



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

March 13, 2015

Arkansas Department of Education

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Sam Ledbetter

Report-2 Commissioner's Report

Presenter: Tony Wood

Report-3 Recognition of Master Principal Designation - Arkansas Leadership Academy

The Arkansas Leadership Academy will announce and recognize an Arkansas school principal who has successfully completed the rigorous designation process demonstrating effective principal and school practices leading to an upward trajectory in student achievement.

Presenter: Dr. Diana Peer, David Cook and Commissioner Wood

Report-4 Update on Content Standards and Assessment

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Presenter: Dr. Debbie Jones

Report-5 ESEA Flexibility Waiver IMO Reports for Priority Schools 2nd Quarter of 2014-15 school year

36 schools continue to be identified in ESEA Flexibility Waiver status as Priority. Of the 36 schools in Priority status, 21 schools are also identified as in Academic Distress through the State Accountability System. The ESEA Flexibility Waiver identified that schools in Priority status, in collaboration with district leadership, would develop Improvement Plans targeting the four turnaround principles of, 1) Teacher and Leadership Practices, 2) Student Progress and Achievement, 3) Student Safety and Discipline, and 4) Parent and Community Engagement. Within the improvement plans, school leadership was to identify interim measurable objectives in order to monitor quarterly progress. Attached is a chart identifying the

schools and the level of progress for the second quarter (October – December) of school year 2014-15. In several schools, attaining depth of understanding of the school improvement process continues to be a challenge. Many of the IMOs continue to be at a compliance level rather than at a quality level where progress on the IMO would truly reflect progress in systems development and/or student outcomes.

Despite the noted concern, the IMO process has improved over the previous year, and in many cases we are approaching the tipping point in the capacity of several schools to self-sustain the improvement process. In addition to the summative chart, IMO reports for 2nd quarter are attached.

Presenter: Elbert Harvey

**State Board of Education
Division of Learning Services
March 2015 Report
Dr. Debbie Jones**

Professional Development

The Arch Ford Education Service Cooperative hosted unit meetings for the State's math, science, and literacy specialists on February 3 and 4, 2015. The literacy specialists worked one day in committees developing new professional development pieces for training during the summer of 2015. They also previewed Module One, *Implementing a Comprehensive Literacy Framework*, designed for the following grade bands: K-1, 2-3, 4-5, and 6-8. These new trainings are being written in modules so that educators may choose professional development to meet their unique needs or they may enroll in the full set of modules across two-three years.

Math Professional Development

Math specialists are currently developing professional development sessions that support teachers in the implementation of the Arkansas K-12 Mathematics Standards. There will be four new opportunities available for teachers this summer. These training opportunities will bring the total State-initiated math trainings that support the implementation of the Arkansas Common Core State Standards, K-12 mathematics standards, to more than 25.

Mathematics specialists are developing a special strand (series of sessions) at this year's Arkansas Curriculum Conference in November, specifically for Arkansas mathematics educators (teachers, instructional coaches, and administrators) that are beginning to explore or fully implementing teaching strategies supported in Cognitively Guided Instruction (CGI) in grades K-3 and Extending Children's Mathematics (ECM) in grades 4-6 that prepare students for success in high school mathematics.

Science Professional Development

During unit meetings February 3-5, 2015, the co-op and STEM center science specialists completed Next Generation Science Standards training with WestEd and worked for two days developing three new professional development pieces for teachers that will be available during summer 2015.

- Planning for New Science Standards: K-12 Introduction to Three Dimensional Learning
- Transitioning to New Arkansas Science Standards: Putting Practices in Place for grades 5-12
- Transitioning to New Science Standards: Targeted Support for Elementary Teachers

The ADE is working with 14 other state leads in science to share ideas about science standards implementation. Information gained will be used to inform future professional development, communication strategies, and support for instructional resources. The activities below are designed to prepare Arkansas educators for new science standards.

- Science and literacy specialists are working together to develop professional development titled, *Disciplinary Literacy in Science*, designed to help science educators use appropriate literacy strategies while teaching science concepts.
- ADE is continuing to work with AETN to create an Elementary Science Safety Video that will support the planned implementation of new K-4 science standards in 2016.
- A professional development to help school administrators understand instructional shifts in science is under development and will become a course available through ArkansasIDEAS.
- Arkansas IDEAS has recently added a new course, *Disciplinary Literacy in Science*, developed in collaboration with ADE Learning Services. In this COURSE, Karen Ladd of the Nettleton School District discusses disciplinary literacy and how it is effectively applied in the science classroom. She begins with a thorough discussion of what disciplinary literacy means. Afterward, she introduces a science literacy lesson model and explains how it can be used as a template for designing science lessons that incorporate the English Language Arts Common Core State Standards and the Next Generation Science Standards.

