



AGENDA STATE BOARD OF EDUCATION

May 15, 2015

Arkansas Department of Education

PCSSD Board Room - Special Committee on Academic Distress - meeting
will begin immediately following adjournment of the State Board Meeting

10:00 AM

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Reports

Report-1 Chair's Report

Presenter: Vicki Saviers

Consent Agenda

C-1 Minutes - March 12, 2015

Presenter: Deborah Coffman

Action Agenda

A-1 Consideration of Progress - Lincoln Academy of Excellence, Forrest City Junior High and Forrest City High School

Presenter: Elbert Harvey and Dr. Richard Wilde

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Thursday, March 12, 2015

The State Board of Education Special Committee on Academic Distress met Thursday, March 12, 2015, in the Auditorium of the Department of Education Building. Chairman Vicki Saviers called the meeting to order at 3:32 p.m.

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

Reports

Report-1 Chair's Report

No report was provided.

Consent Agenda

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

Items included in the Consent Agenda:

- Minutes - January 8, 2015

Action Agenda

A-1 Consideration of Schools Classified in Academic Distress

Chair Saviers said a list of schools in academic distress was provided on the agenda. She said that Public School Accountability Coordinator Mr. Elbert Harvey shared a message from Pine Bluff School District Superintendent Dr. Linda Watson that Pine Bluff School District would be willing to come before this committee in May.

Ms. Zook recommended contacting Forrest City School District about presenting on the same day.

After discussion by the committee members, Ms. Saviers announced the committee would hear from the Pine Bluff School District and the Forrest City School District on a date to be announced in May.

Adjournment

The meeting adjourned at 3:39 p.m.

Minutes recorded by Deborah Coffman.

FORREST CITY SCHOOL DISTRICT: *Home of the Mustangs*

This document is designed to share accomplishments, challenges and next steps of the Forrest City School District (FCSD) while addressing the following items as requested:

1. The district's plan for assisting schools in academic distress.
2. A list of actions the district is taking to assist the school(s) in meeting the ADE's recommendations.
3. The district's next steps for supporting schools in meeting ADE's recommendations.
4. Any external providers supporting school improvement and the evaluation of the effectiveness of these services within your school district.
5. Any new programs, initiatives, or recommendations required by the district in Academic Distress Schools, in addition to ADE's recommendations.

To effectively answer the aforementioned items, it is necessary to share the approach taken to gather data and design a plan of action to support academic distress schools.

The Forrest City Board of Directors contracted Superintendent Hardrick in June 2014, as opposed to July 2014, to allow for additional transition time to ensure a smooth and effective transition. The Transition Plan: First 100 Days, which is attached, identified the tools, techniques, and methodologies that were needed to perform an efficient and effective transition. The plan also provided an opportunity to layout the tasks and activities that needed to take place to ensure the district team identified a specific and measurable body of work that would directly and significantly contribute to the achievement of the vision and mission of the FCSD.



Mission Statement: To provide educational services that meet and exceed our customer's needs and expectations, allowing us to prosper as a district and community.

Vision Statement: By 2017, The Forrest City School District will be locally and nationally recognized for its *innovative* and *aggressive* approach to improving education in Eastern Arkansas.

Additional data was collected from the Arkansas Department of Education (ADE) academic distress team during an early fall visit. The data collected validated many of the early transition findings and provided additional insights on a plan of action. The overarching findings of the ADE academic distress visit recommended a more deliberate focus on job-embedded professional development, interim and common teacher assessments, and a data driven instructional focus with attention to bell-to-bell instruction, collaborative planning and units of instruction. As a result of the data collected and validation from the academic distress recommendations the FCSD followed the PELP (Public Education Leadership Project at Harvard University)

framework (see below) and identified a strategy that included a coherent set of scalable and sustainable actions to deliberately undertake to strengthen the instructional core (teachers, students, content) with the objective of raising student performance district-wide. In addition, we also chose to focus on central office restructuring because coherence among actions at the district, school, and classroom levels would make the district's chosen strategy more sustainable over time. We believe that true turnaround begins at the district level.

As a matter of format, this report introduces the goals of the district divided into two focus areas: instructional core and customer service. The instructional core is then addressed in three ways: by teacher (educator), by student and by content. The specific tasks associated with addressing the teacher and content aspect of the instructional core included an in-depth look at curriculum, assessments, and professional development. The tasks associated with addressing the student aspect of the instructional core included a focus on the social-emotional needs of students with an emphasis on building level climate and culture.

Each district action is divided into a focus area, which is aligned to a research based turnaround cluster and the Arkansas Department of Education academic distress recommendations.

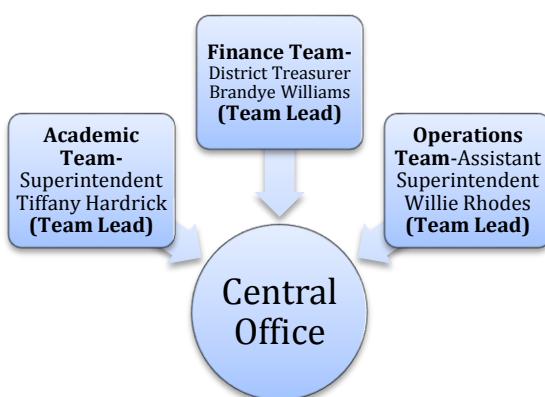
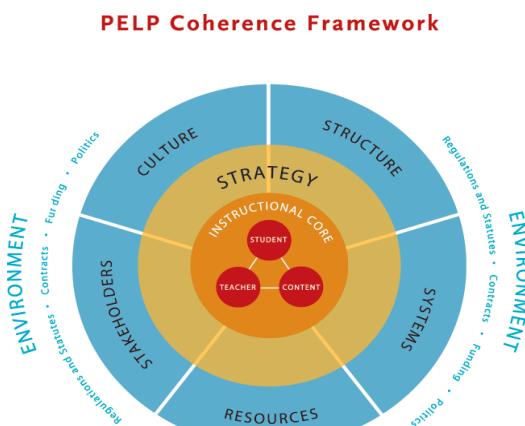
GOALS: Strategic, Scalable and Sustainable Plan of Action

Focus on the Instructional Core:

- teachers' knowledge and skills
- students' engagement in their own learning
- academically challenging content

Focus on Customer Service:

Redesign central office team into three distinct teams (Academics, Operations, and Finance) to enhance customer relationships, efficiency, and better support turnaround efforts.



DISTRICT ACTIONS: Supporting School Turnaround

According to the Massachusetts Department of Education and Institute for Strategic Leadership and Learning study, *Emerging and Sustaining Practices for School Turnaround: An Analysis of School and District Practices, Systems, Policies, and Use of Resources contributing to the successful Turnaround Efforts in Level 4 Schools*, there are “five specific clusters of district actions that appear to have the ability to positively influence school-level turnaround efforts. They are: (1) intentional district focus and/or reorganization to support turnaround; (2) district extension of school autonomy and flexibility; (3) district investment in a coherent curriculum that aligns with state standards; (4) district support for meaningful assessments and data analysis to inform decisions; and (5) district support for effective integration of external partners/providers. The FCSD focused on clusters one, three, four and five. Cluster two will be addressed in the 2015-2016 school year.

The areas of greatest investment are in content, teachers, and students. We believe that a strong focus with district level and school level support in these areas will lead to increased student achievement.

Instructional Core: TEACHER FOCUS

District Focus Area: Launch of district led professional development institutes differentiated for administrators and teachers.

Turnaround Cluster 4: Support for meaningful assessments and data analysis

ADE Recommendation(s) aligned to district focus area: (1) *District should provide training and follow-up support to school leadership team members to build instructional leadership capacity;* (2) *District should develop and implement a plan for retaining high-quality instructional leaders and teachers;* (3) *District should ensure internal SIS is trained in Arkansas initiatives such as Literacy Design Collaborative and Professional Learning Communities and* (4) *District should provide job-embedded professional development.*

A key component to helping schools in academic distress meet ADE recommendations is through extensive training and support. In the FCSD, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and social emotional knowledge in preparation for teaching and learning.

The district has chosen to invest both time and resources to the development of strong teachers and leaders. The district has established professional learning communities, referred to as Professional Learning Institutes (PLIs) and Teacher Leadership Institutes (TLIs), specific to the needs of administrators and teachers. More details can be found in Chart 1 (page 5).

Staff development began with the focus of quality teaching to improve the learning of all students (TESS Domain 1). With regard to setting instructional outcomes, a major priority of our district was to key on the shifts of Common Core State Standards (CCSS).

Instructional Facilitators meet weekly with external provider with a focus on instructional practices. Some of the sessions have included CCSS instructional shifts, writing with text-based evidence, lesson planning using the GANAG format, unpacking standards, and teaching with rigor. One major focus was creating effective instruction on focus standards with assessments. Instructional Facilitators then in turn, conduct weekly building level PLCs reflecting information gained during the Facilitator PLI.

In addition to the content support that teachers have been given throughout the year, they have also received support in other areas. Our November TLI provided sessions for teachers on such topics as Vocabulary and the Common Core, Instructional Strategies, and Growth versus Fixed Mindset. As a district, we believe in empowering teachers. Our theory is that leadership is an activity, not a position. Effective leadership sets the tone and conditions for schools to serve children well and facilitate their efforts to do so. FCSD requires dynamic, well-trained, talented leaders willing to lead in a period of change, committed to ongoing learning and capable of inspiring and influencing a building of adults who are willing to work hard for students and to believe all kids can learn. It requires leaders who are committed to seeking aggressive and innovative solutions and willing to take risk to implement them.

In support of this theory, the district has initiated the Frontline Leadership program (see attachment), a survey course to introduce future school leaders to a variety of concepts and best practices they need to effectively lead their schools and classrooms to high student achievement. Fifteen teacher leaders were identified through a rigorous selection process. In-class exercises, pertinent readings, coupled with updates on current leadership research allow participants to practice what they are learning, in order to ensure immediate application in their personal and professional lives. In these highly interactive sessions, participants gain insight into their leadership roles and practice new skills for their jobs.

To remain consistent with the PELP Coherence framework, we knew we needed to build the capacity of staff at every level, specifically given our drive to create a culture of accountability for results. Therefore, we adopted some of the Leaning Forward, professional learning association (formerly National Staff Development Council) standards for professional learning that lead to effective teaching practices, supportive leadership, and improved student results. Chart 2 demonstrates the alignment of the standards for professional learning to the FCSD actions to support professional learning.

Chart 1: Standards of Professional Learning vs. District Action

Leaning Forward standards of Professional Learning	Forrest City School District Actions 2014-2015
<p>Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.</p>	<p>We established professional learning communities, referred to as Professional Learning Institutes (PLIs) and Teacher Leadership Institutes (TLIs), specific to the needs of administrators and staff.</p> <p><i>See PLI and TLI artifacts and school level PLC agendas.</i></p>
<p>Quality Teaching Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.</p>	<p>Teacher Leadership Institutes were designed to specifically improve teacher content knowledge, support teachers in implementation of new curriculum, increase teacher knowledge and understanding of more rigorous common core curriculum standards.</p> <p><i>See TLI August and November agendas and session descriptions.</i></p>
<p>Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. Committed and capable leadership for public education always has been critical. Effective leadership sets the tone and conditions for schools to serve children well and facilitates their efforts to do so.</p>	<p>FCSD requires dynamic, well-trained, talented leaders willing to lead in a period of change, committed to ongoing learning and capable of inspiring and influencing a building of adults to believe all kids can learn and work hard for students.</p> <ul style="list-style-type: none"> • To support current leaders we launched monthly district led professional learning communities specific to leadership with a focus on instructional leadership. • To support the next generation of leaders, we launched the Emerging Leaders program led by national experts. <p><i>See PLI and Emerging Leaders artifacts.</i></p>
<p>Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p>	<p>The district launched Data Nights supported by external providers: Achievement Network (ANET) and The Learning Institute (TLI) . We introduced teachers and administrators to data cycle structures and routines. Following quarterly interim assessment, the entire district met for a four-hour data analysis evening session. Educators were taught to access reports that show strengths and weaknesses for each student, class and standard and created reteach plans.</p> <p><i>See Data Driven artifacts such as data night agendas, assessment calendar and reteach plans.</i></p>

<p>Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.</p>	<p>The leadership team adopted the Guskey model-Five Levels of Professional Development Evaluation to determine effectiveness of professional development plan and implementation.</p>
<p>Participant's Reactions-We gathered surveys at the end of each session.</p> <p>Participant's Learning-We observed classrooms for implementation, required simulations during sessions and required teacher reflections.</p> <p>Participant's Use of New Knowledge and Skills-We use direct observations.</p> <p>Student Learning Outcomes-In progress.</p>	<p>Participant's Reactions-We gathered surveys at the end of each session.</p> <p>Participant's Learning-We observed classrooms for implementation, required simulations during sessions and required teacher reflections.</p> <p>Participant's Use of New Knowledge and Skills-We use direct observations.</p> <p>Student Learning Outcomes-In progress.</p>
<p>Researched-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.</p>	<p>The FCSD staff development was based on the following research:</p>
<ul style="list-style-type: none"> • Emerging and Sustaining Practices for School Turnaround: An Analysis of School and District Practices, Systems, Policies, and Use of Resources contributing to the successful Turnaround Efforts in Level 4 Schools April 2013 • Public Education Leadership Project at Harvard University • Childress, Elmore, Grossman, Aknola November 2004 • Research for Better Teaching: Skillful Teacher • Driven by Data: Paul Bambrick • Growth Mindset: Carol Dweck • WiseWays 	

The professional learning actions overview in Chart 1 is explained in more detail in the attached professional development plan and through the professional development artifacts. We designed a professional development plan to provide a series of deliberate adult learning experiences that increase student learning. While working to achieve our core goal of student achievement through quality professional development, we knew an effective comprehensive development plan would bring additional benefits. Some additional benefits included, but are not limited to:

- Improving job satisfaction
- **Improving our ability to recruit, train and retain high impact teachers**
- Increasing our knowledge of innovative and aggressive educational practices
- Meeting the ADE requirements for professional development planning
- **Promoting district wide collaboration and planning**

As next steps, the professional development team will

- Determine what learning experiences are needed for the summer PD retreats and upcoming school year based on year 1 implementation and year 2 goals
- Analyze progress data gathered during plan implementation
- Examine information that is collected to modify implementation and analyze summative data to evaluate the effectiveness of the plan
- Create plan to extend assessment work from interims to a focus o common

Instructional Core: STUDENT FOCUS

Focus Area: Create a culture where (1) adults have high expectations for all students (2) the social emotional needs of all students are met, (3) and students take ownership for their learning.

ADE Recommendation(s) to support focus area: *None identified*

During the Superintendent's first 100 days, there was an evaluation of district/campus student discipline plans, policies and procedures to determine level of effectiveness and modify/create programs if necessary. Examining student attendance, tardiness, and truancy data for the previous three years by school, examining teacher/employee attendance and tardiness data for the previous three years by school, and examining student discipline data (in-school suspension, out-of-school suspension, expulsion) for the previous three years by school revealed a need to intentionally focus on culture and climate to allow the areas of the instructional core focused on teaching and learning to be addressed. Through extensive conversations with administrators, teachers, students, parents and stakeholders it became evident that we also suffered from complacency and lacked a true sense of urgency.

The strategy was to focus on raising adult expectations through professional development grounded in Carol Dweck's *Growth Mindset* model and John Kotter's *Sense of Urgency*.

In addition, we worked to establish School Support Teams (SST) to provide solutions that assisted schools with building their capacity for supporting students socially.

Lastly, we worked to increase communication with families and community members. District and school leaders are monitoring and communicating comprehensive information about student learning, school performance, and the achievement system and school improvement goals to stakeholders. To ensure that the district has its fingers on the pulse of the community, a survey was developed and administered to determine the best ways to communicate with stakeholders. Then, focus groups were formed to gain the necessary feedback needed to develop the most effective communication mechanisms. From this research, the district created its communication plan and events such as the Parent Summit.

COMPLACENCY VS. URGENCY

At the first district wide professional development, the Superintendent set the stage for the year by introducing the concept of true urgency by adopting John Kotter's definition as the district's definition. The purpose was to establish a district-level culture and common language that would ultimately lead to a school-level culture. The entire district staff, especially academic distress schools, needed to be challenged around being comfortable with the status quo and ignoring new and innovative

opportunities as well as the dangers of paying insufficient attention to a need to change. It was important for the academic distress staff to realize that complacency impacts innovation and therefore the FCSD vision was in danger. One of the key causes of complacency was a fixed mindset and therefore PD was designed.

"True urgency is driven by a deep determination to win, not anxiety about losing. With an attitude of true urgency, you try to accomplish something important each day, never leaving yourself with a heart-attack-producing task of running one thousand miles in the last week of the race."

-John Kotter

GROWTH MINDSET

Throughout the year (as evidenced in PD agendas), staff explored the relationship between shared beliefs and common practices that exist in their schools and classrooms. We have challenged adults and will continue to challenge adults around the following questions:

- What are the consequences of believing that your intelligence or personality is something you can develop as opposed to a fixed, innate trait?
- What impact can adult mindset have on the development and achievement of children? What impact does mindset have on the development and maintenance of positive school culture?
- How does a fixed mindset contribute to complacency?

Using the Growth Mindset structures, we supported all schools (with additional job embedded support for academic distress schools) in developing school culture plans while creating new structures to increase teacher and student investment in learning.

School Culture Priorities		
Town Hall or Morning Meeting	Learning Expectations	Adult Advocacy and Relationship Building

We explored best practices for building positive school culture specific to each grade level configuration. We shared those practices in district level professional development in August and November. We also provided

additional days of PD in Lincoln Academy. The end game is to create transformational school cultures, where there is a marriage of practice and belief. Lincoln Academy received additional support and job embedded PD beyond that of the other district schools. The district leadership team gave additional observations and feedback. A Lincoln specific action plan and next steps were created to include specific attention to transitions, bell-to-bell instruction, and repurposing of school mastery time.

STUDENT SUPPORT TEAMS (SSTs)

The district, with the support of CES, helped each school in establishing SST teams. The SST is a school-based problem-solving team whose primary role is structured problem solving. The team is designed to reduce the underachievement of students in a proactive way. Teams review student problems and design interventions to impact change. Schools were provided extensive professional development (as outlined in PD artifacts) on how to build their capacity for supporting students both academically and socially.

The SST is viewed within the context of a continuum of intervention services. School based SST teams are expected to meet weekly with concentrations of student culture to include:

- START Program (Attendance and Truancy)
- Accountable Discipline
- Parent Involvement

The first phase of the work with academic distress schools was with organizational development and alignment by assessing existing systems and structures (needs assessment) in schools and developing their capacity to effectively promote academic achievement for all students. Organizational development consisted of providing all staff members, teachers, and administrators with training and professional development to ensure collegiality, teamwork, cohesiveness, and sustainability.

As next steps:

- Continue to keep URGENCY as the basis of every conversation across the district, specifically at academic distress schools
- Continue consistent conversations and professional development regarding mindset. Consider expanding Growth Mindset 2.0 to include Jeff Howard's work at the Efficacy Institute
- Increase amount of technical assistance, coaching and job embedded professional development offered to schools
- Collect attendance, behavior, and sample academic data to determine effectiveness and evaluate results
- If necessary, research alternative student support models and implementation strategies

Instructional Core: CONTENT FOCUS

District Focus Area: Adoption of common core aligned curriculum and assessments

Turnaround Cluster 3: Investment in coherent curriculum that aligns with state standards. **Turnaround Cluster 4:** Support for meaningful assessments and data analysis

ADE Recommendation(s) to support focus area: *(1) Interim assessments should be administered on a scheduled basis; (2) Develop units of instruction that include pre- and post-unit assessments and (3) Analysis of assessments occur as a team to determine course of action.*

As the district leadership team observed classrooms, we discovered that the academic distress schools were not prepared for the common core shifts. It was evident that while teachers were working hard, their efforts negated by the lack of curriculum and absence of rigorous units of instruction. There was also a void of data to inform quality instruction, acceleration and remediation plans for individualized instruction. Therefore, we researched nationally recognized curriculum and assessment options that were aligned to common core standards and expectations. Curriculum adoption and data driven decision-making became the priority. This shift in teaching and the ability to assess results would require a need for intense professional development district wide, which made a professional development plan a priority. (See Professional Development plan in attachments and *Instructional Core: TEACHER FOCUS*).

These newly adopted curriculums for English Language Arts are Core Knowledge for PreK-2, Expeditionary Learning for 3-8, and Engage New York (EngageNY) for 9-12. The math curriculums are GoMath for K8 and EngageNY for 9-12. ANET is the platform chosen to boost student learning through assessment of students in grades 2-8, while The Learning Institute is used in 9-12. We began laying the groundwork for this in the summer when principals and instructional facilitators were introduced to the curriculums. Curriculum consultants for each chosen curriculum were brought in for our August professional development to provide intensive support in their respective curriculums.

The district continued providing support for content through professional development in November by once again having consultants from each of the respective companies in to work with teachers. Support was also provided with the incorporation of common core in science and social studies. Throughout the year, consultants have conducted school level support in the form of classroom observation, feedback, and model lessons, and next step recommendations.

CURRICULUM

- **Expeditionary Learning (3rd-8th)**

Expeditionary Learning provides the district/schools with a curriculum plan, standards aligned curriculum maps, daily lesson plans, formative and summative assessments, end of unit performance tasks, and student consumables. The curriculum is supported by central texts from various publishers, recommendations for optional texts at multi levels of complexity, and embedded, authentic informational texts. Online support is also available in the form of classroom videos of CCSS-aligned instructional practices, an archive of exemplary student work from all grade levels, and teacher tool kits that provide instructional strategies.

Each module comes with books – not textbooks or CCSS as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity. Each student in grades 3rd to 8th receive a copy of the book from each unit that they focus on in their language classes. This allows students to have a library of books at their home.

The curriculum combines rigorous content with effective practice, bringing together the “what” and “how” of Common Core success. Expeditionary Learning engages students and supports teachers in building students’ capacity to read, think, talk, and write about complex texts.

- **GoMath! (3rd-8th)**

GO Math! is a CCSS. The focus of the curriculum is to ensure students are spending the right amount of time on the right content at appropriate levels of depth and rigor. Specifically written to address the CCSS, the Write-in Student Edition supports standards mastery through interactive conceptual development as well as procedural development. The interactive Write-in Edition includes everything needed to address the rigors of new standards and assessments.

GO Math! helps students interact with lessons in new ways as they record their strategies, explanations, solutions, practice, and test prep right in their books, and at every grade level. Practical, point-of-use support is built into each lesson so all learners, including early finishers, gifted and talented students, and those needing extra support or intervention, can achieve success.

- **EngageNY (9th-12th)**

Forrest City High School (FCHS) has selected EngageNY as the base curriculum for grades 9-12. EngageNY.org is developed and maintained by the New York State Education Department (NYSED) to support the

implementation of key aspects of the P-12 Common Core Learning Standards (CCLS), Teacher and Leader Effectiveness (TLE), and Data-Driven Instruction (DDI). EngageNY.org is dedicated to providing educators with real-time, professional learning tools and resources to support educators in reaching the vision for a college and career ready education for all students.

EngageNY.org provides curriculum and instructional resources, bilingual resources, performance tasks and assessment guidelines and materials developed by NYSED and their partners. EngageNY.org includes DDI and Inquiry resources including calendars, case studies, planning templates, implementation materials and sample assessments to improve student learning throughout the year.

An extensive video library featuring Common Core teaching information on the instructional shifts and highlights from NYSED's Network Team Institutes are available on the web. In addition, professional development materials designed to support everything from school leaders and teachers to district-wide training can be accessed through EngageNY.org. Resources for parents and families designed to build understanding of education reform initiatives and how the changes help children are available for distribution during parent meetings.

To help high school teachers understand the common core and all of the EngageNY.org resources, the district contracted Kate Gearson, Regents Research Senior Fellow for Common Core, who is responsible for designing and leading professional development for New York state.

ASSESSMENTS

- Achievement Network (ANET) (2nd -8th)
ANET is an education nonprofit that helps schools boost student learning through assessment, scoring and reporting, platform and technology, coaching, group learning, and district level assistance. ANET is supporting grades 3-8 through practices that are grounded in standards, informed by data, and built on the successful practices of educators around the country. The assessments provided by ANET are quality literacy and math quarterly assessments closely aligned with the CCSS. The standards tested are arranged on the Schedule of Assessed Standards (SAS), which is available to all educators in the district electronically. ANET scans and scores multiple-choice portions of assessments and returns results in 48 to 72 hours.

FCSD school teachers and administers along with district staff have access to myANET- an online platform that hosts assessment data reports and instructional resources such as question stems, planning guides, and a quiz maker. Educators access myANET to pull electronic reports that show strengths and weaknesses for each student, class, and standard. ANET

provides coaching support, with a focus on establishing data cycle structures and routines, facilitating data meetings independently, and providing targeted follow-up support to teachers.

Finally, district level support is offered via monthly check-ins with the Superintendent followed with district level reports. Meetings are held to discuss school progress in practice and performance and identify areas of focus. Recommendations are also given for prioritizing district support and resources, based on assessment data and school observations. Monthly check-ins with the Superintendent involves progress updates, planning support, and mid-course adjustments. District level reports after each assessment administration include performance benchmarking roll-up by school, standards report, performance benchmarking roll-up by grade, and average percentage correct by school, compared to district/network.

- The Learning Institute (TLI) (9th-12th)
Forrest City High School has contracted with The Learning Institute to design a continuous improvement model as a part of the FCSD's plan for increasing student achievement. This process includes an examination and alignment of curriculum, reassessment of teaching methodology and curriculum assessment, reviewing assessment data, and developing an action plan based on findings. TLI incorporates a three-pronged approach in this model which includes providing meaningful assessments, reporting services, and staff development for administrators and teachers to facilitate decision making about curriculum and instruction.

TLI provides interim assessments for FCHS in mathematics, literacy, and science in grades 9-12. These assessments help to determine strengths and weaknesses in student achievement and curriculum. Feedback is immediately available through a variety of reporting services on a web portal so teachers and administrators can determine status of their classrooms and school on a daily basis. TLI provides exceptional curriculum support, professional development opportunities, and intervention strategies to encourage best practices in all classrooms to benefit all students.

Teachers and administrators can access historical data for state and TLI specialized reporting. FCHS used the on-line testing service for the first time, which facilitated the administration of PARCC testing by providing practice for both teachers and students. CCSS performance tasks are available for math, literacy, and science.

Note: See Professional development artifacts and *Instructional Core: TEACHER FOCUS* for explanation of implementation process.

