



AGENDA

STATE BOARD OF EDUCATION

July 10, 2015

Arkansas Department of Education

Special Committee on Academic Distress will meet immediately following
adjournment of the State Board Meeting in the ADE Auditorium

11:00 AM

[Back](#) [Print](#)

Reports

Report-1 Chair's Report

Presenter: Vicki Saviers

Consent Agenda

C-1 Minutes - June 12, 2015

Presenter: Deborah Coffman

Action Agenda

A-1 Consideration of Progress of the Dollarway High School in the Dollarway School District

Dollarway School District representatives will provide information regarding the progress of the Dollarway High School, identified in Academic Distress. The Department will also provide information regarding the progress of the schools.

Presenter: Elbert Harvey and Dr. Richard Wilde

**Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, June 12, 2015**

The State Board of Education Special Committee on Academic Distress met Friday, June 12, 2015, in the Pulaski County Special School District Administration Building. Chairman Vicki Saviers called the meeting to order at 12:30 p.m.

Present: Vicki Saviers, Chair; Toyce Newton; Sam Ledbetter; and Diane Zook

Additional State Board Member in Attendance: Joe Black

Absent: none

Reports

Chair's Report

Chair Saviers said the Special Committee on Academic Distress was formed to meet with schools identified in academic distress.

Consent Agenda

Ms. Newton moved, seconded by Ms. Zook, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - May 15, 2015

Action Agenda

Consideration of Progress for Oak Park Elementary School, Belair Middle School, Jack Robey Jr. High School, and Pine Bluff High School in the Pine Bluff School District

Pine Bluff School District Interim Superintendent Dr. T.C. Wallace said he has a history of working in a turnaround capacity.

Pine Bluff School Board President Mr. Harold Jackson said the Pine Bluff School Board was very supportive of the turnaround program. He said the School Board is committed to improvement in the district. He said the School Board was

working together and working with the superintendent. He said the School Board would be participating in a retreat in Hot Springs with an external provider, *From the Heart*, facilitating the meeting.

Pine Bluff School District School Improvement Officer Ms. Alesia Smith said the professional learning communities are examining data about groups of students and participating in professional development. She said a discipline plan has been put into place. She said the district is now using data to monitor progress toward meeting the IMO and the 45-day plans. She said the next step is to focus on the individual students' needs. She said the University of Virginia (UVA) training examines how effective business practices relate to schools. She said the UVA team then follows up with a review and feedback.

Dr. Wallace said the external providers are complimentary but focused on different tasks.

ADE School Improvement Specialist Dr. Mitzi Smith reported the progress and recommendations for each of the schools identified in academic distress. She said the Oak Park Elementary would be closed for the next school year.

School Improvement Director Dr. Richard Wilde said there was limited improvement communication between the schools and the district. He said the schools were showing progress; however, the district is functioning as a top down model. He made the following three recommendations for consideration:

- 1. Members of the local school board and the district leadership team, including the new superintendent, could benefit from trainings to build leadership capacity and to learn strategies to better support schools in Academic Distress and/or Priority School Status. The training could be provided by the ADE School Improvement Unit (SIU) in consultation with the Arkansas School Boards Association.*
- 2. The State Board should direct the School Improvement Unit, Division of Public School Accountability to collaboratively create a strategic plan for district-wide implementation in school year 2015-16.*
- 3. The district leadership team with support from the School Improvement Unit will monitor site/school specific implementation of the plan and report to the State Board quarterly. ADE School Improvement Unit would then report quarterly on the progress of the district.*

Public School Accountability Coordinator Mr. Elbert Harvey said he is supportive of the recommendations made by Dr. Wilde.

After discussion among the committee, Ms. Saviers said the Special Committee would approve the recommendations as listed above and request the Pine Bluff School District report progress to the Special Committee on Academic Distress in August.

Dr. Wallace said he supported the recommendations.

Adjournment

The meeting adjourned at 1:48 p.m.

Minutes recorded by Deborah Coffman.

Dollarway School District

School Improvement Action Plan- High School Grades 9-12

Introduction

The Dollarway High School is a Distress Priority School. The school has consistently failed to make progress in academics. As the superintendent of the Dollarway School District, I have inherited the lemons and my goal is to make lemonade out of the lemons. I am committed to making the necessary changes that need to occur in order to move Dollarway forward in achieving a school where students are performing academically. I am not going to continue to spend federal and state dollars on “EXTERNAL PROVIDERS” looking for a program that adds more stress to an already disgruntled staff, that promises to move the lowest performing students, that promises to assess each student and give an individual academic plan that will move students reading at grade level by the end of the year. My Action Plan for the district will require one non-negotiable “Mastering the Basics of High Expectations.”

All talk centered about “high expectations” revolves around academics. But what about expectations for behavior? Where does it fit into the picture? How do all the expectations gel together to build a caring, successful learning community? I was named Interim Superintendent April 15 and appointed Superintendent May 2015. My observation of the current academic status of the district centers on “few or no expectations for behavior or academic student performance.” There is no sense of urgency. It is okay to not meet a deadline. The status quo is acceptable. The focus is on the problem, and not the solution. My vision is to change this concept.

Here’s a strong bias of mine, formed from my own experience as a classroom teacher and building level administrator, you must first have high expectations for behavior. If you want to create a rigorous curriculum where students are expected to stretch to high academic standards, then you must first concentrate on establishing a climate of high behavior standards. Once high behavior standards are successfully implemented, you can move with ease into working on academic excellence, and then, watch students exceed those academic expectations!

Mastering the Basics of High Expectations-The What?

Expectations—What?