Assessment

The Arkansas Department of Education (ADE), in partnership with the Department of Human Services Early Childhood Education Division, and Dr. Denise Airola with the Office of Innovation for Education (OIE), formed a PK-2 Assessment Task Force. The purpose of this Task Force is to develop a framework that incorporates the most current, research-informed practices for assessment of grades PK-2 students to guide selection of future PK-2 assessments and meet the requirements of ACTAAP (Ark. Code Ann. § 6-15-404) and the Teacher Excellence and Support System (Ark. Code Ann. § 6-17-2801). The task force has developed a survey for PK-2 teachers to gather their input regarding early childhood assessment. Recommendations will be taken from this task force to inform the future planning of Pre-K-2 assessment in the State.

The English Language Proficiency Assessment for the 21st Century (ELPA21) field test has concluded in Arkansas. ELPA21 will be replacing the ELDA assessment in 2015-2016 as our English Language Proficiency Assessment for English language learner students. Arkansas districts volunteered to participate in the field test. ELPA21 is a computer-based assessment that measures a

student's proficiency in reading, writing, speaking, listening to, and understanding English. ELPA21 defines "proficiency" as the ability to use the English language to communicate ideas, knowledge, and information. This assessment is based on the English Language Proficiency (ELP) Standards

http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/english-language-proficiency,

which are designed to address the language abilities that students need to be successful in school and beyond.

For more information about ELPA21 please visit:

<http://www.arkansased.org/divisions/learning-services/english-language-learners/elpa21/elpa21-resource-materials>

Curriculum and Instruction

The Curriculum and Instruction Unit shared new courses, course code updates and the course approval process in February. This information guides school districts on important information needed to schedule for the upcoming year. The webinar may be viewed on this link:

<http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/resource-materials-for-lesson-plans/statewide-presentation-materials>

English Language Learners

Several universities have submitted proposals to the Arkansas Department of Education to provide the English as a Second Language (ESL) Academy. The ESL Academy is an intensive summer program designed to provide classroom teachers and school administrators with skills needed to successfully teach language minority/English Language Learners. The proposals are in the process of review and scoring within the Curriculum and Instruction Unit. The hosting university/universities will provide ESL Academy participants the content required for obtaining the Arkansas Department of Education ESL endorsement that requires 12 hours of Masters level credit, and gain the knowledge required to pass the ESL Praxis exam.

In addition, three districts were notified that they met the criteria to apply for a Title III Immigrant Sub-grant. The unit of Curriculum and Instruction is currently receiving grant applications for review. Districts that qualified to apply for the grant showed ESL student population increases of at least 100%, had a minimum of 25 identified ESL students, and have not previously received Title III funds. These funds should be used to support ESL education within their districts by providing supplemental materials or support.

Quarterly ESEA Reporting Form

Date Completed: January, 2015

School: Augusta High School

Status: Priority 1003g Focus Title I

District: Augusta School District

Approved External Provider: Jerry Vaughn, Arkansas Leadership Academy

ADE School Improvement Specialist: Pam Clark

Highlights from this Quarter:

*Highlights for Augusta High School
Based on the Office for Education Policy Report*

#1 of the Top 20 Most Improved Middle Schools Based on Benchmark Mathematics Achievement from 2008-2014.

#1 for the Top 5 Most Improved Middle Schools in Northeast Arkansas Benchmark Mathematics Achievement from 2008-2014.

#1 of the Top 20 Most Improved Middle Schools Based on Benchmark Literacy Achievement from 2008-2014.

#1 of the Top 5 Most Improved Middle Schools in Northeast Arkansas Benchmark Literacy Achievement from 2008-2014.

- October 13, 2014 AHS received notification that they were a recipient of an Economics Arkansas grant for the high school economics class in the spring semester.
- October 14, 2014 the principal and leadership team informed the staff that a recognition program for outstanding academic success for students would be implemented. Students' academic achievements will be announced at home sporting events. Students are now recognized publicly at football/basketball games and an honor roll is displayed in the cafeteria and outside the central office.
- October 27, 2014 AHS received notification that they had been selected for the EDConnect grant. This grant provides iPads for all students and teachers.