As next steps:

- Meet with ANET and TLI partners to assess first year implementation and make any necessary curriculum alignment adjustments for year 2 of implementation and plan professional development accordingly
- Plan phase 2 professional development for Expeditionary Learning, GoMath! and Core Knowledge
- Introduce supplemental remediation and acceleration curriculum for high school for Algebra I and II, Biology and Geometry. The district leadership teams with the support of high school teachers are currently reviewing Collections and Agile Minds
- Introduce PreK math curriculum, Number Worlds
- Partner with nationally recognized Research for Better Teaching to support professional development for TESS Domain 1: Planning and Preparation and Domain 3: Instruction

Customer Service: CENTRAL OFFICE RESTRUCTURE

District Focus Area: Redesign central office team into three distinct teams (Academics, Operations, and Finance) to enhance customer relationships, efficiency, and better support turnaround efforts.

Turnaround Cluster 1: Intentional focus and/or reorganization support

ADE Recommendation(s) to support focus area based on Indistar (IDO2) All teams have written statement of purpose and bylaws and (ID10) The leadership team regularly looks at school performance data and uses the data to make decisions about school improvement and professional development needs.

"To support a key action step of creating a culture of accountability for results and the systems to build the capacity for operating within the culture, a district should clearly define the responsibilities of each individual role in the district, make explicit where the authority for certain decisions reside and the logic for assigning such authority, and clarify who is accountable to whom for performance measures. Formal organizational structures should then reflect these expectations."

PELP Framework

The 100-Day plan includes fiscal and organizational effectiveness as an objective. The Superintendent conducted an in-depth finance audit and reviewed all district and campus budgets to determine if district could better allocate funds to directly impact academic achievement while operating in an effective and efficient manner. We wanted to ensure an effective, efficient, and focused district leadership team.

After undertaking the following activities, it was determined we would restructure central office into three distinct, cross-functioning teams...Academic, Finance, and Operations.

Activities:

- . 1. Document Reviews:
 - District and Campus Strategic Action Plans / Improvement Plans
 - Employee / student handbooks
 - Achievement data for all student populations (AYP, literacy data, average students, graduation/dropout data, attendance data, college readiness data, etc.) by individual campus as well as district as a whole
 - Safety and emergency plans
 - Student discipline plans by individual campus as well as district as a whole
 - District and campus budgets (SIG>Title/General), staffing reports, contracts, financial projections
 - Legal documents
 - District accountability standards
- . 2. Conduct a central office position and department review (interviews/resumes/functions) to ensure optimal support for schools and students.

STATEMENTS OF PURPOSE

Academic Team: The Forrest City School District Academic Department will directly support the district's goals by creating a professional learning program focused on all aspects of the instructional core:

- teachers'** knowledge and skills
- students'** engagement in their own learning
- academically challenging **content**

Finance Team: The Forrest City School District Finance Department will provide first class customer service to all its customers by maintaining a friendly and ethical environment.

We will work as a team to ensure that all data, payments and budgets are processed accurately and completely in accordance with statutes while maintaining a budget that supports the academic program.

Operations Team: The Forrest City School District Operations Department will provide a secure and safe environment for learning. We will ensure safe passage to schools, a comfortable environment at school, and a nutritious meal.

ADE/Academic Distress External Provider

Turnaround Cluster 5: Support for effective integration of external partners

The FCSD worked with three partners for the 2014-2015 school year to support academic distress schools: Arkansas Public School Resource Center, Concentric Educational Solutions, and consultant Larry Buck. Partners worked to implement various strategies on different campuses based on individual school needs. Some external providers worked on different campuses and supported at the district level to varying degrees. An internal school improvement specialist, Michael Hawkins, was hired and the number of hours of support from external providers was minimized from the 2013-2014 school year.

External Partner	Lincoln Academy	Forrest City Junior High	Forrest City High School	District
Arkansas Public School Resource Center		X		X
Concentric Educational Solutions	X	X	X	X
Larry Buck			X	

SCOPE OF SUPPORT:

See attachments for each provider.

EVALUATION OF EFFECTIVENESS:

The FCSD created a plan at the beginning of the year to move the academic program district wide and then determined which partner would support which school and/or the district by reviewing each schools needs and matching with each provider's strength. In some instances, a provider concentrated in a school while other providers supported multiple schools and/or the district.

We adopted Thomas Guskey's approach to evaluating professional development as a roadmap to evaluating external provider effectiveness given the connection between the scope of services and professional development expectations.

Evaluation Level	How will information be gathered?	How will information be used?
Level 1: Participant's reactions -Will information be useful? -Did they like it?	Questionnaires at end of sessions Focus groups Interviews	To improve design and delivery

Level 2: Participant's learning -Did participants acquire the intended knowledge and skills?	Classroom observations Participants Reflections Case Studies	To improve format, content and organization
Level 3: Organization support and change -What was the impact on the organization? -Was the learning implemented?	Structured interviews with principals and school based staff. District and school records review	To inform future change efforts To improve organizational support
Level 4: Participants use of new knowledge and skills -Was the new knowledge effectively applied?	Direct observations	To improve all aspects of design, implementation and follow up.
Level 5: Student learning outcomes -Did it impact student performance or achievement? -Did it impact student culture?	Student records School records Student focus groups	To improve all aspects of design, implementation and follow up

We are constantly operating in Levels 1,2, and 3. We will complete Levels 4 and 5 by year-end.

NEXT STEPS: Moving Forward

While each section provides specific practical next steps at the school level, it is important to mention the next steps at the district level to support academic distress schools given true turnaround happens at the district level under a cohesive and integrated action plan. The Forrest City team and community have worked tirelessly to create conditions year 1 that will position academic distress schools to strategically navigate the path forward and ensure alignment of the districts theory of action and actual implementation of districts turnaround plan.

1. **Re-visiting** year 1 strategies and goals (scalable)
2. **Re-imagining** and expanding early childhood programs (PreK)
3. **Re-envisioning** alternative education as a school of innovation
4. **Re-designing** Stewart elementary school as a 3rd-5th grade program
5. **Re-launching** Lincoln Academy's vision of excellence as a 6th grade academy program

ATTACHMENTS

Attachment A:

Professional Development Plan
Teacher Leadership Institute Agendas
Professional Learning Institute Agendas
Emerging Leaders Artifacts

Attachment B:

Achievement Network
The Learning Institute Artifacts

Attachment C:

Transition Plan: First 100 Days

Attachment D:

External Providers Overview

Attachment E:

Board Agendas and Minutes

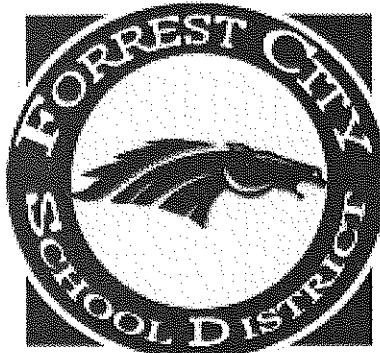
Attachment A:

- Professional Development Plan**
- Teacher Leadership Institute Agendas**
- Professional Learning Institute Agendas**
- Emerging Leaders Artifacts**

Forrest City School District

Professional Development Handbook

2014-2015



FORREST CITY SCHOOL DISTRICT
Professional Development Guidelines Team
2014-2015

Dr. Tiffany Hardrick, Superintendent

Aqua Stovall, Deputy Superintendent

Susan Berry

Sandra Mills

Lisa Birmingham

Hope Graham

Susan Hughes

Doreen Johnson

Chris Oswalt

Marlena Smith

Katie Jones

Candace Taylor

MISSION STATEMENT

To provide educational services that meet and exceed our customer's needs and expectations,
allowing us to prosper as a district and community.

VISION STATEMENT

The Forrest City School District will be locally and nationally recognized for its **innovative and aggressive** approach to improving education in Eastern Arkansas

Table of Contents

I.	Introduction/Philosophy	5
II.	Needs Assessment	6
III.	Focus/Implementation Plans	7
IV.	Out-of-State Workshops and Conferences	8
V.	ADE Rules Governing Professional Development	10

Introduction/Philosophy

The purpose of the Forrest City School District professional development plan is to provide a series of deliberate professional learning experiences that increase student learning. While achieving our core goal of student achievement, we are able to gain additional benefits of this comprehensive professional development plan:

- improving job satisfaction
- improving our ability to recruit, train and retain high impact teachers
- increasing our knowledge of innovative and aggressive educational practices
- meeting the ADE requirements for professional development planning
- promoting district wide collaboration and planning

Typical responsibilities of the professional development team include:

- determining what learning experiences are needed to achieve the plan goals
- monitoring progress data that is gathered during plan implementation
- examining information that is collected to modify implementation and analyzing summative data to evaluate the effectiveness of the plan

In the Forrest City School District, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and social emotional knowledge in preparation for teaching and learning. We adopted some of the standards for professional learning that leads to effective teaching practices, supportive leadership, and improved student results as outlined by LeaningForward, professional learning association (formerly National Staff Development Council).

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

We established three professional learning communities, referred to as Professional Learning Institutes (PLIs) and Teacher Leadership Institutes (TLIs), specific to the needs of principals, vice principals and other instructional leaders such as literacy coaches and instructional facilitators.

Quality Teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. Committed and capable leadership for public education always has been critical. Effective leadership sets the tone and conditions for schools to serve children well and facilitates their efforts to do so.

Forrest City School District requires dynamic, well-trained, talented leaders willing to lead in a period of change, committed to ongoing learning and capable of inspiring and influencing a building of adults to believe all kids can learn and work hard for students. It requires leaders who

understand the social, economic and political forces that influence education; who are committed to seeking aggressive and innovative solutions and willing to take risks to implement them.

Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Researched-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Needs Assessment

As part of the ongoing professional development planning cycle, the Forrest City School District reviews multiple data sources. The following items are analyzed annually and on an on-going basis to determine the focus and content of the professional development plan:

Student Achievement Data

- School/District Report Card
- ADE and District Assessments
- Disaggregated Student Achievement Data
- Interim Assessments
- Report Cards
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews
- College Placement Rates
- Academic Intervention Services and RTI Records
- Elementary Benchmark Reading Assessments
- College Boards (AP, ACT)

Surveys

- Professional Development Needs Assessment Survey via Survey Monkey
- Professional Development Evaluation/Feedback Surveys

Additional Data Sources

- Teacher Retention and Turnover Rates
- Observations/Evaluations
- ACSIP Plans
- Feedback from Building Level Leadership

Focus/Implementation Plans

The following professional development focus has been identified for the 2014-2015 school year. The data collected, generated and analyzed by the professional development team will support the goals, activities, and evaluations of this professional development plan and it will be modified accordingly.

The district goals were identified through completion of needs assessments as described previously. Additionally, recurring and ongoing annual commitments to professional development are noted with emphasis in curriculum and instruction, assessments, and school culture.

I. Curriculum and Instruction

- GoMath
- Expeditionary Learning
- Core Knowledge
- Common Core Shifts and Implementation
- Instructional Strategies
- Curriculum Mapping

II. Assessments

- Interim Assessment -Achievement Network
- Interim Assessment-The Learning Institute
- Data Driven Instruction-Paul Bambrick-Santoyo's *Driven by Data*

III. Culture

- Social Emotional Learning
- Response to Intervention
- Growth Mindset
- Student Support Teams (SST)

Timeline

Leadership Retreat	July 17,18,21,22
Teacher Learning Institute (TLI)-District Wide	August 11-12, 2014 November 6-7,2014 June 1, 2014
PLI (Vice Principals, Principals, Instructional Facilitators)	Monthly (Excluding August and November)
Data Analysis Days-PD K8	October 8, December 10, February 18 , May 20
Data Analysis Days-PD High School	October, December, February, April, May (Date varies by content area)
Building Level PD	Ongoing
Curriculum Walkthrough Window (Building Level)	December 14, 2014-January 15, 2014

Out-Of-State Workshops & Conferences

Philosophy

Our goal for attending conferences and meetings outside of the Forrest City School District is to strengthen content and pedagogical knowledge by participating in professional learning opportunities outside of the district and then sharing that knowledge in schools during professional learning community meetings. Therefore, it is our responsibility to select conferences aligned to the district mission and vision that will support student achievement. Research by *Schools that Work* suggest that merging two approaches: internal and external professional development can alter professional development and increase teacher learning in profound and sustainable ways.

Act 1185 of 2005 requires that districts provide ongoing, sustained professional development. The Forrest City School District will use the following criteria to decide which conferences will best meet the needs of our district.

All conferences must have prior approval.

Criteria for selection

- Build capacity
- Align to district wide professional development strategy
- Support district mission and vision
- Follow-up/ special projects (must be willing to provide training/presentations to other staff members)

Professional Development Documentation

All professional development not offered directly by the Forrest City School District must be recorded electronically in Shoebox under the category HOURS. All other training should be documented in a separate category (CEU, Graduate or Other). Anything funded by Federal funds cannot be used as professional development and cannot be documented under “hours”.

- Professional development activities must have prior approval from building/department administration.
- Any workshop attended must have prior approval for reimbursement.

Teachers are to print a copy of their shoebox account hours. This certifies the required 60 hours and must be signed by both the teacher and the administrator during the summative evaluation conference.

Every certified employee must complete the required ADE hours of approved professional development. Failure to do so may result in loss of pay and may cause a teacher to be ineligible to renew their Arkansas teacher license.

Professional Development Pre-Approved List

- Great Rivers Workshops (cost incurred by participant)
- Any PD sponsored by Arkansas Association of Educational administrators or its affiliate organizations (cost incurred by participant)
- National or State recognized educational organizations
- Any Arkansas Educational Service Cooperative (cost incurred by participant)
- Arkansas IDEAS (PBS)
- AAEA Workshops and Conferences (Fall Conference - principal must know in advance)

Summer Professional Development within the District

Each building/department is encouraged to have professional development during the summer that reflects the academic needs of the building/department. Principals/Supervisors will let you know what workshops are being offered.

Scheduled Professional Development (Act 969 of 2013)

- Child Maltreatment Mandated Reporter – two hours in 2013-2014 and every fourth year thereafter
- Parent Involvement – two hours in 2014-2015 and every fourth year thereafter
- Teen Suicide Awareness and Prevention – two hours in 2015-2016 and every fourth year thereafter
- Arkansas History * - two hours in 2016-2017 and every fourth year thereafter for those who provide* instruction in Arkansas History

SEE: ADE Rules Governing Professional Development Section 6.04.4 Scheduled Professional Development.

Principal Leadership Institute (PLI)

July 17,18,21,22

8:00am – 3:00 pm

FCSD

Agenda

Time	Topic	Goals	Facilitator	Groupings
Thursday, July 17				
8:00-8:15 am	Breakfast/Reading			
8:15 - 8:55am	Opening	Setting the Stage: Pressure Cooking: Real Leaders Thrive When the Chips Are Down	Dr. Tiffany Hardrick	Whole Group
9:00 – 11:00am	Culture of Data: Achievement Network	Understand a strong teaching and learning cycle. Identify resources offered to support a strong teaching and learning cycle.	Dr. Kia Tate	Whole group
11:10 – 12:00pm	School Culture	Facilitate shared understanding of effective school culture.	Vaughn Thompson	Whole group & Small Grade Level Groups
12:00 – 12:30 pm		WORKING LUNCH		
12:30 – 2:40pm	School Culture	Learn, facilitate, and share critical thinking about the development of one's own school wide culture plan	Vaughn Thompson	Whole group & Small Grade Level Groups

Principal Leadership Institute (PLI)

July 17,18,21,22

8:00am – 3:00 pm

FCSD

Agenda

Time	Topic	Goals	Facilitator	Groupings
Friday, July 18				
8:00-8:15 am	Breakfast/Reading			
8:15 - 8:55am	Opening	Setting the Stage: Leading In Change	Dr. Tiffany Hardrick	Whole Group
9:00 – 12:00am	Management and Coaching of Instructional Staff	TESS Norming	Aqua Stovall	Whole group/Individual
12:00 – 12:30 pm		WORKING LUNCH		
12:30-2:30	Management and Coaching of Instructional Staff	Coaching Feedback Cycle	Aqua Stovall	Whole group & Small Groups
2:45-3:00	Closing	Reflect on today's learning and identify strategies to implement at your individual buildings	Dr. Tiffany Hardrick	Individual

Principal Leadership Institute (PLI)

July 17,18,21,22

8:00am – 3:00 pm

FCSD

Agenda

Time	Topic	Goals	Facilitator	Groupings
Monday, July 21				
8:00-8:15 am	Breakfast/Reading			
8:15 - 8:55am	Opening	Setting the Stage:	Dr. Tiffany Hardrick	Whole Group
9:00 – 12:00am	Social Emotional Learning	Student and Family Support	David Heiber	Whole group/Small Group
12:00 – 12:30 pm		WORKING LUNCH		
12:30-2:30	Social Emotional Learning	Student Support Teams (SST)	David Heiber	Whole group & Small Groups
2:45-3:00	Closing	Reflect on today's learning and identify strategies to implement at your individual buildings	Dr. Tiffany Hardrick	Individual

Principal Leadership Institute (PLI)

July 17,18,21,22

8:00am – 3:00 pm

FCSD

Agenda

Time	Topic	Goals	Facilitator	Groupings
Tuesday, July 22				
8:00-8:15 am	Breakfast/Reading			
8:15 - 8:55am	Opening	Setting the Stage:	Dr. Tiffany Hardrick	Whole Group
9:00 – 11:30 am	LEADS	Leadership Competencies	Dr. Tiffany Hardrick	Whole group/Small Group
11:30-12:00pm		WORKING LUNCH		
12:00-2:30	Leadership Laws	21 Irrefutable Laws of Leadership	Keith Sanders	Whole group & Small Groups
2:45-3:00	Closing	Reflect on today's learning and identify strategies to implement at your individual buildings	Dr. Tiffany Hardrick	Individual

Forrest City School District: Teacher Leadership Institute

Monday, August 11, 2014

Grade Level Time	PreK-1	2-4	5-8	9-12
7:45-8:10	Breakfast: Cafeteria			
8:15-9:00	Superintendent's Address: Auditorium			
Session I				
9:10:11:30	Common Core Shifts	Room 225	Achievement Network: <i>Data Driven Instruction</i>	Room 222 (ELA/Social Studies Teachers/PE) Room 122 (Math/Science/Music/Art)
				Student Culture
11:30-12:30	Lunch *Courtesy of AEA and FCEA *New Staff Orientation: Cafeteria			Auditorium
Session II				
12:30-3:00	School Culture	Auditorium	Student Culture	Auditorium Room 222 (ELA/Social Studies Teachers/PE) Room 122 (Math/Science/Music/Art)
				Student Culture
3:00-3:45	Closing Activity: Auditorium			Auditorium Room 223 The Learning Institute (TLI)

Forrest City School District: Teacher Leadership Institute

Tuesday, August 12, 2014

Grade Level	PreK-2	3-4	5-8	9-12		
Time						
7:45-8:10	Breakfast: Cafeteria					
8:15-9:00	Superintendent's Address: Auditorium					
Session I						
9:10-11:30	Core Knowledge Room 223 K-2	Social Emotional Learning Room 221 PreK	Auditorium Expeditionary Learning (5-8) GoMath (7-8)	Expeditionary Learning (ELA/Social Studies/PE) Library (Math/Science/Music/Art) <i>*5-6 (Math/Science/Math/Art teachers join SEL in Auditorium)</i>	High School Meeting Room 224 (ELA/Social Studies/PE) Library (Math/Science/Music/Art)	High School Meeting Room 225 (ELA/Social Studies/PE)
11:30-12:30	Lunch on your own					
Session II						
12:30-3:00	Core Knowledge Room 223 K-2	Expeditionary Learning Room 221 PreK	Room 224 (ELA/Social Studies/PE) Library (Math/Science/Music/Art)	GoMath (5-6) Social Emotional Learning (7-8)	Library (Math/Science/Music/Art) <i>*5-6 (ELA/Social Studies/PE teachers join SEL in Auditorium)</i>	Social Emotional Learning Auditorium
3:00-3:45	Closing Activity: Auditorium					

Teacher Leadership Institute

11/6/14		PK/K2	Math	English	Science	Social Studies	CTE	
8:00-8:15		Sign In						
8:15-9:00		Superintendent Session- Go Math w/K-1 #229						
9:10-11:40	ABC	Go Math K-1 #229 2 nd #208						<u>HS ALE</u> will meet with David for a session on SST and Culture Plan feedback #220
3-4	K2	Go Math #222	Expeditionary Learning #221	Science and the CC-Nancy #215	SS and the CC-Keith #223			
5-8		Go Math #222	Expeditionary Learning #225	Science and the CC-Marsha (Library) Nancy #215	SS and the CC-Keith #223	Vocabulary and the CC-Marsha (Library)	Vocabulary and the CC-Marsha (Library)	
9-12		Vocabulary and the CC-Marsha (Library)						
11:40-12:35		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:40-3:10	ABC	Go Math w/K-1 #208						
K2		Go Math K-1 #208 2 nd #229						
3-4		Go Math #222	Expeditionary Learning #221					
5-8		Go Math #222	Expeditionary Learning #225	Instructional Strategies-Claire/Susan #223	Instructional Strategies-Claire/Susan #223			
9-12/SRO	SST-David School Psy	SST-David Band Room	SST-David Band Room	SST-David Band Room	SST-David Band Room	SST-David Band Room	SST-David Band Room	
3:15-3:45		Wrap Up and Reflection						

11/7/14	PK	Math	English	Science	Social Studies	CTE	
8:00-8:15		Sign In					
8:15-9:00		Superintendent Session					
9:10-11:40	ABC	Curriculum Mapping-Hawkins Conference Run.					
K2		Core Knowledge K-1 Library 2 nd #229	Core Knowledge K-1 Library 2 nd #229	Common Core-Kate (Auditorium)	Common Core-Kate (Auditorium)	Common Core-Kate (Auditorium)	Principals will participate in Assessment Session 9:30-10:30 And Student Support Session 10:40-11:40
3-6		Culture/Growth Mindset-Vaughn (Band)	Culture/Growth Mindset-Vaughn (Band)	Culture/Growth Mindset-Vaughn (Band)	Culture/Growth Mindset-Vaughn (Band)	Culture/Growth Mindset-Vaughn (Band)	
7-8		SR0/ Security	Shifts-Jeanie #215	Assessments & CC-Keith #225	Shifts-Jeanie Keith #225	Assessments & CC-Keith #225	
11:40-12:35		Lunch	Lunch	Lunch	Lunch	Lunch	
12:40-3:10	ABC	Culture/Growth Mindset-Vaughn (Band)					
K2		Core Knowledge K-1 Library 2 nd #229					
3-6		Culture/Growth Mindset-Vaughn(Band)	Culture/Growth Mindset-Vaughn (Band)	Culture/Growth Mindset-Vaughn (Band)	Culture/Growth Mindset-Vaughn (Band)	Culture/Growth Mindset-Vaughn (Band)	
7-8		Common Core-Kate(Auditorium)	Common Core-Kate (Auditorium)	Common Core-Kate (Auditorium)	Common Core-Kate (Auditorium)	Common Core-Kate (Auditorium)	
9-12		Shifts-Jeanie #215	Assessments & CC-Keith #225	Shifts-Jeanie #215	Assessments & CC-Keith #225	Common Core-Kate(Auditorium)	
3:15-3:45		Wrap Up and Reflection					

FORREST CITY SCHOOL DISTRICT

Teacher Leadership Institute
Session Descriptions
November 6-7, 2014

ASSESSMENTS & THE COMMON CORE with *Keith Sanders*

Teachers will learn the steps to creating and evaluating a quality assessment as well as create a 2-question assessment (1 multiple choice and 1 constructed response). Teachers will also learn how to utilize the TLI website to access rigorous aligned assessment questions that impact teacher thinking in the lesson design process.

COMMON CORE with *Kate Gerson*

Participants will be working in groups to go deeper on the Common Core, why it's here, what it demands of us, and how our instruction can best meet the needs of our students on their journey to college and career. Other components of the session will be to discuss text complexity, content knowledge, academic vocabulary, and evidence based work. Teachers will build on what they already know and the experiences they have with students to identify the places in their practice where the Common Core "shifts" can push their thinking.

CORE KNOWLEDGE with *Faye Nelson*

Successful implementation begins with schools understanding and embracing the ideas and insights behind the Core Knowledge Sequence. For the sake of excellence, greater equity, and higher literacy, schools need to teach a coherent, cumulative, and content-specific core curriculum. This curriculum, informed by the firmly established connection between language, background knowledge, and reading comprehension, makes productive use of the language arts block to immerse students in each subject matter context long enough for them to become familiar with its concepts and vocabulary.

CULTURE & GROWTH MINDSET with *Vaughn Thompson*

Participants will explore the relationship between shared beliefs and common practices that exist in their schools and classrooms. Using the Growth Mindset structures, we will revisit and evaluate existing school culture plans while creating new structures that will increase teacher and student investment in learning. We will also explore best practices for building positive school culture specific to each grade level configuration.

CURRICULUM MAPPING with *Michael Hawkins*

Participants will take an in-depth look at the PreK English and Math curriculum. Curriculum maps are never considered "done," nor is having maps the ultimate goal of mapping. Mapping constitutes *active engagement* and *collegial participation* in on-going curriculum work. Curriculum mapping does not perceive education as a static environment since learning, and learning about learning, is in continual motion.

EXPEDITIONARY LEARNING

Participants will come to understand the importance and impact of addressing the staircase of text complexity as a component of a Common Core-aligned curriculum. They will experience and analyze close reading lessons, including the impact of high-quality text-dependent questions. Participants learn to appropriately scaffold close reading lessons, and analyze close reading scenarios and lessons for their design and impact on students.

GO MATH! IMPLEMENTATION TRAINING

Grades K-2, Marla Banks, Houghton Mifflin Harcourt

Teachers will become more familiar with the resources with Go Math! Grades K-2 to enrich and support instruction in their classrooms. Teachers will explore print and digital resources available for their use and for the use of the students. Discussion of resources available for PARCC and Common Core State Standards will also be included. Teachers will have hands-on training for the online resources. Differentiation of instruction to help meet the needs of all students will be discussed.

Grades 3-6, Roxanne Kline, Houghton Mifflin Harcourt

Teachers will become more familiar with the resources for Go Math! for grades 3-6 that will support and enrich instruction in their classroom. Teachers will explore print and digital resources available for their use and also for the use of the students. Discussion of resources available for PARCC and Common Core State Standards will also be included. Teachers will have hands-on training for the online resources. Differentiation of instruction to help meet the needs of all students will be discussed.