WHAT? Let’s begin to get clear about what I mean by expectations. This noun covers everything students do in the classroom—and sometimes outside the classroom, too. This ranges from what they bring to class to how they treat each other or sharpen their pencils to how they approach their assignments. When you think about it, we have dozens (maybe hundreds) of expectations for students. What gets the most attention is the expectations that teachers have for the students—how they should conduct themselves and how they should perform in the classroom.

Most of the time the teachers hold expectations closely, and students don’t even fully “get” what they are. The first rule about expectations is that students: must understand what they

Dollarway School District

are, what they mean, and how it looks to them. Teachers cannot assume that students, even teenagers, come to class automatically understanding expectations of how to act in a classroom or what it means to be a good student. Even if teachers have posted expectations on the wall or read out them loud, the teachers cannot assume students know how these expectations translate into action.

Expectations in the classroom-Procedures and Rules:

- I. **Procedures**—a procedure is a set of specific steps to follow in performing a task, such as getting a hall pass, contributing to a class discussion, or putting together a report. Procedures make the classroom operate more smoothly. Every classroom needs procedures for organizational tasks (such as getting and storing materials or sharpening pencils), for how we get along together (such as handling conflict, disagreeing, or behaving in discussions), for instructional tasks (such as completing assignments or turning in homework), and for academic habits (such as note-taking, working hard, or doing your best). Students learn clear steps for tasks if they do them daily, and these tasks then become automatic.
- II. **Rules**—a rule is a principle to guide conduct. Most classrooms have at least a few rules, and they are generally connected to clearly stated consequences if the rules are not followed. Some classrooms call these commitments—agreements they have about how they are going to live and work with one another respectfully.

In my experience, a classroom that has reasonable, working procedures for most classroom tasks will need few rules. This is because most troubles in a classroom are the result of no procedures, inappropriate procedures, procedures that students don't fully understand, or procedures that don't work.

Mastering the Basics of High Expectations-The Why?

WHY? Clear, working expectations (rules and procedures) offer the same benefits as routines. Routines are about a sequence of activities—a schedule or rhythm for doing things. A routine is simply a set of steps for helping something run smoothly—a plan for getting something done. Routines are necessary for teachers and very important for kids because they take the guesswork out of “what are we supposed do now or today.” They offer certainty and safety because kids know what to do and when to do it. Procedures that are discussed, explained, modeled, and practiced bring organization and smooth flow to a classroom. Those routines help the teacher and students cultivate a climate that gives the cognitive and emotional space needed for real learning.

When expectations are put into practice, they promote responsibility and togetherness. Things work better. People get along better. Kids can feel pride in their classroom community. Many (and I assure you, many!) behavior problems that might interfere with learning are eliminated or reduced.

Dollarway School District

My expectation for starting the first day of school, the principals and the teachers will explain the rules. They will talk about the “why”—why rules are needed, why this rule, what difference each rule makes. And finally ask what classroom life would be like without this rule?

Throughout the year these conversations will continue, we will keep talking and showing students how these behaviors look in the classroom. We will make sure students understand that this is not something they hear on the first day of school and then forget. These will become a part of their classroom life at all times. I will hold principals accountable, principals will hold teachers accountable, and the chain continues.

Setting Academic Expectations

There is little chance that the students at Dollarway High, Robert F. Moorehead, Townsend Park, and James Matthew Elementary will meet high standards if their school environment is chaotic or unsafe. That is why we must have clear behavioral and procedural expectations to provide the safety that sets minds free to soar. Once we have mastered the action plan for a functional, well-managed school setting where students know what to do and how to get along, we can focus on actions to move students academically, to challenge their thinking, inspire their desire to learn, and help them achieve their highest potential.

In my view, high academic expectations start and finish with the teacher’s belief in every student. The teacher must believe and show in their actions that all students can learn, grow, and excel.

Students must be sure that we (Dollarway) believe they can learn and can do things that are even harder than they might think they can do. If they do not know this unequivocally, we can forget about high standards, and even students who are intrinsically motivated need to know this. We (Dollarway) demonstrate our belief in them (or lack of it) by our comments, attitudes, behaviors, tone of voice, responses to them, gestures, facial expressions, body language, enthusiasm for learning, preparedness, lessons, and energy.

We (Dollarway) must teach students what high standards are. What does “high” mean? It means to succeed at everything the (student) possibly can. It means to accomplish, master, understand, and complete tasks, concepts, and processes at grade level and beyond—or beyond what they (students) are used to doing. It means to teach them (student) by showing the difference between low and high standards. We (Dollarway) must help them understand what it means to be a successful student. Principals and teachers must show students precisely what high standards looks like:

- ✓ Be prepared. Do your work.
- ✓ Do your work well. Do all your work.
- ✓ Do your work on time. Take homework seriously.
- ✓ Turn in your homework. Try hard.
- ✓ Put forth effort. Bring all your supplies to class.
- ✓ Be ready to learn. Study for tests. Listen.
- ✓ Participate. Listen and learn from others.

Dollarway School District

- ✓ Share your ideas. Finish what you start.
- ✓ Reflect on your work. Make good decisions.
- ✓ Push yourself beyond the easy. Don't settle for mediocre work.
- ✓ Try new things. Ask for help.

Principals, teachers, and support staff must hold and model high expectations for themselves by the way they do their job. The first expectation for the teacher is that he or she believes that students can reach high standards.

Hundreds of research studies verify the transformative effects of the teacher's expectations on student growth. In his examination of leadership in 1994, Warren Bennis found that a teacher's high expectation was sufficient to cause an increase of 25 points in student IQ scores.

