student Safety and Discipline**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IILC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IILC10).

Current reality of effective practice (Assess where we are):

Discipline at Harris has been a continuous problem. Teachers demonstrating classroom expectations through modeling and class discussions are not occurring for all teachers. Classroom rules are not reinforced continuously by all teachers.

Quarterly Objective:

Maintain an orderly student environment both inside and outside the classroom.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Develop school wide-policy, expectations, and classroom procedures	8/17/2015	10/19/2015	Darnell Bell	X		Copies of district and school procedural manual distributed.
2.Develop disciplinary system that is to be implemented and followed by both students and teachers.	8/17/2015	10/19/2015	Darnell Bell	X		Copies of document(s). Signature sheets of parent(s) or guardian(s).
3.Professional Development: Roll-out of expectations, policies, and procedures to teachers.	8/17/2015	10/19/2015	Darnell Bell	X		Sign-in sheets, agenda, copies of topics covered.
4. Identify rules, expectations and procedures with students.	8/17/2015	10/19/2015	Darnell Bell	X		Copies of documents reviewed with students.
5. Explain to students reasons for rules and expectations.	8/17/2015	10/19/2015	Darnell Bell	X		Presenter's notes.

6. Review procedures, expectations, and rules weekly	8/17/2015	10/19/2015	Darnell Bell	X		Lesson plans or other documents confirming this occurred. Weekly reminders. Ongoing.
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IMO Area 4 Family and Community Engagement

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

School has a compact and is discussed in parent meetings. Family meetings are scheduled. Survey data are collected during the school year. Math and literacy family nights are scheduled . Parent-teacher conferences are scheduled.

Quarterly Objective:

Position the school to have greater parent-faculty contact in order to build a stronger Harris School “Community.”

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Parent/Teacher Conferences are scheduled.	10/19/2015	10/19/2015	Darnell Bell	X		School/District calendar
2. Schedule monthly PTA/family/and/or/community involvement committee meetings.	10/19/2015	10/19/2015	LeAnn Myers	X		Family and community involvement calendar

3. Collect Parent surveys during year.	10/19/2015	10/19/2015	LeAnn Myers	X		Completed Survey. Beginning of school year. Data to also be collected mid-year and end-of-year, December 2015 and May 2016, respectively.
4. Review/discuss parent compact with parents in committee meetings.	10/19/2015	10/30/15	LeAnn Myers	X		Agenda, Sign-in Sheet Meeting minutes, where applicable. Ongoing as needed.
5. Schedule Math/Literacy family nights and/or performances.	12/8/2015	12/8/15	LeAnn Myers	X		Agenda, Sign-in Sheet Meeting minutes, where applicable Planned dates: 12-8-2015, 3-1-2016, and 5-10-2016.
6. Student council meetings.	10/19/2015	11/20/15	LeAnn Myers	X		Agenda, counselor or other staff's notes/calendar, work products, where applicable

IMO Area 4 Family and Community Engagement						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): Planning discussions/activities for career and college readiness for all grade levels, and plan activities specifically for transitioning to middle school for our current 5th graders.						
Quarterly Objective: Plan discussions/activities for career and college readiness for all grade levels, and plan activities for transitioning to middle school (current 5th graders).						
Tasks	Target	Completion	Person	Met	Not	Evidence of Completion

	Date	Date	assigned		Met	
1. Orient all grade level students for college and career readiness through discussions or grade-level appropriate activities.	10/19/2015	10/19/2015	LeAnn Jones-Myers	X		Counselor calendar, notes, lesson plans, and/or student work products (if applicable).
2. Guidance lessons about transitioning to the middle school level for our 5th graders.	10/19/2015	11/03/15	LeAnn Jones-Myers	X		Counselor calendar, notes, lesson plans, and/or student work products (if applicable).
3. Confirm with middle school principal and counselor a visit to the feeder pattern middle school by our school's 5th graders for orientation. Set tentative date.	12/8/2015	12/18/2015	LeAnn Jones-Myers	X		School/counselor calendar/notes. Bus scheduling paperwork.
4. Confirm with middle school principal and counselor a visit by a middle school counselor to meet with our current 5th graders. Set tentative date.	12/8/2015	12/18/2015	LeAnn Jones-Myers	X		School counselor calendar/notes.
5. Confirm with middle school principal and counselor for several 6th graders from SHMS (that attended Harris as 5th graders) to come visit and speak to our 5th graders about transitioning to middle school. Set tentative date(s).	12/8/2015	12/18/2015	LeAnn Jones-Myers	X		School counselor calendar/notes.
6. Identify and collect for analysis academic and disciplinary data of the 5th grade students who	12/18/2015	12/8/2015	LeAnn Jones-Myers Robert Clowers	X		Triand reports. eSchool printouts. Letter grades, benchmarks, absences, discipline infractions

matriculated to 6th grade for analysis.						
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PRINCIPAL'S REPORT SECOND QUARTER

<p>Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or <u>NO</u> <i>(Please circle)</i></p> <p>If yes, what support have you received from the district?</p> <p>Continued support from 1st Quarter</p> <ul style="list-style-type: none"> • Dr. Warren attends ALA training with the DKT Team • District provided SIS for the building • Continued with Full Time Counselor • District provided resources for book study for faculty and additional items for implementation
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What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

External Provider-Marie Parker from ALA

- Leadership Team Development
- Systems Building
- Classroom Support-working with teacher

External Provider--From the Heart

- Working with students in grades 3-5
- Working with teachers

Internal SIS--Dr. Robert Clowers

- Gathering and Disseminating Data
- PARCC Data Disaggregation

ADE SIS--Tiah Frazier and Team

- Met with Internal SIS to address First Quarter 45 Day Plan

What are the barriers, if any, in improving student outcomes?

- Adult Learners
- Meeting Deadlines
- Lack of Desire to be a Harris
- Lack of Professionalism
- Teacher Absenteeism
- Lack of adequate substitutes
- Reading Levels/Reading Groups
- New Testing-Technology (From PARCC to ACT Aspire)

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Each teacher has a data collection folder in Google Docs to record data. All leadership team members have access to the documents.

Data is discussed with grade level teams during PLCs with the literacy and math facilitators. Also, teachers complete a Glows and Grows document to analyze TLI data and plan for remediation.
<p>How are you monitoring the progress in the area of science?</p> <ul style="list-style-type: none"> • Lesson Plans • Classroom Observations
<p>After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?</p> <ul style="list-style-type: none"> • FISH Book Study with ongoing activities lead by different teacher groups • Professional Development by Literacy Facilitator on Guided Reading Groups • Classroom Model Lessons by Literacy Facilitator with multiple teachers released to observe • Intervention plans being development for bubble students in both math and literacy
<p>If anything, what do you intend to change or modify for the next quarter?</p> <ul style="list-style-type: none"> • Look at a modified schedule to provide interventions • Delve deeper into Discipline Data



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2-Student Progress and Achievement

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	43	41			6	2	0	1			0	1		
1	39	43			9	1	0	0			0	0		
2	49	47			12	1	1	0			1	0		
3	39	45			5	0	0	0			0	0		
4	45	46			12	0	2	1			1	3		
5	38	37			8	2	2	1			0	0		

Comments/ Clarifications: For purposes of monitoring enrollment changes as compared to October 1, 2015.

Grade Level	Number enrolled end of 2nd Quarter 2015-16	
	SWD	EL
K	6	2
1	9	2
2	12	1
3	6	0
4	12	0
5	8	2

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)			Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		
	1st	2nd	3rd	4th	1st Quarter	4th Quarter		1st Quarter	4th Quarter	
K	0	100%			19			20		
1	50%	0			3			4		
2	0	50%			1			3		
3	50%	50%			7			14		
4	0	50%			17			27		
5	0	50%			13			18		

Comments/ Clarifications: With the exception of 4th grade, which has three classroom teachers, there are two classroom teachers at the other grade levels.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this 2nd quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current 2nd quarter.				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	3	45	8	2			40	40	40		120	84	96%	70%		
4	1	46	3	16			44	44	44		132	122	89%	92%		
5	0	37	14	8			37	37	37		111	61	72%	55%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: second quarter enrollment may not match number of unit assessments due to absences or highly mobile students.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this 2nd quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of unit assessments for the current 2nd quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	1	45	1	2			40	40	40	40			35%	49%		
4	4	46	4	6			44	44	44		132	57	38%	43%		
5	0	37	6	6			37	37	37	37	148	19	42%	13%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: second quarter enrollment may not match number of unit assessments due to absences or highly mobile students.

Fourth Grade had 3 units assessments during the second quarter. The 4th unit is optional. Also please bear in mind that all grade levels have 2 classrooms, with the exception of 4th grade, which has 3 classrooms.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

At Harris, our students take the STAR Math, STAR Reading, and/or STAR Early Literacy tests monthly. We use the SS-scaled score to help with measuring growth. Included in this report are tables with the amount of change that has occurred by all classes.

STAR Math and Reading
Winter Testing (Jan 1-15)
Averaged Changes in Student Scaled Score From Nov/Dec to Jan

STAR Math

Teacher	Grade	Change from Nov/Dec testing
Blet	K (Early Literacy-Numeracy)	+25
Holloway	K (Early Literacy-Numeracy)	+13
Ake	1	+78
Anderson	1	+63
Haynes	2	+39
Gulley	2	+30
Cantu	3	+10

White	3	+65
Osborne	4	+1
Sims	4	+32
Loring	4	+26
Holton	5	-7
Johnson	5	+44
SCHOOL		+33

STAR Reading

Teacher	Grade	Change from Nov/Dec testing
Blet	K (Early Literacy)	+142
Holloway	K (Early Literacy)	+75
Ake	1 (Early Literacy)	+94
Anderson	1 (Early Literacy)	+86
Haynes	2	+38
Gulley	2	+53
Cantu	3	-30

White	3	+40
Osborne	4	+14
Sims	4	+36
Loring	4	+47
Holton	5	+50
Johnson	5	+90
SCHOOL		+57



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: PULASKI COUNTY SPECIAL SCHOOL

SCHOOL: JACKSONVILLE HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: PAM BLACK

EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNOEDL, MARI BETH LAWERENCE

SUPERINTENDENT: DR. JERRY GUESS

PRINCIPAL: JACOB SMITH

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area: 1
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): ID01: An Administrative team is in place consisting of the principal and his assistants. The Leadership team is led by the principal and includes department chairmen, instructional facilitators. Department teams and Professional Learning Communities have become one in the same being led by instructional facilitators or department chairmen, and teachers. The Deep Knowledge team participates in Arkansas Leadership Academy activities. Lastly, there is a Jacksonville Feeder Pattern team involving administration and others from all schools within the Jacksonville and North Pulaski areas. The only concern is a lack of, or limited, School Community Council. ID04: All teams create agendas and maintain minutes and sign in sheets for their meetings. These items will remain located with the appropriate team member and may be requested at any time. ID07: A Leadership team will be structured to include the principal and key professional staff. They will meet at a minimum of twice monthly for at least of 1 1/2 hours using a structured agenda. The Leadership team will set and monitor annual learning goals and will monitor progress by reviewing various types of data. Communication of the team's work will be shared with other staff members via departmental meetings and PLCs.

Quarterly Objective: Establish a Leadership team that is representative of departments, develop a regular schedule for meetings, utilize agendas, sign in sheets, minutes, and enter these items into Indistar.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop an agenda prior to each Leadership Team meeting.	12/19/15	12/16/15	Jacob Smith	X		Agenda entered into Indistar
2. Take minutes during the meeting.	12/19/15	12/17/15	Pam Black	X		Minutes entered into Indistar
3. Post agendas and minutes to Indistar.	12/19/15	12/17/15	Pam Black	X		Agenda and minutes posted to Indistar

IMO Area: 1
<p>Effective Practice within Category: Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation: The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).</p> <p>The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:</p> <ol style="list-style-type: none"> 1. Link the improvement plan to subsequent activities, such as professional development 2. Maintain records of participation in trainings 3. Gather participant evaluations of trainings 4. Cite minutes from Instructional Team meetings that show how teams carried the training into their discussions and plans 5. Gather information from individual teachers on changed practices 6. Determine the effectiveness of the changed practices 7. Determine improvements in student learning that might result from particular changes in practice.
<p>Current reality of effective practice (Assess where we are):</p> <p>IF02: When originally assessed we had not seen reports from the classroom observations however at the present we have moved more at a limited level as we are currently reviewing and discussing CWT data from the administration but have not begun to include the PD aspect.</p> <p>IF06: Last year we began a three-year implementation process which we have continued with and CWT observation data is being used more across the board. One of the PGP goals that the school as a whole has concerns classroom management while the other is a personal one in which the observer/evaluator helps guide the teacher in choosing based upon classroom observations.</p> <p>IF11: Ongoing, job-embedded professional development is provided through several avenues such as PLCs, faculty meetings, in-service days, etc... Additionally, teachers and administrators may utilize services such as Arkansas IDEAs, Bloomboard, and Edvation to assist with more individualized topics.</p>

Quarterly Objective: Begin to really look at data collected through classroom visits in relation to the professional development needs of individual teachers.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Classroom walk through data will be gathered	12/19/15	12/12/815	Evaluators and Instructional Facilitators	X		Data that has been compiled by Mr. Smith
2. Data will be discussed at Leadership Meetings in order to determine future focuses and concerns	12/19/15	12/17/15	Leadership Team Members	X		Agenda and minutes as recorded in Indistar
3. Professional Development will be arranged to meet the specific needs of teachers	12/19/15	12/19/15	Tabitha Pierce (district PD secretary) and individual teachers	X		Sign in sheets and certificates as provided by administration and teachers
4. Teachers will have Professional Growth Plans (PGP) that include both a school-wide and personal goal	12/19/15	12/19/15	Evaluators	X		Bloomboard

IMO Area: 1
<p>Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation: The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>
<p>Current reality of effective practice (Assess where we are):</p> <p>IB02: Pre/post-test are being implemented in some courses. We are working on implementing their use in all courses, with specific attention to core areas (excluding mathematics) and ELA standards.</p> <p>IIB04: Units of instruction have a pre/post-test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post-tests. Evidence: Curriculum maps that include units of instruction, pre and post assessments, learning activities, vocabulary, essential questions and resources.</p>

Quarterly Objective: Establish the expectation for the practice of utilizing common pre/post-test to drive individualized instruction in all courses.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Unit pre/post-tests are given for each unit of instruction per subject.	12/19/15	N/A	Katrina Mimms		X	Curriculum maps that include units of instruction, pre/post-tests, learning activities, vocabulary, essential questions, and resources
2. Teachers will give a pre-test prior to every unit of instruction.	12/19/15	N/A	Instructional Facilitators/ Department Chairmen		X	Agendas and minutes of PLC meetings and pre-tests
3. Teachers will analyze the results of the pre-test and adjust instruction to provide support for those who need it and enhance the lesson for those who would benefit.	12/19/15	N/A	Instructional Facilitators/ Department Chairmen		X	Curriculum maps that include units of instruction, pre/post-tests, learning activities, vocabulary, essential questions, resources, and agendas and minutes

IMO Area: 1
<p>Effective Practice within Category: Assessing student learning frequently with standards-based assessments (IID02, IID06)</p> <p>Description of full implementation of the Effective Practice and/or Recommendation: The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students (IID02).</p> <p>These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.</p> <p>The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).</p>
<p>Current reality of effective practice (Assess where we are):</p> <p>IID02: Students will take an Interim Assessment (TLI) at a minimum of 4 times a year for Algebra, Geometry, 9th, 10th and 11th Grade Literacy. If the tests are online, the results are available immediately. If a student takes the exam on paper, the results are there for the teachers with 3-5 working days for analysis.</p> <p>IID06: A Leadership Team will be structured to include the principal and key professional staff. They will meet at a minimum of twice monthly for a minimum of 2 hours using a structured agenda. The Leadership Team (LT) will set and monitor annual learning goals. These goals will be determined and progress monitored by reviewing various types of data as a regular part of each meeting. Communication of the team's work with other staff members will be via PLCs, staff meetings, and school newsletter.</p>

Quarterly Objective: TLI modules in the areas of literacy and mathematics will be administered according to a district schedule. Those results will be shared within PLCs and Leadership meetings to assist with setting progress goals for subjects and students.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. TLI modules for ELA will be administered	12/07/15	12/07/15	Jonas White	X		Testing calendar and module results available from ELA teachers and the instructional facilitator
2. TLI modules for Math will be administered	11/30.15	11/30/15	David Clark	X		Testing calendar and module results available from ELA teachers and the instructional facilitator
3. TLI data will be reported to the Leadership Team	12/19/15	12/17/15	Instructional Facilitators	X		Agenda and minutes of the Leadership Team meeting as well as a copy of the PowerPoint presentation

IMO Area: 3
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).
Current reality of effective practice (Assess where we are): IIIC10: Although all teachers begin the school year setting and teaching the rules and procedures of the school and their class not all teachers uniformly reinforce those as the year progresses. We are currently working to develop a common set of expectations that all students, teachers, administrators, and staff will consistently follow throughout the year.

Quarterly Objective: Define and inform all parties of the non-negotiable rules and procedures that will be required and assist teachers with positive classroom management, including developing rituals and routines.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Provide assistance to those who have been identified	12/19/15	12/11/15	Administrative Team	X		Documentation of professional development and administrative calendars/notes
2. Keep students apprised of their performance on a regular basis	12/19/15	N/A	Victor Joyner		X	Documentation of “public service” announcements

IMO Area: 4
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.
Current reality of effective practice (Assess where we are): IVA01: Although we do have a Parent Community Liaison on campus that does an outstanding job and a Parental Involvement Committee we do not have an active School Community Committee that is truly representative of Jacksonville and Jacksonville High School.

Quarterly Objective: Recruit and develop a committee that will be reflective of the community, parents, students, and staff at Jacksonville High School.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Recruit members for the committee	10/30/15	N/A	Shanetra Sneed		X	Roster of committee members
2. Develop a purpose and goals for the committee	10/30/15	N/A	Jacob Smith		X	Minutes and agendas
3. Develop a scheduled meeting time	12/4/15	N/A	Jacob Smith		X	Minutes and agendas

IMO Area: 4
ADE Recommendation 13: The school leadership team should develop and implement a plan for building and maintaining a school culture of high expectations among the entire school community.
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates
<p>Current reality of effective practice (Assess where we are):</p> <p>VA01: Jacksonville High School counseling department and teachers do offer college and career guidance to students and parents; however, we realize that we can and should do a better job. We begin by helping students and parents develop a six year plan in the eighth grade, planning classes that students need to take in order to reach their goals. These plans are revisited and updated each year during registration for the following year. The counseling department visits classrooms for lessons on various topics, visits with seniors to verify that they are on track for graduation, hosts college fairs, hold financial planning sessions, assist in completing college applications, arrange military and college recruiting visits, etc... throughout the year. Our teachers, specifically encore, cover job opportunities within their specific content areas and Career Education teachers do track their completers and JAG students after graduation.</p>

Quarterly Objective: Visit with students and parents to ensure students have schedules that will meet their needs for graduation and future goals, begin to introduce students to outside options concerning plans after high school through lesson plans, testing, and various visits.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Graduation checklist visits	11/05/15	11/01/15	Counseling Department	X		Student folders
2. Administer the ASVAB test	11/15/15	11/4/15	Counseling Department	X		List of attendees and counselor calendar
3. Host a College Fair at the school	11/30/15	11/19/15	Counseling Department	X		List of college participants and counselor calendar
4. Attend Black College Fair	11/30/15	12/02/15	Counseling Department	X		List of attendees and counselor calendar
5. Interpretation of ASVAB test results	12/19/15	12/08/15	Counseling Department	X		Roster of test takers and counselor calendar



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes. The district has provided a local school improvement specialist. We received feedback for district processes when dealing with students who have become discipline issues

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The external provider attends our leadership meeting. He helped develop a tentative agenda for upcoming professional development. The internal SIS provides support with the management of Indistar and with the collection and analysis of data. The ADE SIS team has provided feedback regarding the implementation and documentation of the school improvement process.

What are the barriers, if any, in improving student outcomes?

Although, behavior has improved from last school year, students behavior contributes to lost instructional time. High student absenteeism prevents us from providing adequate instruction and interventions for students who will later be assessed on the state required exam.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team contains the math instructional facilitator, literacy instructional facilitator, the English department chair, the math department chair, and an additional English teacher. The facilitators work with the departments to analyze student assessment data.

Student math and literacy data is analyzed. English focus strands are identified based on formative assessment data. Leadership teams share that information with their departments so they can emphasize instruction of those standards.

How are you monitoring the progress in the area of science?

The science department chairman and an additional science teacher are members of the leadership team. The Star assessment program has been purchased that will allow the leadership team to monitor student progress in science skills.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The leadership team decided to adopt Drop Everything and Read during the enrichment period. The focus is allowing students to identify texts that they find enjoyable. The literacy instructional facilitator provided guidance on effectively implementing a DEAR initiative.

If anything, what do you intend to change or modify for the next quarter?

Classroom walkthroughs in the upcoming quarter will increase. Classroom walkthroughs indicate the behavior of students, the number of students engaged in learning, and the instructional techniques being utilized. Teachers will be provided with immediate feedback from each walkthrough.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	275	282			38	7	7	11			20	8		
10	208	207			35	3	4	5			5	2		
11	185	196			26	3	0	1			9	2		
12	174	176			25	3	0	1			0	2		

Comments/ Clarifications:

Second quarter enrollment is inclusive of ALC students.

The number of students with 5 or more referrals increases to the following if considering first semester instead of second quarter: 9th grade -38 with 2 of these withdrawing from school (8 classified as SPED), 10th grade – 12 (3 SPED), 11th grade -3 with 2 of these withdrawing (1 SPED), and 12th grade -1 (1 SPED).

The number of students who have been absent for 10 or more days is based upon the quarter only not semester.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)						Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Benchmark Exam given to these students in 2013-2014</u>				Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Benchmark Exam given to these students in 2013-2014</u>	
1st	2nd	3rd	4th			1st Quarter	4th Quarter			1st Quarter	4th Quarter
18.5	12.9					89				21	
18.5	12.9					68				28	

Comments/ Clarifications:

Teacher absence was determined using teaching staff only. Since the majority of our teachers teach across multiple grade levels the school wide percentage was used (7/54 teachers) and reported the same under both grade levels.

We have begun to use STAR testing to determine the students actual grade level performance; however, our testing during this second quarter did not cover enough of the students to actually consider this data to be a valid indicator. There are plans to test all students to determine a solid baseline during the third quarter.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 4	Unit 5	Unit 6				1st	2nd	3rd	4th
9	63	286	88	96			146	65	44		255	230		90%		
10	47	225	79	72			152	71	50		273	257		94%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

We are having difficulty in getting data specifically on grade levels because our students are enrolled in courses (Algebra, Geometry, Algebra II, etc...) that are not necessarily based upon grade levels. Additionally, we were unable to gain testing information for this cycle from one of our teachers who has been out ill recently.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	69	287	119	115							276	184		67%		
10	34	211	59	49							195	110		56%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Two units were taught and tested but there is still some misunderstanding on exactly what information that has been requested to complete this form so we have included the information that has been provided with the hope that the data will be cleaner in the future.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?

While we are trying to implement STAR testing in ELA and Mathematics to show the baseline performance of our students we have continued to utilize TLI testing in these two areas. TLI information as presented in the PLCs and Leadership Team meetings indicate that overall student performance has increased from last years performance in all areas of mathematics while fluctuating in the areas of reading and language.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: PULASKI COUNTY SPECIAL SCHOOL

SCHOOL: JACKSONVILLE MIDDLE SCHOOL

STATUS: PRIORITY/ACADEMIC DISTRESS

SITE-BASED SIS: JOANN KOEHLER

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNOEDL, MARI BETH LAWERENCE

SUPERINTENDENT: DR. JERRY GUESS

PRINCIPAL: MIKE HUDGEONS

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area: 1
ADE Recommendation 1: Prior to the 2015-2016 school year, the school leadership team and representatives from district administration will meet with ADE School Improvement Unit personnel to develop for implementation a systemic plan for improving student outcomes that will be monitored quarterly for fidelity of implementation.
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): ID01 – The District has adopted the Arkansas School Board Association's policy on team structure in the schools. Jacksonville Middle currently has a working School Leadership Team that meets bi-monthly for 1.5 - 2 hours. Instructional Leadership Teams are established by content departments and meet in PLCs weekly. Both of these structures create and follow agendas and record minutes. The School Community Council (parent team) has been established, but is not yet meeting regularly. The student council has not yet been established. A team charter has been established for the School Leadership Team. This defines the purpose and roles and responsibilities of the School Leadership Team. ID04 – Agendas and minutes are kept and uploaded into Indistar by the School Leadership Team. The Instructional Teams are using agendas and recording minutes for their PLCs. Each Instructional Team is responsible for keeping and filing the agendas and minutes. The School Community Council, which is composed of parents and the Principal, has met once. This team is still developing and is not yet using agendas and minutes. The school has not yet formed a student leadership team.

ID07 – The School Leadership Team continues to meet twice per month for 1.5 – 2 hours and uses meeting agendas and minutes.

Quarterly Objective: Jacksonville Middle School will have School Leadership Team meetings bimonthly to discuss the status of the student learning and overall school improvement. This will include discussion and analysis of data gained from classroom walkthroughs by the Principal and Instructional Facilitators, teacher made tests and results, STAR testing, discipline data, parental involvement, and teacher and student attendance data. The Leadership Team will use these sources to determine the direction in which to go to improve student learning outcomes. Instructional Leadership Teams will work with Facilitators to learn to analyze testing data to improve results.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1, ID01 The District Office will adopt the Arkansas School Board Association policy for team structures in schools.	12/18/15		John Tackett		XX	The PCSSD Board Book from Dec. 8 has been sent to the Commissioner for approval with an agenda action to adopt the ASBA policy. 1 st reading completed, 2 nd reading and approval pending.
2. ID01The Leadership Team will identify a student leader team of diverse students.	12/18/15		Charles Blacknall		XX	Though some students have been identified, there is still development to be completed in planning the specific role of this group.
3. ID01The SLT will host a family night on December 14 to develop further parent involvement that will result in more interest in participation in the School Community Council.	12/14/15	12/14/15	Candace Young	XX		Photos, planning documents, attendance sheets of over 200 parents and students (a great increase over previous attempts at bringing parents) to the school.
4. ID04 – Develop priorities for teams by crosswalking Recommendations and Next Steps	11/30/15	12/8/15	John Tackett	XX		Sign in sheet for faculty PD presented by SLT on Scholastic Audit, Standard 4. Charts with votes

from the following reports/documents: Scholastic Audit, ADE report, AdvancED report, Semester discipline Report, Student Achievement Data.						on priorities from teachers.
5. ID07 – The JMS Leadership Team will meet twice a month, on the 2 nd and 4 th Tuesday of each month, from 4:30pm – 6:00pm or later through the entire year.	12/01/15	12/01/15	Jo Ann Koehler	XX		Sign in sheets, uploaded minutes in Indistar, agendas and meeting minutes in Indistar

IMO Area: 1
ADE Recommendation 2: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.
Effective Practice within Category: Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).</p> <p>The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:</p> <ol style="list-style-type: none"> 1. Link the improvement plan to subsequent activities, such as professional development 2. Maintain records of participation in trainings

3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings that show how teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

The Leadership Team receives a verbal report at each meeting from Mr. Hudgeons concerning classroom walkthroughs and what he is seeing. Currently a major concern is addressing classroom management and procedures. Dr. Tackett has offered and implemented a biweekly meeting after school with any teachers who would like to attend to learn about classroom management. In addition to Dr. Tackett's suggestions, they are also making use of the Edviation 360 program to research specific behavior management methods and responses to students. The Instructional Facilitators are working with the Literacy and Math PLCs weekly to analyze data from STAR testing, TLI test results to pinpoint areas of needed repetition in instruction, and teaching the teachers to analyze the data themselves. The School Leadership Team has examined the Scholastic Audit and provided professional development to the faculty on Standard 4: Learning Environment and School Culture. The faculty analyzed and discussed the eleven indicators in Standard 4 and voted that the highest priority at this time is 4.1c – Teachers hold high expectations for all students. In discussing ways to improve this, the faculty concluded that student engagement in the classroom is the greatest area of need to change the achievement and level of expectation for students in Jacksonville Middle School. Due to the great number of inexperienced teachers in the building, the learning about data analysis and its application to instruction is a slower process than anticipated. The Instructional Facilitators and School Improvement Specialists are working to increase teacher understanding of “the nuts and bolts” of data reporting and analysis.