Grades 7-8, Linda Wakefield, Houghton Mifflin Harcourt

Teachers will become more familiar with the resources for Go Math! for grades 7-8 and how to use these resources to enrich and support instruction in their classrooms. Teachers will explore print and digital resources for their use and the use of their students. Teachers will have hands-on training for the online resources. Differentiation of instruction to help meet the needs of all students will also be discussed.

Support for high stakes testing and Common Core State Standards will also be included.

INSTRUCTIONAL STRATEGIES with Susan Lindsey & Claire Dearing

Great teaching is an art. Great art relies on the mastery and application of foundational skills learned through diligent study. This session is about the tools of the teaching craft. More specifically, it's about the tools necessary for becoming a champion teacher. In this session, you will be introduced to techniques from Doug Lemov's book, *Teach Like a Champion*. Even if you are already using these techniques you can maximize and leverage your strengths to become even better. It's plausible that developing what you're already good at could improve your teaching even more.

MATH AND THE COMMON CORE SHIFTS with Jeannie Rutland

We will begin our day exploring the Common Core State Standards for Mathematics (CCSSM) document to help build a deeper understanding of what the expectations are for students and teachers K-12. This will lead into the "Big Shifts" of Common Core Math, which include Focus, Coherence, and Rigor. Teachers will gain a deeper knowledge of these shifts and their implications in a high school math classroom. Throughout the day we will discuss the 8 Standards for Mathematical Practice and how these should intersect with the Content Standards. Finally, we will discuss how to apply this knowledge through planning using CCSSM and EngageNY.

PARCC OVERVIEW for School Principals with Lisa Birmingham, Karri Gregory & Sandra Mills

During this session participants will receive an update on the ADE's PARCC assessment plan for the 2014-2015 school year.

POLICIES, PRACTICES, AND PROFESSIONAL GROWTH for PRINCIPALS with Dr. Tiffany Hardrick

Principals will analyze current district-wide policies and practices and its impact on student achievement. Principals will work as a team to identify high impact behaviors that support a district-wide improvement strategy and to bring these elements into a coherent and integrated relationship. Principals will develop strategies that work towards improving student performance throughout the district.

Principals will also revisit professional growth plans and professional development options for LEADERS that meet their individual needs while advancing collective and district-wide goals and priorities.

SCIENCE AND THE COMMON CORE with Nancy Hornor

This workshop will present several strategies for incorporating CCSS and NGSS (Next Generation Science Standards) into their science lessons. Participants will receive information on science notebooks, formative assessment techniques as well as enjoying several hands-on (and inexpensive) activities to increase student engagement and knowledge.

SOCIAL STUDIES AND THE COMMON CORE with Keith Sanders

Teachers will be introduced to the common core shift for text based evidence and how this shift can support rigorous social studies lesson design. Using the shift, teachers will interact with complex social studies text such as the United States Constitution, the Arkansas Constitution and Martin Luther King's "I Have a Dream" speech to support a strong literacy foundation will teaching the Arkansas social studies standards

STUDENT SUPPORT TEAMS (SST) with David Heiber

Participants will learn to create and implement a school based student support team that uses academic, behavior, and attendance indicators to create a Response to Intervention framework. Using the Concentric model, school based staff will clearly identify the various tiers of students and identify internal interventions and external partnership that will improve student specific support.

VOCABULARY AND THE COMMON CORE with Marsha Cain & Larry Buck

Teachers will address the "tiers" of vocabulary and the choices teachers need to make regarding the explicit teaching of "academic" vocabulary. Common Core expect students to constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

**Forrest City School District
Professional Learning Institute (PLI)**

September 9, 2014

8:30A – 3:00P



**8:30A – 10:00A LEAD Process.....Dr. Tiffany Hardrick
Superintendent, FCSD**

**10:15A – 11:30A The Brutal Facts.....Michael Hawkins
School Improvement Specialist**

11:30A – 12:30P.....LUNCH

**12:30P – 3:00P District Support.....Keith Sanders
Concentric**

"A Sense of Urgency"

Forrest City School District
Professional Learning Institute (PLI)

Principals

October 6, 2014

8:30 AM -12:00 PM



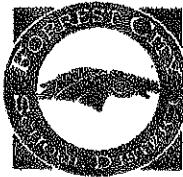
Time	Topic	Presenter
8:30-8:40	Overview of the Day	Michael Hawkins, School Improvement Specialist
8:40-10:55	Teacher Observation and Feedback Cycle <ul style="list-style-type: none">• Video Norming• Tess Domain Instructions 2 &3• LEADS Standards 2 Teaching and Learning• Observation and Feedback	Aqua Stovall, Deputy Superintendent
11:00-11:30	Teacher Beliefs	Dr. Tiffany Hardrick, Superintendent
11:50-12:00	Facility Expectations and Operational Issues	Willie Rhodes, Assistant Superintendent of Operations
	Standards Monitoring	Sandra Mills, Supervisor of Federal Programs

Forrest City School District
Professional Learning Institute (PLI)

Principals

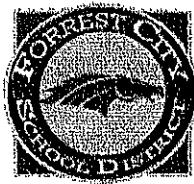
December 10, 2014

8:00 AM -12:00 PM



Time	Topic	Presenter
8:00-9:00	PARCC Shifts	Keith Sanders
9:00-10:00	Unpacking Standards	Keith Sanders
10:00-10:10	Break	
10:10-10:50	Delivery of Instruction	Keith Sanders
10:50-11:00	ACSI/P PLC Visits	Sandra Mills
	Upcoming PD	Michael Hawkins
11:00-12:00	Closing	Dr. Hardrick

Forrest City School District
Professional Learning Institute (PLI)
Principals
January 28, 2015
8:30 AM -12:30 PM



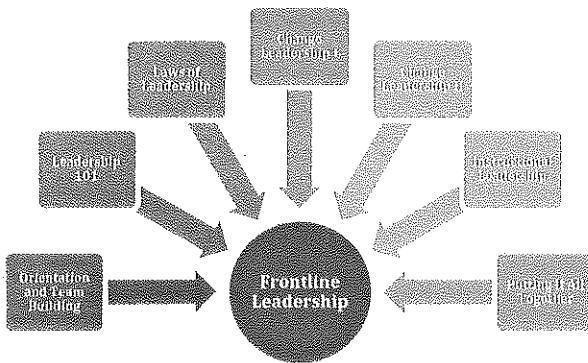
Time	Topic	Presenter
8:30-10:00	LEADS Process Continuation	Dr. Hardrick, Superintendent
10:00-10:15	Break	
10:15-11:15	Standards Task Focus	Keith Sanders, Concentric Educational Solutions
11:15-11:30	PARCC Test Prep	Michael Hawkins, School Improvement Specialist
11:30-12:15	ANET/TLI	Instructional Facilitators
12:15-12:30	Revisit Job Descriptions	District Staff

FORREST CITY SCHOOL DISTRICT Frontline Leadership Program

OVERVIEW

Frontline Leadership is a survey course to introduce future school leaders (teacher leaders, team leaders, department chairs, vice principals) to a variety of concepts and best practices they need to effectively lead their schools and classrooms to high student achievement. In-class exercises, pertinent readings, coupled with updates on current leadership research will allow participants to practice what they are learning, in order to ensure immediate application in their personal and professional lives. In these highly interactive sessions, participants will gain insight into their leadership roles and practice new skills for their jobs. This course has been structured as a learning experience that is comprised of the following sessions.

The courses are offered seven Saturdays between February and June with a required culminating project. Each participant is expected to attend all sessions and complete all pre- and post- work. One hundred percent participation and commitment required!



Facilitated by Dr. Jann Coles

ADMISSIONS

The Forrest City School District admissions process is designed to identify candidates for our Frontline Leadership Program. We are seeking candidates that exemplify the strong adult leadership skills it takes to drive student success and close the achievement gap.

STEPS: <ul style="list-style-type: none">Send interest email to tiffany.hardrick@fcisd.grsc.k12.ar.us 1/20/15 by 4:00 p.m.Interest Meeting-1/21/15 at 4:00 p.m.Complete Leadership Application 1/25/15Participate in Classroom Observation-Week of 1/26/15 or 2/6/15Complete Phone Interview-Week of 1/26/15 or 2/6/15Participate in In-Person Interview-Week of 1/26/15 or 2/6/15Announcement of Participants-2/10/15Program Launch-2/21/15	CONTACT US: <p>If you have any questions about your application or the application process, contact tiffany.hardrick@fcisd.grsc.k12.ar.us</p> <p>We seek FCSD educators who demonstrate:</p> <ul style="list-style-type: none">A commitment to the Forrest City School DistrictA genuine belief that all kids can learn at high levelsInstructional expertiseA willingness to lead in the presence of change
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Frontline Leadership for Forrest City Public Schools

Session 1

Date – February 21, 2015

Presenter – Dr. Jann Coles

Session Title	Program Overview and Teambuilding
Session Description	In this session you will be introduced to the Frontline Leadership program elements and explore and practice team building skills
Objectives	<p>At the end of today's session you will know or be able to:</p> <ul style="list-style-type: none">• Understand the program goals, curriculum, schedule and participant expectations• Work more effectively with your colleagues through an understanding of your own style and behaviors as well as the styles and behaviors of your colleagues• Understand how to value rather than condemn the differences in approaches to problem-solving• Coach one another by delivering information in ways that match the learning style of the listener• See the value of new ideas and adopt best practices from colleagues• Learn a language that allows you to address differences respectfully and productively• Understand what makes an effective team• Facilitate team building activities• Lead a team to achieve a goal
Essential Question(s)	<ul style="list-style-type: none">• How can I lead a team of people to perform beyond their individual knowledge and skills?• How can I encourage team spirit and reinforce commitment to shared goals and objectives?
Reading(s)	N/A
Pre-Session Preparation	Complete Myer's-Briggs Inventory and bring results to class.
Agenda	<ul style="list-style-type: none">• Program Overview• Myer's-Briggs<ul style="list-style-type: none">◦ What Is the Myers-Briggs?◦ The 16 Types◦ The 8 Function Pairs◦ The 4 Temperaments◦ Working with the 4 Temperaments• The Importance of Team• What Makes an Effective Team• Practicing Synergistic Decision Making• Team Problem-Solving
LEAD Standard(s)	5B, 5C

Frontline Leadership for Forrest City Public Schools

Session 2

March 7, 2015

Presenter – Dr. Jann Coles

Session Title	Leadership 101
Session Description	<p>During the morning session, you will explore exemplary leadership practices through the lens of James Kouzes and Barry Posner's <i>The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations</i>. This approach focuses on leadership as a set of observable skills and abilities that can be learned. Kouzes and Posner refer to these skills as the "Five Practices of Exemplary Leadership".</p> <p>During the afternoon session you will examine the concept of Emotional Intelligence - the ability to identify and manage your own emotions and the emotions of others.</p>
Objectives	<p>After today's session, you will know or be able to:</p> <ul style="list-style-type: none">• Understand the basic concepts of the Five Practices of Exemplary Leadership and what they look like in action• Apply the Practices to your work as a school leader• Identify your own strengths and areas of growth and develop a plan of improvement in order to meet the challenges of leading a great school• Mobilize your staff to want to get extraordinary things done in your school• Recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships• Increase your Emotional Intelligence IQ
Essential Question	<ul style="list-style-type: none">• How do we build our personal leadership capacity to meet the challenges of creating a great school?• How do we identify and manage our emotions and the emotions of others in our attempts to lead effectively?
Reading(s)	<ol style="list-style-type: none">1. James Kouzes and Barry Posner, <i>The Leadership Challenge: How To Make Extraordinary Things Happen in Organizations, 5th Edition</i>2. <i>Emotional Intelligence 2.0</i>
Pre-Session Preparation	<ul style="list-style-type: none">• Complete the Leadership Practices Inventory, score it and bring the completed Inventory and the Results with you to class• Read <i>The Leadership Challenge</i>• Complete the attached handout and bring to class• Be prepared to identify the Five Practices and Ten Commitments in action• Read <i>Emotional Intelligence 2.0</i>

	<ul style="list-style-type: none"> • Take the online EI test and bring the results to class (your password is in the back of the book) • Bring your laptop to the session
Agenda	<p>Morning</p> <ul style="list-style-type: none"> • Introduction to the Five Practices of Exemplary Leadership • Examining the Five Practices in Action • Making Connections Between the Five Practices and School Leadership • Personal Development Planning <ul style="list-style-type: none"> ◦ Acknowledging Your Strengths ◦ Developing Your Areas for Growth ◦ Making a Commitment • Reflections <p>Afternoon</p> <ul style="list-style-type: none"> • Recognizing the Four EI Competencies • Examining Your Strengths and Areas for Growth • Navigating the EI Online Site • Developing a Plan for Improvement • Role-playing the Competencies • Reflections
LEAD Standard(s)	1A, 1C, 1D, 3D, 5B, 5C, 5D, 6A, 6B, 6C

Frontline Leadership for Forrest City Public Schools**Session #3****Date – March 14, 2015****Presenter – Keith Sanders**

Session Title	The 21 Irrefutable Laws of Leadership
Session Description	The 21 Irrefutable Laws of Leadership will provide you with the tools and strategies to improve overall organizational health through sound and proven leadership laws. You will be exposed to laws of leadership that range from focusing on leadership capacity to creating really strong inner circles of leaders to ensure sustainability. You will be exposed to both the technical and adaptive aspects of leadership in this training.
Objectives	At the end of the session, you will know or be able to: <ul style="list-style-type: none">• Understand John Maxwell's 21 Irrefutable Laws of Leadership• Use sound and proven leadership laws to improve organizational health• Understand the difference between the technical and adaptive aspects of leadership
Essential Question(s)	How can I become a more powerful and effective leader by applying the 21 Laws?
Reading(s) Pre-Session Preparation Agenda	TBD
LEAD Standard(s)	1A, 5B, 5C

Frontline Leadership for Forrest City Public Schools

Session 4

Date – April 4, 2015

Presenter – Dr. Jann Coles

Session Title	Change Leadership I
Session Description	<p>The beginning of the 21st century has been characterized by rapid, complex, and discontinuous change. Our world has changed at a speed that is unprecedented in history: How we conduct our daily lives. How we nourish our bodies, minds and souls. The way we govern, wage war and make peace. The way we define the global economy, environmental protection, and sustainability. The way we describe privacy, progress, health, and recreation. New technologies, globalization, alternative family structures, and the shift from an industrial- to an information-based society. Educators have come to realize that in our ever-changing world, schools and what happens in them must change as well. However, leading change in schools can be a daunting task, even for the most seasoned veteran.</p> <p>During the morning session, you will examine personal and organizational change and the application to school leadership.</p> <p>During the afternoon session, you will explore change that leads to a culture of learning and high expectations.</p>
Objectives	<p>After today's session, you will know or be able to:</p> <ul style="list-style-type: none">• Understand the variables and complexities that affect significant change• Identify your reactions to change and the reactions of others• Lead change in both minds and hearts• Move your staff through a process that will result in a shared effort to produce high levels of student learning• Examine your own belief systems toward children and learning and expect that all students will learn and achieve at high levels• Lead a culture of academic rigor and relevance
Essential Question(s)	<ul style="list-style-type: none">• How do I experience change?• How do other people experience change?• How can I lead change that results in high student achievement?
Reading(s)	<ol style="list-style-type: none">1. <i>Who Moved My Cheese?</i>2. Assigned Change Readings
Pre-Session Preparation	<p>Read <i>Who Moved My Cheese?</i></p> <p>Read other assigned articles</p>

Agenda	<p>Morning</p> <ul style="list-style-type: none"> • Understanding the Change Process • Examining Change in Action • Change in Minds <ul style="list-style-type: none"> ◦ Thinking-out-of-the-box ◦ Mental Models • Change in Hearts <ul style="list-style-type: none"> ◦ Human Dynamics of Change ◦ Who Moved My Cheese • Case Study <p>Afternoon</p> <ul style="list-style-type: none"> • What Is Academic Rigor? • Belief Systems About Student Learning • What Do Our Students Need to Know and Be Able To Do?
LEAD Standard(s)	1A, 1B, 5A, 6B

Frontline Leadership for Forrest City Public Schools**Session #5****Date – April 18****Presenters – Mary Ann Haley-Speca and Deb Reed**

Session Title	Skillful Teaching and Learning
Session Description	In this session you will explore the knowledge base for skillful teaching and an effective supervision and observation process.
Objectives	By the end of the session, you will know or be able to: <ul style="list-style-type: none">• Understand the areas of teaching performance• Expand your repertoire of teaching strategies• Match strategies to the instructional situation• Use your know of performance, repertoire and match to improve the teaching in your building• Effectively observe and supervise classroom instruction
Essential Question(s)	What does skillful teaching look like? How can I improve teaching in my building to ensure high student achievement?
Reading(s) Pre-Session Preparation Agenda	TBD
LEAD Standard(s)	2C, 2D, 2F

Frontline Leadership for Forrest City Public Schools

Session 6

Date – May 2, 2015

Presenter – Dr. Jann Coles

Session Title	Change Leadership II: Navigating the Four Frames
Session Description	<p>In this session, you will explore Bolman and Deal's Four Frame model, which provides a framework for analyzing organizations. The model is a useful tool for school leaders to identify and view the challenges that need to be navigated in order to bring about change, leading to high student achievement in their buildings.</p> <p>Through a series of activities, this workshop will help you internalize the basic concepts of the Four Frames (political, human resource, structural, and symbolic), understand your school as a complex organization, and formulate powerful and provocative questions, enabling you to develop strategies for school improvement.</p>
Objectives	<p>By the end of this session, you should know or be able to:</p> <ul style="list-style-type: none">• Understand Bolman and Deal's Four Frame model• Use the model to analyze the opportunities and challenges, which impact student achievement• Examine how school leaders have navigated the Four Frames• Use the frames to bring clarity, help anticipate problems, navigate technical and adaptive challenges, and better understand the situation you have inherited or wish to create• Understand that some challenges have simple answers and others require more complex solutions.• Understand that some challenges (student achievement) require the use of multiple frames in order to reframe or size up the situation from multiple perspectives and then find a new way to handle them
Essential Question(s)	<ul style="list-style-type: none">• How can school leaders navigate the Four Frames in service of high student achievement?• How can the Four Frame model provide multiple lenses for analyzing the opportunities and pitfalls in a school?• How can school leaders develop strategies to problem-solve issues of conflict and compromise, individual needs and motives, clear organizational standards and goals, and shared values and meanings?
Reading(s)	Bolman & Deal's <i>Reframing Organizations</i> (5 th Edition)
Pre-Session Preparation	<ol style="list-style-type: none">1. Read <i>Reframing Organizations</i>2. Read the materials in the course binder, including all of the

	<p>case studies. Pay particular attention to your assigned case and be prepared to discuss your responses to the questions at the end</p> <p>3. Take and score the Four Frames Inventory and bring to class</p>
Agenda	<ul style="list-style-type: none"> • Introduction to the Four Frames • Adapting the Frames to School Leadership • Understanding the Relationship of Student Learning to the Four Frames • Video Case Study: Examining the Challenges of the Four Frames • Small Group Discussions - Case Studies of New Principals • Analyzing Your Project through the Four Frames: What Obstacles Did you Face? • Principal Panel: Real Stories from Principals About the Challenges of the Four Frames
LEAD Standard(s)	All

Frontline Leadership for Forrest City Public Schools

Session 7

May 16, 2015

Presenter – Dr. Jann Coles

Session Title	Putting It All Together
Session Description	<p>This final session will give you the opportunity to present the results of your project to your colleagues and the coaches. What did you learn about leading a team? What did you learn about yourself? What were your triumphs and challenges? Did you accomplish your goals? What obstacles did you encounter?</p> <p>You will also bring closure to your relationship with your coach and decide on next steps. It will be a time of final reflections and other closing activities.</p> <p>Last, but very important, this session will be a celebration of your development and growth throughout the program</p>
Objectives	<p>At the end of the session, you will know or be able to:</p> <ul style="list-style-type: none">• Analyze the process and results of your project• Reflect on accomplishments, difficulties and the overall experience• Bring closure or renegotiate your relationship with your leadership coach• Feel proud of and celebrate your growth in this program
Essential Question(s)	N/A
Reading(s)	N/A
Pre-Session Preparation	Prepare a 15-minute presentation on the process and results of your final project.
Agenda	<ul style="list-style-type: none">• Presentation of Projects• Final Conversations with Leadership Coaches• Reflections on the Program• Closing Activities• Evaluation of the Program
LEAD Standard(s)	N/A

Attachment B:

Achievement Network and The Learning Institute Artifacts

**Forrest City School District and The Achievement Network
Proposed Scope of Work for 2014-15**

I. Goals

During the 2014-15 school year, Forrest City School District (FCSD) and The Achievement Network (ANet) will engage in a partnership in order to:

- Provide participating schools in FCSD with common quarterly assessments to support educators in tailoring instruction for students
- Build the capacity of school leadership teams to manage effective planning, observation and feedback, data analysis, and collaboration structures, leading to breakthrough results with students
- Establish effective lines of communication between the FCSD central office and ANet team to enable strong collaboration in support of schools
- Learn from our partnership together and determine opportunities for growth

II. Products and Services Provided by ANet

<i>School Level Support -</i>	
Assessment	<ul style="list-style-type: none">• Quarterly assessments in math and ELA for grades 2-8, administered on paper• A Schedule of Assessed Standards (SAS) listing the standards to be assessed on each interim• Assessment items aligned to the Common Core State Standards• Assessments will be administered during the following windows:<ul style="list-style-type: none">◦ <i>September 15 – October 3, 2014</i>◦ <i>November 17 – December 5, 2014</i>◦ <i>January 26 – February 12, 2015</i>◦ <i>March 16 – April 10, 2015</i>
Scoring and Reporting	<ul style="list-style-type: none">• FCSD will send ANet student level roster information for all schools. ANet will vet the accuracy of the rosters directly with schools, and work with schools to make ongoing changes throughout the year.• ANet will send schools electronic versions of test materials. Schools will print assessments prior to administration and send answer sheets back to ANet.• ANet will scan and score multiple choice portions of assessments. Teachers will score open response and writing prompt items.
Platform and Technology	<ul style="list-style-type: none">• Teachers and school leaders at participating schools, as well as designated district staff, will have access to myANet - an online platform that hosts assessment data reports and instructional resources.• No integration with other technology platforms is required.
Coaching	<ul style="list-style-type: none">• The FCSD schools will receive ANet's coaching support, with a focus on establishing data cycle structures and routines, facilitating data meetings independently, and providing targeted follow-up support to teachers.• Coaching interactions are expected per school (individual and group learnings) this year as determined by FCSD Superintendent and ANet Executive Director.
Group Learning	<ul style="list-style-type: none">• ANet will facilitate orientation sessions for teachers and school leaders, as

**Forrest City School District and The Achievement Network
Proposed Scope of Work for 2014-15**

	well as a Fall and Spring Network Meeting, providing group learning experiences for data leadership teams, targeted to schools' needs.
<i>District Level Support</i>	
District Level Technical Assistance	<ul style="list-style-type: none"> • The ANet team and FCSD principal managers will have quarterly stepbacks to: <ul style="list-style-type: none"> ○ Discuss schools' progress in practice and performance and identify areas of focus for support ○ Share best practices informed by ANet's partnerships with schools and school systems the country ○ Share recommendations for prioritizing district support and resources, based on assessment data and school observations • The ANet ED will have monthly check-ins with the Superintendent (or designee) to provide ongoing management of the partnership including: <ul style="list-style-type: none"> ○ Updates on progress of recommendations made during stepback ○ Planning for additional support for schools during the data cycle ○ Identification of mid-course adjustments, based on school needs ○ Co-observations instruction and/or data cycle meetings to align on expectations and needs • In addition to school level results, ANet will provide district level reports after each assessment administration including: <ul style="list-style-type: none"> ○ Performance Benchmarking Roll-Up by School ○ Standards Report ○ Performance Benchmarking Roll-Up by Grade ○ Average Percentage Correct by School, Compared to District/Network

III. Roles and Responsibilities

	ANet	FCSD
Main Point of Contact	Dr. Kia Tate	Ms. Tiffany Hardrick
Coaching	Mrs. Gretchen Osodipe/Mr. Anthony Branch/Patti Pond	

IV. Communication and Collaboration Structures

The following structures will support strong communication and collaboration throughout the year.