Every time—a teacher gives the students a clear message that this class is so important that we will get underway right away—as soon as the bell rings! That action Supports, Demonstrates, and Enforces all behavioral expectations and this is step one of how we move students forward academically at Dollarway.

Finally, the action plan that I submit to you today is the beginning of changing the culture in the district. Dollarway High School is in Priority Academic Distress because of multi years of students performing below basic. The first step is implement a set of non-negotiables that everyone understands and follows. This builds a school culture of high expectations for all in the Dollarway School District.



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**Dollarway Public High School
Academic Distress
Follow-up Review**

**Arkansas Department of Education
School Improvement Unit
June 4, 2015**

Dollarway Public Schools Academic Distress Follow-Up Review

In anticipation of the Academic Distress Sub-committee of the State Board of Education review the School Improvement Unit conducted a site review of the Dollarway School District. The intent of the review was to verify reports submitted by the School Improvement Specialist assigned to the district/school and to determine capacity for further progress. The site review team consisted of Dr. Sally Robison, Dr. Mitzi Smith, Ms. Wendy Allen, Ms. Tina Bell and Dr. Richard Wilde.

It was noted that the district had been in State authority for the two previous school years with the current local school board in place since September 2014. State control was based on fiscal distress findings.

The capacity for further progress was difficult to assess given recent changes in the school principal (acquired position at local charter school) and the superintendent (dismissed by local school board). Both the district and the school were operating with interim administrators pending further action by the school board. The superintendent recently released by the local school board had been appointed by the commissioner during the period the district was under State control.

Progress of the school is reported to be minimal, with the following concerns noted from the SIS reports:

1. No building leadership team meetings consisting of teachers were documented during the second semester of the school year.
2. No district leadership team meetings were documented for the entire year.
3. No building level autonomy was documented and school governance appeared to be top down. School innovations appeared to be driven by district level decisions with little to no input from building staff.
4. At least two of the math and two of the English literacy core classes appeared to be taught by substitute teachers for at least one-half of the school year.
5. No documentation of the aligned curricula was available for review.
6. No apparent use of classroom level data to drive the school improvement work.
7. Staff reported having minimal to no voice in the decisions being made to address the academic distress classification.
8. The district's external consultants were selected while the district was under state authority.

The local school board appeared to be supportive of the interim superintendent and it was noted that the intent is to continue through the next school year with this person. The interim superintendent and Board had selected a replacement principal and that person observed during the site review.

Ms. Patsy Hughey is the interim superintendent. Ms. Hughey has been a school principal and served as the superintendent for Stephens' school district during their last year of operation. Ms. Hughey was the Federal Programs Coordinator for Dollarway Schools prior to her appointment as interim superintendent.

Site Review Recommendations:

School and district leadership expressed a willingness to participate in summer planning for the next school year. At least two of the local school board members were career educators, and while this is positive in assisting the local board with decision making, it is also highly probable that given the sense of urgency, they will be encouraged to move beyond governance by policy and seek to engage in administration of daily operations. Additional training through AAEA and the School Boards' Association is recommended.

The site review team identified that there is a sincere intent by administration and the local board to improve current systems and hopefully student outcomes. However, given the newness of the district and school leadership as well as the local board, the review team concluded that quarterly progress monitoring by the State Board would be beneficial to keep everyone focused on school improvement.

**45-Day Action Plan for Schools in Academic Distress
4th Quarter**

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| District: Dollarway School District | School: Dollarway High School | Principal: Gabriel Jackson, Interim Principal | District SIS or External Provider: Generation Ready |
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ADE Assigned SIS: Kerri Williams

Recommendation: #1
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.

Description of full implementation of the recommendation: A unit test is aligned with each standards-based objective covered in the unit, and administered to all students before and after the unit of instruction. The pre-test and post-test are the same test or parallel items for the same objectives, given at the beginning and the end of the unit. Unit tests are constructed to give teachers a good idea of a student's current level of mastery of the objectives. Based on the data from the pre and post-test, teachers will have various/different assessments and/or instructional strategies provided for students' individual needs.

| Objective(s) Only 1 required | Start Date | Date Obj. Completed | Actions / Tasks | Timeline for Action/ Tasks | Person assigned to task | Evaluation of Objective <i>[For ADE Personnel]</i> |
|---|------------|---------------------|---|----------------------------|--|--|
| <u>Obj. 1</u> The teachers will create units of instruction. | 11/18/14 | | 1A. Teachers will meet with content teams for half-day sessions to create units. (agenda/sign-in/minutes) | 06/05/15 | Principal and Instructional Facilitators | <u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented The teachers did not meet during the 4 th quarter. |
| <u>Obj. 2</u> The teachers will create pre and post assessments from | 11/18/14 | | 2A. Teachers will meet with content teams for half-day sessions to create pre and post assessments. | 06/05/15 | Principal and Instructional Facilitators | <u>Obj. 2</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress |

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| <p>units of instruction.</p> <p><u>Obj. 3</u> The teachers will evaluate the data from pre and post-test to create differentiated instructional strategies based on individual student needs.</p> | <p>01/05/15</p> | | <p>(agenda/sign-in/minutes)</p> <p>3A. Teachers will review data from pre and post assessments to drive instructional decisions. (assessments/agenda/minutes)</p> | <p>06/05/15</p> | <p>Principal and Instructional Facilitators</p> | <p>___ # & % tasks implemented ___ Obj. fully implemented</p> <p>By the end of the fourth quarter, 75% of content areas teachers will give a pre and post-test to assess student mastery as documented by pre and post test data. <i>(NOT MET - No pre or post-test given, teachers have not developed the pre and post test.)</i></p> <p><u>Obj. 3</u> <input checked="" type="checkbox"/> No evidence of progress ___ Documentation of progress ___ # & % tasks implemented ___ Obj. fully implemented</p> <p>By the end of the fourth quarter, 75% of teachers will analyze the data from pre and post-test to implement researched based strategies based on student needs as documented by data analysis. <i>(NOT MET - No pre or post-test data to analyze)</i></p> |
| <p>Narrative/Description of Progress on Recommendation <u>[For ADE SIS to complete]</u>:</p> | | | | | | |

Recommendation: #2

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 analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the year.