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- October 30, 2014 The high school environment science class, lead by Mrs. McNeill, was funded for a courtyard improvement grant through Donors Choose.
- November 6, 2014 The 1st nine weeks honor roll for the high school was published in the newspaper for the first time in years.
- November 7-8, 2014 The English Language Arts teachers attended the Young Adult Author Series at Harding University.
- December 2-3, 2014 The Writers in the Schools Project visited the high school English classes.
- December 1-3, 2014 the Family Computer Grants nights were conducted by Connect Arkansas.
- December 4, 2014 AHS received notification about their outstanding success from the OEP recognition newsletter.
- December 12, 2014 AHS received notification that they were being recognized by Bloom Board as an exemplary school with high involvement.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

1. Resources

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2. Technology issues concerning PARCC testing

b) Building Principal:

1. Teacher absenteeism

c) Building Leadership Team:

1. The leadership team has a concern about utilizing technology to its greatest potential within the high school building. There continues to be a problem with the technology specialist hired this year in the district. There seems to be a problem with work orders, follow-through in a timely manner and job completion for required needs. Technology will need to progress with testing and interim assessments being online.
2. AHS will have three teachers going on the Intensive Track of TESS in January. The instructional facilitators will be meeting with them weekly to ensure their professional growth. These teachers will have weekly assignments with specifics bring backs. They will also be receiving more CWTs and informal TESS evaluations.

d) School Improvement Specialist:

1. Technology infrastructure continues to be a concern again this nine weeks.

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e) External provider:

- Technology infrastructure and training adequate to support PARCC and EOY assessments.
- Increase level of engagement and ownership of systemic change to impact student achievement, on the part of classroom teachers.
- Accountability systems designed and implemented with fidelity and transparency, as it relates to teaching and learning.

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

The leadership team meets weekly whereby they consistently review three Indistar Indicators for implementation and monitoring. Each week tasks are either updated, reviewed for completion, or a new plan of action is implemented to ensure full implementation for each task.

IMOs are reviewed as data is made available through TLI.

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Change in teacher and leader practice: By January 2015, the principal and/or principal's designee will conduct 21 formal observations with verbal and written feedback. (Data showed 100__% of these post conferences were conducted.)	x		1	Jan. 2015	All observations have been conducted with feedback.
Math: By December 2014, 48% of students will be projected proficient on the second TLI module from 7th and 8th grade, Algebra I, Geometry, and Algebra II. (The overall goal to make AMO will be 57.72% of students.)	x		2	Dec. 2014	Math exceeded their IMO scoring 67% on their TLI data.
Literacy: By December 2014, 54% of students will be projected proficient on the second TLI module from 7th, 8th, 9th, 10th and 11th grade. (The overall goal to make AMO will be 57.03% of students.)		x	2	Dec. 2014	Literacy failed to meet their goal with 7 th grade falling below the necessary cut-off. The IMO score was 50%. A plan of action has been created in literacy.
Student safety and discipline: At the end of the 2 nd nine weeks the leadership team will compare absenteeism and grade data from Eschool to TLI data looking for trends in low performing students and their correlation to attendance.	x		3	Dec. 2014	The data was once again compared and showed no correlation between absenteeism and grade data.

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Date Completed:

Status:

School: Covenant Keepers Charter School

Priority ____

District:

Priority Academic Distress X

Principal: Dr. Valerie Tatum

Focus Academic Distress ____

ADE School Improvement Specialist: Chante'le' Williams **External Provider:** APSRC

____ **Locally Hired School Improvement:** _____

Highlights from 2nd **Quarter:**

Fall NWEA Scores

During our NWEA testing in November, students showed significant growth in math and ELA. We exceeded our IMO of a 25% increase of students scoring at grade level on the math and reading test.

Reading – Number of Students Proficient

Grade	Summer Proficiency	Fall Proficiency
6th- 40 Students	10	9
7th- 51 Students	8	10
8th- 41 Students	4	10

Summer Proficiency Total	Fall Proficiency Goal	Fall Proficiency Total
22	28	29

Did we meet our 25% increase? **YES, 32% Increase**

Math – Number of Students Proficient

Grade	Summer Proficiency	Fall Proficiency
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6th	9	13
7th	8	11
8th	3	7

Summer Proficiency Total	Fall Proficiency Goal	Fall Proficiency Total
20	25	31

Did we meet our 25% increase? **YES, 55% Increase**

Language – Number of Students Proficient

Grade	Summer Proficiency	Fall Proficiency
6th	8	9
7th	13	15
8th	6	13

Summer Proficiency Total	Fall Proficiency Goal	Fall Proficiency Total
27	34	37

Did we meet our 25% increase? **YES, 37% Increase**

10th Period: Connecting Families To The Classroom

Families were invited to join us for the first session of “10th Period: Connecting Families To The Classroom” at 6:00 PM on November 18. Literacy teachers collaborated on materials to be shared in a literacy classroom, and math teachers collaborated to present in a math classroom. Parents received their own interactive notebook, and students guided their parents through a typical lesson in class, complete with interactive notebook activities. Teachers provided QR codes to place in their interactive notebooks which linked to resources parents could use with their child at home. In the computer lab, parents were informed about additional resources available online, including how to utilize our school’s website (ckcharter.org), and how to log in to interventions at home (Reading Plus and Rosetta Stone). After parents had visited each station, they participated in a survey of their perceptions of 10th Period, and which resources they found helpful. Parents indicated that the math session was the most helpful, and that they still needed assistance with technology. We served the families a free chili dinner and gave away door prizes donated by Covenant Keepers’ community sponsors.