Title	Purpose	Participants	Time/Frequency
Check-in	Provide ongoing management of partnership	Tiffany or designee Kia	Monthly, up to 1 hr
Stepback	Review trends in student data and school observations; Identify priorities	Tiffany, Kia Gretchen/Anthony/Patti, FCSD	2 hrs, quarterly

**Forrest City School District and The Achievement Network
Proposed Scope of Work for 2014-15**

	for next quarter and any related adjustments to partnership	Principal Managers	
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		Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	STANDARD	NAME	SCO.	STANDARD	NAME	SCO.	STANDARD	NAME	SCO.
Major Clusters	6.RP.1	Understand Ratios and Describe Ratio Relationships	3	6.EE.6	Use Variables to Represent Numbers and Write Expressions	3	6.EE.1	Write and Evaluate Numerical Expressions Involving Exponents	2
	6.RP.2	Understand Unit Rates	3	6.EE.9	Represent and Analyze Relationships Between Variables in Equations, Graphs, and Tables	3	6.EE.2a	Write Algebraic Expressions	2
	6.RP.3a	Use Tables and Graphs to Make Equivalent Ratios and Compare Ratios	3	6.NS.1	Interpret, Compute, and Solve Word Problems with Division of Fractions	3	6.EE.2b	Name Parts of Expressions	2
	6.RP.3b	Solve Unit Rate Problems	3	6.NS.5	Understand, Use, and Explain Contextual Positive and Negative Rational Numbers	3	6.EE.2c	Evaluate Algebraic Expressions	2
	6.RP.3c	Solve Percent Problems	3	6.NS.6a	Opposites	2	6.EE.3	Generate Equivalent Expressions	2
	6.RP.3d	Use Ratios to Convert Measurement Units	3	6.NS.6b	Understand Locations of Ordered Pairs	2	6.EE.4	Identify Equivalent Expressions	1
				6.NS.6c	Rational Numbers on Number Lines and Coordinate Planes	2	6.EE.5	Solve Equations and Inequalities Using Substitution	3
				6.NS.7a	Interpret Inequalities and Relative Positions of Rational Numbers on a Number Line	1	6.EE.7	Write and Solve One-Step Real-World and Mathematical Equations	3
				6.NS.7b	Order of Rational Numbers in Real-World Contexts	1	6.EE.8	Write and Represent Real-World and Mathematical Inequalities	3
				6.NS.7c	Understand and Interpret Absolute Value of Rational Numbers	1	6.NS.8	Graph and Find Distance Between Coordinate Points	3
				6.NS.7d	Distinguish Absolute Value from Order of Rational Numbers	1			
Supporting Clusters							6.G.3	Polygons in the Coordinate Plane	2
Additional Clusters	6.NS.2	Divide Multi-Digit Whole Numbers	3				6.G.1	Area of Polygons by Composition and Decomposition	2
	6.NS.3	Compute with Decimals	4				6.G.2	Volume of Rectangular Prisms with Fractional Edge Lengths	2
	6.NS.4	Greatest Common Factor, Least Common Multiple, and the Distributive Property	3				6.G.4	Nets and Surface Area	2
							6.SP.1	Recognize Statistical Questions	1
							6.SP.2	Describe the Distribution of Data Sets	3
							6.SP.3	Recognize Center and Variation of a Data Set	2
							6.SP.4	Dot Plots, Histograms, and Box Plots	3
							6.SP.5a	Summarize Data: Number of Observations	1
							6.SP.5b	Summarize Data: Measured Attributes	1
State Standards	0606.1.2	Estimation: Reasonableness of Answers	2	0606.1.3	Integers: Representations	2	0606.1.1	Data: Predictions	2
	0606.2.5	Equivalency	2	0606.1.4	Properties	3	0606.4.4	Area and Circumference: Circles	2
							0606.5.2	Data Sampling: Misleading Features	2
							0606.5.3	Data Sampling: Bias	2
Review Standards				6.NS.2	Divide Multi-Digit Whole Numbers	2	6.EE.6	Use Variables to Represent Numbers and Write Expressions	2
				6.NS.3	Compute with Decimals	4	6.EE.9	Represent and Analyze Relationships Between Variables in Equations, Graphs, and Tables	2
				6.RP.3b	Solve Unit Rate Problems	2	6.NS.1	Interpret, Compute, and Solve Word Problems with Division of Fractions	2
				6.RP.3c	Solve Percent Problems	2	6.EE.7	Write and Solve One-Step Real-World and Mathematical Equations	2
							6.RP.3b	Solve Unit Rate Problems	2
Machine Scored		32			37				37
Open Response		2			2				2
Total Questions		34			39				39
Notes	The total number of machine-scored items will be distributed across the item counts by standard shown above, and will include a combination of selected response and multiple select. Approximately 10% of items across all 4 interim will be multiple-select items. The number of multiple-select items will vary by interim based on the standards.								
REQUIRED MATERIALS									
Calculator	Calculator Allowed		Calculator Allowed		Calculator Allowed		Calculator Allowed		
Reference Sheet	YES		YES		YES		YES		
Ruler	NO		NO		NO		NO		
Protractor	NO		NO		NO		NO		

Assessments		Text Types		Genre		Item Count		Text	
Category	Type	Cover	Series	Item Count	Genre	Item Count	Series	Item Count	Text
Machine-Scored (MS) items will include a combination of selected response (previously "multiple choice") and two-part evidence-based selected response (a new innovative item type). Approximately 10% of items across all four items will be two-part evidence-based selected-response items.									
Short-Answer (SA), Brief Constructed Response (BCR), and Prose Constructed Response items are teacher-scored.									
Exact numbers of each item type will be specified on the MY ANet standards tab 4-5 weeks before administration.									
Total		Total		Total		Total		Total	
Common Core Standards	Common Core Standards	Common Core Standards	Common Core Standards	13 MS, 1 SA, 1 BCR, 1 PCR	15 MS, 1 SA, 1 BCR, 1 PCR	4 passages	18 MS, 1 SA, 1 BCR, 1 PCR	3 passages	22 MS, 1 PCR
An asterisk (*) indicates that test 2 items will assess one or both of the standards in these rows. An X below indicates that test 2 items will assess one or both of the standards in these rows. At least one item assessing one or both of these standards.									
Reading	Common Core Standard	RL.7.1 RL.7.1	X	X	X	X	X	X	X
	Key Ideas & Details	RL.7.2 RL.7.2	X	X	X	X	X	X	X
Reading	Common Core Standard	RL.7.3 RL.7.3	X	X	X	X	X	X	X
	Craft & Structure	RL.7.4 RL.7.4	X*	X*	X*	X*	X*	X*	X*
Reading	Common Core Standard	RL.7.5 RL.7.5	X	X	X	X	X	X	X
	Integration of Knowledge & Ideas	RL.7.6 RL.7.6	X	X	X	X	X	X	X
Language	Common Core Standard	RL.7.7 RL.7.7	X	X	X	X	X	X	X
	Vocabulary Acquisition	L.7.4	X*	X*	X*	X*	X*	X*	X*
Language & Use		L.7.5							
Total Standard Sets Assessed			7			8		9	
Prose Constructed Response									
Writing	Text Types & Purposes	W.7.1	1						
		W.7.2	1						
		W.7.3							
Sample Item: Machine-scored writing assessment sample and rubric and scoring guide									
Short Answer Rubric for teacher			1			1		1	0
Brief Constructed Response Rubric for teacher			1			1		1	0
Prose Constructed Response Scoring Notes for teacher			1			1		1	1

EXHIBIT A: STATEMENT OF WORK

PREAMBLE

This Statement of Work accompanies an Agreement that has been executed by the parties. All statements of fact contained in this Statement of Work are subject to the terms and conditions set forth in such Agreement. The terms and conditions set forth in the Agreement control in the event of any inconsistency between such terms and conditions and the matters set forth in this Statement of Work.

1.0 Scope

A. Assessment Development

The Learning Institute will create up to 8 assessments for the 2014-2015 regular school year for mathematics in the grades or courses listed below:

Algebra I
Geometry
Bridge to Algebra II
Algebra II

Each mathematics assessment will consist of up to twenty (20) multiple choice items and one (1) constructed response item. Items on the assessment will be precisely aligned to the curriculum maps specified by the district staff. Assessments will be delivered a minimum of two (2) weeks, or ten (10) working days prior to the scheduled assessment date as stated in the district curriculum alignment documents in the TLI Web Portal. Mathematics Performance Tasks will also be available.

The Learning Institute will create up to 5 reading and 4 language assessments for the 2014-2015 regular school year for literacy in the grades or courses listed below:

Grade 9
Grade 10
Grade 11

The 5 **reading** assessments will mirror the PARCC performance-based and summative assessments. The four performance based reading assessments will consist of one or more reading passages, a range of 3-5 paired multiple-choice comprehension questions per passage, and one prose constructed response. The summative reading assessment will consist of 1 literary and 1 informational reading passages and 4 paired multiple-choice comprehension questions per passage.

Each optional **language** assessment will consist of up to twelve (12) multiple-choice items. Items on the assessment will be precisely aligned to the curriculum maps specified by the district staff. Assessments will be delivered a minimum of two (2)

weeks, or ten (10) working days prior to the scheduled assessment date as stated in the district curriculum alignment documents in the TLI Web Portal. Writing Performance Tasks will also be available.

The Learning Institute will create up to four (4) assessments for Grades 3 and 4 and up to six (6) assessments in Grades 5, 6, 7, 8, and Biology for the 2014-2015 regular school year for science in the grades or courses listed below:

Biology only

Each science assessment will consist of up to twenty (20) multiple choice items and one (1) constructed response item. Items on the assessment will be aligned to the curriculum maps provided by the TLI staff. Assessments will be delivered a minimum of two (2) weeks, or ten (10) working days prior to the scheduled assessment date. Science Performance Tasks will also be available.

B. Test Administration Capabilities

Provider will execute daily updates of student registration and schedule information via provided student information system password and user rights to insure student location and demographic information remains current.

Client will also be provided with the following applications and reports to enable efficient assessment administration via the TLI Web Portal:

- Student Information System Issues Report
- Mathematics Curriculum Maps
- Literacy Curriculum Maps
- Science Curriculum Maps
- Module Assessment Viewer
- Student Roster Report
- Scanning Application
- Manual Test Entry Application
- Upload Tests Application
- Open Response Entry Application
- Answer Document Generation Application
- Module Assessment Reporting Suite

C. Reporting Functionality

Provider will warehouse and maintain 3 years of statewide assessment data for Client, assuming ADE makes this data available to districts. This will include all district administrations of ITBS, Benchmark, and EOC data, and make available a series of historical data reports which includes summary and detailed student information. Client will have the ability to filter and sort all reports by school, grade, a number of different

student demographic variables, as well as student scores on the total assessment and relevant sub-scale scores.

These reports will include at a minimum:

- Benchmark District Summary
- Benchmark District Details
- Benchmark Class Details
- EOC District Summary
- EOC District Details
- EOC Class Details
- Norm Referenced District Summary
- Norm Referenced District Details
- Norm Referenced Class Details
- Student Accountability
- Student Accountability Class List
- Student Achievement Snapshot

D. Curriculum and Technical Support

Provider will provide curriculum and technical support to client during the summer and school year. Client will receive technical support via telephone, email, remote desktop application as necessary to successfully implement the interim assessment system. Curriculum support will include access to all professional development provided by Provider at minimal cost to cover meals, materials and supplies. Provider will offer at a minimum the following training for member districts:

- Mathematics Curriculum Alignment
- Literacy Curriculum Alignment
- Science Curriculum Alignment
- Administrator/Principal Training
- Managing TLI Training

Curriculum support will be provided to Client via telephone and email access to Provider's curriculum specialists and other staff members. Provider will provide Client access to curriculum and other resources which can be accessed through the TLI Web Portal.

With the exception of the initial teacher portal training on the first year of membership, on-site training at client site is not included in this contract. Occasionally, Provider may offer to attend necessary meetings at district site at Provider's expense. Additional training may be requested on-site, but will be subject to additional fees including Provider's staff daily fee rates, travel expenses, and supplies and materials costs.

E. CORE GUIDES

Client will have access to Provider's CORE GUIDES model literacy units via the coreguides.com website for the 2014-2015 school year.

F. Quiz Builder

Client will have access to Provider's Quiz Builder application for the 2014-2015 school year.

G. Academic Improvement Plan Application

Client will have access to Provider's Academic Improvement Planning application for the 2014-2015 school year.

2.0 Price and Payment

Provider is being hired on a fixed-price basis to perform the services and provide the applications described above. Any material change in the services or deliverables described above requires a written change order signed by the parties to the Agreement. Such change order may include an adjustment to the price or project timeframe. The fixed price for this Statement of Work is: \$17,611.

2.1 Invoices

Services will be invoiced in the following manner:

- 50% (\$8,805.50) on July 1, 2014
- 50% (\$8,805.50) on January 1, 2015

2.2 Payment

Payment is due thirty (30) days after date of invoice. Client may not withhold any amounts due hereunder and Provider reserves the right to cease work without prejudice if amounts are not paid when due. Any late payment will be subject to any costs of collection (including reasonable legal fees) and will bear interest at the rate of one (1) percent per month or fraction thereof until paid.

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COMMON CORE LITERACY CURRICULUM MAP

FORREST CITY SCHOOL DISTRICT - GRADE 9 LITERACY

2014 - 2015

Module 8 - Reading	Test: 4/7/2015
Reading Passage: End of Year	
Reading for Literature	
Key Ideas and Details	
<p>RL.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.</p> <p>RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	
Craft and Structure	
<p>RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	
Integration of Knowledge and Ideas	
<p>RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	
Range of Reading and Level of Text Complexity	
<p>RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	
Reading for Informational Text	
Key Ideas and Details	
<p>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.</p> <p>RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>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.</p>	
Craft and Structure	
<p>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).</p> <p>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).</p> <p>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.</p>	
Integration of Knowledge and Ideas	
<p>RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>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.</p> <p>RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	
Range of Reading and Level of Text Complexity	
<p>RI.9.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	
Reading for History/Social Studies	
Key Ideas and Details	
<p>RH.9.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	
Craft and Structure	
<p>RH.9.4</p>	

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	
RH.9.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas	
RH.9.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity	
RH.9.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Reading for Science & Technical Subjects	
Key Ideas and Details	
RST.9.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
Craft and Structure	
RST.9.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
RST.9.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
RST.9.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Integration of Knowledge and Ideas	
RST.9.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Range of Reading and Level of Text Complexity	
RST.9.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
33 testable standards	End of Module 8 - Reading

Page 1 of 1

= Testable in current module

= Testable in other modules

= Non-testable

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Attachment C:

Transition Plan: First 100 Days

Transition Plan: First 100 Days

Objective: Collaborative and Positive Superintendent-Board Relationship

Establish the Board and the Superintendent as a cohesive leadership team

Develop and implement effective communication protocols between the Board and the Superintendent.

Activities:

1. Share full *Superintendent's Transition Plan* with the Board President and members for feedback and suggestions (By June 1).
2. Establish regular one-on-one meetings with board president.
3. Ensure the Board and the Superintendent have various predetermined means of communication.
4. Schedule Board retreats and workshops to discuss expectations, goal/agenda setting, core beliefs and values, governance issues, district matters, and regular professional development training for the Board and the Superintendent.
5. Collaborate with the Board to establish the Superintendent evaluation process, procedures, timelines, and goals. (By August 1)
6. Review Board Policies and State/Federal Regulations.

Objective: Collaborative Relationships with Stakeholders

Establish a positive, professional, and collaborative relationship with families

Establish a relationship with students to learn their perspectives on how we can □ better serve their needs.

Activities

1. Host community meetings to “Listen and Learn” and to introduce new administration to the community.
2. Conduct Learning Walks at campuses throughout the district and meet with students, teachers, principals, and employee groups.

Objective: Academic Achievement

Ensure instructional improvements and increased student achievement for every child

Activities:

1. Conduct an in-depth data analysis on student performance results to identify patterns and gaps in achievement between student subgroups
2. Review School Improvement Plans
3. Conduct Learning Walks at all campuses to observe and analyze the instructional program, practices, curriculum, and intervention programs and determine level of effectiveness in improving student achievement.

Objective: Fiscal and Organizational Effectiveness

Conduct an in-depth finance audit and revisit all district and campus budgets to determine if district can better allocate funds appropriately given economic recessions.

Ensure an effective, efficient, and focused District leadership team.

Activities:

1. Document Reviews:
 - District and Campus Strategic Action Plans / Improvement Plans
 - Employee / student handbooks
 - Achievement data for all student populations (AYP, literacy data, overage students, graduation/dropout data, attendance data, college readiness data, etc.) by individual campus as well as district as a whole
 - Safety and emergency plans
 - Student discipline plans by individual campus as well as district as a whole
 - District and campus budgets (SIG>Title/General), staffing reports, contracts, financial projections
 - Legal documents
 - District accountability standards
2. Conduct a central office position and department review (interviews/resumes/functions) to ensure optimal support for schools and students.

Objective: Climate and Culture

Evaluate district/campus student discipline plans, policies, and procedures to determine level of effectiveness and modify/create programs if necessary.

Activities

1. Examine student attendance, tardiness, and truancy data for the previous three years by school
2. Examine teacher/employee attendance and tardiness data for the previous three years by school
3. Examine student discipline data (in-school suspension, out-of-school suspension, expulsion) for the previous three years by school

Outcome: District Wide Plan of Action

Identify a specific and measurable body of work that directly and significantly contributes to the achievement of the district vision and mission.

Mission Statement: To provide educational services that meet and exceed our customer's needs and expectations, allowing us to prosper as a district and community.

Vision Statement: the Forrest City School District will be locally and nationally recognized for **its innovative and aggressive** approach to improving education in Eastern Arkansas

As a result of the data collected, the district identified a coherent set of scalable and sustainable actions to deliberately undertake to strengthen the instructional core with the objective of raising student performance district-wide.

As a result, we focused on students, teachers (educators), and content.

1. Focus on social emotional learning
 - a. Establish Student Support Teams at each school
 - b. Revisit and establish clear RTI process
 - c. Conduct home visits for students of high need
2. Adoption of common core aligned curriculum and assessments PK-12
 - a. Literacy-Expeditionary Learning and Core Knowledge and Math-Go Math, EngageNY,
 - b. Introduced interim assessments 2-12. Achievement Network in lower grades and TLI in high school
 - c. Established data days: 4 nights where the entire district analyzes student achievement data and create reteach plans for small group, whole group and individual students
3. Launch of district led professional development institutes and PLCs differentiated for teachers, principals, instructional facilitators, and vice principals
 - a. Meet once per month-full day for principals and $\frac{1}{2}$ day for vice principals/instructional facilitators
 - b. Designed 6 day teacher institute focusing on district initiatives: Teacher institute-two days in July, two days in November and 2 days in June
 - c. Extended instructional facilitator coaching to one on one sessions
 - d. Contracted with national experts with proven records of success
4. Redesign of central office team to efficiently provide excellent customer service
 - a. Created three district teams: operations, finance, and academics
 - i. Deputy Superintendent-Aqua Stovall (academic program)
 - ii. Assistant Superintendent of Operations-Willie Rhodes (operations)
 - iii. District Treasurer-Brandy Williams (finance)

Attachment D:

External Providers Overview



Concentric Educational Solutions

Scope of Work: Forrest City School District

The Forrest City School District partnered with Concentric Educational Solutions (CES) in August of 2014 to provide support in the areas of *Leadership*, *Teacher Effectiveness* and *Culture and Climate*. In alignment with the Superintendent's turnaround plan, Concentric Educational Solutions provided a continuum of services (professional development, training, one-to-one coaching, etc.) to build capacity and assist in implementing the district's plan efficiently and effectively at the school and district level. The report identifies the three areas named above and the work to-date in each of the critical areas. The implementation of each strand varied among schools based on the individual needs of schools and administrators at the direction of the superintendent. CES also helped design the districts new leadership development program-Emerging Leader.

Leadership

CES views school leadership through three separate strands (Self Leadership, Instructional Leadership and Organizational Leadership) to support the belief that leadership is an activity and not a position. The first priority was assisting leaders in the development of a sustainable personal growth plan that allowed leaders to experience growth at a pace that was reasonable, but yet challenged them daily to commit to continuous development.

To support the *self-leadership* strand CES began with Dr. John C. Maxwell's 21 Irrefutable Laws of Leadership as the primary learning system. Keith Sanders, a certified member of the John Maxwell Team, delivered the training. The focus in year one of self-leadership support was the development of daily processes, identification of priorities (both personal and professional), building trust and gaining influence. The secondary learning system used was Dr. Maxwell's 15 Invaluable Laws of Growth. In the delivery of this learning system CES focused on personal awareness and intentionality in the three critical areas.

Midway through the first semester the focus shifted to the *instructional leadership* strand. To build capacity in the area of instructional leadership CES subscribed to Paul Bambrick-Santoyo's Driven by Data and Leverage Leadership as primary guides to observing, coaching and evaluating instruction. Administrators have received support geared toward improving their knowledge of effective instruction and increasing their capacity to coach teachers and improve instructional practices. This work has resulted in the development of a prescribed planning template for teachers, tools for administrators to capture pertinent data during observations and established protocols for feedback sessions.

The final strand, *organizational leadership*, was designed to help administrators mobilize and organize the adults in the building to better serve and meet the needs of struggling students. This goal was achieved through the establishment of student support teams at every school in the district. The student support team is a proactive multidisciplinary team that works to improve school safety, build a strong culture, and ensure the delivery of integrated student support services. Dr. David Hieber facilitated this portion of the work and helped each school develop a core team. The core team at each school includes the following individuals:

Principal- Lead Team Facilitator/Resource Allocation

SST Coordinator- Ensures Follow Through

Parent- Partner; Knowledgeable of Student Strengths and History

Student- Describes Context of Difficulty

Subject Matter Experts and Primary Parent Outreach:

- Teacher
- Guidance Counselor
- Social Worker
- Nurse
- School Resource Officer
- CST Members
- Parent Liaison
- Community Based Organization Representative

The goals of the student support teams were to:

- Increase collaboration within the school community
- Improve service delivery in organizational development.
- Increase student achievement and student learning for all students
- Increase student time on task by reducing suspensions and tardiness

To reach these goals CES completed the following tasks:

- Supported Implementation through weekly technical assistance, coaching and professional development
- Collected attendance, behavior, and sample academic data.
- Evaluated results on a monthly basis utilizing quantitative attendance, behavior and academic data along with qualitative data obtained through staff surveys, discussions and observations.
- Provided update to school based staff on a bi-weekly basis utilizing observations and student support data.
- Conducted classroom observations 2 days per week.
- Administrative support for discipline and attendance
- Lead Student Support Team meetings

- Dashboard development and implementation
- Conducted Classroom observations to provide feedback on instructional strategies
- Lead lesson design

Teacher Effectiveness

To increase teacher capacity and effectiveness in the Forrest City School District CES implemented a continuum of supports designed help teachers implement the Teacher Excellence and Support System (TESS) with success. CES focused on domain one (Instructional Planning) of the TESS framework. CES in collaboration with the FCSD identified three indicators (*Setting Instructional Outcomes, Designing Coherent Instruction and Designing Student Assessments*) within domain one as the primary areas of focus for the 2014-15 school year. This began with the setting of instructional outcomes. Establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students can demonstrate their understanding of content. CES supported instructional facilitators across the district to create task generators for grades 3-12 in English and math that focused on the power standards at each grade level.

Differentiated levels of rigor for each standard were created using the CES unpacking standards tool. Teachers used the unpacking tool to ensure the design of coherent instruction that challenges all students regardless of their current skill set and allows each student to progress through standards at their own pace. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. CES provided professional development in the area of teacher made assessments to help teachers truly plan with the end in mind. The FCSD has partnered with both Achievement Network (3rd – 8th grade) and The Learning Institute (9th-12th grade) to provide interim assessments and standards support. CES provided training Using both ANET and TLI websites as resources for instructional facilitators to examine how standards were being assessed and the level of rigor at each grade level. Assessments were created on the front-end and planning is now beginning to reflect the level of rigor expected on the assessment.

To further impact teacher development CES provided professional development to assist in the district's implementation of the common core shifts *text based evidence* and *writing from sources* to support English/language arts and the common core shift *coherence* to support math instruction.

Text based evidence

Instructional Facilitators across the district were trained in designing multiple-choice items that required students to refer back to the text as opposed to multiple-choice items that simply require students to recall from memory. This shift in thinking required instructional facilitators and teachers to examine not only the types of questions they exposed students to, but the types of text from which these questions were generated. Instructional facilitators were introduced to the balance of both literary and informational text for planning purposes and worked with teachers to ensure this balance across content areas.

Writing from Sources

CES provide training and support to help teachers both understand and implement the common core shifts with fidelity. To reach that goal CES focused on the following:

Increased emphasis on

- Analysis of individual texts
- Argument and evidence
- Informative/explanatory writing
- Frequent short, focused research projects
- Comparison and synthesis of multiple sources

Decreased emphasis on

- Narrative, especially personal narrative
- Writing in response to decontextualized prompts

Coherence

CES worked to help teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years. A teacher's strong understanding of learning progressions helps them monitor a student's progress and intervene in a timely basis. A student's understanding of learning progressions can help them recognize if they are on track and can enable them to productively take more responsibility for improving their skills. Instructional facilitators were trained to help teachers deliver standards from grade to grade by identifying the progressive knowledge and skill objectives that increase rigor and student expectation from grade to grade.

Culture and Climate (Emphasis on Lincoln)

The FCSD and CES both agree that school culture/climate is a direct result of the adult behaviors and mindsets present within the school. Based on this theory CES approached the task of improving school culture through teaching administrators and teachers to embrace a growth mindset versus a fixed mindset. Vaughn Thompson trained teachers and teacher leaders at Lincoln Middle School on the topic of Transformational School Culture: The Marriage of

Belief and Practice. Some of the major highlights and essential learning from the support thus far are listed below.

What is Mindset?

- Established set of attitudes and assumptions
- What you believe about yourself and your most basic qualities
- What impact does mindset have on performance?

Why is it important?

- How you view yourself and how adults reinforce those views can have positive or negative consequences on children.
- What you believe will determine what you do, how you respond, and why you react.

Our approach to developing a growth mindset is rooted in the following beliefs:

Fixed Mindset

- Human traits are innate
- Certain amount of brain and talent can't be changed
- Worried about their traits and how adequate they are
- Internalize failure

Growth Mindset

- Belief that human traits can be developed through effort and dedication
- Amount of brain and talent is just a "starting point"
- Practice and learning directly contribute to future success
- Failure as growth opportunity

Administrators and teachers at Lincoln Middle School continue to receive support and training in the form of ongoing job embedded professional development.

Conclusions

CES believes the FCSD has developed an aggressive and sustainable approach to school improvement that is rooted in best practices and proven theory. We at CES also believe our work in the areas of leadership, teacher effectiveness and culture/climate will continue to result in increased adult capacity and more importantly increased student achievement and performance over time.

Memo to: Dr. Hardrick
From: Barbara Hunter Cox, Director Teaching and Learning
Re: Scope of Work and Assessment of Progress to Date
Date: April 23, 2015

Arkansas Public School Resource Center has served in the external provider role for Forrest City Junior High (FCJH) for the 2014-15 school year. FCJH had been involved with the Achieving By Changing Common Core initiative since the 2013-14 school year and APSRC assisted in the development of the School Improvement Grant 1003 (a) application and service delivery during that school year. APSRC staff facilitated the development of components of the SIG 1003(g) grant proposal for FCJH and the plan of action that was developed led to the scope of work for this school year.

Scope of Work

The Forrest City Public Schools has initiated a comprehensive approach to school improvement with a set of differentiated strategies on each campus based on the analysis of specific longitudinal academic achievement performance. The District and its new Superintendent established an agenda on each campus specifically designed to meet the needs of the students and to improve instruction. The work by APSRC was designed to support the new administration's school improvement agenda at FCJH.

Principle One: Strengthening Leader Practice

In conversation with Dr. Hardrick, APSRC was notified that the District was developing an internal leadership program and would not need our services to address this specific area as the external provider.

Principle Two: Cultivating Effective Teachers

Forrest City Junior High School (FCJH) defined its two turnaround strategies: Effective Teachers and Rigorous and aligned instructional program (strengthening instruction) based on the data analysis which was enhanced with teacher input. Forrest City Junior High administration and teaching staff have committed to establishing a systematic set of professional development activities to develop the staff's abilities in these two areas.

Forrest City Junior High continued its contract with the Arkansas Public School Resource Center (APSRC), an Arkansas Department of Education approved external provider, who brokered the services of Dr. Jane Pollock, Learning Horizons to provide a sequenced set of professional development sessions designed to create classrooms designed by master teachers of master learners for the 21st century. The sequence of teacher learning was based on this five part design:

1 - Overview of The Big Four, Research on Feedback, and GANAG (*GANAG is the acronym for designing a lesson plan created by Jane E. Pollock*) Research-based Lesson Design using High Yield Strategies – The Big 9;

- 2 - The Gs of GANAG - Lesson planning and planning for student self-assessment - introduce OSS (score sheets);
- 3 - The ANA of GANAG - Declarative/Procedural Knowledge and Interactive Notebooks (IN9);
- 4 - Application - Teaching critical and creative thinking skills using technology; and
- 5 - Assessment - Formative and Summative Assessment and Scoring to the Standards.