Description of full implementation of the recommendation: Teachers will have scheduled times within the school day to effectively work with content teachers to plan instructional units and analyze student data for student progress and differentiated instruction. Teachers will effectively work together to create or refine individual student interventions within lessons of instructions.

| Objective(s) Only 1 required | Start Date | Date Obj. Completed | Actions / Tasks | Timeline for Action/ Tasks | Person assigned to task | Evaluation of Objective <i>[For ADE Personnel]</i> |
|--|------------|---------------------|---|----------------------------|-------------------------|--|
| <u>Obj. 1</u> School leadership team with create a master schedule to present with o the district leadership that allows for content teams to meet regularly. | 04/23/15 | 05/21/15 | 1A. The leadership will meet to develop a master schedule. 1B. The leadership team will present the master schedule to the district team | 06/05/15 | Leadership Team | <u>Obj. 1</u> ___ No evidence of progress ___ Documentation of progress ___ # & % tasks implemented <u>X</u> Obj. fully implemented (See narrative section) |

Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]:*
The building leadership team has a presented a master schedule to the district and the district has approved the schedule. The schedule is for 8 periods a day, 45-minute class periods, and 2 teacher prep periods. One teacher prep period will be designated for data team meetings, content team meetings, embedded professional development, and any other meeting determined by administration.

Recommendation: #3

District leadership should develop and implement a comprehensive plan to retain highly-qualified administrators to ensure continuity of instructional leadership.

Description of full implementation of the recommendation: The district has established procedures to recruit leaders and teachers fit for service in priority schools. The district has a strategic plan to market the strengths of the district and schools and has developed high and unyielding standards for the identification and selection of candidates. The district aggressively reaches out to all possible candidate pools when recruiting for difficult-to staff positions. The district has put in place supports to assist leaders and teachers new to the district and/or the profession to include incentives, induction training, and mentoring program.

| Objective(s) Only 1 Required | Start Date | Date Obj. Completed | Actions / Tasks | Timeline for Action/ Tasks | Person assigned to task | Evaluation of Objective <i>[For ADE Personnel]</i> |
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| <u>Obj. 1</u> This recommendation will be a priority for the district office during summer planning. <u>Obj. 2</u> | | | | | | <u>Obj. 1</u> ___ No evidence of progress ___ Documentation of progress ___ # & % tasks implemented ___ Obj. fully implemented <u>Obj. 2</u> ___ No evidence of progress ___ Documentation of progress ___ # & % tasks implemented ___ Obj. fully implemented |

Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]*:

Recommendation: #4

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.

Description of full implementation of the recommendation: The Leadership Team is headed by the principal and includes teachers and other staff that are identified as teacher leaders of Instructional Teams in each content and specialty area within the school. The Leadership Team effectively operates with agendas, minutes, and sign-in sheets. The team serves as a means of communication among school personnel, especially in regards to school improvement efforts and everyone's role in them. The Leadership Team regularly analyzes school growth data, individual student performance, the relationship between the written curriculum, taught curriculum, and assessments. The Leadership Team has critical roles in facilitating school initiatives and provides input to the leader regarding the school improvement plan.

| Objective(s) Only 1 required | Start Date | Date Obj. Completed | Actions / Tasks | Timeline for Action/ Tasks | Person assigned to task | Evaluation of Objective <i>[For ADE Personnel]</i> |
|--|------------|---------------------|---|----------------------------|-------------------------------|---|
| <u>Obj. 1</u> The Principal will select teacher leaders to serve on the building leadership team. The principal will ensure that all content and specialty areas are represented. | 10/23/14 | 11/06/14 | 1. The Principal will provide a list of teacher leaders selected to serve on the building leadership team. | 06/05/15 | G. Jackson, Interim Principal | <u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input checked="" type="checkbox"/> Obj. fully implemented |
| <u>Obj. 2</u> The building leadership team will meet in its entirety on a | 11/06/14 | | 2. The leadership team will establish roles, meeting dates, keep minutes, plan, communicate, and facilitate school improvement efforts to all | 06/05/15 | G. Jackson, Interim Principal | <u>Obj. 2</u> <input type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented |

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| <p>regular basis to plan, communicate, and facilitate school improvement efforts.</p> | | | <p>personnel.</p> | | | <p>By the end of the fourth quarter, Leadership team meeting agendas and minutes will reflect at least 35% of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agendas and minutes. <i>(Met – leadership team is reviewing behavior, TLI data, and grade analysis data. The entire leadership it not meeting on a regular basis and communication is not occurring to the remainder of the staff.)</i></p> |
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Narrative/Description of Progress on Recommendation [*For ADE SIS to complete*]:
 OBJECTIVE 1: The Principal provided a list of all teachers who will serve on the leadership team. All content and specialty areas are represented.

Recommendation: #5

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 on their behavioral choices
- closely monitor implementation levels of the school's discipline policy to ensure consistency.