Quarterly Objective:

The School Leadership Team will use the data from the Principal walkthroughs, achievement data, and disciplinary data to plan and implement professional development. Professional development tailored to the teacher needs for improvement of student outcomes may be delivered individually, in small groups (PLCs), or to the whole faculty. Individual teacher needs will be included in the professional growth plans.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IF02-1.Principals, IFs, and the district leadership team will conduct focus walks to document instructional questions being asked in classes and levels of student	12/18/15	12/18/15	Mike Hudgeons	XX		Evidence is in the SLT minutes and Principal and Instructional Facilitators walk through documentation. This is a recurring task.

engagement.						
IF02- 2. Teachers at JMS will learn how to report data requested by the ADE for the quarterly reports. Literacy and Math Instructional Facilitators will explain and model this process in Instructional Leadership Teams (PLCs). SIS/PM will explain and model this process to the Leadership Team.	12/18/15	12/18/15	Melanie Churchill	XX		Evidence will be in the minutes and agendas of the SLT meetings and the PLCs for Literacy and Math. Evidence will also be provided by the accurately reported data in the quarterly report.
IF02-3. The SLT will review lists of questions gathered from focus walks and review Bloom's Revised Taxonomy of Educational Objectives. The SLT will match questions with the respective Bloom's levels (Knowing, Understanding, Applying, Analyzing, Evaluating, and Creating).	12/18/15	12/18/15	Ashley Higginbotham		XX	This has not yet occurred and will continue to be a task in the 3 rd quarter.
IF02-4. Teachers will review questions (Domain 3b) identified from aforementioned focus walks and align those questions with levels on Bloom's Revised Taxonomy of Educational Objectives. In order to become more familiar with planning for rigorous questioning, teachers will write given questions one level above identified levels (from Knowing to Understanding).	12/18/15	12/18/15	Jo Ann Koehler		XX	As task 3 has not yet been met, this task cannot be met. This will continue to be a task in the 3 rd quarter.
IF06 – 1. PGPs will be aligned with						PGPs that have been monitored are

the TESS rubric with emphasis on areas identified as priorities based on focus walks.	12/18/15	12/18/15	Mike Hudgeons	XX		aligned with the TESS rubric with emphasis on identified priorities. There are still some PGPs to be processed. Evidence will be found in Bloomboard.
IF06 – 2. PGPs will be reviewed and revised to reflect emphasis on student engagement and the use of questioning.	12/18/15	12/18/15	Mike Hudgeons	XX		PGPs that are complete have been reviewed and revised to reflect emphasis on student engagement and the use of questioning. Evidence will be found in Bloomboard.
IF06 – 3. All PGPs will focus on Domain 2d (managing student behavior – school-wide) and Domain 3 (instruction, A – E) to ensure a focus on high expectations and a culture and climate for learning. This focus is the result of a review of Scholastic Audit, ADE audit, AdvancEd, and student attendance and discipline data.	12/18/15	12/18/15	Demetrius Parker	XX		The PGPs that are complete do focus on Domain 2d and Domain 3. Evidence will be found in Bloomboard.
IF11 – 1. SIS will provide after-school sessions for new teachers on Domain 1 and Domain 2 of TESS to build capacity for effective Classroom environments. Sessions will be recorded and a library will be developed for those who cannot attend. Sessions will be held bi-monthly on Mondays. The first session will occur on November 16, 2015 at 4:00pm.	12/18/15	12/18/15	John Tackett	XX		Evidence is provided by the sign in sheets for attendance. Dr. Tackett conducted this through November and December 2015.
IF11 – 2. Instructional Leadership						Evidence is provided by sign in

Teams (PLCs) will use Edviate to provide support for improvement in student engagement and the effective use of questions.	12/18/15	12/18/15	Michael Boyd	XX		sheets and minutes of PLCs where videos were viewed.
IF11 – 3. The School Leadership Team will provide professional development on Standard 4 – Learning Environment and School Culture- of the most recent Scholastic Audit. Teachers will be given input on the most urgent focus area from that section of the audit.	12/18/15	12/8/15	Ashley Higginbotham	XX		Evidence is provided through the sign-in sheets at the pd, the charts with dot votes, and in the minutes of the staff development (which were recorded because this occurred at a faculty meeting).

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

ADE Recommendation 2: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

The use of pre- and post- assessments is improving at Jacksonville Middle School in comparison to the first quarter of the year. Math and Literacy are using pre and post assessments and showed more assessments given in the second quarter than the first. There are still some teachers who need help pacing this process due to additional testing such as STAR and TLI. Some of this pacing issue is caused by technology issues in administering the STAR and TLI testing. This can cause a back-up in completing those assessments, which affects the pacing of the teacher made assessments. Because Jacksonville Middle is attempting to put many processes in place at the same time with a large number of inexperienced teachers, these processes are slower to reach full participation than the School Leadership Team would like. The School Leadership Team continues to push the process of pre- and post- testing, particularly in Literacy and Math. In addition, the Instructional Facilitators are continuing to stress the pre- and post- assessment process and the process of using the results to inform instruction. Teachers still use assessments aligned with publisher-generated materials, district pacing guides, and teacher made assessments. Social Studies and Science teachers are also implementing more pre- and post- assessments than in the first quarter. Additional professional development on unit and assessment development is needed and will continue to be pursued through the Instructional Leadership Meetings (PLCs – Edivate).

Quarterly Objective:

The 2nd Quarterly Objective for Jacksonville Middle School in this area is to continue to increase the implementation of pre- and post- assessments in units of instruction. From little implementation during the first quarter, there will be an increase of all departments using the pre- and post- assessment structure and using the resultant data to inform PLC discussions about instructional needs.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IIB02-1. Math and Literacy Instructional Facilitators will model the development of pre- and post- assessments in Instructional Leadership Teams (PLCs) to aid the Math and Literacy teachers in implementing this process in the classroom.	12/01/15	12/01/15	Bobbie Obal	XX		Evidence will be provided through the agenda and minutes of the PLC in which this modeling took place.
IIB02-2. Instructional Teams (PLCs) in core areas will continue work on aligning teacher made	12/18/15	12/18/15	Sally Robison	XX		Evidence is provided through PLC agendas, sign in sheets, and minutes. In addition, there will be

pre- and post- assessments with units of instruction. PLCs will analyze the unit to determine which questions would be most appropriate to the pre- assessment component and what data this is to yield for instruction.						samples of teacher made tests used for assessment.
IIB04 – 3. Teachers will create pre- and post- assessments to align with unit objectives. Instructional teams will discuss how pre- assessments are being used to inform the teaching opportunities in the units and how those should be differentiated for students at different levels of understanding.	12/18/15	12/18/15	Sally Robison		XX	This has been implemented in some classrooms, more Literacy and Math than Social Studies and Science. This requires continued work in the Instructional Teams (PLCs) to lead to full implementation. This task will continue into the 3 rd and possibly 4 th quarter. Evidence of some implementation will be in samples of teachers' assessments.
IIB04 – 4. Continued professional development will occur in Instructional Leadership Teams (PLCs) through the use of Edvivate 360 videos and modeling how to develop and use pre- assessment data by the Literacy and Math Instructional Facilitators. Classroom visits will allow IFs to work with individual teachers still struggling with the process.	12/18/15	12/18/15	Bobbie Obal	XX		Instructional Leadership Teams are currently working on this task. The Math and Literacy Facilitators have worked with Math and Literacy PLCs and some individuals to help them with the pre- assessment process. This will be an ongoing process throughout the year most likely, as there are still several teachers who are struggling with this process.

Effective Practice within Category:

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students (IID02).

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).

Current reality of effective practice (Assess where we are):

Teachers at JMS have begun their second round of STAR testing in Reading and Math. The first test yielded data on most students, but not all. There have been some technology issues, scheduling issues, and excessive absenteeism that caused some students to not be tested before the window closed. However, with the data gained from the initial round, we have been able to update the data on students three or more grade levels behind. While not totally complete, this data is much more accurate than the teacher diagnosis that was used for the first quarter report. As technology issues have been resolved and teachers and students are more comfortable with taking this assessment, we expect that the second STAR test will be complete and provide data on students that missed the first round. The school is improving in its administration of the teacher made pre- and post- assessments as well. In addition, students are taking TLI tests that yield data that shows whether or not the teachers are teaching the aligned curriculum. While TLI cannot show growth, it does let teachers know if their pacing is accurate and if what they believe they have taught has actually been learned. Instructional facilitators are analyzing data to find the specific skills that are missing from the students' repertoire. In addition to sharing this with teachers, the instructional facilitators are teaching the teachers to read and analyze the data so they may further study individual needs in their classes. The School Leadership Team has begun to review data, starting with the Scholastic Audit, while the PLCs are analyzing assessment data. The School Leadership Team is just beginning to review test score data as well as discipline data and is still working to continually assess student needs for differentiation and remediation. Professional development will continue to be provided to all teachers on analyzing different types of data and using this information to inform teaching to meet student needs. The School

Leadership Team assessed IID02 to be at Limited Development with a Priority score of 3 and Opportunity score of 2. The SLT assessed IID06 to be at No Development with a Priority score of 3 and an Opportunity score of 2. We believe there is no current development at this time because JMS is still working to become more adept at the multi-assessment process to produce and then analyze accurate, complete student data. While there has been great improvement in the aforementioned process of assessment and analysis, there is still needed improvement and professional development to develop the SLT's ability to establish yearly learning goals based on the current student learning data.

Quarterly Objective: The 2nd Quarter Objective for this indicator (IID02, IID06) is to test all students during the second round of STAR testing, continue to administer teacher made pre- and post- assessments and continue to test all students with TLI. The SLT will then begin to analyze the body of data made available and the teachers will continue to analyze the data to improve instruction.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. NA at this time	00/00/00	00/00/00				Because JMS is still working on the indicators IIB02 and IIB04, the ADE SIS has instructed that we assess indicators IID02 and IID06 and wait to task until indicators IIB02 and IIB04 are further developed.
2.NA at this time	00/00/00	00/00/00				
3.NA at this time	00/00/00	00/00/00				

IMO Area: 3

ADE Recommendation 1: Prior to the 2015-2016 school year, the school leadership team and representatives from district administration will meet with ADE School Improvement Unit personnel to develop for implementation a systemic plan for improving student outcomes that will be monitored quarterly for fidelity of implementation.

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are): JMS has developed written procedures concerning hallway, classroom, and bus behavior. Because the building is in a different zone than the original JMS, many students have begun riding a bus to school that have not previously ridden a bus. For some students this has proven to be a challenge that then influences the instructional day. JMS has established specific procedures for unloading and loading the buses. Students are dismissed to the buses to match the number of buses that will fit in the dismissal area. This has helped the behavior in the afternoon, but there are still some challenges. In addition, JMS has begun to dismiss classes by gender during class transitions to reduce the number of students in the hallway. JMS has increased the presence of teachers and security in the hallways during class transition times. This has helped hallway behavior a great deal. It also allows students to get to their next class quicker because the halls are not as congested. This has helped tardies. Written procedures have been written and examined by the School Leadership Team for teacher supervision expectations as well as classroom management expectations. As the leadership of the school has changed four times in the last three years, and the faculty is comprised of over sixty percent new teachers, establishing a consistent standard of behavior, classroom management, and procedures has proven to be a challenge. JMS administration and faculty are committed to improvement of student behavior. There has been an improvement since the beginning of the year, but the stability of faculty and administration will prove to be even more effective as students recognize the same leader and staff and their expectations and concern. Principal Mike Hudgeons has proven to be a consistent, caring leader for the student body and this is yielding an overall improvement of the culture of the student body. As the teachers and administration continue to be consistent and caring, the culture and discipline will continue to show improvement. The SLT has adopted an incentive program to reduce behavioral infractions and to improve student effort toward achievement. While this has increased the number of "all A" honor roll and has decreased some behavioral infractions, it has not been as successful on a large scale basis as hoped. The SLT is continuing to brainstorm incentives to recognize and reward students for doing the "right and correct" things instead of focusing on

correcting the infractions after they occur. Teachers and administrators model appropriate behavior in the classrooms and the hall s daily. The PCSSD has added additional security personnel as well as an additional ALC room for students who need an alternative setting. Both the PCSSD and the new JNPSD are monitoring Jacksonville Middle School to develop a more positive school culture.

Quarterly Objective: The 2nd quarterly objective is to see a decrease in the number of student referrals for fighting than in the first quarter. JMS would like to see a lower number of disciplinary infractions overall because students are engaged in learning and know that JMS has high expectations for them. In tandem with this objective is an objective to see teachers modeling appropriate behavior in the hallways and classes.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IIIC10-1.JMS teachers will receive professional development on classroom management strategies on a voluntary, bi-monthly basis. This is targeted for new teachers, but open to all. Dr. Tackett is the instructor.	12/18/15	12/18/15	Dr. Tackett	XX		While the intention is for this to continue, Dr. Tackett has held sessions on this through November and December. Evidence is provided through attendance sign in sheets.
IIIC10-2. JMS teachers will receive professional development on bell to bell instruction in Instructional Leadership Team meetings through Edivate 360.	12/18/15	12/18/15	Allison Prewitt	XX		The Instructional Leadership Teams (PLCs) will view Edivate 360 videos on bell to bell instruction, student engagement, and disciplinary strategies.
IIIC10-3. JMS will employ “From the Heart” external provider to work with high risk students to help them express their emotions in a positive or productive manner that does not involve self-destructive behaviors.	12/18/15	12/18/15	Charles Blacknall	XX		This external provider will continue to work with high risk students throughout the year. Evidence will be provided through recorded visits at JMS.
IIIC10-4. Teachers will receive						The School Leadership Team

professional development on what it means to maintain and communicate high expectations of all students at JMS. This will be provided by the SLT in a faculty meeting and revisited in PLCs.	12/18/15	12/08/15	Ashley Higginbotham	XX		provided professional development to the faculty on the Scholastic Audit on December 8. A key focus in the audit and in the professional development was high expectations of students and how that influences achievement.
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IMO Area: 4
ADE Recommendation 2: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.
Current reality of effective practice (Assess where we are): JMS has developed School-Parent-Student contracts. These contracts detail exactly what kind of behavior is expected from students and from the school. The document defines school responsibilities, parent responsibilities, and student responsibilities. Due to an unexpected personnel change in the counseling department at JMS, the contract has not yet been distributed to students. The contract has been sent to the School Leadership Team for proofing and discussion, but it was not distributed to students and parents. The School Leadership Team is now preparing to distribute the contract to first period classes to send home and take up after the parents sign it. In addition, the contracts will be distributed at the mid-term parent conferences.

Quarterly Objective: The second quarterly objective is to get the contracts distributed to JMS students and parents and collect the contracts with student and parent signatures.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.The SLT will proof and approve the contracts before distribution.	12/18/15	12/18/15	Charles Blacknall	XX		Contracts were emailed to the SLT for approval.
2. The contracts will be distributed to first period classes and sent home with instruction to bring back with parent and student signature.	12/18/15	12/18/15	Rene Parker		XX	This task will be accomplished in January and will appear on the 3 rd Quarterly Plan. Contracts will also be available at the midterm parent conferences.
3. The SLT will contact web designer, Robb Moffett, to post the JMS contracts online.	12/18/15	12/18/15	Jo Ann Koehler		XX	This task will be accomplished in the 3 rd quarter.

IMO Area: 4
ADE Recommendation 2: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.
ADE Recommendation 13: The school leadership team should develop and implement a plan for building and maintaining a school culture of high expectations among the entire school community.
Effective Practice within Category: Post-Secondary School Options (VA01)
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Four year plans are developed for eighth grade students based on information from EXPLORE test results. Information about paying for a college education is distributed to all students at the beginning of each year. Information is also distributed to detail the average statistics between a lifetime income for people with a college degree as compared to those without. In addition, information about available funding targeted to lower socio-economic populations for college will be distributed. Information about unusual grant/scholarship opportunities will be given so students and their parents may begin exploring how they will fund the cost of a college education. JMS will host a Go College Week in which college recruiters are invited to visit classrooms and speak to students. Students write reports about their college interests. College night will be integrated into Literacy for parents' night. Band students will have the opportunity to attend a Little Rock Wind Symphony concert in which they will be introduced and hear professional musicians to lead to classroom conversations about how to attain scholarships tied to participation in college ensembles even if they are not majors in that field. Band students will be visited by college recruiting teams, such as UAFS, and will be critiqued before assessment by Dr. Ricky Brooks, UCA band director. Band and choir participants will be visited by Jacksonville High School band and choir ensembles to view performances and learn of scholarship opportunities being sought by high school participants in their feeder pattern. This kind of program recruiting plants the seeds to seek future funding for higher education.

Quarterly Objective: The second quarterly objective, as well as the ongoing yearly objective, in this area is to educate students about the importance of graduation and higher education in today's economy. JMS administration, faculty, and staff will infuse regular commentary about the importance of graduation, higher education, and/or vocational training so students begin to develop an understanding of what they may wish to pursue to provide for their economic independence as adults. Constant conversation and modeling of behaviors for success will occur at Jacksonville Middle School by its administration, faculty, and staff.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
VA01-1. The Go College Night will be planned by the SLT for the Spring semester.	12/18/15	12/18/15	Candace Young	XX		Discussion included in minutes, but plans not yet firm. Will require further planning and execution during 3 rd quarter.
VA01-2. Band directors will host a						Mrs. Higginbotham had the UAFS

visit from the UAFS recruiting team who will introduce the idea of performance oriented scholarships to band students. This team performed and spoke to all grade levels at JMS.	12/18/15	12/07/15	Ashley Higginbotham	XX		recruiting team visit and perform for the JMS band students, grades 6 – 8. These musicians are the applied faculty and talked to the students about preparing in the early years to be eligible for a scholarship when they go to college.
VA01-3. All eighth grade students at JMS are required to take a semester of Career Orientation, as required by the ADE. The course is designed to teach students about available careers and necessary preparation for those careers.	12/18/15	12/18/15	Mike Hudgeons	XX		Evidence is provided by transcripts and student schedules in eschool.



PRINCIPAL'S REPORT SECOND QUARTER

<p>Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (<i>Please circle</i>)</p> <p>If yes, what support have you received from the district?</p> <p>Through the support of the district we have added facilitators for math and literacy. Those positions have been open and advertised since Spring of 2015, but were unfilled until November. These two ladies have been very helpful since their arrival in getting our interim assessments scheduled, completed, and disaggregating the resulting data. In addition, they have taken lead roles in the Instructional Leadership Teams (PLCs) for math and literacy in leading the discussion of classroom data. The district has also provided two internal SIS/PM positions, one full time and an additional for 4 days per week. This has been helpful to the Principal in navigating the school improvement process. Lastly, the district was cooperative in transferring a non-assertive female security officer and replacing her with a more assertive male security office that better meets the needs of Jacksonville Middle School. When possible, the district sends a</p>
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fourth security officer. We now have 4 officers on the JMS campus approximately 40% of the time.
<p>What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?</p> <p>The internal SIS/PM assigned by PCSSD has been invaluable to me. There simply is not enough time in the day to fight all the fires blazing away in a priority school AND complete all the reporting through Indistar and Bloom board. Ms. Koehler and Ms. Churchill are able to condense the mountain of information coming into them into clear and concise reports that support the Leadership Team in doing this work.</p>
<p>What are the barriers, if any, in improving student outcomes?</p> <p>Well, we are playing catch-up from the first day. Approximately 60% of teaching staff was replaced prior to the beginning of school. Most of that group are in their first three years of teaching and are experiencing all the normal challenges associated with inexperienced teachers. Those challenges are complicated by the fact that there is not strong veteran teacher leadership. Since the beginning of school, three core teachers (1 each in Social Studies, Math, and Science) have quit and been replaced by temps. A math teacher missed first six weeks of school on maternity leave; three weeks after she returned, a science teacher went out on maternity leave. She is scheduled to return January 26, which means her students will have gone the last three weeks of the 2nd quarter and the 1st three weeks of the 3rd quarter with long term substitute teachers. We have also had two SPED teachers who have major health issues and missed over 25 days in the first semester.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <p>We are continuing to stress pre- and post- assessment classroom data. Since the employment of the two facilitators we have been able to make better use of TLI and STAR resources and the resulting data from these assessments. Teacher use the classroom data to guide their initial instruction and also any remediation needs. TLI data gives us an idea of how we are preparing for spring assessments and also allows us to measure our students against other PCSSD students taking the same test. (Our Algebra students scored the highest of any PCSSD school on a recent TLI module). STAR data gives us an idea where students are in relation to grade level expectations and aids in shaping intervention needs and teacher differentiation in lesson planning.</p>
<p>How are you monitoring the progress in the area of science?</p> <p>Science is a particularly concerning area this year at Jacksonville Middle School. Five of six teachers were new hires and one of those quit at the end of the first quarter and has been replaced by a temporary hire. Another of the new hires is currently out on maternity leave. We have stressed the use of pre- and post- assessment data, common lesson plans, and the analysis of data in their PLCs in an attempt to monitor this area. Results are uneven at best. My science faculty now consists of a veteran holdover from JMS, two 2nd</p>

year teachers, and 3 1st year teachers.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The SLT and the counseling department organized and sponsored a very successful family night in December. We had lessons delivered by students to an audience of parents, performances by the JMS Choir and Band, a short schedule of parent visits to their students' core classes, followed by a chili cookoff provided by the faculty and staff for the attendees. The parent attendance (and their students) was the best Jacksonville Middle has had at any event in several years. It was a great night of culture building for our building and community as over 300 parents attended.

If anything, what do you intend to change or modify for the next quarter? No major changes imminent. We need to maintain and build upon the progress we have made, particularly in the improvement of the school and community culture, and continue in the improvement process.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6 th		217			39	6		14				10		
7 th		238			46	7		10				15		
8 th		204			51	4		1				28		

Comments/ Clarifications:

Due to the District Discipline Management Form, a document that has steps for students to be warned, receive a documented warning, receive parent notification, call for a parent conference, and ultimately receive a documented office referral, the number of students with actual referrals may have risen slightly because most students had not processed through these steps during the first quarter. With the use of in school suspension and the Alternative Learning Environment rooms, the data does not indicate that the students with the higher absences are a result of the referrals (because of possible suspension). The DMP form is separate for each class and begins again at semester.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Grade Level		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by ____STAR____Test between ____Oct. 16 – Nov. 20				Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ____STAR Test between Oct 16 – Nov 20.)	
1st	2nd	3rd	4th			# enrolled	2nd Quarter			Grade	2nd Quarter
Math	17%				6 th	217	25 of 147 tested			6 th	42 of 167 tested
Sci	50%				7 th	238	48 of 147 tested			7 th	76 of 172 tested
ELA	17%				8 th	204	84 of 183 tested			8 th	84 of 156 tested
SS	17%										
Sped	63%										

Comments/Clarifications: In Math, ELA, and SS, 17% represents one out of six teachers having 5 or more absences.

Of the six Science teachers, one was out on maternity leave during this quarter and two others had 5 absences each during this quarter.

In SpEd five out of eight teachers missed 5 or more days. One of those five has medical reasons for the days missed.

The number of students 3 or more years below grade level in Math and ELA is being updated on this report. On the first quarterly report, that information was based on teachers' perception/observation in the classroom. Since that time, most students have been STAR tested in both areas, so this is more accurate information. The school did not have Instructional Facilitators until November. Once these positions were filled, the facilitators began emphasizing the importance of obtaining this data. There are still students who have not taken these assessments. Contributing factors to this include STAR Logins not working frequently and building level IT person is frequently absent during the scheduled STAR assessment dates; therefore little assistance is available to teachers with technology problems. This should improve in the next round of STAR administration during the 3rd quarter.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6 th		208		66			200	194	88		695	136		19.5		
7 th		226		78			201	204	130		535	225		42		
8th		192		62			124	153	146		423	232		55		

<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
										Resource						
6 th		227		41			220	214	218	14	666	88		13		
7 th		228		20			204	206	208	6	624	57		9		
8th		197		45			179	156	135	13	483	166		34		
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Jacksonville Middle School does administer the TLI tests; however, since TLI tests cover different objectives on each test, they are unable to show growth from test to test. TLI tests, in other words, do not reflect the same outcome as a pre- post-test situation.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: PULASKI COUNTY SPECIAL SCHOOL
SCHOOL: MILLS UNIVERSITY STUDIES HIGH SCHOOL
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: MS. LAURA SHIRLEY

SUPERINTENDENT: DR. JERRY GUESS
PRINCIPAL: MR. DUANE CLAYTON

EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY, MS. BRENDA TASH
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MS. TIAH FRAZIER, MS. LISA KNOEDL, MS. MARI BETH LAWERENCE

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Recommendation 2: Identification of data to be collected and analyzed should occur prior to the end of September, with follow-up in October related to “what to do if data indicators do not reflect positive trends.”

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff with high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings that show how teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

Mills High School provides some staff with high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). The principal and teachers develop individual professional growth development plans (PGP's) that reflect information from classroom observations (IF06).

Quarterly Objective: To align classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The SLT will review the Principal's summary reports of classroom walkthrough observations, identify teacher practices based upon the data to assist with professional development activities, which include job embedded PD. (IF02)	11/4/2015	This will be ongoing	Mrs. Wise	X		Leadership Team Agenda Classroom walkthrough data Bloomboard
2. All teachers will develop a PGP based upon classroom observations and identified needs which are reflected in the teacher lesson plans. (IF06)	11/2/2015	11/30/2015 this will be ongoing as needed if TESS requires PGPs to be updated	Mr. Clayton	X		Copies of PGP Bloomboard Principal's conference notes Coach notes Lesson plans
3. All teachers will participate in (PD) activities that will include the whole faculty, small groups and individual teachers, based upon identified needs from classroom walkthrough observations. (IF08)	11/5/2015	12/17/2015 PD will continue	Mrs. Stowell	X		Agenda PD sign in sheets
4. Teachers will participate in job embedded professional development (i.e. book study, peer observations, IF Conferences, Modeling lessons, etc.) (IF11)	10/28/2015	1/4/2016 This will be ongoing	Mrs. Stowell	X		Agenda PD sign in sheets Bloomboard Coaching notes/documentation

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

ADE Recommendation:

Recommendation 2: Identification of data to be collected and analyzed should occur prior to the end of September, with follow-up in October related to “what to do if data indicators do not reflect positive trends.”

Recommendation 10: The external provider, principal, and instructional facilitators, along with instructional teams should develop pre- and post-tests (at least for math and literacy) for units of instruction that are approximately seven to 15 periods in length.

Data from unit exams should be reviewed by the school leadership team to determine levels of support to be provided to individual teachers.

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members’ (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

IIB01): Mills Instructional Teams have developed and implemented instructional units based on the curriculum, common core standards, and local curriculum documents (TLI Trend Data). Pre-tests and post-tests have been given to all students and data charts have been posted with the results. Instructional units typically encompass three to six weeks of work and includes pre-/post tests administered at two to three week intervals.

(IIB02 and IIB05): The Instructional Teams are learning how to use the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum. Data from unit exams are reviewed by the school leadership team to determine levels of support to be provided to individual teachers. The Instructional Teams are taking ownership of the results with assistance from principal, assistant principals, instructional facilitators, SIS/Process Manager, and district administration.

In addition to the required quarterly indicators the following were assessed for IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE:

(IIB04): The pre-tests and post-tests assess the same learning objectives and inform their instructional team decisions regarding how to plan for differentiated instruction within the unit and/or provide opportunities for re-teaching/intervention and enrichment as needed before, during and after each unit.

(IIB03): The Instructional Teams are learning how to review the results of the pre- and post-tests in order to use the information to guide efforts to assure that every student has an opportunity to master the instructional standards taught in the instructional unit. Data from unit exams will be reviewed by the school leadership team to determine levels of support provided to individual teachers.

(IIB05): The Instructional Teams are taking ownership of the results with assistance from Principal, Assistant Principals, Instructional Facilitators, SIS/PM and Learning Services—District Office.