The focus this year was on alignment of teaching, professional learning and performance management. The plan provided effective professional learning opportunities based on the identified needs of the school. APSRC coaches assisted the school leaders in promoting a culture of change by structuring the school's planning by developing rigorous common core based lessons and units. The professional learning culture supported small-group meetings, lesson-demonstrations, professional readings based on recommendations from Dr. Pollock, our national consultant, coaching and networking opportunities. Pollock, coaches and staff built on the learning from last year regarding the GANAG models and tie the new implementation of GANAG utilizing technology.

Dr. Jane E. Pollock presented what really works in schools to improve student learning –*the teacher*. She shared direct instructional strategies utilizing her conceptual models for “The Big Four” and GANAG (acronym for designing a lesson plan created by Jane E. Pollock) to impact learning. She shared her newest work: i5: teaching thinking, teaching innovation. The school purchased and shared it with each staff person. These research based strategies have evidence of making a difference in instruction and directly contributes to student learning gains. The change that occurs as a result of this systematic training is the creation of teachers who:

- Use learning targets, ones that are robust, not just daily classroom activities;
- Use instructional strategies that help learners remember and apply information and skills, not just do schoolwork;
- Use varied assessment strategies as formative feedback; and
- Track classroom data through grading, record keeping, and reporting for improvement.

The skill set developed by Dr. Pollock and detailed in her book -- *Improving Student Learning One Teacher at a Time* published by ASCD. Dr. Pollock was on-site and provided the direct professional development activities which were supported by a Coach provided by APSRC who did classroom visitations and small group updates to

assure fidelity of implementation across the entire school. The objectives for this set of professional development by Dr. Pollock emphasized adding the critical components that improve learning for all students which includes:

- **Establishment of a well-articulated curriculum.** Know and use clearly articulated learning targets—ones that are robust concepts, generalizations, or procedures rather than only statements of daily classroom objectives;
- **Developing a plan for delivery.** Plan and use instructional strategies that will help the learner remember content and apply information and skills rather than just do schoolwork;
- **Implement assessment.** Use a range of assessment methods to clarify the learner’s status relative to learning targets, and generate the information necessary to help the learner achieve these targets; and
- **Provide criterion-based feedback.** Give methodical feedback to the learner based on the targets, and refine record keeping and reporting accordingly.

Another enhancement to this systematic plan was the utilization of technology as an instructional support tool. The technology professional development plan was designed to build a rigorous and aligned instructional program that utilizes direct technology training so that the teachers can effectively use these tools to enhance instruction. It was based on the national ISTE standards for teachers.

Technology tools are only as effective as the teacher’s ability to use them to the benefit of *all* students. The ISTE Standards are the standards for learning, teaching and leading in the digital age and are widely recognized and adopted worldwide. It is important to provide professional learning experiences that support these standards.

The ISTE Standards for Teachers delineate the following categories for teachers:

- Facilitate and Inspire Student Learning and Creativity;
- Design and Develop Digital Age Learning Experiences and Assessments;
- Model Digital Age Work and Learning;
- Promote and Model Digital Citizenship and Responsibility; and
- Engage in Professional Growth and Leadership.

The pairing of the ISTE Standards to Pollock’s instructional design allowed for the development comprehensive and rigorous lesson plans that embed technology use by the students into the curriculum and assessment. APSRC coaches supported the school leadership in developing a shared vision for educational technology among all educational stakeholders, including teachers and support staff, school and district administrators, teacher educators, and students. Our outcome was the establishment of the essential skills necessary to effectively leverage technology for learning.

Stakeholders at every level were informed, involved and trained. School administration and coaches modeled the effective use of technology in order for teachers to incorporate technology on a broad scale. Therefore, training was provided not only to teachers, but also to administrators.

Teacher training focused on the ISTE Standards for teachers and each of these categories. Training was be delivered in the following ways:

- Face-to-face
- Digitally through webinars and recorded PD
- Through the development of Professional Learning Networks

The technology professional development plan utilized the following outline of trainings that were provided to the Forrest City Junior High staff including:

- Introduction and Overview of Training/Program
 - Assessment of Technology Skills
 - Introduction of ISTE Standards
 - Establish Edmodo Group
 - Training for teachers
 - Training for administrators
 - Discussion of ISTE Standards in Edmodo Groups
 - Basic technology training on devices
- Engage in Professional Growth and Leadership
 - Developing a PLN – teachers and administrators
 - Continue Edmodo Group
 - Join Edmodo Community
 - Evaluate current research on tech tool, post reflection in local Edmodo group. Dialog with others about their reflections.
 - Twitter for Administrators
 - Twitter for Teachers
 - Blogging in the Classroom
- Facilitate and Inspire Student Learning and Creativity
 - Project-based learning
 - ePals, Skype for Education, Discovery Education
 - Create class blog or Edmodo group
 - Google Docs
- Design and Develop Digital Age Learning Experiences and Assessments
 - Incorporating technology into lesson plans
 - Web Tools
 - Students as active participants in learning
 - Flipped Lessons

- Personalizing Learning with Technology
- Assessing with Technology
- ISTE Standards for Students

- Model Digital Age Work and Learning
 - Transference of current knowledge to new tools
 - Communication and collaboration with digital tools
 - Research, analyze and evaluation tools

- Promote and Model Digital Citizenship and Responsibility
 - Digital Citizenship
 - Incorporate into classroom environment
 - Learner-centered strategies/equitable access
 - Digital etiquette
 - Connecting with other culture

The specific outcomes for the technology professional development plan include:

- Develop an awareness of the technology resources available to them and their students;
- Exhibit the ability how to use the tools;
- Incorporate the ISTE Standards for Teachers and Students into their GANAG lesson planning and classroom practice;
- Utilize technology to increase communication with students and parents;
- Integrate technology into their instruction;
- Evaluate effective technology integration; and
- Provide students the opportunity to use technology and digital media strategically and capably.

A major component of the technology training is scheduled during the FCJH DOT.Comference to be provided to the staff this summer.

All of the technology trainings supported the development and implementation of Dr Pollock's five –stage GANAG lesson planning and delivery schema that train teachers to plan to deliberately teach students using the 9 high yield strategies every day to learn better.

GANAG is the acronym for designing a lesson plan created by Jane E. Pollock who updated Madeline Hunter's schema for 21st century learners. Using research introduced by Jane E. Pollock and her colleagues in *Classroom Instruction that Works*, (1st edition, Marzano, Pickering and Pollock, 2001) Jane updated Madeline Hunter's schema in GANAG which includes:

- **G GOAL/standard or objective stage**
 Set objectives and provide feedback.

Recognize effort and provide recognition.

➤ **A ACCESS PRIOR KNOWLEDGE stage**

Identify similarities and differences.

Use nonlinguistic representations.

Use cooperative learning.

Use questions, cues, and advance organizers.

➤ **N NEW INFORMATION stage**

Summarize and take notes.

Provide practice.

Use cooperative learning.

Use questions, cues, and advance organizers.

➤ **A APPLY stage**

Identify similarities and differences.

Provide practice.

Generate and test hypotheses.

Use questions, cues, and advance organizers.

➤ **G GOAL REVIEW or summarize stage**

Set objectives and provide feedback. Recognize effort and provide recognition.

As students use the high-yield strategies daily to engage with the lesson content, they have continual opportunities to seek and receive feedback about the progress they are making toward lesson goals—the standards and daily objectives.

The power of the combination of these two professional development strategies is that they are both nationally validated, research-based, systemic and occurred on-site with specific coaching support to assure their full implementation.

Principle Three: Redesign Schedules for Additional Time

Since this falls under Leadership, APSRC did not have responsibility in this area based on District directive.

Principle Four: Construct a Rigorous and Aligned Instructional Program

APSRC provided direct services listed in our scope of work focusing on this principle and included the following specific implementations.

Curriculum Huddle with FCJH Faculty

What makes an instructional/assessment task Common Core-ish?

- In the summer of 2014, twenty-three Forrest City Junior High faculty members attended an intensive (22 hour) professional development where the goal was to learn more about the shifts and requirements of the Common Core

Standards. Throughout this school year teachers have used information they learned about the importance of using a variety of (and multiple) text types, the expected length of passages, analytical reading and writing expectations, and the use of evidence-based assessment/questioning. We see evidence in daily instruction that teachers are now aware of the Key Elements of task design for their grade level and are using those elements to create Common Core-ish/PARCC-ish tasks. Students are interacting with a variety of text/media types. They are also required to answer text-dependent questions on a regular basis.

How can technology be used effectively to improve student achievement?

- Another goal from the Huddle was to identify ways (and resources) to seamlessly **incorporate technology** into daily instruction. Why would and how does a teacher use a short video clip in their GANAG lesson plan? What free tech tools are readily available for students and teachers?
 - APSRC Coaches are seeing:
 - Tipping point on the FCJH campus as teachers become more familiar with technology that is available to them.
 - Increase student engagement as instruction moves to a more personalized platform.
- The addition of Chromebooks to the campus this year has been a major step forward. Each time coaches visit they see more and more regular use! The plan includes time set aside to continue this conversation about technology tools and begin the conversation about SAMR with faculty members at the upcoming DOT.COMference in June.

Identify and Use a Variety of High-Yield Strategies in Daily Instruction

- Teachers received training in identifying and selecting **high yield strategies** to use in their classroom/content area. At the end of the Huddle each participant presented their lesson(s) to the whole group using the Presentation Guidelines provided by APSRC. You can see the results of their work by reviewing the electronic file FCJH Presentations. One teacher wrote a lesson asking students to contrast the Preamble with the Declaration of Independence. Check out the art teacher's Powtoon or the PE Coach's Lesson Plan on Dribbling! The "high-yield" strategies are an important part of the GANAG lesson planning process and more teachers are routinely and consciously using them to make their lessons more effective. It is not about assigning and assessing, it is about student learning. Success breeds willingness to continue!

See the original Coaching Report from Huddle to access the outcomes.

Dot.Comference – planning and feedback staff

- Building upon the progress that has been made with technology this year, the agenda will be tailored to the needs and interests of the FCJH faculty. A technology survey was completed by FCJH faculty members in Fall 2014 to help identify the needs/skill levels of individual faculty members. This was used to

create the differentiated professional development groups for technology PD this year.

- The major questions that will be addressed during the DOT.COMference include:
 - Should we reconstruct what we do from the ground up when selecting/designing technology-enhanced instruction and assessment, or try to duplicate what we currently do in the classroom?
 - How can we organize digital resources for teachers?
 - How can we make the technology feel invisible rather than a distraction or barrier to learning?
 - How does technology allow us to do things that aren't otherwise possible?

Conversation with Marlena (with Principal Murphy) & Ashley April 16, 2015

- Rooming List (Marlena)
- Preview Page (Coaches to Marlena)
- Make Google Form for Registration (TC)
 - Registration Link for Forrest City Junior High DOTCOMference



The registration flyer has been distributed and a Google Form has been established for teachers to register.

Forrest City Junior High 2015 DOT.COMference Registration

June 22-25, 2015

(Arrive 6:00 PM the evening of June 22 and leave by noon on June 25)

Who should attend? Any Forrest City Junior High Faculty Member

Location: Lake Point Conference Center in Russellville, Arkansas

This is a fun-filled, mentally exhausting, professional development with an emphasis on using technology to build upon good lesson design! Participants will learn to use technology in meaningful ways to strengthen student learning and create next-generation assessment items that can be used in daily instruction. Participants must bring their own laptop! iPads are not the best tool for the work we will be doing.

Using the SAMR Model (substitute, augment, modify, redefine) you will explore free tech tools (APPs and Web 2.0 tools) that can be used to create rich tasks/scenarios for student research, analysis, and creation. As a bonus, you may create their own interactive note-book during our time together!

Lesson planning, Unit development and Curricular alignment (Pollock and Coaches)

FCJH now has their curriculum posted on their web page



FORREST CITY JUNIOR HIGH

113 N. Main Street • Forrest City, AR 72033 • (870) 623-7121

Home Encore Curriculum 7th Grade Core Curriculum 7th Grade Core Curriculum 8th Grade Encore Curriculum 8th Grade Additional Courses April 22, 2015

Main menu

- Forest City School District
- Edline for Teachers
- Showbox Accounts
- Google Mail
- FCJH Online Library
- The Pony Express
- Arkansas IDEAS
- Lab/Room Scheduler
- Student Contracts
- Student E-Mail
- Site news
- Parental Involvement Plan
- Curriculum

Download the Free ParentLink App

Google play

Welcome to the Forrest City Junior High Website. Information on this site is updated weekly. We hope that the site will be beneficial to everyone who visits. We look forward to a wonderful year.

Our Motto

"We are educators who are making a difference in the middle by educating the whole child."

Calendar

April 2015

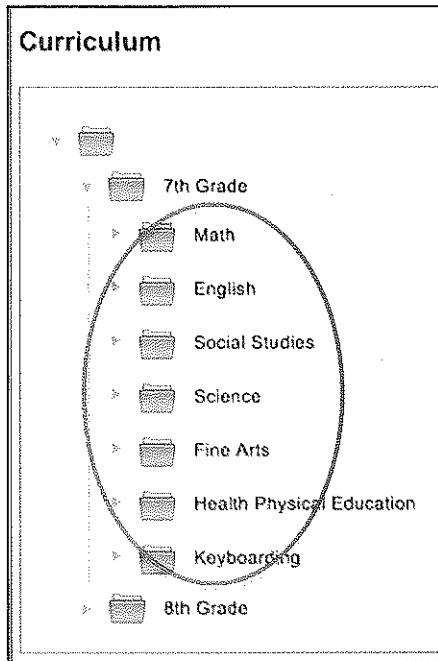
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Upcoming events

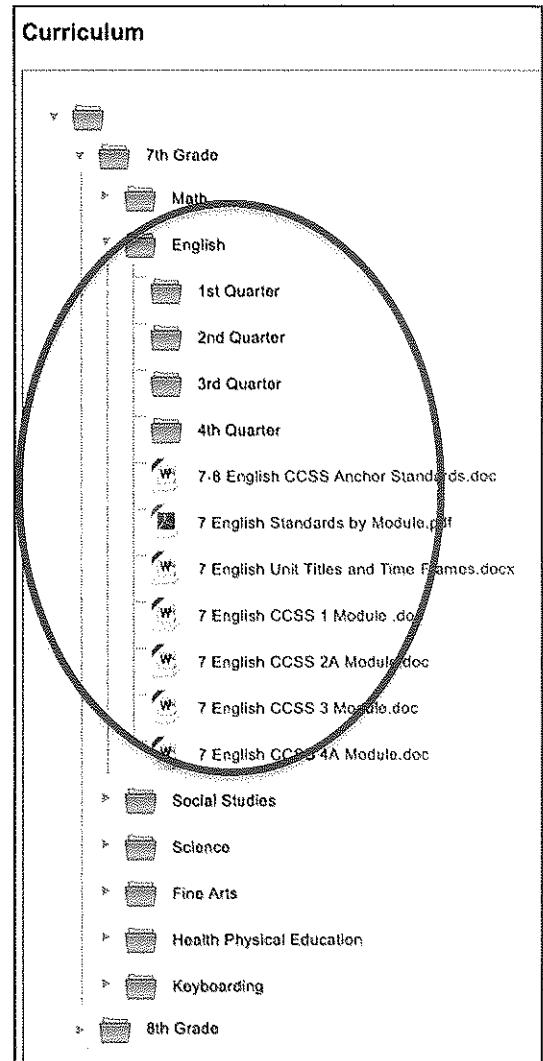
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There are no upcoming events
Go to calendar...

Dr. Pollock and the APSRC coaches along with the FCJH staff have now significantly addressed every subject area by working with teachers to divide and pace curriculum standards by grading quarters in preparation for future work on standards-based assessments and scoring to standards. [Visit the website](#)



While the website is very basic and has much room



for growth and improvement, it is a great start to standards-based instruction and assessment! Finally stakeholders can all see the targeted standards each grading period.

Lesson Planning is another significant improvement that we should celebrate. Forrest City Junior High has adopted the [GANAG lesson planning schema](#) (Dr. Jane Pollock). Every teacher has been trained and is using this daily planning schema. Not only has this provided a common language for teachers, it has had a significant impact on the use of High-Yield Instructional Strategies because of the way the [GANAG plan](#) has them "embedded" within the daily planning schema.

Every PLC has now been introduced to **Standards-based scoring** and this will be the basis for future PD, conversation, and implementation support.

We feel that teachers are now poised and ready to write stronger instructional plans, develop more rigorous learning tasks for students, and use the technology tools that are now available to them.

Reteaching Strategies (APSRC Coaches)

- Reteaching strategies occurred throughout the year. Formally, the Instructional Facilitators dedicated school-wide class time to review assessment data and discuss common confusion and errors with students. Teachers remediated the skills and then retested students following the remediation.
- Informally, throughout our classroom observations, feedback is given to teachers. During a 3 day scheduled visit, we see an average of 20 classrooms and provide immediate feedback to teachers. Feedback includes a wide variety of strategies such tools for notetaking, feedback on lesson planning, classroom management ideas, implementing video into a lesson, technology tools such as Google Classroom, etc.
- Continuous conversations occur regarding lesson effectiveness and next steps. These conversations lead to reteaching ideas/lessons/assessments.

Chromebook implementation (APSRC Coaches)

- FCJHS now has 10 carts that contain 35 Chromebooks each, 2 carts that contain 30 Chromebooks each, and 1 iPad cart that contains 20 iPads. The APSRC coaches have met with the Technology Committee monthly. The committee, in preparation for the Chromebooks being made available to students, began planning professional development to support the technology implementation. This included differentiated PD for teachers based on their personal identified skills. The sessions included Powerpoint, Google Documents, and Google Classroom. In addition, the librarian conducted meetings with the faculty to review operation of the Chromebooks and cart management procedures such as charging devices and check out procedures. During the April 7 PLC, a staff member trained teachers on Google Classroom and worked with them to upload a test to Google Docs and have the test scored by an app called Flubaroo. This supported, teacher led, point in time, job-embedded PD is powerful. This week's PLC followed up by asking teacher's what was working well with the Google Docs assessments and tips for implementation. Good discussion occurred during the PLC's.

Feedback: Coaches are seeing teacher leaders rising to the occasion to lead school change. With our guidance during team meetings, they are beginning to take ownership and create a true learning environment for teachers. It's collaborative and is using the expertise of the staff to lead discussions and it really is remarkable.

- All three members FCJH staff faculty members of the Technology Sub-committee have provided technology PD/support for the staff. Now teachers are observing the wide-spread use of instructional technology in classrooms. Five teachers volunteered to be observed by the faculty and within 2 weeks, an additional five teachers will be observed. Debriefs occur by Sub-Committee members regarding the how the technology was used/effectiveness/how to's.

Differentiation of instruction (APSRC Coaches)

- A sample lesson by a FCJH teacher shows a differentiated 8th Grade Lesson that was created at the Curriculum Huddle.
- Using scaffolding techniques to meet students where they are and bring them forward continues to be a struggle, but one that APSRC coaches and FCJH staff are working on together. There seems to be a willingness to consider that "the same" is not what every student needs.
- Movement toward differentiating content, process, or product for students is slow, but as teachers learn new tools and explore new possibilities they are incorporating their ideas into daily instruction.

Job embedded PD (APSRC Coaches)

Following the Classroom Walk Through (CWT), teachers meet with IF's and Mr. Murphy for feedback and suggestions for improvement. Please note: the Data is accumulated and reported in the 3rd Quarterly ESEA Reporting Form.

- Classroom observations during with personalized feedback is provided. This differentiated approach to our support is allowing every teacher to begin the growing process without leaving some teachers behind and frustrated.

Collaborative planning with teams (APSRC Coaches)

Documentation is on the campus and includes minutes, agenda, and interviews with staff. PLC meetings occur each week on Tuesday. During a teacher's planning period, teams meet to discuss curriculum and instruction. The principal's expectation is for teachers to attend the meeting and he monitors their attendance. In the beginning of the year, a notebook was established for each team with a sign in sheet for each meeting and a copy of the agenda. Throughout the year, APSRC Coaches have attended the meetings and provided feedback to the Instructional Facilitators regarding topics for the PLC as well as talking points and connections to curriculum.

The meetings have evolved throughout the year and the agenda is both richer in content and more focused. Teachers have taken ownership and created their own notebooks for PLC's, adding the agenda and personal notes each week. For example, in the April 21, 2015 PLC, the agenda focused on student engagement, implementation of Google Classroom, and teachers read a research article about giving feedback to students. All of these items built upon previous weeks' topics to create a cohesive professional learning opportunity for teachers.

Principle Five: Using Data To Progress Student Achievement

Forrest City Public Schools contracted with an outside assessment group, ANET Interim Assessment, to provide interim assessments and the professional development aligned with the implementation of classroom interventions based on this data set. Our APSRC Coaches have supported the FCJH implementation with this assessment model.

APSRC has provided training on PARCC assessment and have supported the staff in developing rigorous lessons aligned to the Common Core as noted above in our scope of work.

Principle Six: Maintaining Safety and Discipline of Students

APSRC has supported the staff's development of specific skills in the area of classroom management and have provided feedback and training on high yield strategies to increase engagement and decrease disciplinary issues.

Principle Seven: Supporting Family and Community Engagement

APSRC supported the staff in the development of the program for the Junior High Awards Assembly which included over 200 parents. Students were recognized for attendance and academic achievement.

Significant progress is being made at the Forrest City Junior High and the APSRC Coaches are viewed in a positive manner by the staff. The workplan for this year is still under implementation through the summer. Dr. Pollock's time on the campus has been invaluable to the development of the systematic plan of action and we believe that academic achievement will increase based on the research-based strategies that are being implemented.

Larry Buck
Scope of Work and Assessment of Progress to Date

As President of Larry Buck Consulting, I have served as an External Provider for Forrest City High School for the 2014-15 school year beginning November 2014. My charge was to support the instructional program there by providing job embedded literacy professional development.

The school year work was dedicated to:

Instructional Modeling, Observations with Follow-up, Coaching and Mentoring

Originally my work through the effective coaching cycle of observe – reflect with teacher, co-plan, model effective instruction, and observe the teacher teaching followed by reflection was limited to literacy teachers. As the staff and I grew accustomed to one another I was able to effectively reach out to Algebra I, Geometry, Physical Science, and Biology teachers.

Analyze, and Support the Use of Data to Individually Track Students and Inform Instruction, Interventions and Remediation.

Upon arrival both literacy and math had completed several TLI modules. Working shoulder-to-shoulder with teachers, we were able to ensure assessments were completed by students and staff. With final module data entered, we reviewed the Annual Measurable Objective (AMO) to determine the number of students needed to reach our AMO or our Interim Measurable Objective (IMO). Using Class Summary Reports, students were color-coded for academic performance: Advanced, Proficient, Basic, Below Basic. This information provided information for grouping for instruction as well as determining if IMO/AMO was reached. Next, an item-by-item analysis of each standard assessed was conducted. From this we were able to identify standards that were strengths and those that were challenges. Those that were identified as challenges were remediated through “Do Now” activities and assessed for mastery with a TLI Quiz Builder Assessment. Finally, using the Module Data, teachers calculated the number of students scoring Advanced and Proficient on the assessment. The result was a personalized picture of who needed scaffolded instruction necessary to move the Advanced – Proficient category.

Support use of Formative/Summative Data Analysis with Follow-up After Assessments.

I attended and participated in Data Days with English, Math, and Science teachers after their respective Module Assessments. Routinely, at these sessions I worked with teachers of a common subject area (English 9) to determine how best we could address the identified challenges from the assessed module while planning instruction for the subsequent upcoming Module of instruction.

Support Literacy Interventions

See above. The data work from the TLI modules provided opportunity to create interventions and to critically reflect on success of previous interventions.

Promote, Build Capacity, and Guide a Culture of Continual Professional Development.

After modeling the data disaggregation process for two modules, staff took ownership for their own data work. The process described earlier in detail is now a matter of what is done with Module Assessment data. Staff completing this prior to Data Days, provides opportunities to dig deeper into the data when curricular-like groups break out.

Attachment E:

Board Agendas and Minutes

Forrest City School District

PUBLIC REPORT

NOVEMBER 13, 2014

5:00 pm

Forrest City Junior High School

On behalf of the Forrest City School District and the Board of Directors, welcome to the sharing of the District report. We are always excited to share with our stakeholders the current state, progress and challenges. I am certain that together we can continue to move our district forward and meet and exceed the expectations of this great community.

Our MISSION is to provide educational services that meet and exceed our customer's needs and expectations, allowing us to prosper as a district and community.

We enVISION that by the year 2016, the Forrest City School District will be locally and nationally recognized for its innovative and aggressive approach to improving education in Eastern Arkansas.

GENERAL INFORMATION

STUDENT ENROLLMENT: At the present time the Forrest City School District has approximately 2,700 students in grades K-12. We are the largest school district in the county and the second largest in our co-op.

ACT 1775

Act 1775 of 2005 established annual professional development requirements for Arkansas school board members:

- All school board members must acquire at least six hours of training every calendar year.
- Newly elected board members must achieve nine hours of training within 15 months of their initial election.
- School districts must publish in their annual reports the number of training hours each board member has earned.
- If a board member fails to meet the annual training requirement, the school district will be placed on probationary status for violating the Standards of Accreditation.
- ADE rules allow carryover of excess board training hours for up to three calendar years.

At the present time, all members of the Forrest City School Board have the required number of training hours.

STANDARDS FOR ACCREDITATION

All schools in the Forrest City School District are accredited by the Arkansas Department of Education. No citations were noted for 2013 – 2014.

SCHOOL IMPROVEMENT STATUS PER SCHOOL

CENTRAL ELEMENTARY- Needs Improvement-Focus Status. Achieving in percent tested. Needs Improvement in Literacy and Mathematics

STEWART ELEMENTARY- Needs Improvement-Focus Status. Achieving in percent tested. Needs Improvement in Literacy and Mathematics

LINCOLN ACADEMY-Needs Improvement-Focus Status. Achieving in percent tested. Needs Improvement in Literacy and Mathematics

FORREST CITY JUNIOR HIGH-Needs Improvement-Priority Status. Achieving in percent tested. Needs Improvement in Literacy and Mathematics

FORREST CITY HIGH SCHOOL-Needs Improvement-Priority Status. Achieving in percent tested. Needs Improvement in Literacy and Mathematics

The Forrest City School District is implementing strategies to address areas of improvement.