Description of full implementation of the recommendation: Students will choose to take an active role in monitoring their own behavior and that of other students against standards of conduct. Classroom interactions are highly respectful among teachers and individual students. Teachers' responses to student misbehavior are sensitive to individual needs and respectful of students' dignity. Teachers monitoring of student behavior is subtle, preventative, and consistently reinforces the rules and procedures that are posted in the classroom. Students are reminded of the rules and learn to operate according to them. The teacher "teaches" classroom procedures in a positive way rather than relying solely on correcting misbehavior. Students are engaged in learning in the classroom respectfully of other students and the teacher.

| Objective(s) Only 1 required | Start Date | Date Obj. Completed | Actions / Tasks | Timeline for Action/ Tasks | Person assigned to task | Evaluation of Objective <i>[For ADE Personnel]</i> |
|--|------------|---------------------|--|----------------------------|---|---|
| <u>Obj. 1</u> Teachers will review and discuss rules with students. | 01/05/15 | | 1A. Teachers will show a video that demonstrates school wide rules. (sign-in sheet) 1B. Teachers will post school wide rules with positive and negative consequences in each classroom. (checklist) | 06/05/15 06/05/15 | G. Jackson, Interim Principal and E. Berry, Assistant Principal | <u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented |
| <u>Obj. 2</u> Students will demonstrate an understanding | 01/05/15 | | 2A. Students will review policies and procedures by: -Discussing posted school wide rules. (sign-in sheet) | 06/05/15 | G. Jackson, Interim Principal and E. Berry, | <u>Obj. 2</u> <input type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress |

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| <p>of school rules and appropriate behavior.</p> | | | <p>-Discussing individual classroom procedures</p> <p>2B. Students will follow school rules and procedures by:</p> <ul style="list-style-type: none"> -Decrease in tardy (reports) -Decrease in uniform violations -Decrease in discipline referrals | <p>06/05/15</p> | <p>Assistant Principal</p> | <p>___ # & % tasks implemented ___ Obj. fully implemented</p> <p>By the end of the fourth quarter, discipline will decrease by 50% in the number of discipline referrals as documented by discipline data. <i>(Not Met – decrease of 33% - 171 discipline referrals on 5/21)</i></p> <p>By the end of the fourth quarter, positive behavior incentives for students will increase by 30% as documented by roster participation. <i>(Not Met – there is no documentation to support this IMO)</i></p> <p>By the end of the fourth quarter, tardy infractions will decrease by 50% as documented by E-School reports. <i>(Not Met – 6.4% decrease - 1991 tardies on 5/21 9th-920, 10th-561, 11th-312, 12th -189)</i></p> |
| <p>Narrative/Description of Progress on Recommendation [<i>For ADE SIS to complete</i>]:</p> | | | | | | |

Recommendation: #6

School leadership should continue to support the PTO in its efforts to assist the school in meeting student needs.

Description of full implementation of the recommendation: The established Parent Teacher Organization engages parents in ways that directly relate to their children’s academic progress. The PTO maintains a consistent message of what is expected of parents, teachers, and reaching parents directly, personally, and with a trusting approach from school. Parents support the school’s expectations and they understand what is expected of each student.

| Objective(s) Only 1 required | Start Date | Date Obj. Completed | Actions / Tasks | Timeline for Action/ Tasks | Person assigned to task | Evaluation of Objective <i>[For ADE Personnel]</i> |
|---|------------|---------------------|---|----------------------------|---------------------------------|--|
| <u>Obj. 1</u> By December 2014, the school will hold a PTO meeting. | 11/15/14 | 12/18/15 | 1. The parent facilitator will organize and schedule a PTO meeting. | 06/05/15 | Ms. Shorter, Parent Facilitator | <u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input checked="" type="checkbox"/> Obj. fully implemented (see narrative section) By the end of the fourth quarter, membership in the Parent Teacher Organization will increase by 15% as documented by sign-in sheets. <i>(Not Met– No documentation provided for this IMO.)</i> |
| <u>Obj. 2</u> The school will have a schedule of PTO meetings to be held | 01/05/15 | | 2. PTO meetings will be scheduled and held every month. | 06/05/15 | Ms. Shorter, Parent Facilitator | <u>Obj. 2</u> <input type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress |

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| for the remainder of the school year. | | | | | | ___ # & % tasks implemented ___ Obj. fully implemented |
|---------------------------------------|--|--|--|--|--|---|

Narrative/Description of Progress on Recommendation [*For ADE SIS to complete*]:
 Objective 1: The parent facilitator held a PTO meeting and scheduled the PTO meetings for the remainder of the school year.

Recommendation: #8

District and building leadership should analyze a variety of student achievement data sets to determine professional development activities to improve teachers' instructional practice to better meet the individual learning needs of all students.

Description of full implementation of the recommendation: The District and Building Leadership Team analyze all data sets in order to make decisions regarding professional development. The decisions are directly tied to classroom observations and analysis of student learning data. The teachers use the information from professional development to implement into instructional practice to improve the needs of individual students.

| Objective(s) Only 1 required | Start Date | Date Obj. Completed | Actions / Tasks | Timeline for Action/ Tasks | Person assigned to task | Evaluation of Objective <i>[For ADE Personnel]</i> |
|--|------------|---------------------|--|----------------------------|--|--|
| <u>Obj. 1</u> Building leadership will analyze student data to determine the professional development needs of the staff. | 01/08/15 | | 1A. Building leadership team will analyze observation data to determine professional development needs for teachers. 1B. Building leadership team will analyze various student data to determine professional development needs for teachers. | 06/05/15 | D. Edwards, Literacy Facilitator and C. Cunningham, Math Facilitator | <u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented By the end of the third quarter, the principal and/or designees will conduct 22 classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes. <i>(Not Met - No observation data available)</i> |