Quarterly Objective: Engage teachers in assessing and monitoring student mastery for school improvement using research based practices and data. (IIB02, IIB04)

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Pre-Tests and Post-Tests are administered to all students. (IIB01)	10-20-15	On-going	Angie Stowell Sherry Suttle Jeannie Moss Jacquelyn Wise	X		<ul style="list-style-type: none"> Binders with example of pre-tests and post-test. Growth data charts posted in the classroom
2. Pre-Tests and Post-Tests will be revised as needed. (IIB01)	10/14/15	11/10/15	Angie Stowell Sherry Suttle Jeannie Moss Jacquelyn Wise	X		<ul style="list-style-type: none"> Binder with Revised Pre-Test and Post Test (Revision Dates)
3. PLC's will analyze Pre-Tests and Post-Tests data to create action plans designed to address the deficit areas. (IIB01) (IIB04)	10/14/15	On-going	Angie Stowell Sherry Suttle Jeannie Moss Jacquelyn Wise	X		<ul style="list-style-type: none"> PLC Agenda Sign-in sheets Teacher's action plan Teacher lesson plans

4. Instructional Teams will use Pre-Test and Post-Test data to guide curriculum outcomes, and to ensure that students have opportunities to master standards in the units taught. (IIB03)	10/16/15	On-going	Angie Stowell Sherry Suttle		X	<ul style="list-style-type: none"> • Action Plan developed to provide student Intervention groups. • Intervention Groups: Response to Intervention Groups: Tier 1, Tier 2, and Tier 3 • Teacher Lesson Plans reviewed for intervention groups with feedback • Professional Development strategies for how to teach in a double block. • Professional Development on best practices for how to group students for interventions • Use of Math Interventions.com • Agendas • Sign-In-Sheets
5. The Instructional Team also uses the results from the Pre-Test and Post Test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	10/16/15	On-going	Angie Stowell Sherry Suttle	X		<ul style="list-style-type: none"> • Professional Development Agendas • Instructional Coach Notes • Instructional Coach Modeling Strategies • Binder with examples of Pre-Test and Post Test • Data Charts Posted in Classroom • School Leadership Team Report (Data Charts) • Binder with Revised Pre-Test and Post Test (Revision Dates)

						<ul style="list-style-type: none"> • Professional Development Records • Faculty Agenda • Curriculum Notes from curriculum meetings
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IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

Recommendation 10: The external provider, principal, and instructional facilitators, along with instructional teams should develop pre- and post-tests (at least for math and literacy) for units of instruction that are approximately seven to 15 periods in length.

Effective Practice within Category:
Assessing student learning frequently with standards-based assessments **(IID02, IID06)**

Description of full implementation of the Effective Practice and/or Recommendation:
The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students **(IID02)**.

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups **(IID06)**.

Current reality of effective practice (Assess where we are):

At Mills, interim assessments are administered at least three times a year to all students. The Leadership Team reviews the results in order to provide identified / needed support to the Instructional Teams based upon the analysis of results. The Instructional teams and

individual teachers systematically review the results via PLC's to make adjustments in instructional plans and differentiate student assignments and provide intervention supports for individual students. The SLT reviews the results for the entire school, across grade levels and subject areas. **(IID02)**.

The Leadership Team sets annual goals for student learning outcomes, based upon data for the whole school, grade levels, subject areas, and student subgroups **(IID06)**

Quarterly Objective: Assessing student learning frequently with standards-based assessments

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Administer Pre-Test, Post Test, TLI, Star 360 Math and Literacy, ACT/Aspire assessments. The teachers will differentiate and re-teach. (IID02)	10/26/2015	On-going	Stowell/Suttle	X		<ul style="list-style-type: none"> • Lesson Plans • Teacher action plans • PLC Agenda • PLC minutes
2. All interim Assessments are reviewed at department, PLC's, and leadership team meetings. (IID02)	10/26/2015	On-going	Stowell/Suttle	X		<ul style="list-style-type: none"> • SLT Agenda/ Minutes • PLC Minutes
3. Students in need of additional assistance will be identified. A list of students needing intervention based upon assessments will be created and utilized by Content teachers, Interventionist, Content Tutors, Credit Recovery Tutors, Study Center Teachers, Super Saturday Tutors.) (IID02)	11/18/2015	On-going	Suttle/Stowell/Comet/Gower	X		<ul style="list-style-type: none"> • List of students • Created intervention materials • AIP's • Records of attendance • Edgenuity

4. The Leadership Team will set annual goals for the whole school, grade levels, subject areas, and student sub-population groups (i.e. Special Education, ESL,) based upon assessment results. (IID06)	11/5/2015	On-going	Duane Clayton	X		<ul style="list-style-type: none"> • SLT Agenda and Minutes • Planning notes • Bloomboard
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IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation 1: Prior to the 2015-2016 school year, the school leadership team and representatives from district administration will meet with ADE School Improvement Unit personnel to develop for implementation a systemic plan for improving student outcomes that will be monitored quarterly for fidelity of implementation.

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

(IIIC10): The faculty and staff have been trained and will follow the district and local school (DMP) Discipline Management Plan that guides student behavior throughout the school. The DMP / Classroom rules are printed and posted in each classroom. Each teacher is expected to establish classroom rules, rituals and routines within their respective classroom. Teachers follow the DMP for all students. Teachers are expected to consistently enforce the agreed upon rules and regulations.

Quarterly Objective: Expecting and monitoring sound classroom management for school improvement using research based practices and data (IIIC10)

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Common classroom rules/DMP are printed and posted in each classroom.	10/14/15	10/15/15	Ms. Bridget Brown	X		<ul style="list-style-type: none"> • Instructional Rounds (Observations)
2. Professional Growth Plans are created and monitored through TESS for teachers who struggle with student discipline.	10/20/15	On0going	Duane Clayton Eric Henderson John Bagby	X		<ul style="list-style-type: none"> • Bloomboard • PD360
3. District and Local School discipline management plans are followed by the staff.	11/12/15	On-going	Eric Henderson John Bagby	X		<ul style="list-style-type: none"> • Quarterly Discipline Data • (Trend Data)

IMO AREA 4 – FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation 2: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.

Effective Practice within Category:

Define the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

(IVA01): A Parental Involvement Plan has been written that outlines how parents, school staff, and students will share responsibility for improving academic achievement. The plan outlines all aspects of how parents, school staff and students can work together to help students achieve state standards. A survey is available on the Mills website for parents. A brochure has been completed to inform parents of how they can get involved with school and how they can share responsibilities for improving academic achievement.

Quarterly Objective: Define the purpose, policies, and practices of a school community for school improvement using research based practices and data (IVA01)

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Website has been updated to provide current information to parents about academic assistance, and on-going parent activities.	10/26/15	On-going	Dr. Carlethia Houston	X		<ul style="list-style-type: none"> New information posted PTO Agenda and Minutes Call-out records (Blackboard Connect)
2. Flyers handed out at	10/26/15	1/4/16	Dr. Carlethia Houston	X		<ul style="list-style-type: none"> Copy of flyer

sporting events to inform and encourage parents about academic assistance programs.						
3. A survey for parents is located on the Mills Website. Parents will be encouraged through call outs and other means of communication to complete the survey.	9/8/15	8/24/15	Dr. Carlethia Houston	X		<ul style="list-style-type: none"> • PTO Agenda and Minutes • Posted on Website (Monitor the number of times viewed) • Paper copy of survey
4. Brochures mailed to parents with report cards.	12/9/15	1/11/15	Dr. Carlethia Houston	X		Brochures mailed and sent home

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation 2: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.

ADE Recommendation 13: The school leadership team should develop and implement a plan for building and maintaining a school culture of high expectations among the entire school community.

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Mills has a guidance plan that includes options for students as they plan college and career opportunities. The school's counseling department plans year-long activities for all students.

Quarterly Objective: Post-Secondary School Options for school improvement using research based practices and data. (VA01)

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. College and Career exploration activities will be provided to all students. Activities will be specialized for Students with Disabilities and English Language Learners.	10/7/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare	X		<ul style="list-style-type: none">• Power point presentation
2. Seniors are guided by counselors through the process of completing FAFSA. Parents will attend a FAFSA They will hosted by school counseling department.	1/2015	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare	X		<ul style="list-style-type: none">• Checklist of students participating, Seniors are guided by Counselors through the process of completing FAFSA
3. Teachers share information on the educational requirements for jobs in the content area.	10/16/15	On-going	Jason Bailey Duane Clayton	X		<ul style="list-style-type: none">• Teacher lesson plans reviewed with feedback• Mills High School Instructional

Information will be shared monthly as they cover appropriate content related to job requirements.						Rounds: Short Formal Classroom Observations
4. Students will be exposed to college and career information as they begin their high school years to ensure that they understand college and career paths starting in 9 th grade through 12 th grade.	10/13/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare	X		<ul style="list-style-type: none"> • Kuder Career Exploration • Career Interest Inventory • Classroom Guidance on Career and College Planning
5. Engage and assist students in completing critical steps for college and career entry that includes assistance with college and scholarship applications.	10/16/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare	X		<ul style="list-style-type: none"> • Completion of FAFSA information with Seniors • Orientation Powerpoint • Scholarship Applications • College Applications • ACT / SAT Waivers •
6. Provide current information about Colleges and Universities <ul style="list-style-type: none"> • Geographic locations • Tuition Cost • Financial Aide 	8/21/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare	X		<ul style="list-style-type: none"> • Counselor Department Meetings : Counselor's Log • Agenda and Minutes • Student Attendance at College Fair

<ul style="list-style-type: none"> • Admission Requirements • Retention rates • Demographics 						<ul style="list-style-type: none"> • Predominantly Black Colleges Fair Attendance (List of Students) • College Representatives come to Mills to meet with students
7. Monitor graduates post-graduation	8/24/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare	X		<ul style="list-style-type: none"> • Monitor the number of requested transcripts • Monitor names of Colleges or Universities requesting the transcripts. • Survey Seniors on post high school plans



2nd Quarter

PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? <input type="checkbox"/> YES or <input type="checkbox"/> NO <i>(Please circle)</i> If yes, what support have you received from the district? The district's leadership team and I have met to discuss barriers and opportunities related to our priority status. Ongoing support has been provided with real time professional development through PD360, a tool for administrators and teachers identifying effective teaching strategies. The district's leadership team also provides opportunities for our feeder pattern to collaborate and share intervention strategies relevant key to our school improvement. In addition, the district has provided an external provider from Arkansas Leadership Academy who helps to monitor and assess the implementation of research-based practices such as the turnaround principles which correlate with the ALA's administrative performance strands.
What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? The external support from Arkansas Leadership Academy helps Mills with the important task of addressing our school's culture and climate. The external provider is non-biased as she provides relevant feedback about shared decision-making and taking ownership of our currently reality. The support given by the external provider, internal SIS, and the ADE SIS team share in monitoring our progress.
What are the barriers, if any, in improving student outcomes? The barriers include lack of needed, parental involvement for academic, IEP, and behavioral conferences. The community has little to no business partners that are involved in school programs and decision making process. Other barriers include the limited time available to facilitate relevant, job-embedded professional development concerning differentiation of instruction.
How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? The Leadership Team analyzes instructional rounds data, STAR Math data, STAR Reading data, TLI data, and classroom assessment data in order to formulate action plans within departmental meetings and PLCs that guide planning and preparation. As we progress monitor, we address deficits with re-teaching and in some one-to-one and small group instruction. Teachers also prepare an item analysis to identify trends. As a result, teachers collaborate to see how a particular stands have been presented or taught. In addition, zero hour tutoring is provided to the students in math and science.

How are you monitoring the progress in the area of science?

I attend Science PLCs and perform classroom observations to monitor teaching and learning. Lesson plans are also reviewed to ensure that the appropriate planning, instruction, and lab activities are occurring. The science department is also making sure that Biology remediation and interventions are completed.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? The leadership team identified that the performance gap in our scholars program and general education program is large; therefore, we planned and held professional development on teaching strategies and best practices. It is integral that we decided to continue to monitor teaching and learning and individual professional growth plans of teachers in the building and that the leadership team members will also take time to monitor the instructional practices in the building to continue to help identify professional development needs of the staff.

If anything, what do you intend to change or modify for the next quarter?

I plan to modify how I manage my time. Currently, I spend at least half of my day monitoring the implementation of TESS. Moving forward, my intention is to increase the time I spend in the classrooms implementing the Teacher Excellence Support System. This should impact teaching and learning



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Recommendation 8: The principal, district leadership team, external provider, and school leadership team should evaluate the service delivery model and growth indicators of Students with Disabilities, and implement additional supports for this TAGG population. The school leadership team should establish a focus and support plan specific to Students with Disabilities.

2nd Quarter

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9 th	157	158			19	8	10	14				42		
10 th	195	193			17	15	8	12				34		
11 th	154	159			13	5	5	10				45		
12 th	142	144			13	7	1	17				67		

Comments/ Clarifications: (1) How many of the SWD are exposed to Common Core that will actually be required to take an exam? All SWD students at Mills are exposed to Common Core and will be required to take an exam. (2) Identify what Indicators are being used to address all components of the recommendation. SWD are supported with the same Indicators as general population with modifications as needed. (3) Document any additional supports implemented for this TAGG population. SWD students are given intervention as needed. Instruction is differentiated as needed. Professional development is utilized to support teachers as needed. The special education program has improved. We now have hired staff that is regularly attending work to meet the needs of our students.



2nd Quarter

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%) (Whole School)						Number of SECONDARY students that are 3 or more years below grade placement in Math as determined by <u>Star 360</u> on <u>11/2/15 thru 11/4/15.</u>				Number of SECONDARY students that are 3 or more years below grade placement in ELA as determined by <u>Star 360</u> on <u>10/15/15 thru 12/18/15.</u>	
1st	2nd	3rd	4th			1st Quarter	4th Quarter			1st Quarter	4th Quarter
	8				9 th / 10 th	156			9 th / 10 th	93	

Comments/ Clarifications: *The special education program has improved. We now have hired staff that is regularly attending work to meet the needs of our students.*

2nd Quarter

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9th / 10th Algebra I	17	154	64	96			106	110	84	80	380	164		43%		
9th / 10th Geometry	61	187	65	114			152	110	2	85	349	100		29%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:



2nd Quarter

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9 th	15	154	53	89			71	71	0	0	142	124		87%		
10 th	51	187	27	101			157	145	156	145	603	98		16%		

	<i>Example</i>	100	90	95	N/A	285	57	20%			
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Comments/ Clarifications: Due to teacher absence, 92 students were not given pre / post test.



2nd Quarter

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?

We did have gains in Geometry the second quarter.



DISTRICT: SIATECH
SCHOOL: SIATECH HIGH CHARTER
STATUS: PRIORITY
SITE-BASED SIS: DR. R. TONEY
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: KATIE TATUM
PRINCIPAL: KATIE TATUM

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

FALL 2015 QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): SIATech leadership, in hand with feedback from various stakeholders, has developed several strategic priorities to guide the school in the coming years. SIATech reviewed the issues facing its Little Rock campus including all four measures of data - student achievement data, school programs/process data, perception data, and demographic data, along with additional data as described above. Keeping in mind the SIATech focus on serving a socioeconomically disadvantaged student body, the vast majority of SIATech students are also recovered dropouts, SIATech selected goals that focus on helping students overcome the cycle of poverty to become productive global citizens, supporting more students to get back on track to high school graduation, preparing students for college, Military and/or immediate employment, and improving school communications with students and parents. Along with regularly scheduled site leadership meetings, the leadership team participates in the AdvancED accreditation and self-assessment process throughout the 2015-2016 school year. The School leadership team is preparing a report to be submitted to the AdvancED visiting team prior to their Little Rock SIATech accreditation visit in April 2016. The School leadership team will provide the assessment of current status of school goals and will provide evidence of action items identified and completed to support school goals as described above. The SIATech leadership team meets at minimum twice each month. SIATech Board members also meet regularly and provide

consistent leadership to the program.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1 Leadership Team/Goals	08/29/15	08/29/15	Katie Tatum Wendy Bryant	X		Team meetings
2. Gap Analysis	09/30/15	ongoing	Wendy Bryant	X		Survey results/will perform another survey
3. Interventions	10/01/15	ongoing	Katie Tatum		X	

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:**Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum state standards. Each unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

SIATech is a Dropout Recovery High School with a definitive focus on Re-Engaging, Reaching and Teaching an At-Promise student population.

Dropping out of school happens for a multitude of reasons, and they can include:

Feelings of failure (difficulty with academics, personal challenges, a victim of bullying)

Situations of Adversity/Hardships (e.g. drugs/alcohol, poverty, having a child)

Consequences from inappropriate and/or illegal behavior

SIATech uses a comprehensive assessment approach designed to provide valid, reliable, and timely information for teachers to modify and improve instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Assessments are designed to inform teachers about the effectiveness of their teaching and the academic/learning progress being made by students. SIATech teachers use a variety of formative and summative assessments and evaluate, apply, and integrate assessment data to improve student performance on the standards-based curriculum requirements. These assessments also prepare students for Arkansas mandated testing processes.

Teachers use assessment strategies to assist in assuring continuous progress for all students. For example, teachers are expected to assess students' readiness to learn, differentiate and/or modify instruction based upon assessed student performance, employ performance-based assessment approaches, assist students in maintaining individual work folders and portfolios, and review assessment results to improve students' academic performance. SIATech teachers implement all state-wide summative assessments as required by law.

Other methods of assessment include:

Standards-Based Formative and Summative Assessment Tests: Arkansas developed assessment tests, designed to measure student achievement on the grade-level standards-based curriculum content in core areas such as ELA, mathematics, science, and social studies in grades 9 through 12.

Students are assessed after each SIATech Curriculum unit, module/course and at the completion of individual Senior Projects and the final formal presentation to staff, students, and others (parents, partners and/or fellow students). Advancement to subsequent units and modules requires a minimum 80% success rate on the preceding ones. This may vary based on individual student's ILP and/or additional learning plans, including, but not limited to IEP or 504 Plans. Teachers chart and use assessment/test results as an ongoing guide to student instructional needs and to enhance student progress as well as prepare students for the upcoming state assessments. In order to address the skills needed for the STATE, assessments are developed to include Webb's DOK levels of cognitive demand. Depending on the assignment or assessment question, students may be asked to begin with a simple recall question but then might be asked to build upon that through explanation, analysis, or application. Teachers also use these levels in formative assessments and classroom conversations, small group instruction, and opening and closing activities as well as to create more cognitively engaging and challenging tasks. These levels are a natural and cohesive part of all curriculum and instruction regardless of content area. These levels are also in alignment with the Common Core standards and STATE assessments that all students must master. Hess's Cognitive Rigor Matrix also allows the same opportunities for teaching and learning as Webb's DOK levels. Hess's matrix easily allows the students to take the knowledge they have remembered and understood and then transfer that knowledge to other scenarios or applications. Application of knowledge is the key to college and career readiness. It's simply not enough to know something; Hess's matrix is a tool used to examine the depth of understanding required for different tasks and complexity

Quarterly Objective:
Monitor and access student growth every six weeks

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1 Gallup Poll	11/01/15	spring	Katie Tatum/Kris Mallory	X		Survey results
2. Value Added	ongoing	Monitor results	Katie Tatum/Kris Mallory	X		Dr. W. Schacter/results

3. Unit Assessments	8/1/15	ongoing	Katie Tatum/Kris Mallory	X		
IMO AREA 3-STUDENT SAFETY AND DISCIPLINE						
ADE Recommendation:						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Staff was trained by Dr. Jackson with the Black Boys Can Learn and Don't Kick Them Out research methods. Teachers participated in activities geared to our population. Mini question and answer sessions took place along with numerous role playing scenarios. Teachers follow protocol in the student handbook regarding the classroom management process for our model. Teachers learn new training on staff development days regarding classroom management.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers trained by specialist	08/11/15	08/13/15	Katie Tatum Dr. Jackson	X		Training certificates
2. Monthly iLincs with Learning Support Team	09/02/15	On going	LST/Learning Support Team			

Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Goodwill Industries	Yearly	yearly	Registrar/Tatum	X		
2. Arkansas Workforce Center	Yearly	Yearly	Registrar/Tatum	X		
3. Military Recruiters	Yearly	Yearly	Registrar/Tatum	X		

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Recommendation:
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

In the past, SIATech has used the National Clearinghouse to track graduates. SIATech's national office is currently putting together a Alumni Outreach for all graduates.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Transition Plan	August	June	Registrar/Tatum/ LEA Coord	X		
2. Career Placement Services	August	June	Registrar/Tatum LEA Coord	X		
3. Military Recruitment Services	August	June	Registrar/Tatum	X		



Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district? Yes

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Since most of our students have been out of school for some time,

The district has provided support with the following:

- Professional development to improve instruction and increase use of research based best instructional practices
- Self-Assessment process to evaluate current practices and increase the effectiveness of the instructional program by providing the leadership team with an opportunity to identify a plan of actions to address any areas that need improvement
- Data Assessment of student learning gains in reading and math over the last 4 years

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Training with staff leadership team to develop the 45 day plan

Periodic support visits regarding the 45 day plan

What are the barriers, if any, in improving student outcomes?

School absences affect youth from poverty disproportionately; they are more prone to miss school and suffer academically because of these absences. Poverty can inform poor attendance simply due to a dearth of resources such as access to regular and dependable transportation, responding to family child care and health needs, addressing issues involving law enforcement, mobility with housing, working to support the family financially, to name a few. It is critical to address attendance, as research shows that absence from school directly related to student achievement. School staff must identify the issues and then seek to address them. Students must be present have any chance to 'win' in school. It is also critically important to develop positive, trusting relationships with students so they know they are cared for and that school is a safe haven for all to be present and learn.

Students are enrolled on a regular, weekly basis and go through an initial orientation to ensure and understanding of school policies, practices and procedures, with a specific focus on regular, on-time attendance and high expectations for students. Every effort must be made to ensure attendance, Students must be present to 'win' (their education).

How is your leadership team monitoring student progress in the skill area of science?

The SIATech Science curriculum contains numerous student progress assessment points throughout the Arkansas Curriculum

Framework Standards aligned SIATech science curriculum. The curriculum contains regular quizzes, checkpoints, and end of unit assessments where students must show competency prior to moving on to the next unit or activity. After students complete all course work and related labs and assessments, students must show competency in an end of course exam before receiving a final grade. Instructional staff meet with individual students on a weekly basis to set goals for the coming week. The student and the teacher work together to identify the units and projects to be completed each week. If a student does not reach their weekly goal, they are asked to reflect on the process and to identify what they will do differently in the next week to reach their next goal. SIATech instructional staff mentor students in setting realistic, attainable goals each week and monitor their progress throughout the curriculum. Due to our drop-out population, who often enter the program with very low reading and math skills, a baseline reading and math assessment is given to all students. Students with skills below grade level and far below grade level are provided support and remediation through an Introductory Science unit that gives background in science vocabulary, math, and a variety of general science topics to help the students successfully transition to grade level science curriculum.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Students can enroll at any time during the school year. After reviewing a student's academic history, a competent and caring staff member works with him/her to create an **Individualized Learning Plan** that charts a path to graduation and beyond. In this way, no time is wasted, and every student can advance as rapidly as possible. The plan is outlined on the **Academic Performance Record** that provides the students and teachers with information about the number of credits the student needs to complete, his/her assessment information, and his/her graduation goal. When a teacher has a new student enter his or her class, the teacher reviews the Academic Performance Record to review the student's assessment, performance, and credit needs. The teacher then meets with the student to map out how the student will progress through the course. Teachers' review the modules that students will be expected to complete and with input from the student, set an initial course completion goal date. As students progress through the curriculum, teachers meet with them weekly to set additional goals and check their progress. If a student is not making adequate progress and/or is not achieving at or above expected levels, teachers provide support and modify the original plan as appropriate. Students who are not making progress are discussed at regular weekly staff meetings to share strategies and interventions.

SIATech will use a comprehensive assessment approach designed to provide valid, reliable, and timely information for teachers to modify and improve instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Assessments are designed to inform teachers about the effectiveness of their teaching and the academic/learning progress being made by students. SIATech teachers use a variety of formative and summative assessments and evaluate, apply, and integrate assessment data to improve student performance on the standards-based curriculum requirements.

Teachers use assessment strategies to assist in assuring continuous progress. For example, teachers are expected to assess students' readiness to learn, differentiate and/or modify instruction based upon assessed student performance, employ performance-

based assessment approaches, assist students in maintaining individual work folders and portfolios, and review assessment results to improve students' academic performance. SIATech teachers implement all statewide summative assessments as required by law. SIATech Assessments: A nationally normed, computer adaptive assessment will be utilized to assess individual student growth in reading and mathematics. The Renaissance STAR reading and math assessments, from Renaissance Learning, Inc., are currently being used for this purpose. This assessment is utilized and results pertaining to individual student growth over time are determined by an external evaluator, The Value-Added Analysis Network. The analysis done by this team measures the learning progress by using the assessment results of each individual student over their time of enrollment. SIATech will operate as an open entry- open exit school to accommodate the needs of an older student, dropout recovery student population. Students enroll and may complete at any time during the school year. It is important to include a measure of academic growth that provides information about basic skills growth in reading and math that is not a fixed, *point-in-time* test, in order to provide staff and students with an ongoing evaluation of growth over time. The methodology statistically estimates whether students are learning in the two academic areas, reading and mathematics.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The most meaningful decision and action by the School Leadership team this quarter was to include an opening writing activity for every student in every classroom.

SIATech teachers use a variety of opening of class activities during the beginning of each period of the day: picture prompts, journal prompts, quote/question/thought of the day, current events, daily math/science question. An emphasis is placed on open ended activities that are engaging, generate a variety of student responses and promote student collaboration. Good types of open-ended activities are brainstorming and prediction which are perfect for mixed ability groups of students (reality in SIATech classrooms). One method that SIATech teachers use is to check student knowledge during activities through the use of student responses on sticky notes.

Opening activities also support immediate guided engagement at the start of each class period and minimizes wasted time.

Teachers can modify these opening activities to fit their students' learning styles and multiple teaching styles. Activities can be active (standing, changing partners, filling in groups with like or non-like responses/ideas), promote sharing of ideas (mine and yours-can they explain how their partner solved the problem). The options are infinite and easy to develop interesting, effective, thought provoking and stimulating for all levels of students.

If anything, what do you intend to change or modify for the next quarter?

To further our efforts to increase attendance and the engagement in the learning process for our At Promise, Drop-out population, we will begin the planning to fully implement a Career and College Pathway program in the 2016-2017 school year. Research shows that a

Career and College pathway program provides access to 21st Century Job Skills that will lead to high skill, high wage employment and break the cycle of poverty that is endemic in our student population.

Career pathway-oriented workforce development has the goal of increasing individuals' educational and skills attainment and improving their employment outcomes while meeting the needs of local employers and growing sectors and industries. Career pathway programs offer a clear sequence, or *pathway*, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. This systems approach makes it easier for people to earn industry-recognized credentials (through more flexible avenues and opportunities for relevant education and training) and to attain marketable skills so that they can more easily find work in growing careers. These comprehensive education and training systems are particularly suited to meet the needs of working learners and non-traditional students



SCHOOL LEADERSHIP TEAM’S REPORT Fall QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

		Number of SWD	Number of EL		Number of students who have
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Grade Level	Number of students enrolled				enrolled as of October 1 st per grade level	students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	28	16			9- IEP	0	0	0			1	1		
10	74	46			5-` 504	0	0	0			6	6		
11	69	28				0	0	0			4	4		
12	100	30				0	0	0			7	7		
All Students Enrolled	271	120												

Numbers listed in this section is for students who were dropped due to attendance and then re-enrolled.