In order to provide coherency in the pursuit to meet the goal of increasing overall student performance, we have a district-wide improvement strategy. Educators in the district have been made aware of this new strategy and are working to implement it in the classrooms each day. It is equally important to the district that all stakeholders, including community members, understand the steps being taken as well.

At the center of this new framework is the district's instructional core. This core can be defined as the relationship between teachers and students in the presence of content. In order to provide support for this core and ultimately raise student performance, the administration team has created a strategy with three major components—curriculum, professional development, and culture.

Curriculum: Recently, Arkansas adopted Common Core State Standards for all schools across the state. In order to meet the demands of the Common Core bar, the district has adopted new curriculum aligned to the Common Core. In addition, this curriculum is aligned across the district. The Forrest City School District will utilize the EngageNY tools as well as other curricular models that will guide teachers in delivering high quality and rigorous lessons. Within the new curricular framework, the district will be utilizing Expeditionary Learning and Go Math! as the instructional literacy and math programs for grades K-8 respectively. Core Knowledge will be used in grades PreK-2 to make the transition for elementary students seamless. The high school will focus heavily on EngageNY tools. As a result of this curriculum decision, parents and families may support students attending different schools with one curriculum. In addition, each curriculum provides online resources for families to access when providing homework support at home.

Professional Development: FCSD faculty has been offered many opportunities for professional development throughout the course of this semester to make these necessary transitions as smooth as possible. The district introduced Professional Learning Institutes' specific to the needs of administrators and staff. Teachers attended two days of intense training in August with two follow up days in November with scheduled imbedded professional development on-going.

Culture: The third and final component of the strategy, Culture, focuses on understanding and supporting students and families of the Forrest City School District. All faculty members have been required to attend training sessions on topics such as "Student Support Teams" and "Culture & Growth Mindset" in an effort to close any gaps that may exist between the district and its students. Each school has developed a culture plan grounded in the belief that all kids that enter the doors of our district are important and should experience success. The plans create new structures for increasing teacher and student investments in learning. Sessions were also held to guide teachers and administrators in building positive school culture specific to grade level configurations. Cultural activities to be implemented include, but are not limited to, home visits and morning meetings.

I. ACADEMIC PROGRAM

1) Common Core

The *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* and the *Common Core State Standards for Mathematics* are learning expectations for students; they define the knowledge and skills students should have to ensure readiness for college and careers.

The Common Core State Standards help ensure that all students, no matter where they live, are prepared for success in postsecondary education or the workforce. Arkansas graduates compete for jobs with students from other states and countries with more rigorous standards. Common standards help ensure that students are receiving a high quality education school to school and state to state; moreover, they provide greater opportunities to share experiences and best practices within and across states that improve our ability to serve the needs of students.

2) Smart Core/Core Curriculum

Smart Core and Core are the two State Board of Education approved graduation expectations for students in Arkansas's public schools as found in the Arkansas Department of Education Rules Governing Standards for Accreditation.

Smart Core is the college- and career-ready set of courses that is the default curriculum for all Arkansas public high school students. It is designed to help our students be prepared for life beyond graduation. The Core pathway is a minimum set of course credits that are required for graduation from an Arkansas public high school. All FCSD students participate in the Smart Core curriculum unless the parent or guardian waives the students' right to participate. If the guardian opts for the waiver, the student will be required to participate in the core curriculum. You may find the required courses for the Smart Core and Core Curriculums in the FCSD student handbook or you may contact your school counselor.

II. FINANCE

1) Overview: The Forrest City School District is estimating revenues for 2014-2015 to be \$28.9 million. The District is estimating operating expenditures to be approximately \$25.6 million, which includes salaries, and maintenance of buildings.

2) School Improvement Grants

School Improvement Grants 1003g are school improvement funds under Title I that are awarded to schools for the purpose of enabling the district to provide assistance for school improvement. The Forrest City High School and Forrest City Jr. High School both have 1003g grants.

The **Forrest City High School** is in the final year of a 3 year grant which totals \$4,916,575.00. The total left to spend for this year is \$2,234,351.00. The major focus of the grant continues to be:

- The AVID program, 9th Grade Academy, extended learning time for students, professional development for teachers, parental involvement, technology, and incentives for both teachers and students.

The **Forrest City Jr. High School** is in the first year of implementation of a two year grant which totals \$2,400,000.00. The total budget for year one of the grant is \$1,402,334.00. The major focus of the Jr. High's grant is:

- Increased learning time for students, student intervention room, and professional development for teachers, parental involvement, technology, and incentives for both teachers and students.

3) Student Special Needs Funding

Student Special Needs funding includes Alternative Learning Environment (ALE), English language Learners (ELL), National School Lunch Act (NSLA), and Professional Development (PD).

❖ **ALE:** ALE is a student intervention program consisting of an alternate class or school that affords all students an environment that seeks to eliminate traditional barriers to learning for students whose academic and social progress are negatively affected by the student's personal characteristics or situation. ALE is not a punitive environment, but is one that is conducive to learning.

The Total ALE allocation for this school year is \$195,760.00 which is a decrease of \$36,193.00 from last year's allocation.

ALE funds are used to provide staff, professional development, and materials and supplies for the grades 5-8 and 9-12 ALE programs that are located in Madison.

- ❖ **ELL:** “English Language Learners (ELL)” are students identified as not proficient in the English language based upon approved English proficiency assessment instruments, which measure proficiency in and comprehension of English in reading, writing, speaking, and listening. ELL funding is based on the number of ELL students identified as not proficient in the English language.

The ELL allocation has not been released for the 2014 -15 school year.

- ❖ **NSLA:** “National School Lunch Act funds” are allocated to districts based on students from low socioeconomic backgrounds as indicated by eligibility for free or reduced-price meals under the United States Department of Agriculture’s National School Lunch. Each school district receiving national school lunch state categorical funds shall provide research-based programs or purposes for students scoring below proficiency in order to improve instruction and increase academic achievement of those students.

The Total NSLA allocation for this school year is \$2,494,695.00 which is a decrease of \$35,122.00 from last year’s allocation.

NSLA funds will be used to purchase materials and supplies to support classroom teachers and the teacher/parent center, hire staff to support curriculum and instruction and to manage data; hire paraprofessionals, nurses, counselors, instructional facilitators, class size reduction teachers, interventionist; provide interim assessments, professional development activities for teachers, technology for students and teachers such as licenses, software and computers/iPads; provide extended day programs such as after school and Saturday School; provide resource officers and meals at no cost to all students attending the Forrest City School District.

- ❖ **PD:** “Professional Development” is a coordinated set of planned learning activities that:
 - Improve the knowledge, skills, and effectiveness of teachers
 - Address the knowledge and skills of administrators and paraprofessionals

The Total PD allocation for this school year is \$77,185.00 which is a decrease of \$54,112.00 from last year’s allocation.

PD funds will be used for on-going principals, assistant principals, instructional facilitators, and teachers’ institutes, data analysis days, consultants, and professional development for board members.

III. FACILITIES

The Forrest City School District has completed several facility projects with more planned projects, to include capital projects.

1) Completed Projects:

- New fire alarm system-Lincoln Academy and Forrest City High School
- New monitoring system-Lincoln Academy
- Bathroom Renovation Project-Forrest City High School
- Remediation/Demolition Pigeon Renovation-Forrest City High School (In progress)
- Old Stewart Interior Renovation
- A-Phone Security System Installation-Central Elementary
- Security System-Old Stewart

2) Planned Projects:

- Central ES Roof Renovation
- Stewart ES Site Playground and ADA Improvements
- Forrest City High School Arena HVAC Upgrade
- Forrest City High School HVAC System
- Lincoln Academy Band renovation
- ABC School A-Phone Security System

At this time, we open the floor for questions and conversations regarding our 2014-2015 annual report.

2013-2014 REPORT TO THE PUBLIC

NOVEMBER 5, 2013

I would like to take a moment to welcome and thank each of you for attending tonight report to the public. It is very important to us that you continue to support the district. The district is moving forward but with out the support of the stakeholders this could not take place so once again thank you for taking time out of your busy schedule to attend tonight's meeting.

ACT 1775

All members of a local school district board of directors who have served on the board for twelve (12) or more consecutive months elected at each annual school election shall receive a minimum of shall obtain no less than six (6) hours of training and instruction by December 31 of each calendar year. All members of a school district board of directors elected for an initial or non-continuous term shall obtain no less than nine (9) hours of training and instruction by *December 31* of the calendar year following the year in which they were elected. The training and instruction required under this section shall include 1 topics relevant to school laws, school operations, and the powers, duties, and responsibilities of the members of the board of directors, including, but not limited to, legal requirements, role differentiation, financial management, and improving student achievement. Hours of training and instruction obtained in excess of the minimum requirements each year may *accumulate* and be carried forward from year to year. This instruction may be received from an institution of higher learning in this state, from instruction sponsored or approved by the Department of Education, or by an in-service training program conducted by or through the Arkansas School Boards Association. A school district shall maintain a record of hours of training and instruction for board members, which may be in the form of an attested, cumulative annual report from the training providers and

which shall be subject to verification and inspection during the school district's annual audit.

At the present time all board members are current on their hours.

At the present time the Forrest City School District is reviewing and modifying the vision and mission statements. Each school has reviewed and made modifications to their individual vision and missions and a committee is now working on the districts'. At the present time

The Forrest City School Districts Mission is:
To provide educational services that meets and exceeds our customer's needs and expectations, allowing us to prosper as a district and community.

STUDENT ENROLLMENT – At the present time the Forrest City School District has approximately 3,000 students in grades K-12. We are the largest school district in the county and the second largest school district in our co-op area.

STANDARDS OF ACCREDITATION – All schools in the Forrest City School District are accredited by the Arkansas Department of Education. Stewart and Forrest City High School each have a cite for a teacher working on an ALP, this means that a teacher is working while adding a certification to work in that area.

SCHOOL IMPROVEMENT:

CENTRAL ELEMENTARY –Central is classified as a Focus School, achieving in percent tested and needs improvement in Literacy and Mathematics. Elbow-2-Elbow works with Central as their External Provider.

STEWART ELEMENTARY – Stewart is classified as a Focus School, achieving in percent tested and needs improvement in Literacy and Mathematics. Pearson works with Stewart as their External Provider.

LINCOLN ACADEMY OF EXCELLENCE- Is classified as a Focus School, achieving in percent tested and needs improvement in Literacy and Mathematics. Elbow-2-Elbow works with Lincoln as their External Provider.

FORREST CITY JR. HIGH- Forrest City Jr. High is classified as a Priority School, achieving in percent tested, Literacy and Mathematics. Pearson works with the jr. high as its External Provider.

FORREST CITY HIGH SCHOOL- Forrest City High School is classified as a Priority School, achieving in percent tested, needs improvement in Literacy, Mathematics and Graduation Rate. Elbow-2-Elbow works with the high school as its External Provider.

FORREST CITY SCHOOL DISTRICT – Is classified as Needs Improvement, achieving in percent tested, needs improvement in Literacy, Mathematics and Graduation Rate.

The Forrest City School District is implementing several strategies to address the needs of the students and teachers in the district. A few of these strategies are: After school programs at all locations. The Forrest City School District is part of Arkansas Public School Resource Center. APSRC provides professional development for all teachers and administrators with a focus on the implementation of Common Core State Standards, high yield strategies and best practices. . APSRC also provides the means for our schools to do interim assessments for the students. The interim assessments provide information for teachers on how well students understand the standards that have been presented to them during a set time period. The results from the interim assessments are then used by teachers to see what areas need additional instruction. The interim assessments are correlated with the Arkansas Frameworks and are an excellent indicator of student performance on the state criterion reference test.

Central, Lincoln and Forrest City High School contracts with Elbow 2 Elbow or E2E, a consultant group that works side by side with teachers and administrators to deliver innovative and research-based practices that deliver improved teacher effectiveness and student achievement. Some services provided by E2E are classroom walkthrough training, classroom observation and model teaches, and professional development on any area teachers and administrators request.

Stewart and Forrest City Jr. High contract with Pearson using America's Choice. Pearson is also a consultant group that works with teachers and administrators to deliver research-based best practices that improve teacher effectiveness and student achievement.

SMART CORE/CORE CURRICULUM

Common Core will also help colleges and professional development programs better prepare teachers. The new learning standards will guide educators toward core curriculum that will give students a deep understanding of the subject and the skills they need to apply their knowledge.

NSLA - The district received \$2,529,817.00 in NSLA funding, these funds are used for the purchase of materials and supplies to support the classroom teachers and the teacher/parent center, hire additional staff such as pre-k teachers, paraprofessionals, nurses, counselors, instructional facilitators, class size reduction teachers, coordinators and interventionist, provide meals at no cost to all of the students attending the Forrest City School District rather they qualify for free meals or not, professional development activities, technology for students and teachers such as licenses, software and computers/iPads, copiers, provide transportation for students attending after school programs, resource officers, Saturday School, and Credit Recovery

PROFESSIONAL DEVELOPMENT FUNDS – the district received \$131,297.00 in professional development funding, these funds are used for teachers, board members and administrators to receive professional development training, and contracting with Arkansas Public School Resource Center.

ALTERNATIVE EDUCATION FUNDS – the district received \$231,953.00 in ALE funding, these funds are used to contract with Ombudsman for the high school ALE, to provide staff and materials and supplies for the K-8 ALE program that is located in Madison, as well as professional development for the staff.

GRANTS

School Improvement Grant 1003G – The Forrest City High School has a SIG grant with the major focus being the implementation of

The Smart Core and Core Curriculum provide students access to a rigorous curriculum. The Smart Core curriculum is contained within the 38 units required to be taught each year in high school. All students participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. If there is a waiver, the student will be required to participate in the core curriculum. The FCSD student handbook lists the required courses for the Smart Core and Core Curriculums. If parents have any additional questions they should contact the counselor at the school their child attends.

COMMON CORE STATE STANDARDS

The Common Core State Standards Initiative ensures all students, no matter where they live, can graduate from high school prepared for post secondary education and careers in the global economy.

Common Core standards don't tell teachers how to teach, they help teachers discover the knowledge and skills their students should have in order to build the best lessons and learning environments for their classrooms. They will help teachers develop and implement effective strategies and provide important goals for teachers to ensure they are preparing students for success in college and the workforce.

The new standards focus on core conceptual understandings and processes at each grade level, providing teachers with the necessary time to teach these concepts and processes well.

Common Core will make it easier for states to pool information and resources to develop a shared set of high quality assessments to better evaluate student progress. The goal in Arkansas is not to have more tests, but to have a better assessment system that helps students, parents and teachers.

the AVID program, technology for students, professional development for teachers and incentives for both teachers and students.

21st CCLC/Save the Children Grant – Stewart Elementary is host to this grant. The major focus of this grant is to provide after school enrichment for 3rd & 4th grade students.

FACILITIES

Projects that have been completed are the replacement of the roof at the Lincoln South building and HVAC systems at Stewart Elementary and Lincoln.

Future Projects on the Forrest City School Districts 10 year plan include:

Replacement of the outside doors at the high school, replacement of some of the windows at the high school and renovation of the bathrooms.

Physical Education buildings at Central and Stewart Elementary
Roofing of Central Elementary

Renovations at the Industrial Arts building located on the high school campus

**FORREST CITY SCHOOL DISTRICT
BOARD OF DIRECTORS' MEETING
FORREST CITY JR. HIGH LIBRARY
THURSDAY, APRIL 16, 2015
5:30 P.M.**

ROLL CALL

The following board members were present: Mr. Joey Astin, President; Mr. Pierre Evans, Secretary; Mr. Will Harris; Mr. Larry Jayroe (arrived at 5:40 p.m.); Mr. Marvin Metcalf and Dr. Tiffany Hardrick, Superintendent. Mrs. Sandra Taylor and Mr. Dion Wilson were absent.

Mr. Joey Astin stated Personnel would be pulled from Consent Agenda and placed as Item 2 under New Business and Academic Distress is Item 3 under the same heading.

APPROVAL OF MINUTES

President Joey Astin stated the March 19, 2015 and March 30, 2015 meeting minutes would stand approved as read.

APPROVAL OF EXPENDITURES

President Joey Astin moved the expenditure report for the time beginning March 1, 2015 - March 31, 2015 be approved as submitted. No objections were noted.

CONSENT AGENDA

Dr. Tiffany Hardrick recommended the Consent Agenda (ASU College of Nursing and Health Professions Clinical Affiliation Agreement) be approved as amended. Mr. Pierre Evans moved to approve and was seconded by Mr. Marvin Metcalf. The motion carried unanimously.

NEW BUSINESS

Licensed Personnel Policy Committee

Licensed Personnel Policy Chairperson, Chris Oswalt, presented board members and Dr. Hardrick with Personnel **Policy 3.16 - LICENSED PERSONNEL REIMBURSEMENT FOR PURCHASE OF SUPPLIES**, which was previously proposed at the March 19, 2015 board meeting, for approval. (Larry Jayroe recused himself from the vote and left the meeting) Dr. Hardrick recommended the board deny the proposal. Mr. Marvin Metcalf moved to approve the recommendation and Mr. Will Harris seconded. The motion carried unanimously. (Mr. Jayroe re-joined the meeting)

Policy 3.6 - LICENSED PERSONNEL EMPLOYEE TRAINING policy proposal was submitted to board members and Dr. Hardrick for their consideration of approval. Dr. Hardrick recommended the board approve the policy as submitted. Mr. Will Harris made the motion to approve and Mr. Marvin Metcalf seconded. The motion carried unanimously with a voice vote of 5-0.

Policy 3.30 – PARENT-TEACHER COMMUNICATION policy proposal was submitted by Chris Oswalt, Personnel Policy Committee Chairperson, to the board for approval. Dr. Tiffany Hardrick recommended the board approve the policy. Mr. Pierre Evans moved to approve the recommendation and was seconded by Mr. Larry Jayroe. The motion carried unanimously.

PERSONNEL

The following personnel were recommended for approval by Dr. Tiffany Hardrick:

RESIGNATION

<u>Name</u>	<u>Location</u>
Busby, Carla (Teacher)	Lincoln
Cathey, Valerie (Teacher)	Central
Jumper, Sarah (Teacher)	Stewart
Vaughn, Melissa (Teacher)	Central
Walker, Teresa (Teacher)	Central

RETIREMENT

Blake, Mitzi (Teacher)	FCJH
Callahan, Debbie (Child Nutrition)	District
Chapple, Alice (Teacher)	Stewart
Haven, Barbra (Teacher)	Stewart
Rayford, Evelyn (Child Nutrition)	District
Roland, Virginia (Child Nutrition)	
Willis, Deborah (Special Services)	District

NEW EMPLOYMENT

Gammon, Cynthia (Child Nutrition Director - effective June 1, 2015)
Sherland, Twyla (Physical Science)
Boyd, Chad (Servant Leader Intern)
Jayroe, Ryan (Servant Leader Intern)
Patel, Priya (Servant Leader Intern)
Phillips, Ariel (Servant Leader Intern)
Roper, Lakeyda (Servant Leader Intern)
Smith, Terion (Servant Leader Intern)
Wade, Brittany (Servant Leader Intern)
Walker, Khadijah (Servant Leader Intern)
Whitby, Tajuan (Servant Leader Intern)
Willis, Draylon (Servant Leader Intern)
Young, Monica (Servant Leader Intern)

Mr. Larry Jayore moved to approve the personnel recommendations. Mr. Marvin Metcalf seconded the recommendation and the motion carried unanimously.

ACADEMIC DISTRESS

Dr. Hardrick distributed detailed reports on each school campus to board members. The reports show how the schools are performing in math and literacy at the time the test is being taken. Board members and Dr. Hardrick concluded a board retreat needed to be held in order to study the report in further detail. The retreat will be held May 4 at 5:30 p.m. at the central office training room.

BOARD RETREAT

A board retreat for the purpose of discussing academic distress has been scheduled for May 4, 2015 beginning at 5:30 p.m. The retreat will be held at the central office in the training room.

ADJOURNMENT

There being no further business to discuss, the board adjourned at 6:06 p.m.

Mr. Pierre Evans, Secretary



ARKANSAS DEPARTMENT OF EDUCATION

Forrest City School District

**School Improvement Site Review and
Quarterly Reports Related to
Academic Distress Recommendations**

05-01-15

Forrest City Public Schools Academic Distress Follow-up Review

In preparation for the meeting between the Arkansas State Board of Education and the Forrest City Public Schools leadership, the ADE School Improvement Unit conducted an onsite review. Members of the on-site review team were: Mr. Rick Green, School Improvement Grants Coordinator; Dr. Richard Wilde, School Improvement Program Manager; Dr. Robert Toney, School Improvement Specialist; Ms. Pam Clark, School Improvement Specialist; Ms. Wendy Allen, School Improvement Specialist; and, Ms. Janie Hickman, School Improvement Specialist assigned to Forrest City Schools.

The Team conducted interviews and reviewed documentation related to progress made on the recommendations provided by ADE in the fall of 2014. Interviews were conducted with the Board Chair and Superintendent, the District Leadership Team as well as teams from the High School and Junior High School.

Conclusions from the Site Visit

The ADE Review Team noted the following:

1. The Superintendent and School Board conversations reflected a sincere sense of urgency to address the challenges as a team.
2. The District hired a School Improvement Specialist at the start of the school year and that individual is comparable in skills and knowledge with the most experienced ADE personnel in school improvement.
3. The District hired an experienced turnaround High School Principal at the start of the school year and that person is highly qualified.
4. At the beginning of the 2014-2015 school year, the new district leadership completed an evaluation of district/campus discipline plans, policies, and procedures to determine the level of effectiveness for each building and a hundred day plan was created for making improvements in the district. Their needs assessment and the ADE recommendations were aligned. Therefore, all buildings were able to create action plans to fully implement all recommendations based on what they were already doing in the district.
5. The district is restructuring the Lincoln Academy of Excellence by shifting the 5th grade to the elementary and creating a 6th grade academy to address the decline in scores from 4th to 7th grade. The school leadership is being reconstituted.
6. Two of the schools had supplemental funding for improvement from the Federal School Improvement Grant Program (SIG). Under the direction of the superintendent, the expenditures have become more focused and the changes in planned expenditures were supported by the ADE SIG Unit.
7. The new organizational chart and structure has targeted increased productivity and personal accountability. Expectations of district support personnel appear to be considerably enhanced and monitored for outcomes.

8. As can be expected when expectations are raised, there is some push-back and there is some level of discontent with the new management. There are some resignations by staff not accepting of the new direction. However, there does not appear to be an inability by the district leadership to recruit key teachers and many of the positions for next year are already under contract.
9. The superintendent has implemented a Frontline Leadership Program which identifies potential leaders, which are either teachers or facilitators, to participate in an intensive program that helps equip them to become better leaders at the classroom, building, and district level. The intent of this program is to build sustainability in the leadership in the Forrest City School District by requiring a commitment to the district for an additional two years.
10. Professional Learning Institutes and Teaching Leadership Institutes have been established to provide support to administrators and teachers to strengthen their leadership skills. Professional development is provided on a regular basis to enhance the capacity for all stakeholders involved in school turnaround.

Areas of Technical Assistance

The following areas were noted and identified by the ADE assigned School Improvement Specialist as areas in need of technical assistance:

1. The instructional team concept is not fully implemented at all campuses. 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. Currently, data is being analyzed from interim assessments and not from unit pre/post-tests. This data is needed to help identify areas for professional development and instruction.
2. Evidence of alignment at the interim assessment level has been identified but not at the unit assessment/classroom level. To insure that all standards being assessed by the state are being taught the district needs to establish a verification process for curriculum alignment.
3. The district is supporting the implementation of several efforts and/or interventions to improve student outcomes. The next step in this process is to more clearly define how these efforts will be evaluated. A planned refinement to the current school leadership team structure will support a process to evaluate the effectiveness of the interventions.

Next Steps

The ADE review team asked what would be most helpful in supporting the districts effort towards school turnaround. During the review, it was noted by the district leadership team that the ACSIP, the Priority Improvement Plan, the ESEA IMO Report, and the 45 Day Plans be condensed into one document. Due to considerable repetition in reporting documents, and given the multiple documents to monitor, the district suggested that ADE streamline the process into one cohesive process.

45-Day Action Plan for Schools in Academic Distress

District: Forrest City	School: High School	Principal: Osceola Hicks	District SIS or Internal Provider: Michael Hawkins
ADE Assigned SIS: Janie Hickman	Recommendation 1: Interim assessments should be administered on a scheduled basis.		
Objective(s) Only 1 required	Start Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks
<u>Obj. 1</u> The school assesses algebra, literacy, biology and geometry students at least 6 times each year utilizing The Learning Institute (TLI) assessment program to determine progress toward	10/12/14	Teachers will meet in departmental PLCs to create assessments that are congruent with instructional outcomes and match learning expectations.	10/19/14- 03/31/15 Department Chairperson
Criteria and standards	10/19/14- 03/31/15	Department	<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

		expectations must be clearly defined.	
	Design of formative assessments for learning must be planned as part of the instructional process.	10/19/14-03/31/15	Chairperson Department Chairperson
	Lesson plans indicate correspondence between assessments and instructional outcomes.	10/19/14-03/31/15	Instructional Facilitator
	Assessment types will be suitable to the individual outcomes that have been established for each class.	10/19/14-03/31/15	Classroom Instructor
	Assessments provide a variety of performance opportunities for students.	10/19/14-03/31/15	Classroom Instructor and SPED Co-teacher
	Modified assessments will be available for individual students as needed.	10/19/14-03/31/15	Subject Area PLCs Classroom

		Expectations will be clearly written with descriptors for each level of performance	10/19/14-03/31/15	Instructor
		Formative assessments will be designed to inform minute-to-minute decision making by the teacher during instruction	10/19/14-03/31/15	

Narrative/Description of Progress on Recommendation *[For ADE S/S to complete]*:
 This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

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.

Description of full implementation of the recommendation:

In planning instruction, departmental Professional Learning Communities (PLCs) review student learning data including close-at-hand classroom assessments, to identify students in need of instructional support or enhancement. Data that includes classroom and outsourced interim assessments are analyzed to determine supports and enhancements that will provide preparation for summative assessments.