December School Board Meeting

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During the school board meeting in December, the board challenged us to rebrand our school. To do this, they suggested the board and the administration working together to change the perception by getting more parents and community members involved in school activities and invested in the school's success.

December 29 Stakeholder's Meeting

December 29: We had a stakeholders brainstorming session to develop a community relations plan that addressed branding, parent and community communications, and strategies to better market our school. The first meeting discussed the importance of parent and community voice and input, and plans were set forth for a January 22 Parent and Community night.

January 22 Parent and Community Night

We held a meeting on January 22 to gather information from parents and the community on their perceptions of the school, allowing participants an opportunity to voice their concerns and share their positive experiences. We will be placing a survey on the website to gather more input from parents and community members. Because of these meetings, several parents have expressed interest in participating in a parent/teacher organization (PTO).

Curricula

We have noticed more of Marzano's strategies are taking place in the classroom, as teachers understand and demonstrate how to use interactive notebooks effectively. Students are using several strategies a day as teachers use strategies like goal setting, advance organizers, and finding similarities and differences in each room.

Jane Pollock's Feedback Book Study

Susan Owens led our teachers in a book study of Jane Pollock's manual, Feedback. The book highlighted several things teachers were already doing in the GANAG lesson planning schema, but encouraged teachers to be more intentional about giving feedback to students. Another realization that teachers had was that they cannot be the only source of feedback in the classroom: students must be taught to provide valid feedback for each other and to reflect on their work as a source of internal feedback. Teachers gave presentations on assigned chapters and discussed ways to implement feedback strategies in the classroom.

Weekly PLC Meetings and Data Talks

In October, we started having PLCs focused specifically on weekly formative assessment data collected during Monday assessments. Each teacher assesses their students on a specific Common Core standard on Monday, grades the assessments, and gives feedback to students on Wednesday in class. Students then reflect on their assessment,

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answering questions like “What did you struggle with on this assessment?” and “What will you do to improve on your next assessment?” Teachers file the tests and feedback information in student portfolios, and organize the data in a chart to discuss in the PLC meetings. Wednesday’s meeting is for discussing data trends, and Thursday’s PLC is specifically for planning based on the data from this week’s assessment. We have also built a schedule for teachers to give presentations during Wednesday PLC meetings in which teachers show data trends from assessments. These presentations show areas progress and highlight areas of need. Because teachers are looking at student data on a weekly basis, they have had several “a-ha” moments influencing their future planning and interventions.

Jim Collin’s Good to Great Book Study

Our leadership team successfully completed a book study with our external provider, APSRC. We went through the book “Good To Great” by Jim Collins with State Representative Bill Gossage and Tina Smith. As we read further in the book, we realized we needed to do three things as a leadership team:

- 1) Determine what our school could do better than any other school
- 2) Determine what drives our economic engine
- 3) Realize what we’re truly passionate about

We determined as a team that growing students is what our school can do better than any other school. When students arrive in 6th grade, most come to us below grade level, and our job is to help them grow as much as possible before leaving us in 8th grade.

Life Strategies-

We have partnered with a new mental health provider: Life Strategies. As a portion of our students have serious mental health needs, it is important that we have therapists on site for counseling services.

Classroom Walkthroughs

Data is reflective of the classroom walkthroughs that are taking place by the administration the external service providers. The reflective walk template gives us a data system to use.

Individual Student Data Talks

In January, we started having data talks with individual students. The student presents their math and literacy portfolios, pointing out proficient assignments and areas of need. In these meetings, students were also asked what proficiency looks like and how they know they will be proficient on the PARCC exam. During these conversations, students revealed they learned more when teachers provided specific feedback after assignments and assessments. After the meetings are finished, the leadership team provides information to teachers regarding their knowledge of proficiency, and requests from

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the students of what their teachers could be doing to better help them. These data talks will be continual. Notes for future: a master portfolio with rubrics and assignments.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

n/a

b) Building Principal:

Two teachers left due to external factors (personal matters that took them out of state).

Find the right fit to match the quality of teachers that left.

PARCC preparations – connectivity, going to trainings, making sure we're prepared to administer

Giving students new interventions

Broadband- keeping us from implementing interventions effectively.

c) Building Leadership Team:

-Finding the time to consistently meet: we have been meeting, but almost to the detriment of other areas.

-Start thinking about holding meetings after hours.