Comments/ Clarifications:

Due to our open entry/open exit model, 44% of our students are dropped after 10 consecutive absences but are re-enrolled upon entry when they return. All of our students are chronically absent. The open entry open exit model supports this rate. Out of 271 being enrolled with us at one point, our October 1 reporting number was 166. 105 students either were dropped for non-attendance or transferred out of our district.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by Ren Place School Benchmark Report Jan Report of Fall data/Tatum (Report ran Jan 4 for first semester data)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Ren Place School Benchmark Report Jan Report of Fall data/ Tatum</u> (Report ran Jan 4 for first semester data)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____/_____ _____/_____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Ren Place Benchmark School Report</u> ____January Report of Fall Data/ 1/2016 (Month Determined)	
9-12	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	0	0					17/116		N/A	N/A	32/116	

Comments/ Clarifications:

Numbers entered were derived from Ren Place that calculates all STAR Math/Reading data. The first number answer the question and the second number is out of total students.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	0		1	0			Please read below	Please read below								
10	0		0	0												
11	0		0	0												
12	0		0	0												
Example																

Comments/ Clarifications:

Due to our model, students cannot fail a subject. They either receive a passing grade while in attendance. If they should miss 10 consecutive days, they are then dropped on the 11th day. They will not receive an F, however, they would receive an I. According to the APSCN All Grades Report (Cognos report), only one student had a D. It was in an Algebra I class. The D was made by a 12th grade student who enrolled with us needing .05 Alg I credit .05 Bridge to Algebra II credit to complete his diploma requirements. The math teachers provided me with a 180 page detailed report of all students who were once enrolled and current student that showed the unit test, mastery test and module test for completion of that course.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level 9-12	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	0		0	0			Please read below									
10	0		0	0												
11	0		0	0												
12	0		0	0												
Example																

Zero (none) was entered for students with a D or F in ELA fall semester 2015 due to our mastery learning model.

Comments/ Clarifications:

Each student receives a detailed ILP-Individual Learning Plan upon entry to our school. Every 6 weeks or when a request is made by a parent, every students receives a detailed progress report. The report will contain information such as the date the students begin the credit, how much progress is made along with current grade and expected completion of the course. Every student takes a pre and post-test. As students are completing coursework, mastery test are built throughout the curriculum. When a student takes a test to check for mastery, they must score 70% or higher to be able to move on. If they score lower than that, they will have to remediate and retake the mastery test before they can complete the course and take the module test. The APSCN All Grades Report (Cognos) showed that we had no student with a D or F at semester. The percentage of D/F's would not be recorded since the student has to retake unit and mastery test before moving to the next item.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Please see attached Excel spreadsheets that show a positive gain in student outcomes for all years since 2011.

All of the Math years have statistically significant findings for a paired t-test analysis of the Pretest and Growth scores with $p < .001$. All Math and Reading years had a positive trend or line of best fit. Three out of the four years in Reading also had a statistically significant finding with $p < .001$.

[Reading Value Added Analysis 2011-15.xlsx](#)

[Math Value Added Analysis 2011-15_LR.xlsx](#)



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: STRONG-HUTTIG

SCHOOL: STRONG HIGH SCHOOL

STATUS: PRIORITY/ACADEMIC DISTRESS

SITE-BASED SIS: SHIRLEY KYLE

EXTERNAL PROVIDER: FETTERMAN AND ASSOCIATES

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNOEDL, MARI BETH LAWERENCE

SUPERINTENDENT: SAUL LUSK

PRINCIPAL: JEFF ALPHIN

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area: 1						
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)						
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).						
Current reality of effective practice (Assess where we are): All teams are in place. High School Leadership Team – meets twice a month RTI Team – meets as needed Parental Team – meets quarterly Student Government – meets once a month Content Area Teams (PLCs) – meets once a week Safety and Discipline – meets once a month						
Quarterly Objective: All teams will be in place and functioning according to specifications.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.ID01 – Update the school board policy to include all teams.	11/30/15	11/30/15	Saul Lusk - Superintendent			School Board Policy
3.ID04 – Agendas will shift the focus to more data driven	12/14/15	12/14/15	Barbara Goldsby Literacy			Agendas in Indistar

discussions.			Facilitator			
4. ID04 – A time keeper will be assigned each meeting to keep the discussions on tract.	11/30/15	11/30/15	Evelyn Johnson Special Ed			Agendas in Indistar
5. ID04 – Assign a member to be the recorder at all meetings.	11/30/15	11/30/15	Deborah Matthews Literacy			Minutes in Indistar
6. ID04 – DETAILED minutes will be recorded in Indistar or placed in the teams' notebook.	12/14/15	12/14/15	Wendell Colen Math			Minutes in Indistar
8. ID07 – The principal will restructure the leadership team with effective team members	10/12/15	10/12/15	Barbara Goldsby Literacy Facilitator			The team roster for 2015-2016 is located in the principal's office.

IMO Area: 1
<p>ADE Recommendation: (#2) The principal should regularly conduct classroom observations and provide specific meaningful feedback to ensure that teachers consistently implement research-based instructional strategies to meet the individual learning needs of all students.</p>
<p>Effective Practice within Category: Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation: The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).</p> <p>The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:</p> <ol style="list-style-type: none"> 1. Link the improvement plan to subsequent activities, such as professional development 2. Maintain records of participation in trainings 3. Gather participant evaluations of trainings 4. Cite minutes from Instructional Team meetings that show how teams carried the training into their discussions and plans 5. Gather information from individual teachers on changed practices 6. Determine the effectiveness of the changed practices 7. Determine improvements in student learning that might result from particular changes in practice.
<p>Current reality of effective practice (Assess where we are): CWTs are being conducted. The principal compiles information from the CWTs and discusses information with the leadership team.</p>
<p>Quarterly Objective: 50% of all leadership team meetings for the second quarter will address CWT summaries.</p>

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IF02 The principal will conduct observations to determine if teachers are giving pre and post tests every two weeks.	12/16/15	12/16/15	Saul Lusk Superintendent			Observation documents
2. IF02 the principal will conduct classroom observations to determine if teachers are using the RTI Grid for remediation.	12/16/15	12/16/15	Saul Lusk Superintendent			Observation documents
3. IF02 The principal will compile data from observations to present to the high school leadership team.	12/16/15	12/16/15	Saul Lusk Superintendent			Compiled data sheets
4. IF02 Data from the principal's compiled observation report will be analyzed by the leadership team.	12/16/15	12/16/15	Jason Porter Process Manager			Minutes from the leadership team meetings.
5. IF02 Professional development will be planned based upon needs.	12/16/15	12/16/15	Jason Porter Process Manager			Individual teacher professional growth plans
6. IF06 and IF11 Teachers will update their professional development plans as needed based upon principal observations.	12/16/15	12/16/15	Jeff Alphin principal			Individual teacher professional growth plans

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

ADE Recommendation:

(#1) School leadership, with support from the external provider, should work directly with teachers in continued efforts to align the curriculum with Arkansas Frameworks and develop standards-based units of instruction.

Description of full implementation of the Effective Practice and/or Recommendation:

The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

- Teachers are giving pre and post tests in their classes.
- All teachers are providing differentiated instruction to their students. All teachers are scheduled to provide students with remediation/enrichment at least once a week.
- TLI is being used as the quarterly interim exam

Quarterly Objective: All teachers will administer at least two pre and post tests. All teachers will provide remediation/enrichment at least once a week.						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.IIB02 - Teachers will administer at least two pre and post tests.	10/16/15	10/16/15	Barbara Goldsby Literacy Facilitator			Folders in teachers' rooms
2.IIB04 - All teachers will provide remediation/enhancement opportunities at least once a week.	10/19/15	10/19/15	Cathy Barton Science			Master schedule and Folders in teachers' rooms

IMO Area: 1
ADE Recommendation: (#4) School leadership should ensure that instruction within the remediation period is differentiated to meet the learning needs of all students.
Effective Practice within Category: Assessing student learning frequently with standards-based assessments (IID02, IID06)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students (IID02).</p> <p>These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.</p> <p>The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).</p>
Current reality of effective practice (Assess where we are): <p>The Learning Institute's testing is used by English, math, and science teachers.</p>

All other content classes administer self made or end of unit tests

Teachers have set a goal for the school. The goal states that on all tests students must achieve 80% for mastery. Anything below this will require remediation.

Quarterly Objective:

All teachers will provide remediation according to the goal of 70% mastery.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.IID02 The school will administer The Learning Institute's unit testing.	1/08/16	1/08/16	Wendel Colen Math Instructor			The Learning Institute printouts
2.IID06 The School wide goal of 70% proficiency will be used for RTI	1/08/16	1/08/16	Barbara Goldsby Literacy Facilitator			RTI documents in teachers' classrooms

IMO Area: 3						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Classroom rules and procedures are posted in all classrooms. Teachers spent time at the beginning of the year teaching rules and procedures.						
Quarterly Objective: The school will decrease the number of students with five or more referrals per grade level.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.IIIC10 The principal will conduct a school wide assembly to reinforce rules and procedures	01/04/16	1/04/16	Jeff Alphin Principal			Agenda for the assembly

IMO Area: 4						
ADE Recommendation: (#5) District and school leadership should continue outreach efforts inside and outside the community to improve perceptions that impact school enrollment, culture, and enthusiasm for education.						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): The district has a Title I Compact and has given it to parents. The Title I Compact has been reviewed by the leadership team and the team sees the need for revisions.						
Quarterly Objective: All parents will receive a copy of the updated Title I School Compact.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.IVA01 The leadership team will update the school compact to meet the specific needs of the high school.	01/05/16	01/05/16	Wendell Colen Math Facilitator			Minutes in Indistar
2.IVA01The updated school compact will be sent to parents to be signed.	01/05/16	01/05/16	Barbara Goldsby Literacy Facilitator			Compact letters in office

IMO Area: 4						
ADE Recommendation: (#5) District and school leadership should continue outreach efforts inside and outside the community to improve perceptions that impact school enrollment, culture, and enthusiasm for education.						
ADE Recommendation 13: The school leadership team should develop and implement a plan for building and maintaining a school culture of high expectations among the entire school community.						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): The school has a guidance plan and has created a tracking document						
Quarterly Objective: All juniors and seniors will meet with the counselor to plan for post graduation.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.VA01 The guidance counselor will meet with all juniors and seniors to complete the new tracking document.	01/05/16	01/05/16	Wendell Colen Math Facilitator			Tracking documents in the counselor's office



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes, the district leadership has met once a month since the last report. The district team supports all of our efforts to improve student performance. The team also offers suggestions (school messenger, rewards for grades) that will help the school.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The external provider and the internal SIS have provided direction and support at PLC meetings, working with teachers in small groups, assisting with research of items that can be used in our school to help students, and budgeting of funds through Indistar. The ADE team has worked with all of us on the 45 day plan providing direction when needed.

What are the barriers, if any, in improving student outcomes?

Above 90% of our students are free and reduced lunch, many of our students do not have the background for classes here at the high school, and school involvement for many of our parents is not a high priority.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Using the data from the first quarter 45 Day Plan, the RTI team came up with what is believed to be the problem for each student and assigned someone to address the students' needs. The information was reported to the leadership team and then to the PLC teams.

How are you monitoring the progress in the area of science?

Science is also using TLI testing and using the results to direct instruction in the classroom.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? Suggestions for the Priority Improvement Plan and work on an updated Parent Compact have been the most meaningful actions taken by the Leadership team.

If anything, what do you intend to change or modify for the next quarter?

Work will continue with pre and post tests and the RTI grid. Teachers will continue working in Bloomboard on TESS with the principal

to improve instructions. We are considering a messenger system to increase knowledge being distributed to parents.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Recommendation 8: The principal, district leadership team, external provider, and school leadership team should evaluate the service delivery model and growth indicators of Students with Disabilities, and implement additional supports for this TAGG population. The school leadership team should establish a focus and support plan specific to Students with Disabilities.

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	19	19			1	0	0	0			0	0		
8	20	23			3	0	0	0			1	4		
9	28	29			5	0	0	0			0	2		
10	26	26			0	0	0	1			2	1		
11	26	23			4	0	1	0			1	7		
12	19	19			1	0	0	0			1	3		

Comments/ Clarifications:

ABSENTEES

Note: In-school suspensions were not counted in the first quarter because *Strong High School has the In School Suspension (ISS) housed on the campus. Teachers provide the students with the work that is being done in class for the day. The work is returned to the teachers and students are provided feedback on work. In-school suspensions were counted during the second quarter after getting clarifications from the ADE.*

8th Grade:

- One student dropped from the enrollment and returned to the school previously attended. This student had three days of In School Suspension.
- One student has an IEP for Special Education. The IEP stated that the student may have excessive absences due to medical conditions. This student has since returned to Hot Springs.
- One student has been in the hospital with a medical condition and has doctors' excuses.
- One student had three days of In School Suspensions.

9th Grade:

- The two students have medical conditions that cause them to be absent. They have doctors' excuses. One may have to be homebound.

10th Grade

- This student's excessive absences are due to nine days of In School Suspension.

11th Grade

- One student's excessive absences are due to three days of In School Suspension.
- One student's excessive absences are due to three days of In School Suspension.
- One student's excessive absences are due to this student having a baby at home who was born premature and has health issues.
- One student's excessive absences are due to three days of In School Suspension.
- One student's excessive absences are due to three days of In School Suspension.
- One student's excessive absences are due to six days of In School Suspension.
- One student's excessive absences are due to three days of In School Suspension.

12th Grade

- One student's excessive absences are due to three days of In School Suspension.
- One student's excessive absences are due to a medical condition that causes the student to be in the hospital on occasion.
- One student's excessive absences are due to three days of In School Suspension.

REFERRALS

- A major observation was discovered as we disaggregated the referral data. It was noted that the majority of the referrals for the second quarter occurred during the time between the Thanksgiving break and the Christmas break.

Disaggregated data from the absentees and referrals will be addressed during the high school leadership team meeting, the content area team meetings, and the district leadership team meeting. Suggestions will be considered and addressed in our PIP.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)						Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Special Education Automation Software Test on Aug/2015 (Date)				Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Special Education Automation Software Test on Aug/2015 (Date)	
1st	2nd	3rd	4th			1st Quarter	4th Quarter			1st Quarter	4th Quarter
6%	66%					3				7	
						7				6	
						6				8	
						5				13	
						5				2	
						3				1	

Comments/ Clarifications:

There are only 6 core teachers at the high school. The 66% reflects four of the six core teacher who have been absent 5 or more days.

- One science teacher has been out 6 ½ days with 2 ½ of those days being for workshops.***
- One literacy teacher has been out 7 ½ days with 2 ½ of those days being for workshops.***

- ***On literacy teacher had to have surgery and worked the surgery so she would have the Thanksgiving holiday out. This reduced the amount of time that she would have been away from her students. During this teacher's absence the school was able to locate a certified substitute.***

Teacher absenteeism data will be shared with the high school leadership team, the content area teams, and the district leadership team. Possible solutions will be researched.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
							Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	0	18	6	4			18	18	18	18	18	3	50	16.7		
8	3	22	1	10			22	22	22	22	22	10	23	45.5		
9	0	29	6	5			29	29	29	29	29	7	11	24.1		
10	1	26	3	5			26	26	26	26	26	2	14	7.7		
11	4	23	4	2			23	23	23	23	23	1	42	4.3		
12	3	13	2	6			13	13	13	13	13	3	0	23.1		
			Example				100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

At the beginning of the second quarter, the students with either a D or F for the first quarter were identified. The RTI team identified possible causes for the problems and assigned someone to help these students with their needs. This same process will be used for the second quarter's data.

The RTI team will do root cause analysis on the 8th and 9th grade math students to determine why the number of students with D's and F's increased.

The 12th grade is algebra III. Due to the complexity of this quarter's material and the students' lack of background knowledge, these students struggled. The teacher has been and will continue remediating.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016	Number of unit assessments for the current quarter (students tested)	Total number of post-unit tests for each grade level	Total number of D's or F's in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C
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											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	0	19	10	6			18	18	8	8	19	10	11	53		
8	0	21	6	10			20	20			20	9	5	45		
9	1	30	14	8			29	29			29	10	17	34		
10	1	26	4	4			26	26	26	26	22	5	13	23		
11	2	24	2	12			24	24	24	24	20	8	0	40		
12	3	18	0	0			18	18			18	0	11	0		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

At the beginning of the second quarter, the students with either a D or F for the first quarter were identified. The RTI team identified possible causes for the problems and assigned someone to help these students with their needs. This same process will be used for the second quarter's data.

Two teachers teach English. One of the teachers completed four unit pre-tests; however, the other teacher was only able to complete 2 unit pre tests due to being out for surgery. The third and fourth unit pre-test numbers do not match the students enrolled, because the teacher who was out for surgery was not able to administer pre tests for the third and fourth units.

The differences in the number of students enrolled and the numbers tested:

7th grade – There is one resource student in this class who was with the special education teacher at the times of the pre-test. This student was not on the D or F list for this quarter. Next quarter we will make sure the pre-test is given by the special education teacher.

8th grade – There is a self-contained student enrolled in the eighth grade. This accounts for the difference in the number tested for pre and post.

9th grade – There is a student in 9th grade who has a medical condition and has been absent several days. This accounts for the difference in the number enrolled and the number who took the pre and post tests.

10th grade – There were four students who have not taken the post test. These students were either absent when the test was given or in In- School Suspension. These students will take the post test.

11th grade – There were four students who have not or did not take the post test. There were two students who withdrew from the school to go to another school before the post test was given. The other two were absent at the time of the post test and will be given the test.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The following table shows the scores made on the second module of The Learning Institute tests. Instead of comparing last year's grade levels with the same grade level this year, we compared groups of students so we could see growth among groups.

TLI Reading scores from the module two tests (2014-2015 and 2015-2016)

2014-2015	2015-2016	
38.0 6 th graders	55.3 Last year's 6 th graders now 7 th	Increase of 17.3
41.0 7 th graders	62.5 Last year's 7 th graders now 8 th	Increase of 21.5
60.4 8 th graders	75.4 Last year's 8 th graders now 9 th	Increase of 15.0
50.0 9 th graders	60.2 Last year's 9 th graders now 10 th	Increase of 10.2
49.5 10 th graders	63.1 Last year's 10 th graders now 11 th	Increase of 13.6

The following table shows the scores made on the second module of The Learning Institute tests. Instead of comparing last year's grade levels with the same grade level this year, we compared groups of students so we could see growth among groups.

TLI Language scores from the module two tests (2014-2015 and 2015-2016)

2014-2015	2015-2016	
39.0 6 th graders	48.2 Last year's 6 th graders now 7 th	Increase of 9.2
41.7 7 th graders	49.6 Last year's 7 th graders now 8 th	Increase of 7.9
68.8 8 th graders	52.3 Last year's 8 th graders now 9 th	Decrease of 16.5
52.5 9 th graders	62.1 Last year's 9 th graders now 10 th	Increase of 9.6
51.0 10 th graders	63.3 Last year's 10 th graders now 11 th	Increase of 12.3

This comparison cannot be made at this time for math since the module two tests for math have not been given. The teachers are finishing this module and preparing to test.



DISTRICT: TEXARKANA ARKANSAS SCHOOL DISTRICT

SCHOOL: ARKANSAS HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: MATT COLEMAN

EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER

SUPERINTENDENT: BECKY KESLER

PRINCIPAL: EVA NADEAU

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area: 1**ADE Recommendation:**

- Minutes and agenda for team meetings will now be uploaded into Indistar.
- Tasks for Indistar Indicators will be documented in Indistar to include target and completion dates, persons assigned, and evidence of completion.
- The Leadership Team may now assess Indicators IF02, IF06, and IF11 in the section “Aligning classroom observations with evaluation criteria and professional development” as they analyze classroom data reports and provide assistance for improvement.

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers’ plans (IF06).

The Leadership Team reviews the principal’s summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings that show how teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

Arkansas High School conducts weekly PLC meetings, called CIA Meetings (Curriculum, Instruction, and Assessment). These meetings are vehicles for ongoing, job-embedded professional development, differentiated by subject area. During these meetings, teachers are currently working with the SIS to determine their needs and to design plans to meet those needs. Current professional development offerings are mostly whole faculty and small group. Although the school has had professional development plans in the past that included more differentiated and individualized offerings, currently those options are limited. The hope is to gradually work those offerings back into the monthly routine over the course of next semester. Teachers do develop individual professional development plans; however, these plans are not based on classroom observations.

The Leadership Team has reviewed the principal's observations and discussed and analyzed needs based on those observations. The Leadership Team currently does not have a large enough impact on the planning of Professional Development. However, they do help with needs assessment which does factor greatly into those plans. Future PD plans will need to include better systems for program evaluation, including evidence of changed practice and improvements in student learning.

Quarterly Objective: To conduct needs assessments with both teachers and students to determine future professional learning direction.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Conduct needs assessment with adults during PLC meetings.	11/20/15	11/18/15	Matt Coleman	X		Agendas and minutes from PLC meetings
2. Complete surveys with students and teachers to establish strengths and areas for growth.	11/30/15	11/20/15	Nancy Huddleston and Matt Coleman	X		Survey results in the Google Drive
3. Analyze survey results in the School Improvement Team	12/01/15	12/01/15	Matt Coleman	X		Agendas and minutes of School Improvement Team meeting, including data analysis protocol

IMO Area 1 Change in Teacher and Leader Practice
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Arkansas High teachers work in Instructional Teams by department and course to develop units and document them using Build Your Own Curriculum (BYOC). Math, English, and science teachers are creating and conducting three pre-/post-tests during each nine-week grading period. Although reteaching and retesting has been poorly documented during this school year, Instructional Teams are beginning to discuss existing approaches to this, as well as possible opportunities to add.

Pre-/post-test data is reviewed by Instructional Teams in department meetings in order to determine the best approaches to future instructional units.

Quarterly Objective: To ensure that curriculum documents are up to date in the online curriculum system (BYOC) and increase the number of pre-/post-tests to three for the quarter. Also, improve the reteach/retest plan for English and math courses.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Monitor curriculum documents through alternative placement to ensure assignments for students in short and long term alternative placement	12/01/15	12/01/15	Candice Carver	X		Curriculum documents in BYOC
2. Increase the number of pre-/post-tests to three per quarter	11/20/15	11/20/15	Candice Bailey, Anne Formby, and Tami Blair	X		Pre-/Post-tests documented in shared Google Drive

3. Develop a plan for reteaching/retesting in both English and math courses	12/01/15	NA	Matt Coleman, Candice Bailey, and Anne Formby		X	Plans have been discussed in School Improvement Team meetings, but nothing has been solidified.
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IMO Area 1 Change in Teacher and Leader Practice
Effective Practice within Category:

Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:

The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students (IID02).

These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).

Current reality of effective practice (Assess where we are):

Arkansas High School has begun to administer the Aspire Interim assessments. Preparations were made to administer these assessments as soon as they became available in December. The science department volunteered to give an interim assessment before the end of the semester. Instructional Teams plan to use lessons learned from that experience to begin interim assessments during the second semester.

Quarterly Objective: To implement Aspire Interim Assessments as the interim assessment for English, math, and science.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
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1. Begin utilization of Aspire assessments as interim assessments for English, math, and science.	12/18/15	12/15/15	Diana Lowe	X		Aspire test schedules and results
2. Develop a schedule of small group and extended testing for students with accommodations	12/15/15	12/15/15	Tonya Dunphy	X		Emails to teachers and small group/extended time schedules
3.						

IMO Area 3 Student Safety and Discipline						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Each teacher at Arkansas High has established and posted classroom rituals and routines. These rules and regulations, as well as those of the school in general, have been explained and are enforced by each teacher.						
Quarterly Objective: There will be less than 10 discipline referrals for “disrespect” as noted by e-school reports for the 1st quarter 2015. Each classroom is required to display classroom rules and expectations. The school will have 100% of classrooms post copies of rules and expectations.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Monitor the number of discipline referrals for the 1st quarter of 2015.	12/18/15	12/18/15	Julie Aaron and Brock Dickenson	X		E-school report shows a total of 8 referrals for disrespect for 2nd quarter.
2. Rules & expectations posted in all rooms.	11/20/15	11/20/15	Huddleston, Formby, Blair, Bailey & Miller, CTE teachers, & N. Hampton	X		Checked by Department Heads and Natasha Hampton

3.						
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IMO Area 4 Family and Community Engagement						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): The return on parent compacts was less than desired, so Arkansas High leadership assigned a support staff member to work diligently on increase the percentage of returned compacts during the second quarter.						
Quarterly Objective: To increase the return of parent compacts to at least 50% of the student population.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Assign staff member to address parent compacts in an effort to increase number returned.	10/30/15	10/26/15	Matt Coleman and Diana Lowe	X		Signed job responsibility form from meeting.

2. Develop and communicate a plan to increase number of returned parent compacts.	11/13/15	11/10/15	Tonya Dunphy	X		Emails to teachers regarding to parent compacts.
3. Collect at least 50% of parent compacts from students.	12/18/15	NA	Tonya Dunphy		X	We reached 30%, but continue to try for more.



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

A District Leadership Team was formed during the second quarter. The team meets once per month. It consists of the district's executive cabinet members as well as leadership from the priority school and two focus schools in the district. each month, each school updates the team on progress and supports each other with ideas, resources, and suggestions. The district has supported Arkansas High specifically by responding to the need for additional staffing by agreeing to hire two math teachers.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our external provider is from the Arkansas Leadership Academy (ALA) and is with us on a weekly basis. He helps us with our focus walks and gathering of data. He participates in leadership team meetings. He connects us with other schools in the state for networking

opportunities. AHS sends a team to ALA Team Institute, teachers to Teacher Leadership Institute, and the head principal attends Master Principal Institute. As a district, ALA also leads systematic change training with district leaders.

Our internal SIS reports to the superintendent and the ADE SIS Team once per week. He also facilitates our leadership team meetings and most of our PLC meetings. He has been helping teachers with needs assessments and developing solutions to current problems.

ADE SIS Team has visited twice this quarter and has provided an avenue of support.

What are the barriers, if any, in improving student outcomes?

- Limited staffing and/or strategies for large classes (teachers are struggling with class size)
- Student apathy due possibly to lack of relevance in instruction
- Time for intervention
- Teacher shortage areas (math, science, SPED)
- Lack of technology
- Prior learning deficiencies
- Discipline and classroom management
- Resistance to change
- Ownership of school challenges by teachers outside of math and literacy
- Lack of knowledge of gen ed teachers in the academic and behavior strategies necessary to support special education students in the classroom
- Parental support
- Campus wide internet issues

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Math and English departments are administering pre- and post-tests for each unit as common assessments. The leadership team collects pre- and post-data via shared drive (Google Drive). Data is analyzed during leadership team meetings. Grades are collected

and analyzed at the midpoint of each quarter. Any teacher with a high number of Ds and/or Fs is required to develop an intervention plan. The leadership team has also developed a new form (Google Form) for Focus Walks to monitor and collect data on instruction and student engagement level. This data is shared on a weekly basis in Weekly Happenings through charts, graphs, and written data. Math and literacy teachers are working on a reteach/retest plan.

How are you monitoring the progress in the area of science?

The leadership team includes the science department as well as at least one other science teacher. The ACT Aspire interim assessments (4) will be given in all 9th and 10th grade science classes. The leadership team will plan to analyze the data from ACT Aspire interim assessments, as well as teacher-created pre- and post-tests in all science courses. Science teachers are also tracking Ds and Fs and interventions planned to reduce that number.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The Leadership Team has planned (long term) for an adjusted schedule to allow for remediation, acceleration, and student advisory/club time. In the short term, the team has developed plans to celebrate student success and reduce the number of zeros. We have also worked to assess needs and utilize the design process in PLCs to address problems.

If anything, what do you intend to change or modify for the next quarter?

During the next quarter, we will need to address the English department post-test results. We will add ACT Aspire to the data that we are using to assess progress. We will also continue to plan for an alternate schedule for next year to provide remediation/acceleration/mentoring/club time. We also plan to begin a no zero policy.



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2-Student Progress and Achievement

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	309	312			21	4	0	0			5	24		
10	267	268			20	1	0	0			2	19		
11	274	277			32	1	0	2			4	41		
12	267	256			24	5	0	1			6	21		

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)				Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)			
1st	2nd	3rd	4th	1st Quarter	4th Quarter			1st Quarter	4th Quarter		
2	2			63*				64*			

Comments/ Clarifications:

***Based on credits**

According to RTI Arkansas and the resources they provided, there does not exist an instrument in math at the high school level to determine this data (3 or more years below grade level). The data we are submitting instead is the number of students who failed at least one semester of math this school year in 9th and 10th grade. We requested permission to do this from our ADE SIS and it was approved.