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>
Obj. 1 Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Indistar Indicator IID10, Wise Ways #108)	11/3/15		Teachers develop unit plans in their Instructional Teams. Teachers create ongoing, formative assessments. Teachers use data from assessments to adjust curriculum and instructional plans. Teachers use the assessment data to identify students who	11/3/15- 03/31/15 11/3/15- 03/31/15 11/3/15- 03/31/15	Department Chairperson Department Chairperson Department Chairperson	<input checked="" type="checkbox"/> Obj. 1 <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented

	need extra help. Students identified as in need of intervention work in small groups, receive one on one instruction, and may attend Saturday or after school tutoring.	11/3/15- 03/31/15	Chairperson Department Chairperson
Narrative/Description of Progress on Recommendation <i>[For ADE SIS to complete]</i> This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.	Teachers use data to identify students who are surging ahead and need enhanced assignments.	11/3/15- 03/31/15	

Recommendation 3:
District leadership should conduct a comprehensive needs assessment to determine the need for on-site instructional facilitators.

Description of full implementation of the recommendation:
A needs assessment conducted by district leadership determined there is a need for on-site instructional facilitators.

Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
<u>Obj. 1</u> The internal SIS will conduct a needs assessment at the high school to determine the need for on-site instructional facilitators.	01/5/15	03/19/15	The internal SIS will create a needs assessment to present to the leadership team to determine the need for on-site instructional facilitators.	01/5/15 – 03/31/15	Michael Hawkins	<u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <u>3</u> or 100% tasks implemented <input checked="" type="checkbox"/> Obj. fully implemented
	04/2/15		The needs assessment will be conducted to determine the need for on-site instructional facilitators.	01/5/15 – 03/31/15	Michael Hawkins	
	04/2/15		The findings of the needs assessment will be shared with the superintendent and the leadership team.	01/5/15 – 03/31/15	Michael Hawkins	

Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]*:
The district conducted a needs survey of the high school staff on April 2, 2015 to determine the need for an on-site instructional facilitator. The results were twenty-three teachers expressed a need for an instructional facilitator and 16 said there was not a need for a facilitator. The district determined that there is a need and will hire an on-site facilitator for the 2015-16 school 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.

Description of full implementation of the recommendation:
 The master schedule is structured to 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.

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 SIG Grant will be used to hire a specialist to train counselors on ways to arrange schedules to provide for common planning time.	01/9/15		A specialist will be hired to train counselors on more effective scheduling.	01/9/15 – 03/31/15	District Leadership	<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
			Counselors will be trained on ways to arrange schedules to provide for common planning time.	01/9/15 – 3/31/15	Gary Beidleman	
			Each instructional team will have a specific purpose and scheduled time to meet.	01/9/15 – 3/31/15	Counselors	
Narrative/Description of Progress on Recommendation <i>[For ADE S/S to complete]</i>:						

Recommendation 5:

District/school leadership should provide training and follow-up support for assistant principals, department chairs, and other school leadership team members to build instructional leadership capacity.

Description of full implementation of the recommendation:

District and school leadership provides training and follow-up support for assistant principals, department chairs, and other school leadership team members to build instructional leadership capacity through monthly Professional Learning Institute (PLI) meetings for principals and assistant principals, weekly PD sessions for instructional facilitators, and a Frontline Leadership program for emerging teacher leaders within the district.

Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
<u>Obj. 1</u> District/school leadership will provide training and support for building level leaders.	08/11/14		District leadership facilitates monthly Professional Learning Institutes (PLI) for principals and assistant principals.	08/11/14 – 03/31/15	Michael Hawkins	<input type="checkbox"/> Obj. 1 <input checked="" type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented
			The district leadership facilitates weekly PD sessions for instructional facilitators.	08/11/14 – 03/31/15	Keith Sanders	
			The district leadership implemented a 9 week Frontline Leadership program for emerging teacher leaders.	01/9/15 – 03/31/15	Tiffany Hardrick	

Narrative/Description of Progress on Recommendation *[For ADE S/S to complete]*:
This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

Recommendation 6:

District leadership should develop and implement a plan for retaining high-quality instructional leaders and teachers.

Description of full implementation of the recommendation:
District leadership is implementing a plan to provide incentives to retain high-quality instructional leaders and teachers.

Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective [For ADE Personnel]
<u>Obj. 1</u> District leadership will create a plan of action that will train high-quality teachers to be leaders within their buildings and includes a requirement to stay in the district for a set number of years. Incentives will be provided to teachers exhibiting the sense of urgency and vision expressed by the district.	11/3/14		The district implemented the Frontline Leadership program to train emerging teacher leaders who had to commit to stay in the district	01/9/15 – 03/31/15	Tiffany Hardrick	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <u>1</u> # or 50% tasks implemented <u>Obj.</u> fully implemented
		11/25/14	The superintendent recognized teachers during November PD who demonstrated behaviors that mirrored the sense of urgency expressed as a need during the August PD.	11/3/14 – 03/31/15	Tiffany Hardrick	

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

Recommendation 7:

District leaders should ensure the internal School Improvement Specialist (SIS) is trained and supported in Arkansas initiatives such as Professional Learning Communities (PLC), Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Understanding by Design (UbD), and Arkansas' school improvement model.

Description of full implementation of the recommendation:

The internal SIS is trained in and provides PD for staff on Arkansas Mathematics Frameworks and Arkansas English Language Arts alignment, Professional Learning Communities (PLCs), and Understanding by Design (UbD). The internal SIS is knowledgeable of and supports Arkansas initiatives such as LDC/MDC and the school improvement model.

Objectives(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 internal SIS will provide documentations of training acquired and given that support Arkansas initiatives for school improvement.	08/11/14		Provide PD on Arkansas Mathematics Frameworks and Arkansas English Language Arts alignment.	08/11/14-03/31/15	Michael Hawkins	<u>Obj. 1</u> ____ No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <u>3</u> or 60% tasks implemented ____ Obj. fully implemented
	08/11/14		Provide PD to faculty at each school on "Are You Working in a PLC" to clarify the key components of how PLCs support academic achievement.	08/11/14-03/31/15	Michael Hawkins	
	09/12/14	09/12/14	Attend ACSIP Pilot Indistar Summit for Zone 2 in Jonesboro, Arkansas.	09/12/14-03/31/15	Michael Hawkins	

01/9/15	03/11/15	Attend webinar on LDC/MDC and acquire further clarification of the components of the program.	01/9/15-03/31/15	Michael Hawkins
01/9/15	03/11/15	Check with the Great Rivers Educational Cooperative to see if teachers trained in LDC/MDC are still in the district and using modules.	01/9/15-03/31/15	Michael Hawkins

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

PD is an ongoing process that is extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

45-Day Action Plan for Schools in Academic Distress

45-Day Action Plan for Schools in Academic Distress						
District: Forrest City	School: Junior High	Principal: Reginald Murphy	District SIS or Internal Provider: Michael Hawkins			
ADE Assigned SIS: Janie Hickman						
Recommendation 1: School leadership, with guidance from the internal school improvement specialist, should facilitate a comprehensive needs assessment that includes reflective conversations among representative stakeholder groups including teachers, parents, students, and community members, to identify school improvement interventions, personnel, and student demographics in 2013 and 2014. This needs assessment should provide insight into root causes of successes and failures.						
Description of full implementation of the recommendation: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development to address student and parent concerns of lack respect as recommended in the AdvancED needs assessment given in the Spring of 2014. (Indistar Indicator IF11)						
Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <u>[For ADE Personnel]</u>
Obj. 1 Teachers will receive high quality job embedded professional development to address student and parent concerns regarding lack of respect.	08/11/14	08/15/14	Principal will conduct a "Customer Service" Workshop on how our "clients" should be treated with respect.	08/12/14- 03/31/15	Reginald Murphy	<u>Obj. 1</u> X No evidence of progress 3 or 75% tasks implemented Obj. fully implemented
		08/15/14	School staff will receive a Personnel handbook with procedures regarding how students should be treated with respect.	08/13/14- 03/31/15	Reginald Murphy	

08/15/14	CONCENTRIC was contracted for Cultural Training	08/13/15 – 03/31/15	Keith Sanders
	End of year survey will be conducted in the Spring of 2015 to check for progress using the same survey	01/9/15 – 03/31/15	Reginald Murphy

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

Recommendation 2:

Once successful indicators and current needs are identified, district leadership should allocate resources necessary to duplicate successes and address areas of need.

Description of full implementation of the recommendation: District PD funds are allocated to provide training of teachers, staff and students as required to meet the identified needs from the AdvancEd needs assessment. Local funds are allocated to provide the position of an Assistant Principal to work with disciplinary issues. Resources are provided to enact a Student Support Team to identify students in need of assistance in areas of discipline, attendance, and academics.						
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> District leadership will allocate resources to support successes and address areas of need according to the AdvancEd needs assessment conducted in the Spring of 2014.	08/1/14	8/11/14	District leadership will allocate resources to retain an Assistant Principal who works to reduce the number of disciplinary infractions.	08/11/14-03/31/15		<u>Obj. 1</u> <u>X</u> No evidence of progress <u>1</u> or 50% tasks implemented <u> </u> Obj. fully implemented
			District leadership will allocate resources to enact the Student Support Team in order to identify students in need of assistance in areas of discipline, attendance, and academics.	11/11/14-03/31/15		

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

Recommendation 3:
 District leadership should ensure the internal SIS is trained and supported in Arkansas initiatives such as Professional Learning Communities (PLCs), Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Understanding by Design (UbD), and Arkansas' school improvement model.

Description of full implementation of the recommendation: The internal SIS is trained in and provides PD for staff on Common Core Math and Literacy alignment, Professional Learning Communities (PLCs), and Understanding by Design (UbD). The internal SIS is knowledgeable of and supports Arkansas initiatives such as LDC/MDC and the school improvement model.						
Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
<u>Obj. 1</u> The internal SIS will provide documentations of training acquired and given that support Arkansas initiatives for school improvement.	08/11/14	11/6-7/14	Provide PD on Common Core Math and Literacy alignment.	08/11/14-03/31/15	Michael Hawkins	<u>Obj. 1</u> <u>X</u> No evidence of progress progress <u>4</u> or 80 % tasks implemented <u> </u> Obj. fully implemented
	08/11/14	09/12/14	Provide PD to faculty at each school on "Are You Working in a PLC" to clarify the key components of how PLCs support academic achievement.	08/11/14-03/31/15	Michael Hawkins	
	09/12/14	03/11/15	Attend ACSIP Pilot Indistar Summit for Zone 2 in Jonesboro, Arkansas.	09/12/14-03/31/15	Michael Hawkins	
	01/9/15	03/11/15	Attend webinar on LDC/MDC and acquire further clarification of	01/9/15-03/31/15	Michael Hawkins	

		the components of the program.	
01/9/15		Check with the Great Rivers Educational Cooperative to see if teachers trained in LDC/MDC are still in the district and using modules.	01/9/15-03/31/15 Michael Hawkins
<p>Narrative/Description of Progress on Recommendation <i>[For ADE SIS to complete]:</i> PD is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.</p>			

Recommendation 4:

Analyses 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.

Description of full implementation of the recommendation:

All departments regularly use interim assessment data to identify students in need of instructional support or enhancement. (Indistar indicator IID10) Once students are identified, reteach plans are formed for students in need of remediation. Focus students are targeted in afterschool programs.

Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
Obj. 1 School and classroom plans will be developed to target and reteach students who did not perform proficient on interim assessments.	10/5/14		School level plans to reteach will be formed for students in need of remediation.	10/5/14- 03/31/15	Reginald Murphy	<input type="checkbox"/> Obj. 1 No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented
	10/5/14		Teacher level plans to reteach will be formed for students in need of remediation.	010/5/14- 03/31/15	Mitzi Blake	<input type="checkbox"/> Obj. 1 No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented
	10/5/14		Focus students are identified and targeted in afterschool programs.	10/5/14- 03/31/15	Marlena Smith	<input type="checkbox"/> Obj. 1 No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented

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

This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

Recommendation 5:

Instructional teams, consisting of grade-level or content-area teachers, should develop units of instruction that include criteria for mastery of standards addressed in the unit. These units should include rigorous pre- and post-unit assessments that are aligned with Arkansas Frameworks.

Description of full implementation of the recommendation:

All subjects have a document that aligns curriculum, instruction, and assessment. This document is used to form all lessons in our school. (Indistar indicator IIIA01) Units of instruction are developed that include criteria for mastery of standards aligned with Arkansas Frameworks and pre/post unit assessments.

Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
<u>Obj. 1</u> Teachers in all subjects will develop curriculum units using Arkansas Curriculum Frameworks and resources.	09/15/14	03/18/15	Teachers will meet in PLCs to form curriculum maps.	09/15/14- 03/31/15	Mariena Smith	<u>Obj. 1</u> No evidence of progress <u>X</u> Documentation of progress 1 or 33.3% tasks Obj. fully implemented
	09/15/14	01/5/15	Dr. Pollock will train teachers in how to create uniform, yearly, unit, and weekly curriculum maps.	09/15/14- 03/31/15	Reginald Murphy	
			Curriculum from all subjects areas will be posted to the Forrest City Junior High School Website- http://fcjhs.fcmustangs.net/	01/5/15- 03/31/15	Mitzi Blake	

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

This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

Recommendation 6:

Results from unit assessments should be analyzed by team members to identify students who are not performing at proficient levels and determine a course of action to increase mastery.

Description of full implementation of the recommendation: Forrest City Junior High Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Indistar indicator IID11)						
Objective(s) Only 1 Required	Start Date	Date Obj. Complete	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
<u>Obj. 1</u> The principal will conduct weekly leadership committee meetings using student and school-wide data as a focus.	09/23/14		Instructional Facilitators print reports on student achievement data.	9/23/14- 03/31/15	Mitzi Blake	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress # & % tasks implemented <input type="checkbox"/> Obj. fully implemented
	10/19/14		Specific students will be "red flagged" that are in need of intervention.	10/19/14- 03/31/15	Marlene Smith	
	10/19/14		Instructional plans will be guided by the student achievement data	10/19/14- 03/31/15	Reginald Murphy	

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

This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

Recommendation 7:

District/school leadership should develop a job description for instructional facilitators to clearly define duties and expectations, and review performance of instructional facilitators and provide specific, meaningful feedback to improve professional practice.

Description of full implementation of the recommendation: District/school leadership teams developed goals for work product that clearly defines duties and expectations and keeps documentation at the beginning of next year. (Indistar indicator ID03) Facilitator performance will be reviewed and specific feedback will be given to improve professional practice.						
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> Facilitators will be guided by job description details to construct goals and document progress.	12/1/14	01/12/15	Principal will meet with Instructional Facilitators to assign goals of daily, period long observations with feedback to core subject teachers.	01/5/15- 03/31/15	Reginald Murphy	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <u>2</u> or 100% tasks implemented <input checked="" type="checkbox"/> Obj. fully implemented
	12/1/14	02/9/15	Principal will conduct individual meetings with Instructional Facilitators on job descriptions and provide feedback.	12/1/14- 03/31/15	Reginald Murphy	

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

The Forrest City School District created a job description for facilitators. The principal met with both instructional facilitators and assigned goals of daily, period long observations that would include feedback to core subject teachers. In February, the principal met individually with the facilitators and discussed their job descriptions and provided feedback on their observed performance during the past month. The meeting covered instructional support strategies and behaviors, planning and preparing, reflecting on teaching, collegiality and professionalism.

Recommendation 8:
 School leadership should regularly participate in and monitor PLC meetings to ensure time is consistently maximized to improve professional practice and increase student achievement.

Description of full implementation of the recommendation:
 Documentation of each meeting is turned in to the principal. Principal anticipates attending all PLCs and selects weekly items to add to agendas. (Indistar indicator IE05)

Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
Obj. 1 Principal will regularly attend department PLCs.	12/1/14	08/14/14	Principal will add PLC time to weekly schedule.	08/14/14- 03/31/15	Reginald Murphy	<u>Obj. 1</u> <u>X</u> No evidence of progress Documentation of progress <u>1</u> or 50% tasks implemented <u>Obj. fully implemented</u>
Narrative/Description of Progress on Recommendation <i>[For ADE SIS to complete]</i>:						

Recommendation 9:
School leadership should monitor teachers' effective use of instructional time to improve student achievement.

Description of full implementation of the recommendation: The principal monitors curriculum and classroom instruction regularly. (Indistar indicator IE07) The principal follows a weekly schedule of classroom observations to monitor effective use of instructional time to improve student achievement and provides prompt feedback through face to face interaction with teachers or email.						
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 follow a weekly schedule of classroom observations.	08/25/14		Principal will increase time for classroom visits on weekly schedule with a focus on effective use of instructional time.	08/25/14- 03/31/15	Reginald Murphy	<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
	08/25/14		Prompt feedback from these visits will be made through face to face interaction or email.	08/25/14- 03/31/15	Reginald Murphy	
	10/5/14		PD will be planned for teachers based on needs identified during observations	10/5/14- 03/31/15	Reginald Murphy	

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

This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

45-Day Action Plan for Schools in Academic Distress

District: Forrest City	School: Lincoln Middle School	Principal: Shirley Taylor	District SIS or External Provider: Michael Hawkins
ADE Assigned SIS: Janie Hickman	Recommendation 1: School Leadership should facilitate a school-wide evaluation of interventions and action steps recently implemented to improve student achievement.		
Description of full implementation of the recommendation: The School Leadership Team meets regularly to analyze school data and to discuss the implementation of curriculum. The team plays a critical role in facilitating school initiatives and providing input to the leader regarding steps to improve student achievement. Team meetings are held to discuss recommendations and next steps as a result of the findings.			
Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks
Obj. 1 The Leadership Team serves as a conduit of communication to the faculty and staff. (Indistar indicator ID08)	12/01/14	12/01/14	A school-wide evaluation of instruction will be conducted at Lincoln. The team will discuss findings with the Core Leadership Team and a PLC will be held to inform the staff of findings.
	12/02/14	12/02/14	12/01/14 – Shirley Taylor 12/02/14 – Shirley Taylor
	12/10/14		Team meetings will be 12/10/14 – Claire

		held to discuss recommendations and next steps as a result of the findings.	03/31/15	Dearing
<p>Narrative/Description of Progress on Recommendation <i>[For ADE S/S to complete]:</i></p> <p>The school leadership team facilitated a school-wide evaluation of instruction and discussed the findings with the Core Leadership Team and staff. Team meetings are ongoing to discuss recommendations and next steps in implementation as a result of the findings. The district has established 4 Data Days to analyze data following interim assessments and plan for remediation and retesting.</p>				

Recommendation 2:
 District/school leadership should facilitate the analyses of data from interim assessments to determine students' progress towards mastery of standards and to inform instructional decisions.

Description of full implementation of the recommendation:
 A document created by the leadership team describes the process for implementation of interim assessments, data analysis, reteach, and reassessment. The Leadership Team looks at school-level data, including appropriate disaggregation, to adjust the evolving improvement plan and recommend changes in curriculum and student support services. The School Leadership Team discusses interim data and reassessment data in order to monitor student achievement. Data will be posted in the data room and available in the facilitator's rooms. It will include data from the interim assessments along with the results of the post-assessments.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
<u>Obj. 1</u> The Leadership Team will monitor school-level student learning data. (Indistar indicator IID07)	08/18/14	08/18/14	A new curriculum for both literacy and math will be implemented to ensure that students are taught to the rigor necessary for student achievement.	08/18/14 - 03/31/15	Shirley Taylor	<u>Obj. 1</u> <u>X</u> No evidence of progress 1 task or 25% implemented Obj. fully implemented
	10/08/14		A document will be created by the leadership team that describes the process for implementation of interim assessments, data analysis, reteach, and reassessment.	10/08/14 - 03/31/15	Shirley Taylor	
	11/03/14		The School Leadership Team discusses Interim data and reassessment data in order to monitor	10/08/14 - 03/31/15	Susan Lindsey	

11/03/14	student achievement.	Data will be posted in the data room and available in the facilitator's rooms. It will include data from the interim assessments along with the results of the post-assessments.	11/03/14 - 03/31/15	Susan Lindsey & Claire Dearing
Narrative>Description of Progress on Recommendation [For ADE SIS to complete:]				

Recommendation 3:
Instructional teams should collaboratively develop units of instruction that include pre- and post- unit assessments.

Description of full implementation of the recommendation: The Instructional Team develops a plan for each unit, with the plan being shared by all the teachers who teach that subject and grade level. The Instructional Team: (1) determines the concepts, principles, and skills that will be covered within the unit; (2) identifies the standards/benchmarks that apply to the grade level and unit topic; (3) develops all objectives that clearly align to the selected standards/benchmarks; (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; and (7) develops pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. (Wise Ways 88)						
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> Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (Indistar indicators IIA01)	10/18/14		Instructional teams will determine the concepts, principles, and skills that will be covered within a unit.	10/18/14 -03/31/15	Claire Dearing & Susan Lindsey	<u>Obj. 1</u> ____ No evidence of progress _____ Documentation of progress ____ or % tasks implemented ____ Obj. fully implemented
	10/18/14		Instructional teams will identify the standards /benchmarks that apply to the grade level and unit topic.	10/18/14 -03/31/15	Claire Dearing & Susan Lindsey	
	10/18/14		Instructional teams will develop all objectives that clearly align to the selected standards/benchmarks.	10/18/14 -03/31/15	Claire Dearing & Susan Lindsey	
	10/18/14		Instructional teams will	10/18/14	Claire	

		arrange the objectives in sequential order.	-03/31/15	Dearing & Susan
10/18/14	Instructional teams will determine the best objective descriptors.	10/18/14 -03/31/15	Claire Dearing & Susan	Lindsey
10/18/14	Instructional teams will consider the most appropriate elements for mastery and construct criteria for mastery.	10/18/14 -03/31/15	Claire Dearing & Susan	Lindsey
10/18/14	Instructional teams will develop pre/post-test items that are clear and specific and will provide evidence of mastery consistent with the criteria established.	10/18/14 -03/31/15	Claire Dearing & Susan	Lindsey

Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]*:
This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

Recommendation 4:

Results from unit assessments should be analyzed by team members to identify students who are not performing at proficient levels and determine a course of action to improve student performance.

Description of full implementation of the recommendation:
 Instructional teams use the results of unit assessments to shape how they re-teach the lesson for those who did not understand the first time around, or if this is a large number of students, reexamine how the lesson was presented overall and create a plan of action for re-teaching.

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>
Obj. 1 Instructional Teams will 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). (Indistar indicator IID 11)	10/08/14		The teachers will meet as instructional teams during Data Analysis Meetings to analyze the test data, identify priority standards and students in need of intervention. An action plan will be developed for post-assessment instruction.	10/08/14 -3/31/15	Shirley Taylor Susan Lindsey	<input checked="" type="checkbox"/> Obj. 1 <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
	10/08/14		Instructional facilitators and teachers will work together to develop a post-assessment for the targeted skills.	10/08/14 -3/31/15	Claire Dearing & Susan Lindsey	

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

This is an ongoing process that extends throughout the year and the leadership team does not consider it to be complete until the end of the year.

Recommendation 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 analyses of student performance data, and sharing of successful instructional innovations.

Description of full implementation of the recommendation:						
Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
<u>Obj. 1</u> Teachers are organized into grade-level, grade-level clusters, or subject-area Instructional Teams. (Indistar indicator ID11)	12/02/14	12/18/14	Teacher team leaders will be chosen by each team	12/02/14 – 1/09/15	Claire Dearing	<u>Obj. 1</u> _____ No evidence of progress <u>X</u> Documentation of progress <u>1</u> & 33.3% tasks implemented <u> </u> Obj. fully implemented
Weekly Town Hall meetings will be held on each hall. The purpose of these meetings, led by the Team Leader, will be to create a	1/05/15		Collaborative planning times will be provided for grade level teams during weekly team meetings. Topics will include data analysis, student performance, and curriculum.	8/18/14/- 3/31/15	Shirley Taylor	

		culture of high expectations and standards for our students.
Narrative/Description of Progress on Recommendation <i>[For ADE S/S to complete]:</i>		

Recommendation 6:
The principal should regularly participate in and monitor collaborative planning time meetings to ensure use of time is consistently aligned to leadership's expectations.

Description of full implementation of the recommendation: The principal participates regularly in collaborative planning time meetings and ensures use of time is consistently aligned to leadership's expectations. The principal keeps everyone focused on improving student learning and leadership is shared among teachers, support staff, parents, and, in some cases, the students themselves in order to achieve that objective. (56)						
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 participates actively with the school's teams. (Indistar indicator IE05)	03/10/15	03/10/15	Survey teachers to identify current feeling of PLCs in order to get input and make changes.	3/10/15 – 3/31/15	Susan Lindsey	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> 1 or 25 % tasks implemented <input type="checkbox"/> Obj. fully implemented
	03/10/15		PLCs will be refocused to meet the needs of the teachers, meet instructional needs, and enhance the learning experience of the students.	3/10/15 – 3/31/15	Susan Lindsey	
	03/10/15		A team of teachers will be recruited to lead the PLC on matters of teacher interest and need.	3/10/15 – 3/31/15	Susan Lindsey	
	03/10/15		A team of teachers will	03/10/15 -	Susan	

		be recruited to lead the PLC on instructional needs of the teachers.	03/31/15	Lindsey
Narrative/Description of Progress on Recommendation <i>[For ADE S/S to complete]</i>:				

Recommendation 7:
District/school leadership should provide differentiated, job-embedded professional development based on individual teachers' needs.

Description of full implementation of the recommendation:
 District/school leadership provides differentiated, job-embedded professional development based on individual teachers' needs.
 Professional development occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>If For ADE Personnel</i>
<u>Obj. 1</u> The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development. (Indistar indicator IF11)	08/07/14		Principal, Assistant Principal, and Instructional Facilitators will attend Professional Learning Institutes (PLI) provided by the district administration. It will be their responsibility to share that information with the staff.	08/07/14 - 03/31/15	Shirley Taylor	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <u>X</u> Documentation of progress <u>2</u> or 28.5% tasks implemented <u> </u> Obj. fully implemented
	10/08/14	10/17/14	Keith Sanders, one of the district consultants, will provide multiple PD opportunities to all staff on incorporating CCSS Instructional Shifts for ELA and Math into lesson plans.	10/08/14 - 03/31/15	Claire Dearing	
	09/15/14		Keith Sanders will	09/15/14 -	Claire	

10/08/14	<p>Data Analysis professional development will be provided after each interim assessment. This will include developing Action Plans for remediation and re-assessment and setting dates for remediation and re-assessment to occur. The Instructional Facilitators will guide this professional development process with teachers.</p>	10/08/14-03/31/15	Shirley Taylor
10/17/14	<p>Staff will show evidence of the professional development in teacher planning, data analysis, and classroom instruction.</p>	10/17/14 - 03/31/15	Shirley Taylor

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

Recommendation 8:
Teacher needs should be determined by analyses of various sets of student achievement data.