Need to meet together to discuss new indicators to work on for the year.

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Finding PD time for us to improve in needed areas

d) School Improvement Specialist:

- There could be an increase in the level of rigor and consistency across classrooms.
- Data from CFAs should be reviewed during each Leadership Team meeting.
- With reference to the School Turnaround Model, the school's vision and underlying core beliefs should influence and guide decision-making and student achievement.
- It would be beneficial that classroom level instruction should be adjusted based on formative and summative results from aligned assessments (in addition to NWEA Maps Data).
- Academic Distress Recommendations progress was not worked and reported on as frequently as should have been.
- Documents needing to be turned in to the ADE should be submitted within the timeframe allotted.

e) Other:

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

N/A

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IMO Area: 1. Change in teacher and leader practice: Met: X Not Met:
 2. Student progress and achievement: Met: X Not Met:
 3. Student safety and discipline: Met: X Not Met:
 4. Parent and community engagement: Met: n/a Not Met:
 Total IMO's this Quarter: 3 Met: Not Met:

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data			
Change in Leader Practice: By December 15, 2014, 100% of faculty will meet with the school leader to engage in a personal conversation on utilization of high yield strategies based on feedback from multiple data sources including lesson plan, classroom observation data and student/faculty surveys.	X				Dr. Tatum met individually with one-to-one meetings at least once, and artifacts included lesson plans, classroom observation data, looking over portfolios, INBs, and discussion of rubrics.			
Change in Teacher Practice: By December 20, 2014, 89% of instruction will be based upon high yield strategies as evidenced by teacher lesson plans and classroom observation rubrics and student surveys. By December 20, 2014 there will be an increase of 35% by students performing "proficient" on post tests as compared to pre test assessments.	X				This is as evidenced by lesson plans from the teachers.			
Student Achievement: By November 30, there will be an increase in the number of students performing at grade level (based on NWEA National Norms) by 25% as evidenced by performance on the MAP Assessment in Reading. By November 30, there will be an increase in the number of students performing at grade level (based on NWEA National Norms) by 25% as evidenced by	X				(same data as last quarter's report, as our 2nd quarter's NWEA goals are not until February testing is finished.) <u>Reading – Number of Students Proficient</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Grade</td> <td style="width: 33%;">Summer</td> <td style="width: 33%;">Fall Proficiency</td> </tr> </table>	Grade	Summer	Fall Proficiency
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2nd Quarter ESEA Reporting Form

Date Completed: 01/21/15

School: Dermott High School

Status: Priority X Title I X

District: Dermott School District

Approved External Provider: District Internal School Improvement Specialist – Ms. Heather Hardin

ADE School Improvement Specialist: LaDonna Spain

Highlights from 2nd Quarter:

District

District Leadership –

One District level Leadership Team meeting was scheduled and held at the High School Leadership Team meeting room during an Arkansas Department of Education School Improvement Specialist (ADE SIS site) visit. The ADE SIS was able to gain some insight, updates, and clarification through this communication.

The interim superintendent met with the ADE SIS at the beginning of the 2nd quarter.

High School

School Leadership (Includes administration, K-12 District School Improvement, K-12 Curriculum Coordinator, Instructional Facilitators, teachers, parents/community members and students)

There are more Interim Measurable Objectives (IMOs) that were met in the overall results. The building met 60% of the IMO goals. Four of ten IMOs were not met during the second quarter. Literacy scores on the interim assessment exceeded the IMO of 60% at 72% of the students met Literacy expectations. A hallway display was created that recognized top students scoring on the TLI interim assessments in math and literacy. Students who scored proficient or advanced on a Benchmark or End of Course (EOC) exam were recognized in multiple ways.

The K-12 Curriculum Coordinator and K-12 District School Improvement Specialist have worked to create an Embedded Professional Development program that allows teachers to attend a short professional development session during their conference period if they choose. The professional development presented is based on the identified needs of the teachers.

Building administrator-

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Began a positive approach midway through the quarter to support and collaborate with the teams, teachers, external and internal specialists.

The principal met with the math instructional facilitator to request she provide more guidance to the teachers during the weekly common planning PLC.

Five teachers, the high school and elementary principal, and the literacy instructional facilitator participated in the first “Embedded Professional Development” provided by the Curriculum Coordinator throughout the day during their planning periods. Attending the 30-minute sessions that were repeated throughout the day was optional for the teachers. The topics presented were related to planning for remediation, enrichment, and differentiation within a unit. The Curriculum Coordinator reported that during sessions with teachers, the high school principal shared information about pre- and post- tests that related to Indicator IID11.