The English data is collected in the same manner however, we do have an instrument to determine the actual grade level in reading. We have evaluated over half our students reading levels and will report our findings in our 3rd quarter report.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that	Number of student s	Number of students with D or F in Math class per quarter 2015-2016	Number of unit assessments for the current quarter	Total number of post-unit tests for each grade level	Total number of D's or F's in Math this quarter	Percent of students with D or F on any unit tests in Math
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	failed Math the previous year	enrolled this quarter									(A)	(B)	(C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
Algebra I	52 / 44	213	40	69			161	113	106		380	158	19%	42%		
Algebra II	10 / 14	259	65	55			231	107			338	136	35%	40%		
Geometry	28 / 20	263	78	74			228	229	242		699	197	54%	28%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Math post-tests typically showed at least five times more A's and half the number of F's as seen in the pre-test.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	42 / 34	276	84	96			242	305	257		804	635	67%	79%		
10	11 / 12	253	65	57			222	254	198		674	481	66%	71%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)?

We have begun ACT Aspire interim assessments, and we will have data from those beginning in the third quarter.



**DISTRICT: WATSON CHAPEL
SCHOOL: WATSON CHAPEL HIGH SCHOOL
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: KERRI WILLIAMS
EXTERNAL PROVIDER: ELBOW-2-ELBOW**

**SUPERINTENDENT: DR. CONNIE HATHORN
PRINCIPAL: MR. JOHN HAYDEN**

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNOEDL, MARI BETH LAWERENCE

45-DAY PLAN

SECOND QUARTER

2015-2016 School Year

IMO Area: 1
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): All subject areas are broken into hallways with the exception of one teacher (Hubbard) who is on another hallway. The teams meet weekly to discuss subject specific information. Meetings are occurring with agendas prepared for the majority of meetings. The agendas do not get sent prior to the meeting. We have a leadership team that meets every 2nd and 4th Wednesday from 3:40-4:45. Each team member represents each subject area/content of the school. We have all areas represented with the exception of student representative and parental representative.

Quarterly Objective:

To ensure that all instructional teams are meeting regularly to discuss student data and building level issues with proper protocols in place.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
ID01						
1. Identify roles and responsibilities for building leadership team to: 1) Schedule meeting, 2) conduct meetings, 3) review school data, 4) determine professional development needs.	10/31/15	12/19/15	John Hayden	X		Building leadership team has scheduled meetings for every second and fourth Wednesday at 3:30-4:45. Classroom walkthrough data has been reviewed and professional development sessions have been arranged for teachers.

IMO Area: 1

ADE Recommendation 11: District and school leadership should provide training to all teachers on the process for regularly collecting and analyzing student data and planning interventions to increase student progress.

ADE Recommendation 12: School leadership should hold teachers accountable for meeting all job-related expectations in a timely manner.

Effective Practice within Category:

Aligning classroom observations with evaluation criteria and professional development (IF02, IF06, IF11)

Description of full implementation of the Effective Practice and/or Recommendation:

The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06).

The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). Putting all these pieces together depends upon first instituting standard practices and procedures that:

1. Link the improvement plan to subsequent activities, such as professional development
2. Maintain records of participation in trainings
3. Gather participant evaluations of trainings
4. Cite minutes from Instructional Team meetings that show how teams carried the training into their discussions and plans
5. Gather information from individual teachers on changed practices
6. Determine the effectiveness of the changed practices
7. Determine improvements in student learning that might result from particular changes in practice.

Current reality of effective practice (Assess where we are):

Math, science and literacy all have content-driven pre and post-assessments. Special education teachers' pre and post reading, spelling and math through the Brigrance. The instructional facilitators and external providers are working with teachers to analyze pre and post-test data to determine what instructional strategies to use based on the students' performance. Pre-test are being developed in literacy and math and will be developed in other content areas. We have ongoing Professional Learning Communities occurring each week. The instructional facilitators and external providers are guiding the teachers through their grade level data and the teachers are walking the students through their data. Teachers are meeting to devise pre and post-test and ways to deliver the data to students and parents.

Quarterly Objective:

To ensure that all teachers are creating and monitoring pre and post-assessments and data. To ensure that all teachers are using differentiation strategies in all classrooms on a consistent basis.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IF02						
1. Administrators will bring classroom observation data to each leadership meeting to discuss CWT data.	10/31/15	12/19/15	Mr. John Hayden		X	Administrators are conducting 25 CWT's per week although the data is only discussed once a month.
2. Administrators will identify teachers who need specific professional development based on weakness areas.	10/31/15	12/19/15	Mr. John Hayden	X		Administrators have identified teachers in need of specific professional development and the PD has been occurring through the central office and co-op.
IF06						
1. Administrators have assigned specific resources for teachers to review based on weakness areas in Bloomboard.	10/31/15	12/19/15	Mr. John Hayden	X		Teachers Bloomboard are being monitored by administrators to ensure they are completing the required assignments.
IF11						
1. Teachers who were identified by administrators will attend scheduled professional development.	10/31/15	12/19/15	Kerri Williams	X		All identified teachers attended professional on the designated days as documented with sign in sheet.

IMO Area: 1
ADE Recommendation 1: Literacy teachers should collaboratively identify struggling learners and develop interventions to address individual learning needs.
ADE Recommendation 5: Identify struggling learners and develop interventions to address individual learning needs.
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).
Current reality of effective practice (Assess where we are): Math, science and literacy all have content-driven pre and post-assessments. Special education teachers' pre and post reading, spelling and math through the Brigance. The instructional facilitators and external providers are working with teachers to analyze pre and post-test data to determine what instructional strategies to use based on the students' performance. Content specific teams have been developed to align the curriculum with ACT Aspire. We are currently implementing the Response –To-Intervention process with all students as well.

Quarterly Objective: To ensure that all teachers are creating and monitoring pre and post-assessments and data. To ensure that all teachers are using differentiation strategies in all classrooms on a consistent basis.						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IIB02						
1. Administer pre/post-test that was created in 2014-15 school year.	12/2/15	12/19/15	Varnette Bruce Karen Fuller	X		Pre and Post-test were administered in all classrooms for the second quarter. This will be an on-going task for three to four pre and post assessments to be given in each content area each quarter.
IIB04						
1. Implement data cards and "tracking my own data" form.	12/2/15	12/19/15	Varnette Bruce Karen Fuller	X		Data cards and the form for students to track their data has been created, and implemented. The teachers are utilizing STAR reading and math data for data cards.
2. Teachers evaluate data from pre/post assessments.	12/2/15	12/19/15	Varnette Bruce Karen Fuller	X		2 nd Quarter pre/post-test were given in all classes as documented by pre/post data. Teachers have begun evaluating data from assessments and creating plans on addressing individual student needs. This is an on-going task that will occur each quarter.
3. After analyzing the data, teachers create specific strategies to assist students who have not mastered skills.	12/2/15	12/19/15	Kristi Sanders	X		Teachers are meeting and creating specific strategies for students based on meeting minutes and lesson plans.
4. All teachers will be trained on the new instructional program iReady.	12/2/15	12/11/15	Karen Fuller	X		All teachers will trained on 12/10/15 on the iReady program

5. All students will be tested on the new instructional program iReady to determine weakness and strategies.	12/2/15	12/19/15	Karen Fuller		X	All students have not been assessed on the iReady program. They plan to complete testing by January 19, 2016
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IMO Area: 1
ADE Recommendation 2: School leadership should facilitate the assessment of all students' reading levels with a standard reading assessment instrument.
Effective Practice within Category: Assessing student learning frequently with standards-based assessments (IID02, IID06)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The school administers interim assessments at least three times a year to all students. The Leadership Team reviews the results and provides supports to the Instructional Teams based on the analysis of results. The Instructional teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students (IID02).</p> <p>These interim assessments are designed to measure students' progress toward year-end standards-based assessments. The assessments help teachers make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.</p> <p>The Leadership Team sets annual goals for student learning outcomes. These goals are based on student learning data and are both reasonable and sufficiently challenging. The goals include goals for the whole school, grade levels, subject areas, and student subgroups (IID06).</p>
Current reality of effective practice (Assess where we are): Students enrolled in core disciplines are tested at least three times per each year. Math, Language Arts, and Science disciplines use teacher created assessments and analyze the data after each assessment to plan for further instruction. Data is analyzed by department and results brought to the Leadership Team for school-wide analysis. The data gathering process is still in the implementation phase. Data walls have been created to display student growth and percentage of students performing at below basic, basic, proficient, and advanced levels.

Quarterly Objective: All students will be given a standard based assessment at least three times per year and assessment data will be analyzed by all teachers to determine interventions needed for students.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IID02						
1. All students will be tested at the end of each 9 weeks on the STAR reading test.	12/11/15	12/19/15	Karen Fuller	X		All students have been tested on the STAR reading assessment as documented by student reports.
2. All students will be tested at the end of each 9 weeks on the STAR math test.	12/11/15	12/19/15	Varnette Bruce	X		All students have been tested on the STAR math assessment as documented by student reports.
3. All students will be tested on the TLI assessment.	11/19/15	12/19/15	Varnette Bruce	X		All students were tested on the various TLI modules as documented be the student reports.
4. All students will be assessed on the iReady instructional program.	12/2/15	12/19/15	Karen Fuller		X	All students were not tested before 12/19/15; the remaining students will be tested by 1/19/16.
IID06						
1. The building leadership team will meet to analyze testing data to determine yearly goals.	11/19/15	12/19/15	Kerri Williams		X	The building leadership team has not met to discuss yearly goals. This will be done in the 3 rd quarter. The teachers have met to analyze the STAR scores and have set goals for growth. This will be done with building leadership team for quarter three.

IMO Area: 3						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Rules and procedures are established and posted in classrooms at the beginning of the year. Some teachers reinforce the rules and procedures consistently throughout the year and revisit them as needed. At the beginning of the year, rules and procedures are discussed and implemented with more rigor than as the year progresses.						
Quarterly Objective: To ensure that teachers are setting and reinforcing positive student behavioral expectations. Ensure that students are following positive behavior expectations.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal and assistant principals will make focus walks to ensure that all teachers have established and are reinforcing consistent classroom rules and procedures in their classrooms.	11/2/15	12/19/15	John Hayden	X		Principal and assistant principal are completing 25 focus walks a week and submitting documentation (via google document) to the assistant superintendent and teacher. The assistant superintendent follows up each week on the focus walks with the principal and assistant principal on next steps for the teacher. This is an on-going task that will be monitored each quarter.

2. Schedule a meeting with the school resource officer, administrators, assistant superintendent, dean of students to create and/or modify discipline plan.	11/2/15	12/19/15	Dr. Julie Sheppard	X		Meeting was on October 20, 2015 as noted by meeting minutes and sign in sheet.
3. Discipline data will be reviewed each building leadership meeting to determine what interventions are needed.	11/2/15	12/19/15	Dovie Burl	X		Discipline data is being reviewed with building leadership team and determining interventions for students based on meeting minutes and sign-in sheets.

IMO Area: 4						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): Teachers are in communication with parents in regards to students who are failing a course. The school is planning to have parent nights in which data is shared and explained for all students and parents.						
Quarterly Objective: To involve parents with decision making and support for the school.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Plan a meeting with the parental involvement focus group and BLT to plan an effective data night for parents.	11/9/15	12/19/15	Dovie Burl		X	The building leadership team has scheduled a meeting on 1/21/16 to determine the data of the parent data night.
2. Establish a staff recognition program: 1 st Quarter-Teacher Recognition 2 nd Quarter-Classified Recognition Student Recognition Parental Recognition 3 rd Quarter-Teacher Recognition Classified Recognition 4 th Quarter-Student Recognition Parental Recognition Business/Community Recognition	11/9/15	12/19/15	Kerri Williams	X		Staff will be recognized each month at the school board meeting and presented with certificates of appreciation. Each month the specified group has been recognized as noted by board meeting minutes.

IMO Area: 4						
ADE Recommendation 13: The school leadership team should develop and implement a plan for building and maintaining a school culture of high expectations among the entire school community.						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are): Currently, there are bulletins, college booklets, and test information available to all students. ACT prep classes are offered. Career days and visits from colleges and armed forces are scheduled. Both counselors conference with parents and teachers throughout the year. Free ACT, PSAT, etc. testing is available to students qualified for free or reduced lunch.						
Quarterly Objective: To ensure that counselors have a plan in place to deliver information preparing programs, colleges, universities, work force agencies, and military for upcoming graduates.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The counseling department will create a communication system for parents and students.	11/2/15	12/19/15	Louis Chambless	X		The counseling department has registered with Remind101 to remind parents and students of upcoming college visits, deadlines, and scholarship information. This will be an ongoing task.
2. The counseling department will	11/2/15	12/19/15	Louis Chambless	X		The counseling department has a

provide support for high school students needing assistance with ACT prep and ACT registration.			Karen Jeffers			sign-in of all students who have received assistance with ACT prep or registration. This is an on-going task.
3. The counseling department will create morale and encouragement for students.	11/2/15	12/19/15	Louis Chambless Karen Jeffers	X		The counseling department displays the names of seniors under the college pennant as they are accepted into the college or military branch of their choice. This is an on-going task that occurs throughout the entire year. All scholarship, college acceptance, and military letters are kept in the counselors' office.
4. The counseling department will assist all students with planning college visits, college applications, and scholarship applications.	11/2/15	12/19/15	Louis Chambless Karen Jeffers	X		The counseling department keeps documentation of all students that they assist in completing application for college, military, or scholarships. This is an on-going task throughout the school year.

PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)

If yes, what support have you received from the district?

- Restructuring administrators to improve instructional support
- The district has created focus groups to address needs of the high school.
- Leadership team meetings have been scheduled and the superintendent and assistant superintendent are attending in order to address needs with district leadership team.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

External Provider Support:

Literacy:

- Interim assessment standards alignment
- Creation of pre/post assessments
- Data disaggregation with teachers and next steps planning
- Training for teachers in scoring assessments and inter-rater reliability in reading and essay writing
- Training in format and composition of ACT Aspire test for 10th grade in English, Reading, and Writing
- Assistance with assessing indicators and creating tasks
- Planning for data room with literacy facilitator and internal SIS
- Analysis of STAR Reading results and distribution of data to all departments; assistance with the Accelerated Reader campaign
- Individual screening of exceptionally low-scoring reading students and short strategy-based instruction for use in class
- Assistance providing support with instructional strategies and materials for Alternative Learning environment.
- Assistance with teacher Bloomboard entries
- Assistance with planning lessons
- Assistance with creation of AIP's
- Assistance with teacher observations with specific feedback

Math:

- Data disaggregation and next steps planning with teachers
- Weekly meetings with teachers in the department
- Observation and specific feedback, including team-teaching
- Analysis of STAR Math results
- Re-arrangement of standards to be taught in order to "wrap in" standards that need review
- Assistance in planning for interventions

Internal School Improvement Specialist Support:

- Monitors assessments regularly and provides strategies for improvement.
- Visits classrooms weekly and provides feedback to the teachers.
- Attends PLC, grade level, conferences, and leadership team meetings and monitors the progress in Indistar
- Assisting with the "Blitz" in 10th grade
- Faculty meeting explaining the status of the school and break down of the calculation of priority/academic distress
- Modeled classroom lessons for teachers
- Created Data Room, data cards, and template for students explain their individual data

ADE SIS Team

- Technical Support
- Support with 45-day plan through coaching comments in Indistar and on site
- Special education meeting with ADE

What are the barriers, if any, in improving student outcomes?

- Culture Shift: Not 100% of our teachers are on board with changing the culture of our school. Once we get everyone on the same page (realizing that all of our students are capable of improving if we would take the time/effort to find out what they need to help them improve).
- Technology: Technology has been purchased, teachers need assistance with embedding technology in instruction, and no Wi-Fi in the building
- Teacher absences: Increased this quarter with core teachers (no policy in place to prevent the misuse of using time)

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- Classroom walk-throughs
- Departmental meetings
- Counseling with students about the importance of improving
- Star Testing scores
- Implementation of Data Room
- Pre/Post assessments and data analysis (students and teachers)
- Monitoring interim grades
- Failure Justification Form
- Parent Conferences
- Monitoring standard based grading
- Implemented Accelerated Reading goals through Accelerated Math 2.0

Responding to results by:

- Professional development for teachers
- Meeting with teachers to offer support
- Utilizing the data room
- External providers, literacy facilitator, and math facilitator are rewriting the curriculum with teams of teachers in order to align with CCSS for literacy and math
- Implemented Accelerated Reading goals through Accelerated Math 2.0
- Before and lunch school tutoring for math
- Hired supplemental services for tutoring
- Implemented teacher tutoring periods for math and English teachers to pull students from study hall who are having trouble in literacy or math

How are you monitoring the progress in the area of science?

- Classroom walk-throughs
- Departmental meetings
- Pre/Post assessments data analysis
- Monitoring interim grades

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this

quarter?

- Following up on directives - accountability
- Data analysis (assessments and CWT)
- Explaining to students the importance of assessment results – promoting accountability for students
- Creating the data wall – visual presentation of where our students stand in math and literacy
- Using CWT data to schedule professional development
- Vertical alignment meeting with junior high school

If anything, what do you intend to change or modify for the next quarter?

- Implement a school wide testing plan to increase test scores
- Focus on instructional strategies in classroom delivery



SCHOOL LEADERSHIP TEAM'S REPORT SECOND QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
10	232	234			30	1	2	12			2	10		
11	202	198			18	0	1	7			7	10		
12	208	207			20	0	0	4			2	9		

Comments/ Clarifications:

Student Discipline:

1 10th grader is in the Alternative Education program
 3 11th graders are in the Alternative Education program
 1 12th grader is in the Alternative Education program

Student Absences:

1 10 th grader who was pregnant and had a baby 1 10 th grader who was injured in a car accident 1 10 th grader who withdrew 1 10 th grader sent to Juvenile Detention Center	2 11 th graders who had a baby 1 11 th grader who was expelled 1 11 th graders with chronic medical issues	1 12 th grader who had a baby 1 12 th grader who withdrew 2 12 th graders sent to Juvenile Detention Center
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Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)						Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR</u> Test on <u>September/ 2015</u> (Date)				Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>STAR</u> Test on <u>September/ 2015</u> (Date)	
1st	2nd	3rd	4th			1st Quarter	4th Quarter			1st Quarter	4th Quarter
28	42					72 (37%)				139 (64%)	
						49 (29%)				117 (65%)	
						88 (50%)				136 (70%)	

Comments/ Clarifications:

Teacher absence

ELA Teacher 22 days this quarter due to medical issues and a
Math Teacher with 12 days due to a child with a chronic illness

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
10	31	228	85	88			228	228	228		684	408	14.6	59.6		
11	46	195	58	58			195	195	195		585	345	15.3	58.9		
12	41	152	16	14			152	152	152		456	246	11.0	53.9		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
10	13	228	57	29			228	228	228		684	117	4.7	17.10		
11	17	195	63	12			195	195	195		585	87	4.7	14.8		
12	37	152	11	1			152	152	152		459	3	2.6	0.65		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

STAR TEST DATA:

GRADE	SUBJECT	NUMBER OF STUDENTS	GROWTH	AT or ABOVE GRADE LEVEL
10	Algebra II	14	79%	86%
11	Algebra II	119	55%	30%
12	Algebra II	22	50%	1%
10	Geometry	145	64%	20%
11	Geometry	6	83%	0%
10	Pre-AP Algebra II	32	56%	100%
11	Pre-AP Algebra II	1	100%	100%

GRADE	SUBJECT	NUMBER OF STUDENTS	GROWTH	AT or ABOVE GRADE LEVEL
10	Reading	200	65.5%	12.5%
11	Reading	173	81.5%	34.1%
12	Reading	177	9%	45.1%

DISTRICT: WEST MEMPHIS
SCHOOL: WONDER JR HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: STEPHANIE HALE

SUPERINTENDENT: JON COLLINS
PRINCIPAL: DR. PALMER QUARRELS

EXTERNAL PROVIDER: E2E SCHOOL IMPROVEMENT SPECIALISTS
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

2nd QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE**ADE Recommendation:****Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The Administrative Leadership Team consisting of principal, instructional coaches, parent coordinator, technology specialist, media specialist, interventionist, and school counselor serves as a conduit of communication to the faculty and staff. The team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. The Leadership Team continues to meet weekly for 1½ hours and analyzes school performance data and aggregated classroom observation data. The team uses data to make decisions about school improvement and professional development needs. Current teams maintain meeting agendas and minutes.

Teachers are organized into grade level or subject area Instructional Teams. Instructional Teams utilize PLC meetings to develop and

refine units of instruction and review student learning data.

English Language Arts and Math continues to meet daily. All teams continue maintain meeting agendas and minutes

Quarterly Objective:

Continue to monitor and support team structures by analyzing student learning results and providing job-embedded professional development based on student data.

Tasks	Target Date	Completion Date	Person Assigned	Met	Not Met	Evidence of Completion
1. Analyze literacy intervention progress monitoring report	12/18/15	12/10/15	P.Robinson	X		Star Reading data for 7th & 8th grade intervention groups were analyzed and discussed during Administrative Leadership Team Meeting on 12/16/15. Agenda and minutes reflect the presentation of the data.
2. Analyze math intervention progress monitoring report	12/18/15	12/10/15	K. Griffin	X		Star Math data for 7th and 8th grade intervention groups was shared in Administrative Leadership Team Meeting 12/16/15. Agenda and leadership team minutes reflect the presentation of data.
3. The leadership team will review all teachers' grading/ assessment practices and provide individualized feedback	11/13/15	11/13/15	Dr. Quarrels	X		Leadership Team agenda and minutes reflect analysis of weekly assessments. Teachers were provided individualized feedback and Instructional Liaison worked during team meetings to address/highlight concerns

4. Analyze literacy unit pre- / post-test data and interim assessment results	12/18/15	12/16/15	K. Brown	x		TLI Literacy Assessment results were analyzed by Mrs. Brown and discussed during the Administrative Leadership Team meeting. Evidence of these actions is reflected in 12/16/15 minutes.
5. Analyze math unit pre-/ post test data and interim assessment results	12/18/15	12/16/15	Morman	X		TLI Math Assessment results were analyzed by Mrs. Brown and discussed during the Administrative Leadership Team meeting. Evidence of these actions is reflected in 12/16/15 minutes.

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE						
ADE Recommendation:						
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)						
Description of full implementation of the Effective Practice and/or Recommendation: <p>The 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 and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>						
Current reality of effective practice (Assess where we are): The math and literacy teams have developed a 2 nd quarter long-range plan (assessment schedule) consisting of learning standards to be assessed in each instructional unit.						
Quarterly Objective: Math and Literacy Instructional teams will continue to develop, refine, and analyze unit pre- and post- tests.						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

1. Develop, administer, and analyze math unit 1 pre-/ post-test.	10/30/2015	11/2/2015	K. Morman	X		The following documentation is evidence of completion: teacher long-range unit calendar, sample of pre/post-test, student work of pre/post-test, and teacher pre/post- test data analysis sheet.
2. Develop, administer, and analyze literacy unit 1 pre-/ post-test.	10/23/2015	10/30/2015	K. Brown	X		The following documentation is evidence of completion: teacher long-range plans, sample of pre/post-test, and pre/post-test data analysis sheet.
3. Develop, administer, and analyze math unit 2 pre-/ post-test.	11/3/2015	11/20/2015	K. Morman	X		The following documentation is evidence of completion: teacher long-range unit calendar, sample of pre/post-test, student work of pre/post-test, and teacher pre/post- test data analyze sheet.
4. Develop, administer, and analyze literacy unit 2 pre-/ post-test.	11/12/2015	11/13/2015	K. Brown	X		The following documentation is evidence of completion: teacher long-range plans, sample of pre/post-test, and pre/post-test data analysis sheet.
5. Develop, administer, and analyze math unit 3 pre-/ post-test.	12/3/2015	12/8/2015	K. Morman	X		The following documentation is evidence of completion: teacher long-range unit calendar, sample of pre/post-test, student work of pre/post-test, and teacher pre/post- test data analyze sheet.

6. Develop, administer, and analyze literacy unit 3 pre-/ post-test.	12/11/2015	12/11/2015	K. Brown	X		The following documentation is evidence of completion: teacher long-range plans, sample of pre/post-test, and pre/post-test data analysis sheet.
7.Math teachers will develop 3 rd quarter long range plan (assessment schedule)	12/10/15	12/10/15	K. Morman	X		The following documentation is evidence of completion: teacher long-range unit calendar.
8. Literacy teachers will develop 3 rd quarter long range plan (assessment schedule)	12/18/15	12/18/15	K. Brown	X		The following documentation is evidence of completion: teacher long-range unit calendar.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE**ADE Recommendation:****Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

Professional development based on school wide PGP goal has been provided. All teachers have taught classroom rules during the first week of school. Focus walks/CWTs are conducted weekly and leadership team analyzes data. Teachers continue to reinforce classroom/campus rules to ensure an atmosphere conducive to learning.

Quarterly Objective: Conduct ½ of faculty TESS informal observations based on school wide PGP goal (component 2d – Managing Student Behavior) and provide individualized teacher feedback.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Conduct 10 observations and provide individualized teacher	12/18/2015	12/18/2015	V. Scaife	X		Bloomboard Observation Report indicates 12 informal observations were completed during 2nd quarter

feedback						
2. Conduct 10 observations and provide individual teacher feedback	12/18/2015	12/18/2015	P. Quarrels	X		Bloomboard Observation Report indicates 14 informal observations were completed during 2nd quarter

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

The Annual Title 1 meeting was held inviting parents to inform them of their rights. Parents were allowed the opportunity to review and revise the compact. The Parent facilitator and coordinator updated the parent, student, and school staff compact after meeting with parents during Title I meeting. The compact was shared with the school's faculty and attached to 1st quarter progress reports. A Blackboard Connect phone call was made to inform parents of information that was sent home. Teachers have contacted parents of students that did not return their signed parental compact.

Quarterly Objective:

Ensure that students enrolled throughout 2 nd quarter are provided a copy of the parent, staff, and student compact.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Provide parents and students enrolling during 2 nd quarter a copy of compact	12/18/2015	12/18/2015	Q.Sullivan	X		Signed student compacts are filed in guidance counselor's office

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Recommendation:
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates <p>Current reality of effective practice (Assess where we are):</p> <p>All 9th grade students are required to take Freshman Seminar/AVID. Through this course students are exposed to the three academies and programs of study that are available on the high school campus or at Arkansas State Mid-South campus. This course also links programs of study to careers. Students take interest inventories that may aid in their program of study choice. During freshman orientation, the 10th grade counselor speaks to parents and students about AWM expectations. AWM showcases their programs of study</p>

by having an Academy Fair for 9th grade students. Leading up to pre-registration, students take a tour to ASU-Midsouth to observe the programs offered on their campus. Parent meetings are held to inform parents of the registration process and course offerings. During pre-registration, the 10th grade counselor reviews the registration and course-offering book with all 9th grade students in a classroom setting. The 10th grade school counselor meets one-on-one with each 9th grade student to select courses for the upcoming school year.

Wonder Jr. High Freshman Planning Team meets weekly to discuss high school preparedness and interventions for 9th graders.

Freshman Seminar teacher attended The Academies model school at the Academies of Nashville study visit. School Counselor attended the ACT College Readiness Workshop to learn more about available programs focused on college and career readiness. AVID district directors attended professional development to ensure fidelity of program implementation.

Quarterly Objective: Conduct and analyze preliminary results from ACT Profile Interest Inventory.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. ACT profile interest inventory linked to ACT standards will be given to all 9 th grade students.	11/19/15	12/03/15	Sullivan, Quintina	X		ACT Profile Dashboard
2. Preliminary results from ACT profile will be shared with leadership team	11/20/15	12/07/15	Sullivan, Quintina	X		School Administrator's Team Minutes



PRINCIPAL'S REPORT 2nd QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (Please circle)

If yes, what support have you received from the district?

- Supported development of a K-12 Literacy Team (comprised of representatives from each elementary and secondary campus)- DLT members attended and supported K-12 Literacy data analysis
- Provided support for future K-12 Literacy meetings to ensure vertical alignment and the development of district structure for implementing RTI
- District Leadership Liaison continues to support and attend school leadership team meetings
- Developed a district policy for teaming structures in all schools and will present to school board for approval

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Math and Literacy Interventionists provide individual and small group interventions twice a week – STAR data is used for identification and progress monitoring
- STAR data is used to screen all students at Wonder Jr. High, and from that screening, students that score below the 40th percentile in grades 7 and 8 are grouped for intervention in math and reading. An instructional plan is put into place for each individual intervention group. There are 5-6 students in each group. Groups are pulled out for 45 minutes, 2 times a week during their math skills and enrichment classes. Reading intervention students' work on foundational skills such as phonics, fluency,

vocabulary, and comprehension. Math intervention lessons focus on foundational skills, such as developing fraction understanding.