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|---|-----------------|--|---|---------------------------------|---|--|
| <p><u>Obj. 2</u> District leadership will analyze various student data sets to determine the professional development needs of the staff.</p> | <p>01/8/15</p> | | <p>2A. District leadership team will analyze observation data to determine professional development needs for teachers.</p> <p>2B. District leadership team will analyze various student data to determine professional development needs for teachers.</p> | <p>06/05/15</p> <p>06/05/15</p> | <p>Dr. Bryant, Assistant Superintendent</p> | <p>By the end of the third quarter, based on observation data, 60% of teachers will attend monthly job-embedded professional development based on individual teacher needs. <i>(Not Met- 20 teachers attended a SIM coaching professional development on 4/15/15)</i></p> <p><u>Obj. 2</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented</p> |
| <p><u>Obj. 3</u> District and building leadership will monitor the implementation of instructional</p> | <p>01/08/15</p> | | <p>3A. District leadership team will monitor the implementation of instructional strategies in the classroom that are presented at professional</p> | <p>06/05/15</p> | <p>Dr. Bryant, Assistant Superintendent</p> | <p><u>Obj. 3</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented</p> |

| | | | | | | |
|---|--|--|---|----------|--|--|
| strategies presented at professional development sessions. | | | development sessions. 3B. Building leadership team will monitor the implementation of instructional strategies in the classroom that are presented at professional development sessions. | 06/05/15 | | |
| Narrative/Description of Progress on Recommendation [<i>For ADE SIS to complete</i>]: | | | | | | |

Recommendation: #9

District and building leadership should analyze a variety of classroom observation data to determine professional development activities to meet the needs of individual teachers.

Description of full implementation of the recommendation: The District and Building Leadership Team analyze all data sets in order to make decisions regarding professional development. The decisions are directly tied to classroom observations and analysis of student learning data. The district and building leadership teams utilizes the data to provide differentiated professional development for teachers to improve instruction.

| Objective(s) Only 1 required | Start Date | Date Obj. Completed | Actions / Tasks | Timeline for Action/ Tasks | Person assigned to task | Evaluation of Objective <i>[For ADE Personnel]</i> |
|---|------------|---------------------|---|----------------------------|-------------------------------|---|
| <u>Obj. 1</u> Building leadership will conduct classroom observations on all teachers. | 01/05/15 | | 1A. All teachers will complete their professional growth plans in Bloomboard. 1B. Administrators will conduct observations on all teachers based on the track they are in according to TESS. 1C. Building leadership team will analyze observation data to plan for professional development for all staff. | 06/05/15 | G. Jackson, Interim Principal | <u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented By the end of the third quarter, the principal and/or designees will conduct 22 classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes. <i>(Not Met– No documentation to support this IMO; observation data was not</i> |

| | | | | | | |
|--|-----------------|--|--|-----------------|---|--|
| <p><u>Obj. 2</u> The district leadership will analyze observation data to determine professional development needs for teachers.</p> | <p>01/22/15</p> | | <p>2. District leadership will collaborate with building leadership to review observation and student data to create a professional development plan for teachers.</p> | <p>06/05/15</p> | <p>Dr. Bryant, Assistant Superintendent</p> | <p><i>discussed in leadership team meetings.)</i></p> <p>By the end of the third quarter, based on observation data, 50% of teachers will attend monthly job-embedded professional development based on individual teacher needs. <i>(Not Met- 20 teachers attended a SIM coaching professional development on 4/15/15)</i></p> <p><u>Obj. 2</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented</p> |
|--|-----------------|--|--|-----------------|---|--|

Narrative/Description of Progress on Recommendation [For ADE SIS to complete]:

Fourth Quarter ESEA/IMO Report



ARKANSAS
DEPARTMENT
OF EDUCATION

Date Completed: June 5, 2015

School: Dollarway High School

District: Dollarway School District

Status: Priority Academic Distress

Principal: Gabriel Jackson, Interim

ADE School Improvement Specialist: Kerri Williams

External Provider: Generation Ready

Internal School Improvement Specialist: None

Highlights:

- Graduation was successful; parents and guest followed all instructions and procedures
- Senior graduates doubled their scholarship money from the previous year (\$1.6 million scholarships awarded)
- Senior honor banquet had 400 people attended
- Overall track winner for the state (H. Murphy), the track team placed first place but it was rescinded due to competitors competing in 5 events instead of 4
- The staff are beginning to utilize data to drive instruction
- Literacy Coach has worked consistently with teachers on effective instruction
- Curriculum workshops are being set-up to train and inform the school board to become more academic focused
- Planning summer school to remediate and improve student achievement
- Working with staff to make assessments of staff placement for next school year
- External Provider noted that the ADE School Improvement Specialist is involved in all leadership meetings

Fourth Quarter ESEA/IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The Superintendent noted the following concern:

- Due to the resignation of the principal, there will be a change in building leadership for the next school year.
- Currently an Assistant Principal was named as Interim Principal which leaves the school with 1 less administrator.

b) Building Principal:

The building principal noted the following concerns:

- Technical issues with PARCC testing caused missed instruction and testing time school wide
- An adjustment focusing my role from assistant principal to interim principal is challenging

c) Building Leadership Team:

Members from the building leadership team noted the following

- Teacher by-in is not occurring with turnaround efforts
- Processes and procedures are not in place and consistent
- Change in leadership in March
- Teacher noted that they were removed from leadership team in December from previous principal

The math facilitator noted the following concern:

- Ensuring that the pre and post-test are given
- Designated time during the school day to have meeting time to ensure that the test are aligned and analyze the data.

d) ADE School Improvement Specialist:

The School Improvement Specialist noted the following concerns:

- Having all members of the Leadership Team involved in the meeting to have input and discuss certain issues with the teachers
- Tardy and discipline issues are not decreasing enough to show academic improvement

Fourth Quarter ESEA/IMO Report

- Lack of instructional leadership from the math facilitator at the high school
- Lack of support for the 2 long term substitutes in math that are not certified and 1 first year math teacher who is non-traditional certified
- Numerous initiatives throughout the school by multiple external providers which is causing a lack of compliance and misunderstanding from staff.
- Lack of communication throughout the building; the teachers are not receiving pertinent information from leadership team. There is a lack of or miscommunication from the math facilitator and external provider. There are no follow-up procedures from administration to ensure that communication is occurring.
- There will be new leadership for the upcoming school year; planning has not begun at this point
- Inconsistent implementations of handbook/policy being carried out in regards to discipline
- There is currently a Read 180 and Math 180 lab on the schedule but the lab is not functioning and the programs are not being utilized.
- Interim superintendent named on 4/15; change of leadership from high school level and district level has caused inconsistencies in expectations and new initiatives.

e) Other:

The External Provider noted the following concerns:

- Implementing processes and procedures school wide
- Lack of leadership from math facilitator at the high school
- Change in policy for next school year regarding tardy procedures
- Lack of structure in In-School-Suspension
- The district does not have a working website

Fourth Quarter ESEA/IMO Report

Additions/Revisions to current year's PIP/TIP:

Revision to IMO's for the remainder of the 2014-15 school year:

The following interim measurable objectives have been created for next school year:

Teacher Leader Practice:

1. By the end of the first quarter, **50%** of core content areas teachers will give a pre and post-test to assess student mastery as documented by pre and post test data.
Quarter 2 – 75% Quarter 3 – 85% Quarter 4 – 100%
2. By the end of the first quarter, **50%** of core content teachers will analyze the data from pre and post-test to implement researched based strategies based on student needs as documented by data analysis form.
Quarter 2 – 75% Quarter 3 – 85% Quarter 4 – 100%
3. By the end of the first quarter, Grade/Instructional team meeting agenda and minutes will reflect at least **25%** of each meeting was spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.
Quarter 2 – 25% Quarter 3 – 25% Quarter 4 – 25%
4. By the end of the first quarter, Leadership team meeting agenda and minutes will reflect at least **35%** of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.
Quarter 2 – 35% Quarter 3 – 35% Quarter 4 – 35%
5. By the end of the first quarter, the principal and/or designees will conduct **35** classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes.
Quarter 2 – 35 Quarter 3 – 35 Quarter 4 - 35
6. By the end of the first quarter, based on observation data, **25%** of teachers will attend monthly job-embedded professional development based on individual teacher needs.
Quarter 2 – 25% Quarter 3 – 25% Quarter 4 – 25%
7. By the end of the first quarter, **100%** of teachers will have their Professional Growth Plan completed in Bloomboard

Fourth Quarter ESEA/IMO Report

as documented by principal report.

Student Progress and Achievement:

Literacy:

1. By the end of the second quarter, at least 47% of 9th grade literacy students are projected to be proficient or advanced by as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%
2. By the end of the first quarter, formative literacy assessment data will reflect that at least 47% of 10th grade literacy students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%
3. By the end of the first quarter, formative literacy assessment data will reflect that at least 47% of 11th grade students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%

Math:

1. By the end of the first quarter, formative math assessment data will reflect that at least 37% of Algebra I students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 43% Quarter 3 – 51% Quarter 4 – 51%
2. By the end of the first quarter, formative math assessment data will reflect that at least 37% of Geometry Algebra I students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%
3. By the end of the first quarter, formative math assessment data will reflect that at least 37% of Algebra II students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%

Unit Assessments:

1. By the end of the first quarter, unit post assessments will reflect that at least 25% of students are scoring at least 70% on unit assessments.
Quarter 2 – 35% Quarter 3 – 45% Quarter 4 – 55%

Student Safety and Discipline:

Fourth Quarter ESEA/IMO Report

1. By the end of the first quarter, discipline will decrease by 60 % in the number of discipline referrals as compared to the quarter for the previous school year as documented by discipline data.
Quarter 2 – 65% Quarter 3 – 70% Quarter 4 – 75%
2. By the end of the first quarter, 25% of students will be able to participate in the positive behavior incentives for students as documented by roster participation
Quarter 2 – 35% Quarter 3 – 45% Quarter 4 – 50%
3. By the end of the first quarter, tardy infractions will decrease by 60% as compared to the quarter for the previous school year as documented by E-School reports.
Quarter 2 – 65% Quarter 3 – 70% Quarter 4 – 75%

Parent and Community Engagement:

1. By the end of the first quarter, membership in the Parent Teacher Organization will increase by 5% as documented by sign-in sheets based on last year roster.
Quarter 2 – 5% Quarter 3 – 5% Quarter 4 – 5%
2. By the end of the second quarter, each teacher (32) will contact 5 parents per week as documented by parental contact log.
Quarter 2 – 5 Quarter 3 – 5 Quarter 4 - 5

Fourth Quarter ESEA/IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: 4
 2. Student progress and achievement: Met: 1 Not Met: 6
 3. Student safety and discipline: Met: 0 Not Met: 3
 4. Parent and community engagement: Met: 0 Not Met: 2