The principal continues to conduct Focus Walks that allows teachers to receive immediate feedback. The Focus Walk assesses “Teacher Practice,” “Student Engagement,” and “Classroom Management.” The form allows the “Objective” to be listed and “Feedback” to be provided to the teacher.

K-12 District School Improvement Specialist-

- worked with the Network Administrator to set up a TV to display messages in the hallways for both the elementary and high schools. The library also displays the same information as well as library specific information.
- Communicates daily and weekly with the ADE SIS
- arranged a monthly administrators meeting with the high school principal, elementary principal and district superintendent. The first meeting was scheduled to be held on Wednesday, December 17, 2014. However, the elementary principal was not present. The purpose of these monthly meetings will be to ensure consistency among leadership and develop a support team to address building needs.
- has assisted with analyzing data and gathering materials to measure the status of IMOs.
- helped sponsor an award pizza party for the students scoring 60% or above on the literacy TLI assessment.
- Created a large poster listing all the scheduled high school TLI assessments so that it may be posted in the principal’s office
- Posts and updates hallway pictures of students for various recognition opportunities
- Oversees and assists the following:
 - The schedule established and maintained to support teacher teaming/ collaboration and data use
 - Weekly progresses reported to the ADE SIS and superintendent
 - The PIP revision process to address findings from Year 2 PIP report
 - The principal, SIS, and superintendent are continuing to discuss teacher effectiveness interventions

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- Professional development aligned to identified needs of teachers.
- A positive behavior system to improve the learning environment
- and principal have a scheduled daily meeting at 1:00 to discuss the Next Steps suggested by the ADE SIS. The SIS provides details of these items to the principal and makes suggestions of how to implement them. The SIS documents the progresses made by the principal and reports those to the ADE SIS.
- continues to assist the curriculum coordinator in reviewing units and offers feedback and recommendations when needed.
- continues to communicate the expectation of detailed work plans suggested by the ADE SIS. The SIS and counselor worked to develop a work plan for her daily duties.
- met with specific teachers individually to offer unit-writing assistance.
- and curriculum coordinator have met and developed a calendar for the remainder of the school year to implement embedded professional development. The greatest identified needs of the teachers were discussed and the curriculum coordinator and SIS began writing the embedded professional development for the first session on December 12, 2014.
- has conducted an audit of the forms that instructional facilitators and teachers are required to submit.
- reminded the staff during the afternoon professional development session on Friday, November 21, 2014 about the unit writing expectations. A summary of strengths and weaknesses noticed during the review process was shared. The SIS assisted those teachers who requested assistance during the allotted time for unit writing.

Instructional Facilitators-

Instructional facilitators are reporting positive progress is in improvements to the leadership team during leadership team meetings.

Instructional facilitators are attending professional learning community meetings.

Reports of teacher progresses are submitted by facilitators to the building administrator weekly.

Instructional facilitators assist teachers with test monitoring, implementation, and grade reporting.

Schedules are analyzed and work plans are submitted to the building administrator for analysis.

Student Advisory team-

The facilitator of the student advisory team is a member of the leadership team. She allows the students to run their meeting with roles and responsibilities, recommends agenda items, oversees their activities, and reports their progress is to the leadership team. The Student Advisory Team worked to create the weekly menu with the cafeteria director and facilitator of the student advisory team for the week of homecoming which occurs on January 19 through the 23rd 2015. The team also submits ballots to the student body for recommendation of teachers based on specific criteria to be recognized by the high school office for efforts and achievement to assist students.

Student Safety and Discipline-

2nd Quarter ESEA Reporting Form

The Student Safety & Discipline Team implemented an incentive program for students who receive no discipline referrals and have no absences.

The reward pizza party for no discipline referrals for the semester was moved to January 9th. (There was a sponsor available to pay for the costs as well as a speaker lined up to talk to the students.)

They are still searching for a way to upload incidents into a software system. (The nurse's report showed no serious incidents.)

Roughly 80% of the students utilized their voucher for free popcorn for perfect attendance and no discipline referrals at the last home basketball game.

Parent and Community Involvement-

The parent center was open to parents during the parent/ teacher conference.

The K-12 District School Improvement Specialist and Family and Community Involvement /Parent Facilitator are beginning to collaboratively lead the team to implement the parent and community planed efforts.

A parent attended the meeting and gave valuable feedback and input. (Listed as a concern but is also a highlight to gain feedback directly from a parent. - The major concern of the parent was the lack of communication the school has with parents. She feels as if she is never notified about what is going on.)

A team member suggested utilizing School Reach more often to announce events. Also suggested was the use of a Facebook page to post upcoming events.

PLCs-

Content and common planning PLCs/Instructional teams meet weekly.

PLCs began discussing formative assessment strategies and sharing their experiences implementing them.