- Interventions for the 9th grade students were planned through the freshman seminar class to increase student reading ability, exposure to books, and comprehension. After analyzing the Star data, one class was chosen for intervention based on their percentile level. Each student was required to reach an individualized goal based on his/her reading ability. The reading coach provided the students with conferences and feedback in order to guide the students. Master schedule constraints and technology issues inhibited the successful implementation of this intervention. As a result, this intervention will not be continued during the 3rd quarter.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- External Provider:
 - o Assisted with ADE Priority school required documentation (45-Day Plan, Indistar, Weekly Report)
 - o Facilitated (when needed) and supported Leadership Team Meetings
 - o Assisted with Indistar processes
 - o Assisted with informal TESS classroom observations and post conferences
 - o Provided weekly ADE reports to district and school leaders
 - o Conducted and/or participated in Instructional Team meetings
- ADE SIS has provided:
 - o Coaching comments ADE SIS suggestions and recommendations
 - o Met with leadership team to update changes with priority school requirements

What are the barriers, if any, in improving student outcomes?

- Students' prerequisite skills in reading – conversations will be addressed with District Leadership and newly developed K-12 Literacy team during 3rd quarter

How is your leadership team monitoring student progress in the skill area of science?

- The science curriculum specialist reviews classroom assessments each week. Individualized feedback is provided to teachers, as the weekly assessments are reviewed against lesson plans. This process ensures that students are assessed on aligned standards and provided timely feedback.
- TLI data reports are discussed in team meetings and areas of weakness are addressed. The leadership team works to develop a plan that will provide support to teachers in their areas of weakness.
- Science teachers have developed unit pre/post tests, and the leadership team monitors the data. The frequency of data reviews have been increased and have provided greater opportunities for differentiation in instruction. The data from the pre/post tests are used to refine science teachers' lesson plans so they can provide increased opportunities for students' independent practice as well as an increase in the usage of ACT Science Practices.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- The literacy department has implemented a continuous cycle of using pretest and posttest data to inform their instructional decisions. Each grade level has collaborated to develop a minimum of three instructional units within a nine-week period in order to provide frequent assessments and timely feedback to their students relative to the level of mastery they have achieved on selected standards taught during the instructional units. An instructional calendar has been developed with dates indicating when pretests and posttests will be administered during each unit. Dates have also been set to indicate when the assessment data will be analyzed during grade level meetings. During these meetings, assessment results and student work products are analyzed and instructional decisions are made relative to which reading and writing standards should be spiraled back into the upcoming instructional unit. The literacy curriculum specialist shares pretest and posttest data during the Administrative Leadership Team meetings. Team members offer feedback and suggestions for improvement when necessary. This process is a work in progress due to the difficult nature of teaching reading and writing standards to mastery.
- The math department monitors student progress through analyzing pretest and posttest data. Teachers have created long-range plans that include the standards for each unit, the length of instructional period, and the dates for pretests and posttests. The pretests and posttests are given within approximately a two-week timeframe. During teachers' instructional

planning period, the team analyzes student work and collaborates about their instructional practices for the remainder of the unit cycle. After completion of analyzing post-test data, the team completes a data analysis sheet for the unit. Posttest data analysis is used to determine standards to reteach, standards to review in skills classroom, and standards that will spiral back for future instruction.

- Intervention students are progressed monitored every 4 to 6 weeks. Data is shared in with Administrative Leadership Team, in PLC's, and with students. Progress monitoring data determines placement in interventions and dismissal or continued support.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- 1st quarter 45-day report data analysis was used to determine a need for monitoring weekly assessments in all classrooms. The instructional leaders for each department are monitoring weekly assessments by requiring the teachers to submit a copy of their current assessments and assignments that will be used for grading and monitoring student progress during the current instructional week. The instructional leaders provide feedback to the teachers, when needed, in the areas of rigor, relevance, and effective grading practices.
- Ron Clark Academy - Five members of the administrative leadership team and seven classroom teachers attended the Ron Clark Academy December. Participants observed live classroom lessons and attended teacher workshops. Academic rigor, student engagement, high expectations, and school climate are major strategies in the Ron Clark Model. Teachers returned and implemented several strategies into their classroom teaching structure. Administrative leadership and school leadership have decided to send several faculty members to the Ron Clark Academy during the second semester. The faculty will implement the Ron Clark model after training.

If anything, what do you intend to change or modify for the next quarter?

- ACT aspire interim assessments will be administered and analyzed
- Based on STAR data analysis from 2nd quarter, placement criteria for reading interventions will be revised
- Students identified through dyslexia screening will be provided services
- Reading coach will provide small group/ individualized interventions during language arts classes

- 7th and 9th grade social studies instructional teams will be provided professional development and support for curriculum alignment. (During 2nd quarter, 8th grade Social Studies team met to align curriculum standards and plan lessons for the upcoming semester. The team reviewed the Common Core Standards for Literacy in History and Social Studies and the new standards for American History 1800-1900. Resources for the teachers were provided and a long-range plan was developed.)



SCHOOL LEADERSHIP TEAM'S REPORT 2nd QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	133	131			17	0	0	0			4	8		
8	149	145			11	0	0	0			0	8		
9	140	131			14	0	0	0			4	8		

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ STAR _____ Sept 1 - 15 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ STAR _____ Sept 1 - 15 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7	0%	42%					23				44	
8	13%	33%					40				59	
9	14%	11%					42				75	

Comments/ Clarifications: 5/12 of the 7th grade content area teachers attended the Ron Clark Academy (3 days) and the Apple professional development (1 day). The 5th day of absence for all 5 teachers was related sickness.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	16	131	56	45			118	114	107		339	120	47%	35%		
8	8	145	62	49			131	126	123		380	165	76%	43%		
9	9	131	54	41			115	117			232	147	46%	63%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: The number of 7th and 8th grade students receiving a D or F for current quarter reflects students taking 2 Math classes (Grade Level Math and Math Skills)

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	11	131	64	35			116	112	116		344	182	25%	52%		
8	17	145	36	11			148	134	114		396	199	51%	50%		
9	16	131	36	56			119	125	127		371	220	40%	59%		
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: The number of 7th and 8th grade students receiving a D or F for current quarter reflects students taking 2 literacy classes (English and Language Arts).

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data*

STAR Math Intervention Progress Monitoring Data
11/2/15-12/16/15
(Mrs. Griffin)

7th Grade				8th Grade			
Math Intervention Groups Growth				Math Intervention Groups Growth			
$\frac{10}{16} = 62.5\%$ *10 out of 16 students showed growth				$\frac{10}{19} = 52.6\%$ *10 out of 19 students showed growth			
At or Above Grade Level $\frac{6}{16} = 37.5\%$ * 6 out of 16 students tested scored in green				At or Above Grade Level $\frac{1}{19} = 5\%$ *1 out of 19 students tested scored in green			
On Watch $\frac{1}{16} = 6\%$ *1 out of 16 students tested scored in blue				On Watch $\frac{5}{19} = 26\%$ *5 out of 19 students tested scored in blue			
Intervention $\frac{6}{16} = 37.5\%$ *6 out of 16 students tested scored in yellow				Intervention $\frac{10}{19} = 52\%$ *10 out of 19 students tested scored in yellow			
Urgent Intervention $\frac{3}{16} = 18.7\%$ *3 out of 16 students tested scored in red				Urgent Intervention $\frac{3}{19} = 15.7\%$ *3 out of 19 students tested scored in red			
	SS	GE	PR		SS	GE	PR
Pretest	645	4.6	16	Pretest	665	4.9	16
Posttest	691	5.4	25	Posttest	699	5.5	21
Change	+46	+0.8	+9	Change	+38	+0.6	+6

7th Grade

- *5 students moved from blue to green
- *1 student moved from yellow to green
- *1 student moved from red to yellow

8th Grade

- *1 student moved from blue to green
- *2 students moved from yellow to blue

When 7th grade intervention groups were formed in September, the group consisted of 21 students. After the 2nd progress monitoring, ten of those students scored in the range of At or Above Grade Level (green). One student scored in the range of On Watch (blue). Six students scored in the Intervention range (yellow). Three students scored in Urgent Intervention range (red).

When 8th grade intervention groups were formed in September, the group consisted of 21 students. After the 2nd progress monitoring, three students scored in the At or Above Grade Level (green) range. Five students scored in the range of On Watch (blue). Ten students scored in the Intervention range (yellow). Three students scored in the Urgent Intervention range (red).

Star Reading Progress Monitoring Results (2nd 9wks) 2015-2016

7 th Grade				8 th Grade			
Reading Intervention Groups				Reading Intervention Groups			
17/32 = 53% Growth				13/25 = 52% Growth			
4/32 = 13%				1/25 = 4%			
Moved from urgent to intervention				Moved from urgent to intervention			
3/32 = 10%				1/25 = 4%			
Moved from on watch to intervention				Moved from intervention to on watch			
1/32 = 3%				1/25 = 4%			
Moved from intervention to urgent				Moved from intervention to urgent			
Pretest	SS	GE	PR	Pretest	SS	GE	PR
(Average of intervention group at the beginning of the year)	363	3.1	4		430	3.8	5
Posttest	402	3.5	5	Posttest	494	4.5	7
Change	+39	+0.4	+1	Change	+64	+0.7	+2

* Green represents all students who are At/Above Benchmark and scored at/above the 40th percentile in Reading.

*Blue represent all students that are On Watch, who are below benchmark.

*Yellow represents all who score below the 25th percentile and students needing an Intervention.

*Red represents Urgent Intervention. These are the students that fell below the 10th percentile in reading.

Scaled Score (SS) is the growth score that students made on the test.

Grade Equivalent (GE) represents the grade level and month.

Percentile Range is where the student fell compared to his/her peers.



Quarterly Report on

Helena/West Helena School District

Prepared for Arkansas House and Senate Education
Committees

October 1, 2015 – December 31, 2015

This report is given in compliance with ACT 1412 of 2013 of the Arkansas General Assembly

Helena-West Helena School District Table of Contents

- Executive Summary
- District Profile
- Unrestricted Funds Quarterly Report October 1, 2015 – December 31, 2015
 - Summary Report
 - Revenue Report
 - Expenditure Report
- Fiscal Distress Plan

Helena-West Helena School District Executive Summary

Pursuant to Ark. Code Ann. § 6-20-1905, on July 20, 2010, the Arkansas Department of Education identified the Helena-West Helena School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Helena-West Helena School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: (1) A declining balance determined to jeopardize the fiscal integrity of the school district. (2) Material state or federal audit exceptions or violations.

The Helena-West Helena School District did not appeal the fiscal distress identification. On September 13, 2010, following a public hearing, the State Board of Education classified the Helena-West Helena School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Helena-West Helena School District. The Arkansas Department of Education removed the Helena-West Helena superintendent and school board, and appointed an individual to administratively operate the Helena-West Helena School District under the supervision and approval of the Commissioner of Education.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Helena-West Helena School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report. The Arkansas Department of Education continues to provide technical assistance to the school district in an effort to return the school district to the local control of its patrons as soon as possible.

Helena-West Helena School District
LEA # 5403
Phillips County

Comments:

The District was classified in Fiscal Distress on September 13, 2010. The District began their fifth full year of Fiscal Distress on July 1, 2015.

On June 20, 2011, the Arkansas Department of Education took control of the Helena-West Helena School District.

On June 20, 2011, Superintendent Willie Williams and the School Board were released from their duties.

The following appointments were made on June 20, 2011:

Suzann McCommon- Chief Executive Officer

Ulicious Reed- Chief Operating Officer

District had a prior classification with the Fiscal Distress program.

- Classified - April 11, 2005
- Reconstitution (State takeover) - September 8, 2005
- Removed - April 21, 2008

The Helena-West Helena School District's general operating ending balance of \$3,511,492 on June 30, 2011 included the reclassification of approximately \$2.7 million in salaries from general operating funds to American Recovery and Reinvestment Act (ARRA) funds.

For the 2012-13 school year, the District consolidated campuses from five to three due to declining enrollment. The District's enrollment as of Oct. 1, 2012 was 1,655 students.

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to A.C.A. §6-20-1910.

On September 9, 2013, the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Helena-West Helena School District:

Zone 1	Vacant
Zone 2	Mr. Doug Friedlander
Zone 3	Mr. Marvin Jarrett
Zone 4	Mr. Lynn D. Boone
Zone 5	Vacant
Zone 6	Mr. Earnest Simpson
Zone 7	Mr. Nathan Bagley

On March 28, 2014, the Arkansas State Board of Education approved the continuation of the Helena-West Helena Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Helena-West Helena School District.

Effective July 1, 2014, John Hoy was appointed Superintendent of Helena-West Helena School District.

On March 12, 2015, the Arkansas State Board of Education approved the continuation of the Helena-West Helena Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Helena-West Helena School District.

EXPENDITURES

IA WEST HELENA SCHOOL DISTRICT

Period 6

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Object Detail for Account

61000:69299|69330:69339|69350:69999

	Account	Account Description	FY13	FY14	FY15	FY16 YTD as of 01/15/2016	FY16 Budget	Variance in FY16 Budget and FY16 YTD
Salaries & Benefits Totals	61000	SALARY-PRSNL SVS	0.00	0.00	0.00	0.00	0.00	0.00
	61110	CERT SALARY	2,045,190.79	2,142,132.19	1,981,806.06	1,862,804.94	4,926,266.01	(3,063,461.07)
	61111	CERT SAL N-CON	46,803.99	40,500.95	21,671.70	28,132.22	50,000.00	(21,867.78)
	61120	CLS SALARY	640,950.15	617,940.22	640,121.03	567,165.15	1,236,952.25	(669,787.10)
	61121	CLS SAL N-CON	57,536.31	72,922.43	30,156.70	23,214.82	50,000.00	(26,785.18)
	61210	TEMP-CERTIFIED	0.00	0.00	1,867.05	90.00	3,000.00	(2,910.00)
	61220	TEMP-CLASSIFIED	2,760.00	0.00	6,830.83	9,565.58	41,893.00	(32,327.42)
	61300	OVERTIME	0.00	0.00	0.00	0.00	0.00	0.00
	61310	PAY FOR PREP/LUNCH PERIOD	0.00	0.00	2,210.10	0.00	0.00	0.00
	61320	OVERTIME	0.00	0.00	18,463.49	10,770.69	75,000.00	(64,229.31)
	61620	WORKSHOPS	0.00	0.00	83.94	0.00	0.00	0.00
	61710	CERT SUBSTITUTES	57,008.68	17,018.15	34,515.28	38,317.37	134,000.00	(95,682.63)
	61720	CLS SUBSTITUTES	5,871.00	57,159.75	45,441.47	59,804.32	115,000.00	(55,195.68)
	61810	CERT UNUSED SICK	975.00	5,450.00	27,325.00	0.00	30,000.00	(30,000.00)
	61820	CLS UNUSED SICK	3,350.00	0.00	0.00	2,950.00	10,000.00	(7,050.00)
	61920	CLS SEVERANCE	0.00	0.00	0.00	0.00	0.00	0.00
	61960	UNUSED VACATION CRT	1,621.35	0.00	0.00	0.00	0.00	0.00
	61961	UNUSED VACATION CLS	0.00	0.00	0.00	0.00	0.00	0.00
	62120	CLS GROUP INS	0.00	0.00	0.00	0.00	0.00	0.00
	62210	CERT SOC SEC	125,280.89	127,801.04	119,293.68	111,019.81	306,318.41	(195,298.60)
	62220	CLS SOC SEC	44,055.14	44,696.72	45,483.40	41,580.26	76,659.69	(35,079.43)
	62260	CERT MEDICARE	29,314.34	29,888.98	27,899.60	26,174.39	72,192.81	(46,018.42)
	62270	CLS MEDICARE	10,304.03	10,454.10	10,637.73	9,724.84	17,904.09	(8,179.25)
	62300	TEACH RET.CONTRIBUTORY	0.00	0.00	0.00	0.00	0.00	0.00
	62310	CERT TCH RET-CONT	297,413.72	304,930.91	284,040.73	263,939.12	690,097.21	(426,158.09)
	62320	CLS TCH RET - CONT	97,502.28	101,151.23	103,207.74	94,705.52	162,024.07	(67,318.55)
	62510	CERT UNEMPLOY COMP	24,717.00	68,469.83	15,147.48	22,025.00	24,500.00	(2,475.00)
	62520	CLS UNEMPLOY COMP	8,239.00	57,007.17	15,147.52	0.00	21,000.00	(21,000.00)
	62610	CERT WKR'S COMP	0.00	0.00	0.00	0.00	16,000.00	(16,000.00)
	62620	CLS WKR'S COMP	0.00	0.00	0.00	0.00	31,000.00	(31,000.00)
	62700	HLT BENEFITS	0.00	0.00	0.00	0.00	0.00	0.00
	62710	CERT HEALTH BENEFITS	52,419.81	62,131.96	61,688.28	60,058.01	156,777.47	(96,719.46)
	62711	CRT PREM ASSISTANCE EBD	0.00	0.00	0.00	5,767.58	25,600.00	(19,832.42)
	62720	CLS HEALTH BENEFITS	21,029.00	28,579.18	30,037.52	24,448.80	52,104.00	(27,655.20)

	62721	CLS PREMIUMASSISTANCE EBD	0.00	0.00	0.00	1,277.64	8,500.00	(7,222.36)
	62810	CERT PUB RET CONT.	0.00	0.00	0.00	0.00	0.00	0.00
	62820	CLS PUB RET CONT	1,819.14	1,900.81	1,549.92	1,555.71	3,133.16	(1,577.45)
	62920	OTHER BENEFITS-CLASSIFIED	0.00	0.00	0.00	0.00	0.00	0.00
	Salaries & Benefits Totals		3,574,161.62	3,790,135.62	3,524,626.25	3,265,091.77	8,335,922.17	(5,070,830.40)
Other Expenditure Totals	63000	PURC SVS-PROF & TECHNICAL	0.00	0.00	0.00	0.00	0.00	0.00
	63110	STAFF SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
	63120	MANAGEMENT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
	63130	BOARD OF ED SERVICES	4,363.37	4,276.65	0.00	359.25	0.00	359.25
	63200	PROFESSIONAL-EDUCATIONAL	0.00	0.00	0.00	0.00	0.00	0.00
	63210	INSTRUCTIONAL	0.00	2,671.17	0.00	0.00	0.00	0.00
	63220	INST PGRM-IMPROVEMENT SVS	0.00	0.00	0.00	0.00	0.00	0.00
	63230	CONSULTING	0.00	14,350.00	19,562.00	0.00	0.00	0.00
	63300	OTHER PROFESSIONAL	0.00	0.00	0.00	0.00	0.00	0.00
	63310	TRAINING/DEVEL. SVCS-CRT	2,326.94	3,114.89	5,732.68	5,108.42	8,250.00	(3,141.58)
	63320	TRAINING/DEVEL. SVCS-CLS	733.95	1,386.62	0.00	819.00	1,000.00	(181.00)
	63350	PURCH.SERVICES-MEDICAL	0.00	0.00	0.00	0.00	0.00	0.00
	63440	LEGAL	1,966.19	0.00	0.00	0.00	0.00	0.00
	63441	LEGAL	22,464.72	40,783.86	24,338.64	22,797.57	150,000.00	(127,202.43)
	63445	LEGAL-RESEARCH & OPINIONS	0.00	0.00	0.00	0.00	0.00	0.00
	63450	MEDICAL	795.00	0.00	0.00	230.00	0.00	230.00
	63490	OTHER PROF.SERV	0.00	0.00	0.00	0.00	0.00	0.00
	63590	OTHER TECH SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
	63900	OTHER PURC PROF/TECH SVS	258,085.71	145,512.29	96,063.44	212,999.07	294,025.00	(81,025.93)
	63910	TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00
	64000	PURCHASED PROPERTY SVS	0.00	0.00	0.00	0.00	0.00	0.00
	64110	WATER/SEWER	26,739.59	22,054.80	14,888.21	13,883.26	22,500.00	(8,616.74)
	64210	DISPOSAL/SANATATION	27,187.46	17,729.77	15,823.63	15,612.73	34,000.00	(18,387.27)
	64230	CUSTODIAL	0.00	0.00	0.00	0.00	0.00	0.00
	64240	LAWN CARE	0.00	0.00	0.00	0.00	0.00	0.00
	64310	NON-TECHNOL-REPAIRS&MAINT	1,050.78	0.00	0.00	1,890.00	29,500.00	(27,610.00)
	64420	EQUIP & VEHICLES	1,425.84	110.34	0.00	0.00	0.00	0.00
	64430	RENTAL OF COMPUTERS	84,556.07	99,894.21	88,216.73	90,489.98	235,000.00	(144,510.02)
	64500	CONSTRUCTION SERVICES	222,069.08	0.00	378,700.00	6,200.00	206,200.00	(200,000.00)
	64900	OTHER PURC PROPERTY SVS	0.00	0.00	0.00	0.00	0.00	0.00
	65000	OTHR PURCH.SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
	65100	STUDENT TRANSPORTATION	0.00	0.00	0.00	0.00	0.00	0.00
	65190	PUPIL TRANSPORTATION	171.44	0.00	0.00	0.00	0.00	0.00
	65210	PROPERTY INSURANCE	0.00	159,701.00	153,223.00	160,171.18	190,000.00	(29,828.82)
	65240	FLEET INSURANCE	7,908.00	0.00	22,573.00	0.00	0.00	0.00
	65250	ACCIDENT INS FOR STUDENTS	31,350.00	4,982.00	0.00	28,865.63	29,000.00	(134.37)
	65290	OTHER INSURANCE	551.50	0.00	0.00	22,883.00	25,000.00	(2,117.00)
	65310	TELEPHONE	37,971.96	41,858.22	44,309.22	46,861.42	125,000.00	(78,138.58)
	65320	POSTAGE	5,333.47	5,258.98	8,431.42	752.41	12,700.00	(11,947.59)
	65330	NETWORKING/INTERNET	614.66	675.46	1,496.31	1,526.19	900.00	626.19
	65331	INTERNET	0.00	0.00	0.00	0.00	2,000.00	(2,000.00)
	65400	ADVERTISING	1,575.15	3,786.75	3,993.90	1,045.58	6,000.00	(4,954.42)

65500	PRINTING & BINDING	0.00	0.00	0.00	5,402.25	0.00	5,402.25
65600	TUITION	0.00	0.00	0.00	0.00	0.00	0.00
65690	OTHER TUITION	0.00	0.00	0.00	0.00	0.00	0.00
65700	FOOD SVS MANAGEMENT	0.00	0.00	0.00	0.00	0.00	0.00
65810	TRVL-CERT-IN DISTRICT	0.00	0.00	646.80	0.00	500.00	(500.00)
65820	TRVL-CLS IN DISTRICT	4,221.47	2,790.96	2,307.49	1,020.60	5,550.00	(4,529.40)
65830	TRVL CERT-OUT DISTRICT	445.69	770.33	2,064.08	1,551.03	4,700.00	(3,148.97)
65840	TRVL CLS OUT DISTRICT	415.59	1,225.64	1,501.76	975.29	3,700.00	(2,724.71)
65850	TRVL CERT OUT STATE	0.00	0.00	0.00	0.00	200.00	(200.00)
65860	TRVL CLS OUT STATE	0.00	0.00	0.00	0.00	0.00	0.00
65870	TRAVEL NON-EMPLOYE	779.00	981.27	526.50	132.25	3,500.00	(3,367.75)
65880	MEALS	1,398.40	1,170.35	1,444.85	6,144.05	22,900.00	(16,755.95)
65890	LODGING	3,161.53	6,192.22	2,892.95	1,520.42	9,950.00	(8,429.58)
65900	MISC PURC SVS	561.00	0.00	0.00	14,742.12	17,200.00	(2,457.88)
65930	PURC-OTHER LEA OUT STATE	0.00	0.00	0.00	0.00	0.00	0.00
66100	GEN SUPPLIES	184,303.71	185,386.65	93,209.20	166,190.58	306,374.94	(140,184.36)
66107	GENERAL SUPPLIES-LOW VALU	0.00	0.00	0.00	0.00	1,000.00	(1,000.00)
66210	NAT.GAS	15,136.83	14,319.62	11,632.87	3,673.35	146,000.00	(142,326.65)
66220	ELECTRICITY	217,600.99	173,840.57	173,418.72	199,774.61	292,500.00	(92,725.39)
66260	GASOLINE/DIESEL	45,336.54	47,465.43	41,756.04	17,159.68	36,500.00	(19,340.32)
66300	FOOD	970.75	0.00	0.00	1,419.18	1,500.00	(80.82)
66410	TEXTBOOKS	5,610.10	159,004.99	94,775.54	101,470.73	193,000.00	(91,529.27)
66420	LIBRARY BOOKS	990.84	0.00	0.00	175.01	0.00	175.01
66430	PERIODICALS	0.00	0.00	0.00	1,155.50	1,000.00	155.50
66500	TECHN SUPPLIES	17,422.14	44,961.88	726.63	322.07	13,800.00	(13,477.93)
66507	TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00
66510	SOFTWARE	0.00	0.00	1,528.01	5,060.60	7,500.00	(2,439.40)
66520	OTHER	0.00	0.00	0.00	0.00	0.00	0.00
66600	BUILDING MATERIALS	0.00	0.00	0.00	0.00	0.00	0.00
67100	LAND & IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	0.00
67310	MACHINERY	0.00	4,293.00	9,523.24	17,860.93	38,000.00	(20,139.07)
67320	VEHICLES	96,000.00	3,525.75	91,380.00	46,556.67	108,000.00	(61,443.33)
67330	FURNITURE & FIXTURES	0.00	4,419.00	0.00	3,200.00	0.00	3,200.00
67340	TECHNOLOGY RELATED HARDWA	4,490.70	14,525.04	5,320.00	170,522.91	39,500.00	131,022.91
67350	TECHNOLOGY SOFTWARE	0.00	19,688.01	0.00	2,100.00	6,000.00	(3,900.00)
67390	OTHER EQUIPMENT	23,320.06	32,074.98	4,500.23	17,752.94	144,000.00	(126,247.06)
67400	INFRASTRUCTURE	0.00	28,284.00	0.00	0.00	0.00	0.00
67900	DEP ACT	0.00	0.00	0.00	0.00	0.00	0.00
68100	DUES AND FEES	179,758.98	4,171.00	4,979.70	55,285.27	17,050.00	38,235.27
68200	JUDGMENTS AGAINST LEA	0.00	0.00	0.00	0.00	0.00	0.00
68300	INTEREST	28,075.00	55,775.00	53,325.00	100.00	100,000.00	(99,900.00)
68600		0.00	0.00	1,314.17	2,804.93	0.00	2,804.93
68900	MISC EXPENDITURES	0.00	0.00	1.12	0.00	0.00	0.00
68901	CONSTANT VARIANCE PD 9-11	0.00	0.00	0.00	0.00	0.00	0.00
68905	MISCELLANEOUS CORRECTIONS	0.00	0.00	0.00	0.00	0.00	0.00
68999	ALLOCATED CHARGES	0.00	0.00	0.00	0.00	0.00	0.00
69100	REDEMPTION OF PRINCIPAL	0.00	0.00	0.00	0.00	675,000.00	(675,000.00)

69330	TO BUILDING FUND	679,267.50	0.00	0.00	0.00	0.00	0.00
69360	TO FEDERAL GRANTS FUND	0.00	25,200.00	0.00	0.00	0.00	0.00
69400	PROGRAM FUNDING RETURN	39,706.36	0.00	0.00	0.00	0.00	0.00
69500	TRANSITS	0.00	0.00	0.00	0.00	0.00	0.00
69640		0.00	0.00	0.00	0.00	0.00	0.00
Other Expenditure Totals		2,288,214.06	1,398,212.70	1,476,127.08	1,476,567.66	3,565,999.94	(2,089,432.28)

Overall Expenditure Totals		5,862,375.68	5,188,348.32	5,000,753.33	4,741,659.43	11,901,922.11	(7,160,262.68)
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(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 abd 69340-69349)

Jan 15, 2016

1

12:21:35 PM

Office of the Superintendent
Helena-West Helena School District
305 Valley Drive • P. O. Box 369
Helena, Arkansas 72342
Telephone: (870) 338-4425 • Fax (870) 338-4434

"Equal Opportunity Employer"

Helena-West Helena School District

Fiscal Distress District Improvement Plan

When focusing on the fiscal status of the district, the administration noted the stated areas of concern:

Areas of Concern

- The district operates too many campuses
- The district is overstaffed for number of student served
- The district has Audit Findings to be addressed
- Decrease in Revenue
- Facilities require upgrading and repairs

Analysis of Why Problem Areas Occurred

- The failure to align the use of campuses to students served
- The failure to reduce staff when experiencing a significant loss of students
- Inadequate monitoring/supervision and adherence to adopted policies and procedures
- The failure to adjust expenditures within available revenue
- Lack of maintenance and repair to facilities; the former Facilities Master Plan did not address warm, safe and dry issues.