Total IMO's this Quarter: 18 Met: 3 Not Met: 15

| IMO | Met | Not Met | IMO Area | IMO Date | Explanation/Supporting Data |
|---|-----|---------|----------|----------|---|
| By the end of the fourth quarter, <u>50%</u> of content areas teachers will give a pre and post-test to assess student mastery as documented by pre and post test data. | | X | 1 | 05/30/15 | 0% - Content areas have not completed the pre-test or post-test Teachers are meeting during half-day sessions to plan instructional units and pre and post assessments. The minutes and agenda have been reviewed and the progress in math is not occurring as planned. The literacy teachers have created one pre and post-test to be administered fourth quarter and currently working on the remainder assessments. |
| By the end of the fourth quarter, <u>50%</u> of teachers will analyze the data from pre and post-test to implement researched based strategies based on student needs as documented by data analysis. | | X | 1 | 05/30/15 | 0% - No pre-test or post-test assessment data Teachers are meeting during half-day sessions to plan instructional units and pre and post assessments. The minutes and agenda have been reviewed and the progress in math is not occurring as planned. The literacy teachers have created one pre and post-test that will be administered during fourth quarter. They |

Fourth Quarter ESEA/IMO Report

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| | | | | | are currently working on the remainder assessments. The math teachers are not discussing student data in their instructional meetings. |
| By the end of the fourth quarter, Grade/Instructional team meeting agenda and minutes will reflect at least <u>25%</u> of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes. | X | | 1 | 05/30/15 | 25% - Teachers are reviewing student data during Professional Learning Community meetings and discussing strategies to implement that will assist in improving instruction by documented agenda and minutes. |
| By the end of the fourth quarter, Leadership team meeting agenda and minutes will reflect at least <u>35%</u> of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes. | X | | 1 | 05/30/15 | Leadership team is consistently reviewing tardy, behaviors, grade, and TLI data in leadership to plan for implementing strategies by documented agenda and minutes. The team is spending 50% of the meeting addressing data related concerns. |
| By the end of the fourth quarter, the principal and/or designees will conduct <u>25</u> classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes. | | X | 1 | 05/30/15 | No observation data available. The interim principal did not provide documentation for the observations that have been completed. |
| By the end of the fourth quarter, based on observation data, <u>60%</u> of teachers will attend monthly job-embedded professional | | X | 1 | 05/30/15 | There were 20 teachers who attended a SIM coaching visit on 4/15/15 that was rescheduled from last quarter due to |

Fourth Quarter ESEA/IMO Report

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| development based on individual teacher needs. | | | | | inclement weather |
| By the end of the fourth quarter, at least <u>53%</u> of 9th grade literacy students are projected to be proficient or advanced by as documented by formative assessment | X | | 2 | 05/30/15 | TLI Data for Module 8 – 54% |
| By the end of the fourth quarter, at least <u>57%</u> of 10th grade literacy students are projected to be proficient or advanced by as documented by formative assessment | | X | 2 | 05/30/15 | TLI Module 8 - 35% Currently the school has Read 180 but the program is not being utilized. |
| By the end of the fourth quarter, formative literacy assessment data will reflect that at least <u>56%</u> of 11th grade students are projected to be proficient or advanced as documented by formative assessment data. | | X | 2 | 05/30/15 | TLI Module 8 – 52% Currently the school has Read 180 but the program is not being utilized. |
| By the end of the fourth quarter, formative math assessment data will reflect that at least <u>12%</u> of Algebra I students are projected to be proficient or advanced as documented by formative assessment data. | | X | 2 | 05/30/15 | Module 4 – 25% The school has Math 180 but is not utilizing the program with the students. |
| By the end of the fourth quarter, formative math assessment data will reflect that at least <u>50%</u> of Geometry students are projected to be proficient or advanced as documented by formative assessment | | X | 2 | 05/30/15 | Module 4 – 31% The school has Math 180 but is not utilizing the program with the students. |

Fourth Quarter ESEA/IMO Report

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| data. | | | | | |
| By the end of the fourth quarter, formative math assessment data will reflect that at least <u>40%</u> of Algebra II students are projected to be proficient or advanced as documented by formative assessment data. | | X | 2 | 05/30/15 | Module 4 – 32% The school has Math 180 but is not utilizing the program with the students. |
| By the end of the fourth quarter, unit pre and post assessments will reflect that at least <u>70%</u> of students are scoring at least <u>70%</u> on unit assessments. | | X | 2 | 05/30/15 | No unit assessments given |
| By the end of the fourth quarter, discipline will decrease by <u>50%</u> in the number of discipline referrals as documented by discipline data. (baseline 258) Q3-157 | | X | 3 | 05/30/15 | Based on the e-School data from 5/21 there were 171 discipline referrals which is a 33% decrease. It is a decrease of 52% from Quarter 3 data. |
| By the end of the fourth quarter, positive behavior incentives for students will increase by <u>30%</u> as documented by roster participation. | | X | 3 | 05/30/15 | There is currently no documentation for this quarter. |
| By the end of the fourth quarter, tardy infractions will decrease by <u>50%</u> as documented by E-School reports. (baseline Q1-2127) Q3-1277 | | X | 3 | 05/30/15 | 920 9 th grade tardies 561 10 th grade tardies 312 11 th grade tardies 189 12 th grade tardies 4 th Quarter = 1991 tardies 6.4% decrease from Quarter 1 31% increase from Quarter 3 |

Fourth Quarter ESEA/IMO Report

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| By the end of the fourth quarter, membership in the Parent Teacher Organization will increase by <u>15%</u> as documented by sign-in sheets. | | X | 4 | 05/30/15 | There was no documentation for PTO meetings held this quarter. |
| By the end of the fourth quarter, each teacher (32) will contact <u>5</u> parents per week as documented by parental contact log. | | X | 4 | 05/30/15 | No parental contact logs provided from teachers. |

Rev. 11/18/14