Teams and PLCs are using a Meeting Feedback Report to keep the Leadership Team informed of updates, highlights, and concerns.

Curricular or extracurricular opportunities:

2nd Quarter ESEA Reporting Form

A band concert was held on December 11, 2014. There are many positive remarks about efforts to hold concerts and involve students in band related school and regional events.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

b) Building Principal:

The principal considered the Priority Improvement Plan (PIP) not his own. (He began to understand the plan was developed collaboratively by the former principal and leadership team and that leadership team members needed to be encouraged to volunteer to be more actively involved in the planning processes to make the PIP their own. Teachers also needed to be part of the Problem Solving Process in School Improvement Planning to take on ownership of the Priority Improvement Plan (PIP).

c) Building Leadership Team:

There is an excess of next steps developed among the various sub-teams, administration, PLCs, and other. The team is working to address the next steps. The ADE SIS and District SIS are providing guidance and training during core leadership team meetings to align the team's perception of next steps, PIP, IMOs, etc... to show how they are all leading toward the implementation of the PIP and their monitoring of the implemented plan.

At some points during the quarter, the elementary principal/ superintendent and high school principal were both off campus for several hours at the same time, leaving no administrator on either campus in the district.

As reported by the district school improvement specialist, a specific math teacher was identified to be entering extra credit "participation" grades of up to 700 points for students in order to increase their grade to a passing percent. Some students awarded points are no longer in the district and/ or were identified as absent when the points were awarded.

2nd Quarter ESEA Reporting Form

There are facilitator concerns that a specific math teacher was not monitoring students during the administration of the TLI assessment on Monday. Several observations show students talking to each other during the test and the teacher sitting at a computer entering grades for the quarter.

A long-term substitute is still in place for 7th, 8th, and 9th grade literacy.

There were concerns about several math TLI assessments scheduled during the last week before the holidays would be affected by lack of student attendance. Also, the test was scheduled the day before semester tests were to be given. (The team immediately took action and suggested sending out a school reach message informing parents of the importance of students attending school on Monday to take the assessment. The math instructional facilitator informed teachers that they should call the parents of those students who are absent Monday and request they send their student to school on Tuesday to take the test.

The process manager was given the responsibility to send meeting agendas to leadership team members prior to meetings. This has been a slow process because the system and process are new to the manager. Agendas of meetings are being sent during the third quarter without reminders.

Student Safety & Discipline

- The reward pizza party for no discipline referrals for the semester was moved to January 9th. (There was a sponsor available to pay for the costs as well as a speaker lined up to talk to the students.)
- They are still searching for a way to upload incidents into a software system. (The nurse's report showed no serious incidents.)
- Roughly 80% of the students utilized their voucher for free popcorn for perfect attendance and no discipline referrals at the last home basketball game. (This must continue to be a priority so student data must be analyzed.)
- On December 10th, there was a gas leak in one of the dressing rooms in the gym. Everyone was evacuated from the building. When the leak was fixed, fans were placed in the gym to air it out and help with removing the odor.
- A team member has mentioned that there has been excessive use of the intercom system and suggested that the TAC system be used to call individual students from classes instead of doing an all call.
- The team discussed the possible situations that could arise from the younger students sitting on the opponent's side of the gym during the recent basketball game. The dean of students announced in an all call that students are to sit only on the home side of the gym unless they are accompanied by parents.

2nd Quarter ESEA Reporting Form

d) School Improvement Specialist:

ADE and/or District School Improvement Specialist concerns-

District concerns-

The Superintendent was suspended by the school board. Personnel are unaware of the reason for dismissal.

High School Concerns-

The high school has received notification of designation as “Academic Distress” by the Arkansas Department of Education that will become the building status following final designation from the Arkansas State Board designation.

Teacher concerns-

Several teachers lack effective classroom management skills.

Instructional practices are not producing high student achievement.

Most teachers have not completed and/ or submitted a unit of instruction during the 2nd quarter. (The building administrator has submitted several e-mails and talked directly with teachers as a result of the instructional facilitators compiling the list of teachers not completing units of instruction and submitting the list to the administrator.)

A literacy teacher has had several issues with following the pacing suggested for the interim assessments.

There is no RtI process in place. (This will be addressed during the 3rd quarter. The District School Improvement Specialist is working to provide an overview of an assessment grid process and research RtI procedures to present to the Curriculum and Instructional Team and Leadership team.)

The majority of math students are failing a specific math teacher’s class. This teacher has admitted to omitting content from his instruction due to his lack of content knowledge. The principal receives reports from the instructional facilitators weekly reporting such incidences.

Several teachers are failing to test all students during interim testing.

A long term substitute was in place for a literacy teacher for the entire quarter for 7th, 8th, and 9th grade literacy classes. The Literacy Facilitator must assume some of the clerical duties for the substitute to enter grades or address specific needs of students and the curriculum and instructional development.