Fiscal Distress District Improvement Plan

The Helena-West Helena School District is located in Eastern Arkansas (Phillips County); its size is 120 square miles.

To provide transportation for its students, the district contracts with Durham Bus Services for the transportation of its students. Durham operates twenty-five daily routes with three of these being Special needs routes.

The distance of the routes range from a high 39.5 miles to a low of 5.5 miles (both ways). Twelve of the twenty five buses used on a daily route are owned by Helena-West Helena School District.

On June 20, 2011, the Commissioner of Education removed the Helena-West Helena Board of Directors and the Superintendent. The State assumed control of the school district by appointing Suzann McCommon as the CEO and Ulicious Reed, the COO of the District.

At the present time, the district serves its K-12 students by using six sites located on five campuses. This configuration does not lend itself to effectiveness and efficient use of the district's personnel nor resources. The current assessment valuation of the District is \$113,701.999 with the millage rate being 34.10 (25.0 mills = M & O; 9.10 mills = debt service). The school district has an annual bonded debt payment of \$683,102.25. It has no non-bonded debt payment, no post-dated warrants, and no current short term cash flow agreements. However, the district has a lease agreement for the transporting of its K-12 students with Durham Bus Service. For the 2011-2012 school year the agreement will cost approximately \$900,000.00 for daily student transportation plus additional charges for fuel and any repair which exceeds \$500.

The district also has a lease agreement for copy machines which cost approximately \$17,000.00 per month or \$204,000.00 per year.

In September 2010, the Helena-West Helena School District was classified as being in fiscal distress by the State Board of Education. The reasons for the classification were:

- Declining balance determined to jeopardize the fiscal integrity of the school district.
- Material state or federal audit exceptions or violations.

The district three quarter (K-12) student's enrollment average for 2009-2010 school year was 2,315; it was 2,242 for the 2010-2011 school year. This year the district's two quarter K-12 enrollment is 1876. The decrease of revenue for the 2012-2013 school year is projected at \$1,147,086 based on the two quarter average of 1876 thus making it necessary to address the loss in revenue and overstaffing immediately.

The Helena-West Helena School District because of the Reduction in Force that became necessary during the 2010-2011 and 2011-2012 school years has incurred an unemployment debt of approximately \$375,000.00 which is now due.

A similar amount will be due next year.

Helena-West Helena School District

Fiscal Distress District Improvement Plan

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date Of Action	Funding Sources	Amount Of Net Savings	Objective Met	
								Yes	No
Objective 1	Reduce Salary Expenditures to align with available revenue	Administration	RIF up to thirty (30) staff members	March 2012	April 30, 2012	Teacher Salary Fund and Operating	\$1,191,850.00	X	
Objective 2	Maximize the use of Categorical dollars	Administration	Move four (4) teachers from foundation dollars to allowable categorical funds	June 2012	July 1, 2012	Categorical Funds Operating	\$169,400.00	X	
Objective 3	Consolidate Campuses	Administration	To reduce operating expenditures	March 2012	June 3, 2012 August 2015	Operating Fund	\$60,000	X	
Objective 4	Address Audit findings	Administration	(a) Provide training for needed staff (b) Establish internal controls and increased monitoring of all financial transactions	March 2012	March 2012 and on-going	N/A	N/A		
Objective 5	Address repairs: warm, safe and dry issues on Miller's campus and make urgent repairs on Central's Campus	Administration	Refunding of Bonds to generate saving due to the exceptional low interest rates; use the funds generated by the savings to pay for repairs on Miller and Central campus	April 2012	May 1, 2012	Debt Services Funds and Operating Fund	Projected Savings from refunding of bonds: \$625,000 Cost of repairs (Miller and Central) \$615,000 Net Savings: \$10,000	X	



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

January 21, 2016

**State Board
of Education**

Toyce Newton
*Crossett
Chair*

Mireya Reith
*Fayetteville
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. John Hoy, Superintendent
Helena-West Helena School District
305 Valley Drive
Helena, AR 72342

Dear Superintendent Hoy,

Pursuant to Ark. Code Ann. § 6-13-112, please accept this letter as documentation of my review of your performance as superintendent of the Helena-West Helena School District.

The Helena-West Helena School District was classified by the State Board of Education as being in Fiscal Distress on September 13, 2010. The State assumed authority for the Helena-West Helena School District on June 20, 2011. You began your service as superintendent of the Helena-West Helena School District on July 1, 2014.

In conducting this review, I consulted various reports pertaining to the academic and financial data of the district. While work remains to improve the academic and fiscal conditions of the Helena-West Helena School District, I am pleased with your efforts.

Based upon my review of the above information and my knowledge of the current operations of the Helena-West Helena School District, I find that you have made satisfactory progress toward removing the Helena-West Helena School District from state authority. For these reasons, I hereby determine that you should continue to serve as superintendent of the Helena-West Helena School District and I have renewed your contract for the 2016-2017 school year.

Sincerely,


Johnny Key
Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov



ARKANSAS DEPARTMENT OF EDUCATION

January 21, 2016

cc: Arkansas State Board of Education
Mr. Mark Hudson, Bureau of Legislative Research
Dr. Mark Gotcher, Deputy Commissioner of Education
✓ Ms. Deborah Coffman, Chief of Staff
Ms. Annette Barnes, Assistant Commissioner of Public School Accountability
Mr. Andrew Tolbert, Superintendent of the State Office Of Intensive Support
The Honorable Stephanie Flowers, Arkansas Senate
The Honorable Keith Ingram, Arkansas Senate
The Honorable Chris Richey, Arkansas House of Representatives
The Honorable Jane English, Arkansas Senate
The Honorable Bruce Cozart, Arkansas Senate



Quarterly Report on

Pulaski County Special School District

Prepared for Arkansas House and Senate Education
Committees

October 1, 2015 – December 31, 2015

This report is given in compliance with ACT 1412 of 2013 of the Arkansas General Assembly

Pulaski County Special School District Table of Contents

- Executive Summary
- District Profile
- Unrestricted Funds Quarterly Report October 1, 2015 – December 31, 2015
 - Summary Report
 - Revenue Report
 - Expenditure Report
- Fiscal Distress Plan

Pulaski County Special School District Executive Summary

Pursuant to Ark. Code Ann. § 6-20-1905, on March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Pulaski County Special School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: Material state or federal audit exceptions or violations.

The Pulaski County Special School District did appeal the fiscal distress identification. On May 16, 2011, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Pulaski County Special School District. The Arkansas Department of Education removed the Pulaski County Special superintendent and school board, and appointed an individual to administratively operate the Pulaski County Special School District under the supervision and approval of the Commissioner of Education.

Pursuant to Ark. Code Ann. § 6-20-1905, on January 19, 2012, the Pulaski County Special School District was identified by the Arkansas Department of Education as a district in fiscal distress based upon the following additional indicator: A declining balance determined to jeopardize the fiscal integrity of a school district. The Pulaski County Special School District did not appeal the fiscal distress identification. On February 13, 2012, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, with the additional indicator, pursuant to Ark. Code Ann. § 6-20-1906.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Pulaski County Special School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report. The Arkansas Department of Education continues to provide technical assistance to the school district in an effort to return the school district to the local control of its patrons as soon as possible.

Pulaski County Special School District
LEA # 6003
Pulaski County

Comments:

The District was classified in Fiscal Distress on May 16, 2011. The District began their fifth full year of Fiscal Distress on July 1, 2015.

On June 20, 2011, the Arkansas Department of Education took control of the Pulaski County Special School District.

On June 20, 2011, Superintendent Charles Hopson and the School Board were released from their duties.

Mr. Bobby Lester Sr. served as Interim Superintendent from June 20-30, 2011.

On July 1, 2011, Dr. Jerry Guess was hired as Superintendent.

On October 10, 2011, the PCSSD hired a Certified Public Accountant to fill the vacant Chief Financial Officer position.

On February 13, 2012, the Arkansas State Board of Education added the following indicator to the Districts Fiscal Distress classification:

* A declining balance determined to jeopardize the fiscal integrity of the school district

The FY12 Unrestricted Legal Balance includes a non-reoccurring revenue receipt of 15.1 million dollars. Act 871 provides for a one-time adjustment to the local tax revenue received January through June. (previously known as 40% pullback).

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

On September 9, 2013 the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Pulaski County Special School District:

Zone 1	Mr. Daniel Thaddeus Gray
Zone 2	Miss Tjuana Cynese Byrd
Zone 3	Mr. Ronald McDaniel
Zone 4	Mrs. Margie Anne Snider
Zone 5	Mrs. Lindsey Pierson Gustafson
Zone 6	Dr. Julian Nevon McMurray
Zone 7	Ms. Susie Porchia Marks

On March 28, 2014, the Arkansas State Board of Education approved the continuation of the Pulaski County Special School District Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Pulaski County Special School District.

The District is currently in the process of addressing the issues related to the desegregation funding.

The District's assessment will be adjusted due to recently identified tax errors.

In September 2014 voters in Jacksonville, AR approved the detachment of the Jacksonville, North Pulaski School District from PCSSD.

On November 13, 2014 the State Board of Education approved the order creating the Jacksonville-North Pulaski School District and appointment of a seven member board. PCSSD is currently in the process of addressing the financial and administrative issues related to the detachment of the newly created district.

In the Legislative Audit December meeting an extension was requested and granted for the FY14 audit. The extension was for 90 days with a completion date of March 31, 2015.

On February 12, 2015, the State Board of Education removed Pulaski County Special School District from the designation of academic distress.

On March 12, 2015, the Arkansas State Board of Education approved the continuation of the Pulaski County Special School District Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Pulaski County Special School District.

**Arkansas Department of Education
Pulaski County Special School District
Unrestricted Financial Report**

FY16 as of December 31, 2015			
Beginning Balance <u>7/1/2015</u>			Ending Balance <u>12/31/2015</u>
	Revenue	Expenditures	
18,012,679	88,524,325	70,593,039	35,943,965
FY16 Budget			
Beginning Balance <u>7/1/2015</u>			Projected Balance <u>6/30/2016</u>
	Revenue	Expenditures	
18,012,679	180,756,459	179,741,454	19,027,683
FY15			
Beginning Balance <u>7/1/2014</u>			Ending Balance <u>6/30/2015</u>
	Revenue	Expenditures	
16,707,516	181,827,906	180,522,743	18,012,679
FY14			
Beginning Balance <u>7/1/2013</u>			Ending Balance <u>6/30/2014</u>
	Revenue	Expenditures	
16,735,979	174,242,842	174,301,843	16,676,978
FY13			
Beginning Balance <u>7/1/2012</u>			Ending Balance <u>6/30/2013</u>
	Revenue	Expenditures	
13,211,766	170,221,316	166,697,103	16,735,979

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012
Progress Report – October 2015

School District: Pulaski County Special School District

Superintendent: Dr. Jerry Guess

Phone Number: (501) 234-2001

PART A. NARRATIVE OVERVIEW OF DISTRICT

Narrative Contained in Original Fiscal Distress Improvement Plan, May 26, 2011:

The Pulaski County Special School District (PCSSD) was established in 1927 by an act of the Arkansas Legislature joining 38 independent school districts into a “special school district”: Now the second largest in the state after the Little Rock School District, the PCSSD is among the 500 largest in the United States. The district contains nearly 750 square miles. PCSSD enrolls students from Little Rock, North Little Rock, Sherwood, Jacksonville, Scott, McAlmont, Maumelle, Woodson, Sweet Home, College Station and Wrightsville.

In Partnership with ADE, in 2009-10, the District completed a financial data system conversion to the Arkansas Public School Network System (APSCN) where the District’s entire financial database is hosted by the State. APSCN provides a system of transparency and accountability for local, state and federal funds. During the 2010-11 school year, the district transitioned to a student information system, eSchoolPLUS, as part of a statewide deployment by ADE. This student information system will manage all student data by providing accurate, real-time, and accessible student data.

More than 1,450 certified staff and 1,650 support staff are employed by the District. PCSSD is currently operating under a court ordered desegregation plan.

The Pulaski County Special School District is comprised of one Pre-K center, 24 elementary schools, two stand-alone alternative learning environments, six middle schools and six high schools. All secondary schools are North Central accredited. PCSSD schools are fully accredited by the state of Arkansas. Nothing in this plan will violate the Standards of Accreditation.

During the current school year, the District participated in discussions with the North Central Accrediting Association and is making the commitment to become fully accredited district wide. PCSSD embarked on the development of a comprehensive district-wide strategic plan along with an ambitious facilities renovation and rebuilding plan, Vision 2020, both of which are planned to be implemented in the 2011-12 school year.

Narrative Added with February 23, 2012, Revised Plan:

On May 16, 2011, the Arkansas State Board of Education classified PCSSD as a school district in fiscal distress on the basis of material state or federal audit exceptions or violations. On January 19, 2012, the Arkansas Department of Education identified PCSSD as being a school district in fiscal distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district and recommended that the State Board of Education classify PCSSD as being in Fiscal Distress based on this additional indicator. On February 13, 2012, the State Board of Education accepted the recommendation of the Department of Education and classified PCSSD as being in Fiscal Distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district. Therefore, the district has added additional objectives to its Fiscal Distress Financial Improvement Plan. The additional objectives begin with number thirty-six (36).

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Narrative Added with April 2012 Revised Plan:

Objectives 36-39 submitted February 23, 2012, dealt in general terms with district plans to address the declining balance the State Board of Education determined as an additional indicator of fiscal distress. Those four objectives have been replaced with a new objective 36 that provides several specific strategies for solving the declining balance problem. Objective 37 relates to the probability of the district losing state desegregation revenue. Objective 38 explains a recent bond refunding that will generate interest savings to be used for academic facilities improvements. Objective 39 provides the strategies for correcting audit findings contained in the financial audit for the fiscal year ended June 30, 2011.

Introduction and Summary

1. The District has unsuccessfully negotiated with the bargaining groups for certified staff and non-certified staff. A stalemate has been reached in these negotiations.
2. A healthy budget conforming to State law requirements cannot be attained unless the stalemate with the unions is broken. Some force or authority must emerge to break the stalemate or otherwise remove this impediment toward the District's ability to comply with State law in fiscal matters. Objective 36 contains specific strategies for reducing cost for the purpose of reversing the district's declining balance. If the cost reduction requires a change to the union agreement we elected to operate under during the 2011-12 school year, the amount of net savings is followed by "PNA" (Professional Negotiations Agreement). If the stalemate with the union cannot be broken, the PNAs should not be followed in 2012-13, should be formally voided and be replaced with board approved personnel policies. Those policies will allow the administration to manage the district and direct personnel with the understanding that decisions will be made reasonably, without discrimination, and consistent with the law.
3. The District has otherwise identified unilateral cuts and expenditure reductions it can make without agreement of the unions to help restore fund balances and begin the process of returning to a sound financial footing.
4. The District must identify ways to generate revenue for facilities funding if it is to ever attain unitary status and extricate itself from federal court supervision.
5. The District continues to believe that a comprehensive settlement of the 1989 Desegregation Agreement is the most effective and efficient means to exit from fiscal distress and welcomes the resumption of meaningful settlement negotiations.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Background

Fiscal Distress Status. On May 16, 2011, the District was classified by the State Board of Education as a District in fiscal distress. The reasons cited for the classification were:

- Material state or federal audit exceptions or violations.

The District completed a Fiscal Distress Improvement Plan and submitted it to the Department on May 26, 2011. That plan includes corrective actions for the material state and federal audit exceptions and violations and is currently being implemented. Additional actions may be needed following the completion of the 2010-2011 financial audit being conducted by the Arkansas Division of Legislative Audit. The audit was incomplete as of the date of this submission.

A January 19, 2012, letter from Kathleen Crain, Interim Assistant Commissioner, Fiscal and Administrative Services, Arkansas Department of Education, provided notice that an additional indicator of fiscal distress had been identified:

- A declining balance determined to jeopardize the fiscal integrity of a school district.
(Ark. Code Ann. §6-20-1904(a)(1)(A))

This additional indicator was based upon a joint review of the District's finances by the Department and the District, and the administration of the District agreed with this determination. A balance decline of \$5,500,000.00 was identified for the 2010-2011 school year.

In communications with its membership, the union leadership seeks to blame this fund balance decline on the current administration. However, this balance decline was identified for the 2010-2011 school year. Dr. Guess took over the reins of the District on July 1, 2011 or the beginning of the 2011-2012 school year. The other administrators and consultants identified by the union leadership were not hired until later in the 2011-2012 school year.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Steps Taken to Date

Act 871 provided some time for the District to carefully consider cost-cutting measures that will be necessary in 2012-2013 to balance the budget. That act provides for a one-time adjustment to the 40% pull-back in local tax revenue. This results in a one-time advancement of revenue to the District of \$15.1 million. This is not recurring revenue. Unfortunately, the union leadership has taken the position in communications with its membership that the \$15.1 million will cure the District's fiscal woes and restore healthy fund balances. Disappointingly, the union leadership fails to inform its members that this is non-recurring revenue and, therefore, its loss has a dramatic impact upon the budget for 2012-2013 and beyond.

The District believes there is a need to make significant changes. Approximately 80% of the district's budget relates to personnel cost, and no significant cost savings can occur without an effect on personnel. Beginning this year, all vacant positions are carefully evaluated before being filled. This has resulted in the reduction of 28.6 positions since the end of the 2010-2011 school year. At the same time, all areas of the organization are being reviewed to implement a Reduction in Force for 2012-2013. It is necessary to revise parts of the negotiated agreements with the Pulaski Association of Classroom Teachers (PACT) and the Pulaski Association of Support Staff (PASS) to reduce personnel costs.

Any modifications to the 1989 Desegregation Settlement Agreement also have the potential to significantly impact the financial future of the District. The State filed a motion on March 26, 2012 to immediately end funding flowing from the Settlement Agreement. The response of all three Pulaski Districts is due April 30, 2012.

The District currently receives approximately \$20,000,000.00 each year that the state classifies as desegregation related revenue. About half of these funds are in support of the Majority to Minority (M-to-M) Transfer Program and are in lieu of foundation funding. If the M-to-M program ends, the District would lose the differential between the \$10,000,000.00 of M-to-M funding it currently receives but would gain \$6,000,000.00 of foundation funding it currently does not receive for a net loss of \$4,000,000.00. The District also received about \$2,300,000.00 million for transportation related to M-to-M and Magnet School transportation. If those programs end, the transportation cost savings should be equal to the revenue loss. However, there is another \$7,300,000.00 of court awarded state revenue awarded because of the District's higher cost for employee health insurance and retirement. These funds allow the District to pay significantly more toward employee health insurance premiums than is required by law. If this funding ends, a significant reduction in the District's contribution toward health insurance may be necessary.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Due to the discovery of declining balances and the need to plan for the eventual loss of state desegregation funding, the District is including the following additional objectives in its Fiscal Distress Improvement Plan to help build an adequate fund balance and operate within its means:

- Held discussions with representatives of PACT to lower personnel costs required by the Professional Negotiations Agreement between the District and PACT.
- Held discussions with representatives of PASS to lower personnel costs required by the Professional Negotiations Agreement between the District and PASS.
- Lower operating costs for the 2011-2012 school year.
- Lower operating costs for the 2012-2013 school year.

The District has made numerous other changes this year that range from bidding new contracts for copiers to purposely not replacing employees who left if their services could be absorbed in reasonable ways. We have trimmed budgets in communications, learning services, technology, fringe benefits and maintenance. We will change bell schedules for 2012-13, change middle school schedules from eight periods to seven, examine very carefully secondary schedules for increased efficiencies, and more efficiently staff programs and services. We are working to identify by subject area or job classification specific positions to reduce. We understand that reduction means loss of jobs, but we are optimistic that because typically an average of 125 employees retire or resign, many reductions will take place through attrition.

The Status of Negotiations with PACT and PASS

The administration and the union leaders never attempted to resolve the question of whether the existing union contracts were void or voidable. There were two reasons this was not necessary. First, the ADE decided early on the District would observe the language and economics of the union agreements for the 2011-12 school year; second, ADE was willing for the District to negotiate new contracts with PACT and PASS. However, the *sine qua non* for the new contracts would be that they would (1) substantially reform the language in the old agreements that hamstrung the superintendent's ability to manage the district; and (2) achieve the economic reforms necessary to balance the budget for 2012-13. The administration tried both outside and within negotiations to convince the unions this was a "win/win" situation. On the one hand, the administration would gain the freedom to manage the district, as well as the economic relief necessary to balance the budget. On the other hand, once fiscal distress was ended, the unions would still be in place as the exclusive bargaining representatives of the employees with certified and classified contracts, and its dues check-off and other union security language intact. The administration has not succeeded in convincing the unions this is a "win/win" situation for the District and the unions.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The essence of the parties' starting positions in negotiations was: (1) The District proposed deleting all restrictive language from the agreements to be replaced by general management discretion. That discretion would be restricted by providing that the administration could not act unreasonably, in a discriminatory manner, or contrary to law. An employee believing an administration action was unreasonable, discriminatory, or illegal, would have access to the grievance procedure to challenge the administration action. (2) On economics, the District proposed \$7,000,000.00 in savings and the unions *status quo* or zero savings. The unions never agreed to bargain on the language changes, thought it did "discuss" some changes. The unions did move some on economics in the meetings. However, the parties have now clearly reached a stalemate. The union leadership refuses to move, and the District cannot move further. In short, in several meetings over a month the district reduced its proposal for annual savings by almost \$3,000,000.00, while the union agreed to cut perhaps \$700,000.00 out of a needed \$4,200,000.00. At that point the mediator suggested adjournment, and the parties agreed, but not before the union representative stated in the strongest possible terms that the unions would not discuss, much less agree to, any changes in the PACT/PASS agreements. The mediators asked the District if it would agree to meet again. The District agreed, with the qualification that the mediators satisfy themselves that the union was, in fact, willing to move substantially toward the District on economics. The mediators called, said they were so satisfied, and the District agreed to meet. The parties met. The union leadership made no move.

The district needs to identify reductions in expenses equal to \$11,000,000.00 for next year. In addition, we need to make changes to the daily operation of the district that will require that both PNAs be replaced by new contracts, or voided and replaced by personnel policies and state law. We identified savings of about \$7,000,000.00 and worked to identify contract concessions of about \$7,000,000.00 that could be considered. Property tax collections during calendar year 2011 have come in about \$2,000,000.00 more than budgeted. We expect spring tax collections to also exceed budget, but we cannot be certain of that. We have reduced our needed savings to about \$4,200,000.00 for the 2012-13 school year. During talks with PACT/PASS, we have taken some items out of current consideration. Among those are the bonus for National Board Certification, longevity pay and reducing bus driver aides by one-half. We have insisted that savings are needed, are based on defensible calculations, must be identified and must be realized.

The District has asked for meaningful suggestions from PACT/PASS. Union leadership has offered to propose no raises in salary or fringe benefits for next year. They propose to freeze professional growth increments for next year only, which would amount to \$1,400,000.00. The administration noted throughout the process that it was using the 2011-12 expenditure budget as its baseline and was adding and subtracting from that number to project 2012-13 expenditures. This \$1,400,000.00 was not shown as an added cost in the administration's projections. Therefore, forgoing that cost does not decrease the projected costs nor increase the projected ending legal balance. That is not a true savings from this year's expenses, but is an anticipated expense in next year's budget based on expected movement as professional growth classes would affect each employee's placement on the salary schedule. The union leadership has further proposed reducing all 12-month contracts (244 days) to 190days. It is not reasonable to assume that the district could operate successfully with reductions of 54 days in those contracts. Twelve-month contracts have been reduced here by 17 days to address past fiscal distress. There are 17 "cut days" listed in the calendar as a result of cost saving efforts in the past that have affected those contracts. The union officials have further "identified" savings of \$1,000,000.00 in district office, administration and operations changes. Those are savings that we have also identified and are planning to make.

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The Bottom Line

The District needs to reduce expenditures to State minimum standards to survive financially. The union leadership will not agree. This road block to realizing and constructing a budget for 2012-2013 that is acceptable to the State and conforms to state law must be removed.

Facilities

The District currently lacks the revenue to support all of the facilities projects that need to be completed. However, the District has managed to infuse its building fund with \$8,000,000 million, which is available for immediate-needs projects to ultimately make its most needy facilities safe, warm, and dry. That work will start immediately.

The District also recently successfully completed a refunding of bonds from 2004. This refunding will generate savings of approximately \$2.5 million over the 23-year remaining life of the bonds with most of the savings occurring over the next five years. Stated another way, this will “free up” approximately \$500,000 a year in interest savings that can also be dedicated to facilities projects during the next five years.

It is important that the readers of this Plan understand an additional factor that retards the District’s ability to finish its facilities task. The partnership share is determined in part by a school district’s local wealth per student. That in turn is a function of the District’s enrollment divided into its local tax base. Because the PCSSD has steadily lost enrollment over the past decade, its local wealth per student has been rising to artificially high levels. In other words, on paper, the District appears to be somewhat wealthy when in fact it is a district in double fiscal distress.

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The artificial increase in the local wealth per student is a function of enrollment decline. The enrollment decline is exacerbated by the proliferation of charter schools and the election of PCSSD students to attend those schools. For instance, from 2009 through the first semester of 2012, 311 students withdrew from PCSSD schools to attend Lighthouse Academy in Jacksonville. At least 66 students have withdrawn from Maumelle area schools to attend Academics Plus Charter School, during the same period of time. No doubt greater numbers transferred in earlier years. Also, at least 70 students have withdrawn from Sherwood area schools to attend LISA Academy schools the last three years.

The enrollment decline began long before charter schools proliferated and was fueled among other reasons by patrons' desires to avoid integrated schools, other desegregation requirements, elections to attend private schools, to home school or simply not relocate or locate in the Pulaski County Special School District.

All of this results or contributes to a substantial reduction in the State's contribution to facilities construction and remodeling in PCSSD and also results in reductions in State aid to PCSSD.

Whatever the State can do to help the PCSSD reverse its enrollment decline will directly and positively impact the PCSSD's ability to attain unitary status in the critical area of facilities.

If the State has suggestions for accelerating the District's ability to become unitary in the area of facilities (understanding that the ADE is currently assisting the PCSSD's efforts toward attaining this status), then those suggestions are welcome whether they take the form of loans (of which the State is now in a position to guarantee repayment in the future), guaranties, or other devices, such as the State building facilities and leasing them back to the PCSSD at attractive rates.

The Potential for a Comprehensive Settlement

With the State's pending motion to terminate funding, the PCSSD is optimistic that this development might reopen stalled settlement discussions. In the meantime, because it is a district in double fiscal distress, the PCSSD has no fiscal choice but to oppose the current motion which seeks an immediate, rather than phased, end to these three categories of State revenue.

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The PCSSD has always been willing to settle these issues. The PCSSD remains willing to settle these issues, but settlement necessarily must include a reasonable phase-out of the current funding in a way that allows the PCSSD or a newly reconstituted PCSSD to attain financial stability and long-term fiscal health.

All parties, including the State, must acknowledge and work toward not only a reasonable phase-out of the revenue but reasonable and sensible adjustments to the expense side of the equation. This necessarily impacts the Majority to Minority transfer program expenses as well as the stipulation Magnet school expenses. Stated another way, it is only half a loaf to propose a reasonable phase-out of revenues; corresponding reductions on the expenditure side have to occur to make any phase-out proposal meaningful. The PCSSD simply totally lacks the resources to continue to fund the M to M program or the Magnet program without the current sums received from the State.

It will take the concerted effort of all stakeholders to accomplish such a task, but the PCSSD is ready to be a leader in that regard. Perhaps the effort should be approached in segments, such as concentrating first on the M to M program adjustments or elimination, rather than seeking to tackle all of the revenue and expenditure parameters simultaneously.