Description of full implementation of the recommendation:
Instructional teams develop instructional plans aligned with a standards-based curriculum. They adjust their plans based on analysis of the strategies and materials used and the results in student learning as gauged by formative assessments, including assessment embedded in the instructional activities. Benchmark and annual assessments are also used in making these determinations.
Consultants are used as a support for teachers in implementing the curriculum with fidelity.

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> Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indistar indicator ID08)	08/14/14	08/15/14	Consultants will come in from Expeditionary Learning, GoMath, and Achievement Network to introduce teachers to the new curriculum and assessment process.	08/14/14 – 03/31/15	Shirley Taylor	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <u>2</u> or 40% tasks implemented <u> </u> Obj. fully implemented
	01/06/14		Observations and model lessons will be provided to teachers by Expeditionary Learning consultants.	08/14/14 – 03/31/15	Claire Dearing	
	02/05/15		Observations and model teach lessons will be provided to teachers by GoMath! Consultants.	08/14/14 – 03/31/15	Susan Lindsey	

09/24/14	Achievement Network coaches/consultants will come to the district to assist Instructional Facilitators and teachers in how to navigate the ANet portal and in using data to fullest benefit.	08/14/14 – 03/31/15	Shirley Taylor	
01/15/15	IFs will attend the ANet Winter Meeting to learn more about using assessment data, coaching, and creating action plans.	01/15/15	Shirley Taylor	Narrative/Description of Progress on Recommendation <i>[For ADE S/S to complete]</i>

Recommendation 9:
School leadership should consider revising the master schedule to include transition time between classes.

Description of full implementation of the recommendation:
The master schedule is revised to include transition time between classes. This enables a more structured day allowing for minimal loss of instructional time.

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 offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (Indicator IE13)	01/05/15	01/12/15	A team of teachers will work with the principal to adjust master schedules to include transition time between classes	01/05/15 – 01/12/15	Shirley Taylor	<u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <u>3</u> or 75 % tasks implemented <input type="checkbox"/> Obj. fully implemented
	03/02/15		A parent perception survey will be created and sent home in order to use the feedback to make necessary changes at Lincoln	03/02/15 – 03/31/15	Claire Dearing	
	03/10/15	03/12/15	A teacher survey will be conducted to see how weekly PLC meetings can be more effective and meaningful for teachers.	03/10/15 – 03/31/15	Susan Lindsey	

03/12/15	03/20/15	A student survey will be given to identify areas of concern to address on individual halls	03/12/15 – 03/31/15	Claire Dearing
Narrative/Description of Progress on Recommendation <i>[For ADE SIS to complete]</i>:				

Recommendation 10:
Teachers should plan and implement bell-to-bell instruction.

Description of full implementation of the recommendation:

Students enter the classroom knowing there is a task waiting on them while the teacher attends to other students or managerial tasks. These activities provide additional opportunities for students to practice and/or demonstrate mastery of the lesson's learning goals. Teachers maximize instructional time by avoiding unnecessary downtime and providing bell-to-bell 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> When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (Indistar indicator III.C01)	12/02/14		Team meetings will be held to address the issue of bell to bell instruction.	12/02/14 – 03/31/15	Claire Dearing	<u>Obj. 1</u> <u>X</u> No evidence of progress Documentation of progress # & % tasks implemented Obj. fully implemented
	12/02/14		A bell ringer/do now will be included in all lesson plans to ensure that students have something to do immediately upon entering class.	12/02/14 – 03/31/15	Shirley Taylor	
	12/02/14		Teachers plans will reflect an opening and closing for every lesson.	12/02/14 – 03/31/15	Shirley Taylor	
Narrative/Description of Progress on Recommendation <i>[For ADE S/S to complete]</i> :						

Recommendation 11:

District leadership should ensure the internal SIS is trained and supported in Arkansas initiatives such as Professional Learning Communities, Literacy Design Collaborative, Math Design Collaborative, Understanding by Design, and Arkansas's school improvement model.

Description of full implementation of the recommendation:

The internal SIS is trained in and provides PD for staff on Common Core Math and Literacy alignment, Professional Learning Communities (PLCs), and Understanding by Design (UbD). The internal SIS is knowledgeable of and supports Arkansas initiatives such as LDC/MDC and the school improvement model.

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 internal SIS will provide documentations of training acquired and given that support Arkansas initiatives for school improvement.	Anticipated need and began on 08/1/14	10/01/14	Provide PD on Common Core Math and Literacy alignment. Provide PD to faculty at each school on "Are You Working in a PLC" to clarify the key components of how PLCs support academic achievement.	08/11/14 - 03/31/15 10/01/14- 03/31/15	Michael Hawkins Michael Hawkins	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> 3 or 60% tasks implemented <input type="checkbox"/> Obj. fully implemented
Anticipated need and attended - 09/12/14	09/12/14	Attend ACSSIP Pilot Indistar Summit for Zone 2 in Jonesboro, Arkansas.	09/12/14	Michael Hawkins		
10/01/14	03/11/15	Attend webinar on LDC/MDC and acquire further clarification of the components of the	10/01/14 - 03/11/15	Michael Hawkins		

01/11/15	03/11/15	<p>program.</p> <p>Check to see if teachers trained in LDC/MDC are still in the district and using the materials.</p>	<p>01/01/15 - 03/11/15</p> <p>Michael Hawkins</p>	<p>Narrative/Description of Progress on Recommendation <i>[For ADE SIS to complete]</i>:</p> <p>PD is an ongoing process that is extends throughout the year and the leadership team does not consider it to be complete until the end of the year.</p>

Third Quarter ESEA IMO Report

Date Completed: April 01, 2015
School: Forrest City High School
District: Forrest City School District
Status: Priority Academic Distress

Principal: Osceola Hicks

ADE School Improvement Specialist: Janie Hickman

Locally Hired School Improvement/Internal Provider: Michael Hawkins

Highlights:

District Comments:

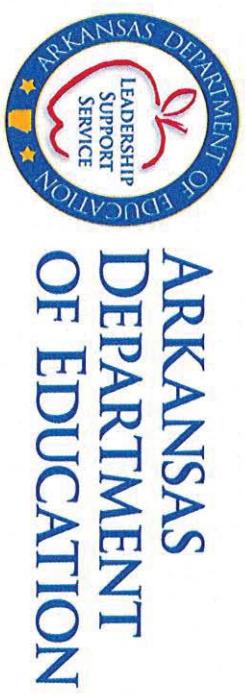
- A Parent Summit was held to inform parents of the state of the district and included presenters from each building.
- A positive culture shift is evident in the building.
- Emerging Leaders' projects focus on identified building needs (lesson plans, data review & culture).

High School Comments:

- A Parent Summit was held to inform parents of the state of the district.
- The culture continues to demonstrate a positive shift.
- Three teachers in our building are involved in the Emerging Leaders Program with the following projects:
1) Data Project, 2) Lesson Plans Project, 3) School Culture Project.

School Improvement Specialist Comments:

- A Parent Summit to inform parents on the state of the district included presenters from the high school.
- Students and faculty continue to demonstrate improvement in school culture.
- Three high school teachers are involved in the Emerging Leaders Program – 1) a project to use Data for instruction; 2) a project to improve Lesson Plans, 3) a project to improve School Culture.



Third Quarter ESEA IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The district leadership team and superintendent stated:

- There is a need for the two assistant principals to develop instructional and organizational capacity so that they may provide needed support for the principal.
- There is no Instructional Facilitator to focus on the instructional program.
- Lost instructional time due to missing 8 days from inclement weather is a district concern.

b) Building Principal:

- The principal expressed a concern with the amount of extra reports required by the state.
- The principal expressed a concern with the lack of administrative help, including lack of facilitators.
- The range of PD and level of emphasis placed on implementation is a concern.
- Lack of fidelity in implementing various supplemental components of LD (i.e. DI, RTI-2, etc.) is a concern of the principal.

c) Building Leadership Team:

- There is a concern about the number of missed days of instruction time due to inclement weather and the effect it will have on test scores.

d) ADE School Improvement Specialist:

- The ADE SIS is concerned about the loss of instructional time due to loss of 8 days of inclement weather.
- The ADE SIS is concerned about the lack of consistent quality help for the principal in the area of discipline,

Third Quarter ESEA IMO Report

instruction, and curriculum.

- There is a concern for the low interim assessment scores, although there is growth in most areas.
- The ADE SIS is concerned about the number of students tardy.

e) Other:

- None

Additions/Revisions to current year's PIP/TIP: No changes were made.

Third Quarter ESEA IMO Report

IMO Area:

1. Change in teacher and leader practice: Met: 1 Not Met: 1
 2. Student progress and achievement: Met: 0 Not Met: 5
 3. Student safety and discipline: Met: 0 Not Met: 2
 4. Parent and community engagement: Met: 2 Not Met: 0
- Total IMO's this Quarter: 11 Met: 3 Not Met: 8

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By April 01, 2015, the principal, assistant principals and the school improvement specialist will conduct an average of 50 C.W.T.'s per week to determine the level of student engagement in learning.	x	1	1	04/01/15	The data is put into the school's database and progress monitored by the principal, and the internal school improvement specialist
By April 01, 65% of the teachers will document in their lesson plans and appropriately implement six (6) of Marzano's High Yield Strategies learned during a prior PLC.	x	1	04/01/15		The progress of documentation and implementation monitored by the principal and the internal school improvement specialist.
By January 22, 2015 70% of 11 th grade literacy students will score 70% or better on The Learning Institute (TLI) interim assessment.	x	2	01/22/15		Progress monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner. 24% of 11 th grade students scored proficient or advanced. This is a decrease of 3% from the last module.
By January 30, 2015 65% of Algebra I students will score 70% or better on the	x	2	01/30/15		Progress monitored by the internal school improvement specialist, the district test

Third Quarter ESEA IMO Report

TLI interim assessment.					coordinator, and the external Concentric partner. 11% scored above 70%. There was an increase of 13% moved from below basic to basic (16 students)
By March 11, 2015 70% of Algebra I students will score 70% or better on the TLI interim assessment.	x	2	03/11/15	Progress monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner. 0.79% (1 student) scored above 70%. There was an increase in basic from below basic students by 26% (28 students).	
By January 22, 2015 70% of Geometry students will score 70% or better on the TLI interim assessment.	x	2	01/22/15	Progress monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner. 19.5% of students scored below 70%, however a significant number of students moved from Below Basic to Basic (45 students) and 18 students (12%) increase in proficient and 3 students increased into advanced.	
By April 01, 2015 72% of Geometry students will score 70% or better on the TLI interim assessment.	x	2	04/01/15	Progress monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner. 91% students scored below 70%. Teachers were advised to forget TLI during this time and focus on designated standards for the PARCC test, as well as missed days due to inclement weather.	
By April 01, 2015 there will be a 10% decrease in the number of students tardy.	x	3	04/01/15	Progress monitored by the assistant principals, counselors, and external Concentric partner. There was an increase of students tardy from 462 to 497 in the third nine weeks.	

Third Quarter ESEA IMO Report

	x	3	04/01/15	Progress monitored by the assistant principals, counselors, and external Concentric partner. There was a decrease of 11 student referrals from 2 nd nine weeks and 10% would be 16 students.
From January 5 – April 01, 2015 each faculty member will have documented 25 parent contacts per nine week grading period.	x	4	04/01/15	Supporting data on file in principal's office. Progress monitored by the parent involvement coordinator. 100% of teachers submitted documentation of 25 parent contacts
From January 5 – April 01, 2015 a minimum of one parent/teacher conference will be held. Twenty percent (20%) of the parents will attend.	x	4	04/01/15	Supporting data on file in principal's office. Progress monitored by the parent involvement coordinator. Sign in sheets documented 371 participants attended, which is 46%.

Third Quarter ESEA IMO Report

Date Completed: March 31, 2015

School: Forrest City Junior High School

District: Forrest City

Status: Priority Academic Distress

Principal: Reginald Murphy



ADE School Improvement Specialist: Janie Hickman

External Provider: Arkansas Public School Resource Center

Locally Hired School Improvement: Michael Hawkins

Highlights:

Building Leadership Team/Teacher Highlight Comments:

- Dr. J. Pollock and Arkansas Public School Resource Center (APSRC) are working with the faculty to improve overall instruction and student achievement.
- Teachers and facilitators continue to develop curriculum documents for each subject area and post them to the school website.
- Teachers continue to host "Parents' Night" by subject area to give parents the opportunity to be informed and participate in the curriculum.
- A team consisting of teachers and students was formed to create incentives for the students who reach assigned goals. Students have gone on a field trip and received incentives for their attendance, academic achievement, and discipline.
- The technology subcommittee facilitated a training session covering Google Classroom, Google Drive, and Power Point. These workshops were differentiated according to the technology skill level of each teacher.
 - All Chrome books have been received and are being used in the classrooms.
 - Interim Assessment scores proved to be comparable to other schools in the assessment network.
 - A Project Manager was hired to assist the principal with implementation of the SIG grant.

Third Quarter ESEA IMO Report

- The school participated in the district's Parent Summit on March 17, 2015. Instructional Facilitators presented break-out sessions covering the Common Core State Standards and how parents could help.
- Students were awarded an extended lunch for their effort during PARCC Assessments administrations.
- The art teacher (Mr. Joey Moseley) met with the governor.
- A monthly breakfast for parents is held to provide an opportunity to meet with the principal.
- Students attended the Lion King play in Memphis as a means of exposing them to the fine arts.

District Highlight Comments:

- A Parent Summit was held to inform parents of the state of the district and included presenters from each building.
- Emerging Leaders' project focuses on a need identified in the building.
- Consultant visits from English language arts and mathematics curriculum companies provided onsite professional development for teachers.

ADE SIS Highlights:

- Teachers and facilitators are developing curriculum documents for each subject area.
- Some staff members presented sessions at the Parent Summit.
- There is an increased availability of technology in the classrooms for student use.
- Technology training sessions were presented for teachers
- A new Project Manager was hired for the SIG grant
- One teacher is participating in the districts' Emerging Leader Project.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team Concerns:

- There is a need to develop higher expectations for all staff and students.
- Expeditionary Learning does not provide a parent component to support student learning at home.
- Lost instructional time due to missing 8 days from inclement weather is a district concern.

Third Quarter ESEA IMO Report

b) Building Principal Concerns:

- The principal reported that mid-year reviews have limited the amount of time he can spend in classrooms.

c) Building Principal, School leadership team, and Internal School Improvement Specialist collaborated and listed the following concerns/barriers:

- Teachers are in need of more curriculum training.
- The curriculum and interim assessments are not fully aligned. Therefore, teachers have to modify lessons to ensure assessed standards are taught.
- Some teachers have not embraced implementing the Arkansas Standards for literacy and mathematics.
- The loss of eight instructional days due to adverse weather conditions is a concern.
- Three long-term substitutes are working in the building, two of them for teachers on extended medical leave.

d) ADE SIS Concerns:

- Curriculum and interim assessments are not fully aligned.
- Interim assessment scores are a concern
- A need exists for higher expectations for both faculty and students
- The physical condition of the building is a concern. Several bathrooms were all or partially out of order on several visits and large chunks of floor tiles are missing in multiple places in the hallways
- The structure and use of ISS is a concern.

e) Other:

- NONE

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

Third Quarter ESEA IMO Report

- No additions or revisions to the current year's PIP have been made.

Third Quarter ESEA IMO Report

IMO Area: 1. Change in teacher and leader practice:	Met: <u>3</u>	Not Met: <u>0</u>
2. Student progress and achievement:	Met: <u>0</u>	Not Met: <u>4</u>
3. Student safety and discipline:	Met: <u>1</u>	Not Met: <u>0</u>
4. Parent and community engagement:	Met: <u>1</u>	Not Met: <u>0</u>
Total IMO's this Quarter:	<u>9</u>	

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
The principal will spend 47.2% of his time, as evidenced by Checklist data, working with teachers to improve instruction by the end of the third quarter.	X	1	03/31/15		Documentation of time spent working with teachers showed 49.84%. Data was taken from Mr. Murphy's documentation of his schedule and time with teacher logs.
The principal and Core Team will conduct 158 classroom walkthroughs, as evidenced by data collected on walkthrough app monthly by the end of the third quarter.	X	1	03/31/15		Documentation of 167 classroom walkthroughs. Data was taken from CWT reports from Mr. Murphy's logs.
High Yield strategies will be used in 92.5% of classrooms, as evidenced by GANAG Focus Walks, by the end of the third quarter.	X	1	03/31/15		Documentation of 93.93% usage of strategies on the IMO Checklist. Data was taken from documentation of classroom observations and lesson plans.
Literacy – All students will be 58.49% proficient on interim assessment by the end of the third quarter.	X	2	03/31/15		Documentation of 31% proficient on the interim assessment. Data was taken from the ANET Interim Assessment Reports
Literacy – Students with disabilities will be 41.09% proficient on interim assessment	X	2	03/31/15		Documentation of 22% of students with disabilities scoring proficient on the

Third Quarter ESEA IMO Report

by the end of the third quarter.					interim assessment. Data was taken from the ANET Interim Assessment Reports.
Math – All students will be 57.09% proficient on Interim Assessment by the end of the third quarter.	X	2	03/31/15	Documentation of 30% of students scoring proficient on the interim assessment Data was taken from the ANET Interim Assessment Reports	Documentation of 30% of students scoring proficient on the interim assessment Data was taken from the ANET Interim Assessment Reports
Math – Students with disabilities will be 40.33% proficient on Interim Assessment by the end of the third quarter.	X	2	03/31/15	Documentation of 23% of students with disabilities scoring proficient on the interim assessment. Data was taken from the ANET Interim Assessment Reports.	Documentation of 23% of students with disabilities scoring proficient on the interim assessment. Data was taken from the ANET Interim Assessment Reports.
Public Celebrations will increase by 62.5% through honor board, privilege cards, student of the week, and other public celebrations by the end of the third quarter.	X	3	03/31/15	Documentation of 116% increase in Teacher/Building Celebrations. Data was taken from Honor roll, Perfect Attendance, 100 Points Club, Round-Up Student of the Week, Teacher's student of the week, Spelling Bee Participants, Fast ForWord achievers.	Documentation of 116% increase in Teacher/Building Celebrations. Data was taken from Honor roll, Perfect Attendance, 100 Points Club, Round-Up Student of the Week, Teacher's student of the week, Spelling Bee Participants, Fast ForWord achievers.
By the end of the third quarter, 97.5% of teachers will maintain communication with parents/guardians, as evidenced by a file of communication.	X	4	03/31/15	Documentation of 100% of teachers maintaining communication logs. Data was taken from teacher logs of communication with parents.	Documentation of 100% of teachers maintaining communication logs. Data was taken from teacher logs of communication with parents.

Third Quarter ESEA IMO Report

Date Completed: March 31, 2015

School: Lincoln Middle Academy of Excellence

District: Forrest City

Status: Focus Academic Distress

Principal: Ms. Shirley Taylor

ADE School Improvement Specialist: Janie Hickman

Internal School Improvement Specialist: Michael Hawkins

Highlights:

District Comments:

- A Parent Summit was held to inform parents of the state of the district and included presenters from each building.
- A positive culture shift is evident in the building.
- The Emerging Leaders' projects are focusing on building needs.
- Consultant visits from ELA and Math curriculum companies provided onsite professional development for teachers.

Building Comments:

- Town hall meetings are held by class teams in each hallway to promote student performance and positive behaviors.
- An Emerging Leaders program has been initiated with one team of 5th grade students to promote student leadership.
 - Art displays are placed throughout the building to showcase student work.
 - Behavior Boards are visible in each team hallway and used as an incentive for positive behavior.
- Interim assessment data gains are posted in each hallway to highlight successes.



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- Students scoring proficient and advanced on the interim assessment, as well as those showing growth on the reassessment, in the main lobby.
- Student work is visible in each hallway.
- A new master schedule was created to allow for more time for classroom instruction.
- A later scheduled lunch for 5th grade has allowed more time for classroom instruction in the morning.
- Three teachers were chosen to be part of the Frontline Leadership Program, an initiative to empower teacher leaders. The projects include: 1) Teacher-led Professional Learning Communities; 2) School Culture Focusing on Beliefs, Attitudes, and Behaviors 3) Young Men of Character.
- Teacher team leaders are driving the school culture initiatives by leading town hall meetings.
- Security cameras have been installed at entrance points of the building.
- Positive behavior reward programs were implemented in each hallway.
- Student of the Week recognition has been re-implemented.
- Each quarter, students are allowed to spend Lincoln Bucks at the Lincoln Store as a reward for good student behavior or achievement.
- The good behavior field trip to East Arkansas Community College was successful.
- Fights have decreased in 6th grade lunch/recess.
- Classes that have been struggling are showing improvement on behavior boards.
- Lunch detention has been implemented by the teachers on the 6A hall.
- There was 100% participation on the Standard Based Bulletin Boards focus walk on 2/12/15.
- There has been a reduction of noise level on 6A Hall due to an improved class transition process implemented by the teachers.
- The principal states that Lincoln is working toward becoming a more cohesive unit. The work we have implemented in instruction and behavior shifts is going forward. We are moving in the right direction with the initiatives.

ADE SIS Highlight Comments:

- Three staff members were chosen for the Frontline Leadership Program with each one having a project addressing needs in their building.
- Student art displays in the main entrance hallway improve atmosphere, add color and highlight student work.
- Student data is posted in all hallways to focus on student achievement.

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- Classes are working together as teams to focus on improving student behavior.
- A new master schedule is in place to allow more instructional time.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team Concerns:

- Expeditionary Learning does not have a parent component to support student learning at home.
- Lost instructional time due to missing 8 days from inclement weather is a district concern.
- There is a lack of skill development for key roles in the organization.

b) Building Principal Concerns:

- Time is a constant factor in carrying out daily activities.
- I have an efficient half-time assistant principal. However, the operative word is half time. This sometimes impedes my day-to-day scheduled plans.

c) Building Leadership Team Concerns:

- Some teachers feel that discipline is not consistent throughout the building.
- Some teachers feel that positive activities are not resulting in improved student behavior.
- Hall travel is not always supervised appropriately in all areas.
- Student tardiness is a concern due to lack of effective consequences.
- Last minute notifications from administration to parents and staff (Ex. March Parent Meeting) create confusion.
- Behavior in morning assembly is not sufficiently monitored and bus duty does not have enough supervision.
- There is a lack of consistency by some faculty in classroom expectations.

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- The end of day dismissal of students is not well supervised.
- Some teachers feel that too many programs were started in the middle of the year.
- Back to back meeting nights have been hard on the staff.

d) ADE School Improvement Specialist:

- Student tardiness has been observed on each visit and is a concern to the ADE SIS.
- ADE SIS is concerned about the efficiency of the remediation classes.
- ADE SIS is concerned about the consistently low interim assessment scores – none scoring above 46%. It is understood that they have new curriculum and a new assessment company this year that is still in the process of being aligned.
- There is a concern that 8 instructional days were missed due to inclement weather.

e) Other:

NONE

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

- No additions were made to the TIP this quarter.

Third Quarter ESEA IMO Report

IMO Area: 1. Change in teacher and leader practice:	Met: <u>2</u>	Not Met: <u>0</u>
2. Student progress and achievement:	Met: <u>0</u>	Not Met: <u>4</u>
3. Student safety and discipline:	Met: <u>2</u>	Not Met: <u>0</u>
4. Parent and community engagement:	Met: <u>3</u>	Not Met: <u>0</u>
Total IMO's this Quarter: <u>11</u>	Met: <u>7</u> Not Met: <u>4</u>	

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
From January 5 to March 20 the Principal, Assistant Principal and Instructional Facilitators will conduct 120 CWTs/Focus Walks and collect data to share with faculty	X	1	91 CWTs and 78 Focus Walks Total 169 CWTs/Focus Walks	03/20/15	
From January 5 to March 20 the Leadership Team will review 100% of literacy and math unit data. Remediation plans will then be developed in literacy and math by literacy and math teachers.	X	1	03/20/15		Assessment data reports from A-Net by literacy and math facilitators Overall data reviewed from posttest Individual data shared with teachers and utilized to develop remediation plans.
By March 20, 68% of all students will be proficient/advanced on literacy unit post-tests.	X	2	03/20/15		33% in 5 th grade 40% in 6 th grade = 36.5% of all students were proficient/advanced on literacy unit post- tests.
By March 20, 28% of Students With Disabilities (SWD) will be proficient /advanced on literacy unit post- tests	X	2	03/20/15		22% in 5 th grade 30% in 6 th grade = 26% of all SWD were proficient/advanced on literacy unit post- tests.
By March 20, 68% of all students will be proficient/advanced on math unit post-tests	X	2	03/20/15		40% in 5 th grade 46% in 6 th grade = 43% of all students

Third Quarter ESEA IMO Report

					were proficient/advanced on math unit post- tests.
By March 20, 46% of SWD will be proficient/advanced on math unit post-tests	X	2	03/20/15	25% in 5 th grade 36% in 6 th grade = 30.5% of all SWD were proficient/advanced on literacy unit post- tests.	
From January 5 to March 20, the faculty will conduct three positive school climate events or tasks.	X	3	03/20/15	The faculty conducted the following three positive school climate events or tasks: <ul style="list-style-type: none"> • Good Behavior Trip • 5th grade Team Achievement Boards – Winner Awards • 6th grade Reception 	
From January 5 to March 20, baseline data for the number of in-school (ISS) and out-of- school (OSS) suspensions will be collected and analyzed to show a 10% decrease in the number of ISS and OSS.	X	3	03/20/15	Baseline data for the number of in-school (ISS) and out-of- school (OSS) suspensions were collected and analyzed to show greater than 10% decrease in the number of ISS and OSS. 3 rd Quarter Total=121 ISS=92 OSS=29 2 nd Quarter Total = 165 ISS=96 OSS=69 10%=16.5 165-16.5=148.5	
From January 5 to March 20, three local businesses or community members will be invited to share their expertise and/or life experiences with students.	X	4	03/20/15	The following local businesses or community members shared experiences with students: <ul style="list-style-type: none"> • Master Gardeners Master Gardner 	

Third Quarter ESEA IMO Report

					<ul style="list-style-type: none"> • program - Planting a garden • Yoga classes with 4-H program assistant, St. Francis County - Dealing with stress • Kids in the Kitchen program with program assistant for St. Francis County - Healthy eating habits
From January 5 to March 20, three parent sessions will be offered at LMAE with eight percent of parents attending	X	4	03/20/15	Three parent sessions were offered with more than 8% of parents attending: 1. Parent Teacher Conferences 2. 5 th Grade PARCC Night 3. 6 th Grade PARCC Night	Parents Attending: 258 8% = 20.64
From January 5 to March 20, teachers will make at least 25 positive parent contacts	X	4	03/20/15	Teachers made 32 positive contacts.	