Particularly problematic is the issue of sums received from the State for teacher retirement and health insurance. These revenues were not part of the original 1989 settlement agreement. Rather, they were awarded by the court presiding in the desegregation case as a judgment against the State for violating the 1989 settlement agreement. While the State claims changed circumstances to terminate all State funding, the fact is that it has not pled or described any changed circumstances justifying the elimination of teacher retirement or health insurance funding. It is a substantial sum of money to the PCSSD, and the District respectfully submits to the State authority that if litigation is inevitable and settlement an impossibility, this aspect of the current State funding may prove the most difficult and problematic for the State to escape.

Again, despite this, the PCSSD is ready, willing, and able to discuss a reasonable settlement agreement, one that provides a reasonable phase-out of revenues at least corresponding to a phase-out of corresponding expenditures.

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Status Update: March 6, 2013

Material State and Federal Audit Findings

As of March 6, 2013, the audit report is still under review by the Arkansas Division of Legislative Audit. The report is expected to be published by March 31, 2013.

Declining Balance

Following the May 16, 2011, State Board of Education Meeting in which the district was classified as being in Fiscal Distress for “material state or federal audit exceptions or violations”, the district reported a declining legal balance for the fiscal year ending June 30, 2011. According to the Annual Financial Report the district submitted to the Arkansas Department of Education, the district’s legal balance decreased from \$9,516,856 to \$4,087,687 during the 2010-2011 school year. In addition, the district failed to accurately record an expenditure of \$689,855 for workers compensation insurance. With that expenditure added, the district’s legal balance decreased by \$6,119,024. Therefore at its February 2012 meeting, the State Board of Education added the indicator “a declining balance determined to jeopardize the fiscal integrity of a school district” to the fiscal distress status of the school district.

The district’s 2012-2013 budget provides for an increase of approximately \$500,000 to its Legal Fund Balance. It also includes approximately \$2M budgeted for the replacement of school buses. The district had not had a systematic bus replacement plan. With a fleet of 330 buses it is necessary to purchase 25-30 per year in order to maintain an average bus age of 12 years. As of March 6, 2013, the administration believes it is on track to achieve the budgeted ending Legal Balance of \$14.7M. This does include the one-time increase of \$15.1M to fund balance that occurred during the 2011-2012 school year due to Act 871 of 2011. (See “Steps Taken to Date” on page 4 above.) If property tax collections between March and June of 2013 match the amount budgeted, the district’s declining balance trend should be corrected. However, the district will still be short of its stated objective of having a Legal Balance equal to 10% of annual expenditures. Also, as explained below under “Union Contracts” and under “Desegregation Settlement” there is some pending litigation with some major financial ramifications. The outcome of that litigation is not likely to be known until after the completion of the 2013-2014 budget.

Facilities

The district maintains approximately 3.6M square feet of facilities spread over 730 square miles. The facilities vary in age and condition and the district has been unable to devote sufficient resources to bring many of these facilities up to an acceptable state of condition. Prior to the 2009-2010 school year, the district had made several year-end transfers from its Operating Fund to its Building Fund for the purpose of making facility improvements. After recently spending approximately \$7.4M of the Building Fund on a wide-range of projects that addressed “warm, safe and dry” issues, the Building Fund now has a balance of \$9.5M. Of this amount, \$3.7 million was derived from the legally required transfer of bond refund savings and the remainder was from a 2008-2009 transfer from the district’s Operating Fund.

The administration has identified \$4.1M of additional high priority “warm, safe and dry” issues and plans to begin those projects soon. The administration is also considering the refunding of two more bond issues (refinance at lower interest rate) that are expected to provide the Building Fund with another \$9M over the next three years. Once these funds are expended, there will be no recurring revenue stream for Building Fund projects without a complete restructuring and extending of all debt and/or a debt service millage increase. Because of the district’s negligible Facilities Wealth Index, the district qualifies for very little State Partnership Funding for facility additions and improvements. (See previous discussion of Facilities above.)

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Union Contracts

PACT and PASS have filed a notice of appeal from the dismissal of their claims against the State. The record in the case has not yet been lodged with the appellate court, but when it is the court will establish a briefing schedule for the appeal. If the district is required to reinstitute the union contracts retro-actively to the 2012-2013 school year, the district would be obligated to pay approximately \$4M more in personnel cost for that year. It would also be required to budget an additional \$5.7M for 2013-2014 and an additional \$6.7M for 2014-2015.

Desegregation Settlement

The District has proposed a hearing schedule for August and September, 2013. The district court is being asked to separately take up the district's unitary status in special education, one race classes, secondary gifted and talented and staff and personnel. An order addressing the proposed hearing schedule is expected in the near future.

The district submitted a comprehensive status report on February 1, 2013 addressing progress within and tasks remaining to be accomplished in the nine areas remaining for compliance with Plan 2000, its desegregation plan.

The district earlier submitted a response to the state motion to terminate desegregation funding by opposing it, but suggesting that if the court felt the need to modify the 1989 consent decree that it seriously consider redirecting funds toward facilities issues and the creation of a separate Jacksonville school district.

Assuming the approximately \$20M of funding for majority to minority transfer students, magnet and majority to minority transportation and health and retirement employer costs were to be eliminated, the net loss to the district would be approximately \$14M per year. This assumes a gain of approximately \$6M if majority to minority transfer students received remain in PCSSD and start generating state foundation funding.

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Status Update: September 30, 2013

Material State and Federal Audit Findings

The audit for the year ended June 30, 2012, was published following the district's status update dated March 6, 2013. A material weakness relating to the segregation of financial accounting duties was noted in that audit. There were also five Management Letter findings listed. Corrective action has been taken with all of these findings. Completely addressing the segregation of duties may take additional time and additional personnel. Also, more time may be needed to ensure that all fixed assets are properly tagged and serial numbers included in the capital asset listing. The Division of Legislative Audit began auditing the year ended June 30, 2013, September 19, 2013.

Declining Balance

The district ended the 2012-2013 school year with a Legal Fund Balance equal to 10.4% of annual expenditures. The budget for the 2013-2014 school year shows an ending Legal Balance equal to 10.1% of budgeted annual expenditures. The district has met objective number 36: "Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures." Some of the specific strategies intended to address that objective had a three-year implementation plan and therefore are still on-going. The outcome of pending litigation, discussed below, could have a material effect on the district's future balances.

Union Contracts

In September 2013 the Arkansas Supreme Court upheld a lower court ruling that the Commissioner of Education had the statutory authority to terminate the union contracts.

Desegregation Settlement

The state's motion to end desegregation payments will be heard in federal court December 9, 2013. The district's share is approximately \$20.8M per year. Assuming the district retains its M-to-M students and its Little Rock Magnet School students, the net loss of funding would be about \$14M. If these funds are withdrawn, the district would have to eliminate all costs paid with state desegregation revenue. This might have to occur over more than one year and therefore a negative impact on the district's fund balance would be likely.

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Status Update – April 1, 2014

As of the September 30, 2013, update to the district's Fiscal Distress Improvement Plan, all objectives except for objectives 17 and 37 had been met. Objective 17 is "Supervision and monitoring of security for District Properties". The strategy stated in order to meet this objective is to develop and implement a district wide plan to secure district assets. A written plan has been written and is in the process of being implemented. This will be an ongoing effort but the administration believes Objective 17 has been substantially met.

Objective 37 is to "Identify cost reduction possibilities in the event state desegregation funding is eliminated." On January 13, 2014, Federal Judge Price Marshall approved a settlement agreement between the Pulaski County School Districts, the Joshua interveners and the State of Arkansas regarding the 1989 Desegregation Settlement Agreement. This agreement will require the State of Arkansas to continue payments, comparable to the amount the school districts are now receiving, for the next four school years. The fourth year payment is restricted for the construction of academic facilities. Therefore it will be necessary for PCSSD to develop and implement a plan for operating without approximately \$20.8M beginning with the 2017-2018 school year. It will be necessary to eliminate programs that are now being funded with desegregation revenue, or find another source of funding for those programs. State Foundation Funding is calculated in order to provide districts with sufficient funds to meet state standards and legal requirements. State categorical funding is provided in order to fund Alternative Learning Environments, English Language Learner Programs, Teacher Professional Development, and programs designed to meet the needs of students from low-income families. If a program being funded with Desegregation Revenue is determined to be essential for student achievement, it may be necessary for it to replace a program or programs currently being funded with state categorical funding. Therefore in order to fully meet Objective 37, it will be necessary to evaluate all programs not required to meet state accreditation standards and use state categorical money to fund the programs showing the greatest impact on student achievement. It will not be possible to continue funding all of the programs that have been made possible due to the state desegregation revenue. The primary cost of all programs is personnel. Therefore it will also be necessary to reduce staff due to the reduction of programs. At this time, substantial work remains in order to meet Objective 37.

On March 20, 2014, the State Board of Education ordered an election for the purpose of creating a new Jacksonville/North Pulaski School District. The new school district would detach area containing ten schools now in PCSSD. The election will likely occur September 2014 and the new district could start operations as early as July 2015. The area being detached from PCSSD contains approximately 25% of the PCSSD students and approximately 14% of the property assessments. If this detachment is approved by voters, State Board of Education, and the Federal Court, a significant number of issues affecting the fiscal stability of PCSSD, and the newly created school district, will have to be considered and carefully addressed.

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Status Update: April 2014

The administration believes all objectives, other than #37 discussed in the April 2014 status update, have been met. The district is working with ADE to complete a five-year projection of revenue and expenditures that will identify the expenditure amounts that must be reduced in order to prevent a declining fund balance following the loss of desegregation revenue. This project will result in a plan for reducing expenditures due to both the loss of revenue following the detachment of Jacksonville-North Pulaski and the loss of state desegregation revenue. At this time it appears necessary to reduce expenditures by approximately \$39.4M due to the detachment of Jacksonville-North Pulaski and approximately \$15.4M due to the loss of state desegregation revenue. This will likely involve a reduction in force affecting approximately 640 positions.

Status Update: October 2015

As was provided in the April 2015 update, the administration believes all objectives have been met with the exception of objective #37. The detachment of Jacksonville-North Pulaski continues to hold a high degree of uncertainty and financial risk for PCSSD and JNPSD. Projections for reduction in expenditures of approximately \$15.4M due to the loss of state desegregation revenue were included in the April 2015 update. The administration will be unable to identify all cuts necessary to offset the loss of desegregation funds until the financial settlement of the JNPSD detachment has taken place.

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FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
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PART B: PLAN OBJECTIVES-Status Update as of April 2015

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 1	Monitor corrective actions of material state or federal audit exceptions or violations	Superintendent, Board, and All Administrators	Monitor implementation of adequate corrective actions for 2007-08, 2008-09 and 2009-10 identified audit findings and deficiencies as listed in Hudson Cisne's audits	Monitor	Monthly School Board Meetings Audit Exit Conference for FY12 on 2/14/13- No Material Findings	N/A	N/A	Yes	
Objective 2	Promote commitment to financial prudence and consistency with policies and procedures	Superintendent, Board and All Administrators	Demonstrate a "tone at the top" promoting commitment to financial prudence through the adoption and implementation of sound policies and procedures	Policy adoption or revisions	On-going	N/A	N/A	Yes	

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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 3	Supervision and Monitoring of district budget	Superintendent, Board and All Administrators	Monitor all expenses to remain within budget	Monitor	On-going	N/A	N/A	Yes	
Objective 4	Supervision and Monitoring of local, state, and federal revenue	Superintendent, Board and All Administrators	Monitor local, state, and federal funding sources to project increases, decreases, or cuts in revenue that affect the annual budget and make the recommended budget revisions	Monitor	On-going	N/A	N/A	Yes	
Objective 5	Strengthen Internal Controls	Superintendent, Board and All Administrators	Monitor implementation and proper management of fiscal oversight responsibility and safeguards to prevent, and timely detect, misappropriation of funds, potential waste and abuse of District assets	Monitor	On-going	N/A	N/A	Yes	

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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 6	Supervision and Monitoring of all local, in-state and out-of-state travel	Superintendent, Board and All Administrators	Monitor compliance with policy revisions specific to Board and employee travel and adherence to procedures for completing required documentation	Board Policy Adopted Policy DKC Business Procedure 7:01, 7:02 & 7:03	On-going	N/A	N/A	Yes	
Objective 7	Supervision and Monitoring of Purchasing policies and procedures	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Revised Business Procedure 03:02 8/01/2012	Board Policy Adopted Board Policy DJ	On-going	N/A	N/A	Yes	
Objective 8	Timely reconciliation of monthly bank statements	Chief financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Reconcile School Activity Bank Accounts Each Month in Business Office rather than school. Maintain zero unexplained variance.	Monitor	April 30, 2013 Operating Fund bank accounts have been reconciled to zero variance . Goal is to have all 36 Activity Fund and all 36 Food Service Fund accounts up to date with zero variances by April 30, 2013.	N/A	N/A	Yes	

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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 9	Segregate Fixed Asset duties	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Purchasing duties will be segregated within the Business division with respect to fixed assets	Monitor	On-going	N/A	N/A	Yes	
Objective 10	Supervision and Monitoring of Competitive Bid Awards	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Monitor compliance with Board procedures to add competitive bid awards(s) as a regular agenda item	Monitor and adjust board policy Board Policy DJE	Monthly School Board Meetings as needed	N/A	N/A	Yes	
Objective 11	Segregate Payroll duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties in payroll will be segregated within the department to achieve reliable payroll preparation and authorization	Monitor	On-going	N/A	N/A	Yes	

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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 12	Segregate Accounting duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties will be segregated within the department to provide accountability and assurance in regard to receipt of funding	Monitor	On-going	N/A	N/A	Yes	
Objection 13	Supervision and monitoring of employee overtime	Chief Executive Officer(CEO) and Director of Human Resources	Amend and implement a district wide over-time procedure	Monitor	Procedure 12:04 Amended February 2013 Policy will be proposed to Classified PPC March 2013	N/A	N/A	Yes	
Objective 14	Supervision and monitoring of employee contracts	Chief Executive Officer (CEO) and Chief Financial Officer (CFO)	Employee(s) will not work past their contracted days without prior written authorization from the CEO, Human Resources and CFO of Business Affairs	Monitor	On-going	N/A	N/A	Yes	

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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 15	Supervision and monitoring of coding on local funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 16	Supervision and Monitoring of coding on Federally funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 17	Supervision and monitoring of security for District properties	Chief Operations Officer and Director of Security	Development and implementation of a district wide plan to secure district assets	Monitor	March 31, 2013	N/A	N/A	Yes	

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	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 18	Supervision and Monitoring of Accounts Receivable	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing, and Budget Managers	Monitor compliance of coding with Business Division procedures regarding payments due to the District	Monitor	On-going	N/A	N/A	Yes	
Objective 19	Supervision and Monitoring of Compliance with the Arkansas Financial Accounting Manual	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing and Budget Managers	Monitor compliance of coding with the Arkansas Financial Accounting Manual	Monitor	On-going	N/A	N/A	Yes	
Objective 20	Supervision and Monitoring of timely voiding of stale outstanding checks	Chief Financial Officer, Director of Accounting and Auditing, coordinator of Accounting and Auditing	Monitor compliance with District in regard to voiding of outstanding checks	Monitor	On-going Procedure 05:03 8/1/2012	N/A	N/A	Yes	
Objective 21	Supervision and Monitoring of District provided vehicles	Chief Operations Officer, Chief Financial Officer, and Director of Accounting and Auditing	Monitor compliance with IRS regulations in regard to use of District provided vehicles	Monitor	On-going	N/A	N/A	Yes	

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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 22	Supervision and Monitoring of Gift Card issuance	Chief Financial Officer, Budget Managers and Director of Accounting and Auditing	Comply with the District's Purchasing Policies and Procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 23	Supervision and Monitoring of Warehouse Inventory	Chief Operations Officer, chief Financial Officer and Director of Accounting and Auditing	Combine Purchasing and Warehouse Operations with Director and staff located at warehouse	Monitor	On-going	N/A	N/A	Yes	
Objective 24	Supervision and Monitoring of the issuance of manual checks	Chief Financial Officer, Director of Accounting and Auditing, Budget Managers, Coordinator of Accounting and Auditing	Monitor compliance with APSCN procedures in regard to the issuance of manual checks	Monitor	On-going	N/A	N/A	Yes	
Objective 25	Supervision and Monitoring of District provided cell phones	Chief Financial Officer, Coordinator of Purchasing and Director of Purchasing	Monitor compliance with District procedure in regard to cell phone usage	Monitor	March 31, 2013 Procedure 07:06	N/A	N/A	Yes	
Objective 26	Supervision and Monitoring of timely payment of accounts payables	All Administrators	Provide vendors with specific information needed for timely payment of invoices. Investigate reasons for late payments and take corrective action.	Monitor	On-going	N/A	N/A	Yes	

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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 27	Supervision and Monitoring of desegregation funding	CFO and Assistant Superintendent for Equity and Pupil Services	Monitor expenditures related to desegregation funding	Monitor	On-going	N/A	N/A	Yes	
Objective 28	Educate employees on fiscal policies and procedures	Superintendent, Board, and All Administrators	Educate employees on fiscal policies and procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 29	Supervision and Monitoring of District issued credit cards	Chief Financial Officer, Budget Managers, Director of Purchasing and Coordinator of Purchasing	Monitor the use of District provided credit cards and compliance with District credit card policy	Monitor	On-going	N/A	N/A	Yes	
Objective 30	Quarterly Audits	Legislative Audit	Quarterly Audits by Legislative Audit	Monitor	Quarterly TBD by Legislative Audit FY11 & FY12 Financial Audits Completed	N/A	N/A	Yes	
Objective 31	Supervision and Monitoring of reports charging Fraud and Abuse pertaining to district resources	Superintendent and Division Leaders	Publish FBI "Corruption Reporting" email and phone number on District web site	Monitor	March 1, 2013	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 32	Supervision and Monitoring of Fiscal Distress Improvement Plan	Superintendent and Division Leaders	Submit Fiscal Distress Plan progress statements as an action agenda item under the section of miscellaneous reports on the Board Agenda	Monitor	March 12, 2013	N/A	N/A	Yes	
Objective 33	Supervision and Monitoring of Budget Adjustments	Superintendent and Division Leaders	Establish a policy for budget adjustments	Policy adoption or revisions Board Policy DB	March 12, 2013	N/A	N/A	Yes	
Objective 34	Supervision and Monitoring of Board Policies	Superintendent and Division Leaders	Superintendent's Cabinet to review ASBA model policies and recommend changes to PCSSD Board Policies	Monitor	On-going	N/A	N/A	Yes	
Objective 35	Supervision and Monitoring of the finance, payroll and technology departments	Superintendent and Division Leaders	Research information on restructuring financial, payroll and technology	Monitor	On-going	N/A	N/A	Yes	
Objective 36	Reduction of Personnel Costs required by PACT PNA	Superintendent, Division Leaders and Board	Exhibit 1	Approve Revised Contract	Begins 2-22-12	Various	Exhibit 1		No
Objective 37	Reduction of Personnel Costs required by PASS PNA	Superintendent, Division Leaders and Board	Exhibit 2	Approved Revised Contract	Begins 2-22-12	Various	Exhibit 2		No

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 38	Lowering Operating Costs for 2011-2012	Superintendent, Division Leaders	Exhibit 3	Monitor	On-going	N/A	Exhibit 3		No
Objective 39	Lower Operating Costs for 2011-2013	Superintendent, Division Leaders	Exhibit 4	Approve Budget	On-going	N/A	Exhibit 4		No
Objective 36	Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures	Superintendent, Division Leaders	Various-See Below Strategies		June 30, 2014	Operating		Yes	
			Implement new district-wide copier bid	Approve Contract	June 2012	Operating	\$141,228	Strategy Accomplished	
		Superintendent, Division Leaders	Revise Employee Insurance Package	Approve Insurance Package	April 2012	Operating	\$1,500,000	Strategy Accomplished	
		Superintendent, Division Leaders	Change school bell schedule	Approve New Bell Schedule	August 2012	Operating	\$401,124	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
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PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Do not fill vacant positions 2011-2012	Approve Budget	July 2011 – June 2012	Operating	\$775,328	Strategy Accomplished	
		Superintendent, Division Leaders	Reduction in Force – 77 positions	Approve Budget	April 2012 – May 2012	Operating	\$3,850,000	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce Teacher Salary Schedule from 192 to 190 Days	Approve	July 2012	Operating	\$795,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce amount paid to teachers for non-instructional duties	Approve Budget and Relative Policies	July 2012	Operating	\$376,857 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Attendance Incentive Pay for all employees (amounts paid end of each semester and end of each year, not amount	Approve Budget and Relative Policies	July 2012	Operating	\$102,615 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Add Unused Sick Leave Pay to Support Staff to Match Benefit Provided Certified Personnel	Approve Budget and Relative Policies	July 2012	Operating	(\$154,038) PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Bereavement Leave (1)	Approve Budget and Relative Policies	July 2012	Operating	\$30,000 PNA	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
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PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Phase out Placement on Salary Schedule Based on District Courses	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$2,800,383 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Phase out Professional Growth Contracts – Certified Personnel	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$1,200,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Phase out Staff Development Compensation – Support Staff	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$344,622 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Severance Pay	Approve Budget and Relative Policies	July 2012	Operating	\$805,083 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Change Accrued Leave to Sick Leave as Defined by Arkansas Law	Approve Budget and Relative Policies	July 2012	Operating	\$218,970 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Establish the Authority Of The Administration To Manage The District Personnel Reasonably, Without Discrimination, And Consistent With Law	Approve Relative Policies	July 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 37	Identify cost reduction possibilities in the event state desegregation funding is eliminated	Superintendent, Division Leaders	During the 2012-2013 budget process, code specific expenditures that could be eliminated to the desegregation fund and source of fund codes	Approve	May 31, 2013	N/A	N/A		No-Have not identified all cuts sufficient to offset 100% loss of deseg funds
Objective 38	Refund Bond Issue Dated November 1, 2004	Superintendent, Chief Financial Officer and Board	Issue new bonds in the amount of \$21,860,000 to refund 11-1-2004 issue at lower interest rate	Approve	April 2012	Debt Service Mills	\$2,528,185 over 23 years restricted to academic facilities projects	Yes	
Objective 39	Implement corrective actions pertaining to FY11 audit findings	Chief Financial Officer	Various-See Below Strategies	Approve	May 31, 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-1 Segregate accounting duties to the extent possible.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-2 Develop and implement a process that will identify and record all accounts payable at year end	Approve	June 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
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	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-2 Close bank accounts that were incorrectly classified as "investments" and transfer the proceeds to a "cash in bank" account	Approve	March 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-2 Properly record amount the \$689,855 paid for workers compensation insurance	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-3 Monitor Federal Title 1 expenditures to ensure they comply with the approved ACSIP budget	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-4 Have all newly purchased Fixed Assets delivered to a central location for proper tagging prior to delivery to final destination.	Approve	July 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-5 Give a business office employee or program administrator responsibility for the collection and filing of required time certifications for federally funded positions.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Notify vendors in writing regarding district procurement policies and require invoices and statements to be mailed to central office.	Approve	June 2012 Second Letter Mailed February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Within APSCN, clearly indicate the vendor numbers that should no longer be used.	Approve	June 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #2 Standardize the insurance products available through payroll deduction and utilize PlanSource software to keep APSCN payroll records in sync with vendor records.	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #2 Change the stated work week to provide more payroll processing and review time without the need for overtime. Investigate timekeeping software that could decrease the payroll keying time.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #3 Report lease-purchase and all other financing agreements to ADE as required.	Approve	December 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #4 Continually monitor to ensure sufficient collateral covering district bank deposits.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter # 5 Obtain board approval prior to the disposal of district assets.	Approve	April 2012 Policy DN Procedure 06:05	N/A	N/A	Strategy Accomplished	
			Management Letter #6 Strengthen the internal controls and business procedures related to activity funds and provide training to school personnel.	Monitor	July-August 2012 Procedure 01:01	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #1 District's Chief Technology and Information Officer will document a Disaster Recovery Plan by June 30, 2012.	Monitor	May 2013	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #3 All receipts will be recorded in the period received, or in the case of direct deposits, upon proof of receipt.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #4 New Employees will be required to return signed contracts prior to beginning work.	Monitor	July 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #5 Employee reimbursed district \$13 for tip and alcohol claimed and paid by the district for travel. Travel receipts will be more closely monitored to prevent future payments for tips and alcohol.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #6 A receipt will be written for all funds received and/or direct deposited into the district's bank account. A separate receipt will be issued to each payer.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #7 The district's bank will provide check images each month on a CD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #8 The district will work to clear bank reconciliation variances that have occurred over a prolonged period of time. The bank reconciliation process will be completed by about the 10 th of each month with the goal of zero variance by June 30, 2013.	Monitor	June 2012 Prior year variances have been cleared. See objective #8	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 9 Reviewers of free and reduced lunch applications will be cautioned to pay particular attention to the stated frequency of income shown on applications.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #10 The district will further investigate possible rebates earned by its participation in the USC purchasing cooperative and attempt to collect all earned amounts.	Monitor	June 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 10 The district will follow-up with USABLE regarding Legislative Audit's request for a list of all refund checks issued to either PCSSD or employees of PCSSD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #11 The district will develop policies and procedures for the purpose of providing sufficient controls and accountability on the use of FuelMan Credit Cards.	Monitor	February 2013	N/A	N/A	Strategy Accomplished	



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

January 21, 2016

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Dr. Jerry Guess, Superintendent
Pulaski County Special School District
P.O. Box 8601
Little Rock, AR 72216

Dear Dr. Guess,

Pursuant to Ark. Code Ann. § 6-13-112, please accept this letter as documentation of my review of your performance as superintendent of the Pulaski County Special School District (PCSSD).

The PCSSD was classified by the State Board of Education as being in Fiscal Distress on May 16, 2011, and the State assumed authority on June 20, 2011. The PCSSD superintendent and school board members were permanently removed. You began your service as superintendent of the PCSSD on July 1, 2011.

In conducting this review, I consulted various reports pertaining to the financial data of the district. According to the Arkansas Department of Education's Fiscal Distress Unit, the district has met all but one item on the fiscal distress plan.

Recognizing that work remains to improve the academic and fiscal conditions of the PCSSD, I commend you for your efforts. Based upon my review of the above information and my knowledge of the current operations of PCSSD, I find that you have made satisfactory progress toward removing PCSSD from state authority. For these reasons, I hereby determine that you should continue to serve as superintendent of the PCSSD and I have renewed your contract for the 2016-2017 school year.

Sincerely,

Johnny Key
Commissioner of Education

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ARKANSAS DEPARTMENT OF EDUCATION

January 21, 2016

cc: Arkansas State Board of Education
 Mr. Mark Hudson, Bureau of Legislative Research
 Dr. Mark Gotcher, Deputy Commissioner of Education
 Ms. Deborah Coffman, Chief of Staff
 Ms. Annette Barnes, Assistant Commissioner of Public School Accountability
 Mr. Andrew Tolbert, Superintendent of the State Office Of Intensive Support
 The Honorable Linda Chesterfield, Arkansas Senate
 The Honorable Joyce Elliott, Arkansas Senate
 The Honorable David Johnson, Arkansas Senate
 The Honorable Jeremy Hutchinson, Arkansas Senate
 The Honorable David Sanders, Arkansas Senate
 The Honorable Jonathan Dismang, Arkansas Senate
 The Honorable Jane English, Arkansas Senate
 The Honorable Eddie Joe Williams, Arkansas Senate
 The Honorable Charles Armstrong, Arkansas House of Representatives
 The Honorable Andy Davis, Arkansas House of Representatives
 The Honorable Eddie Armstrong, Arkansas House of Representatives
 The Honorable Mark Lowery, Arkansas House of Representatives
 The Honorable Camille Bennett, Arkansas House of Representatives
 The Honorable Julie Mayberry, Arkansas House of Representatives
 The Honorable James Sorvillo, Arkansas House of Representatives
 The Honorable John Walker, Arkansas House of Representatives
 The Honorable Clarke Tucker, Arkansas House of Representatives
 The Honorable Charles Blake, Arkansas House of Representatives
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 The Honorable Warwick Sabin, Arkansas House of Representatives