Several teachers are not maintaining and enforcing a distraction-free environment when students take interim assessments. Instructional facilitators must accompany some teachers during TLI assessments to ensure focus of the students.

2nd Quarter ESEA Reporting Form

The SIS continues to recommend that the instructional facilitators develop a weekly schedule that would allow them to serve as an interventionist by working with small groups of identified students. (This recommendation is not formally addressed at this time.)

Teachers are still not submitting completed units. Some of those teachers have already participated in the Unit Development Plan. Therefore, the requirements have previously been communicated to them.

Several math classes continue to have students who have not taken TLI tests from previous modules.

Team concerns-

An abundance of Leadership Team meetings were conducted with several team members absent for unapproved reasons.

The Parent & Community Involvement Team continuously failed to submit the proper meeting artifacts to the designated binder.

The Parent Involvement Team has not monitored their assigned IMO's through the quarter. When the District SIS asked for updates on the teachers who were completing positive contacts, no one had reviewed the contact logs on the assigned dates. In addition, a sign in sheet was not in place during a band concert in October. Therefore, no data was available to review for parent involvement for that event. Also, the percentage of students represented at the November parent/ teacher conference had not been reviewed or calculated. Meeting artifacts continue to not be placed in the designated location for review. The team is not reviewing data to determine which students are not being represented.

The Student Safety & Discipline Team failed to implement several of the incentives for students who had no discipline referrals or absences. The team had to be reminded and assisted to conduct their responsibilities. The dean of students did not review the Student Safety and Discipline data to determine the students eligible for the incentive planned for December 5th – December 12th. The incentive reward date was also postponed. The Student Safety & Discipline team has the expectation to meet for at least two hours per month. These meetings are scheduled to occur for one hour twice per month. At the most recent meeting, the team was dismissed after 30 minutes. The team is not disaggregating discipline referral data. The data was not reviewed to determine the students eligible for the incentive planned for December 5th – December 12th. Therefore, no students were awarded free passes to the December 12th ball game or vouchers for free popcorn as planned. Also, the incentive event scheduled for Tuesday, December 16, 2014 for those students who had no discipline referrals for 2nd quarter has been rescheduled for January.

The chairpersons of the Student Safety & Discipline Team and Parent Involvement Team are not adhering to the protocols in place for communication. This includes sharing a feedback form from their meetings with the Leadership Team, sharing their meeting agendas with the principal and SIS prior to their meetings, having fixed agenda items as designated by the SIS, and placing agendas, minutes, feedback form, and

2nd Quarter ESEA Reporting Form

all materials shared with members at the meeting in the designated folder for their team in the PLC room (Parent Involvement only).

PLCs

The chairpersons of the teams and PLCs failed to adhere to the protocols put into place for communication among teams. The instructional facilitators must remain as facilitators of many PLCs to maintain focus and produce effective progresses or results.

Administration-

The principal admitted to not reading the weekly facilitators reports for several weeks.

In several communications with the staff, the principal has made comments that were unsupportive of the Arkansas Department of Education's work with the school. In a recent email where a newsletter was sent to the staff (at the request of the ADE SIS), the principal stated, "Its something I'm required to do..." Also, during a recent Parent Involvement Team meeting, the principal stated, "We've got to do this to get the state off of our back." (The ADE SIS and District Internal School Improvement Specialist continuously work to improve the school climate and encourage a positive approach to school improvement planning with the building administrator and key leaders within the building. Frequent feedback and guidance are provided to the building administrator, leadership team, district, and leaders within the building. The administrator has started sending communication e-mails and drafts of information to the ADE SIS, District SIS, and superintendent at the request of the ADE SIS which has started to improve the administrator's messages and support of all work to improve the school. An administrative team began at the request of the ADE SIS to include the superintendent, administrators, and district SIS to align the district messages and efforts for improvement and administrative growth. The ADE SIS is working to train the leadership team and administrator of the important of using the school's vision to lead the building's efforts of improvement to reach beyond the AMO and toward the Vision. The principal is ultimately responsible for leading the building toward the vision and positive school climate and tone.)

The principal did not attend two (Monday and Tuesday) of the standing scheduled meetings with the internal SIS this week. No contact was made with the SIS prior to the meeting or after the scheduled time to discuss rescheduling or acknowledge the absence.

When the internal SIS reviews the ADE SIS's weekly reports with the principal, he displays little knowledge about what is included. The reports contain what is covered or discussed during site visits. When requesting updates on the progresses of the next steps included in the report, very few, if any, actions have occurred.

e) Other:

Parent-

2nd Quarter ESEA Reporting Form

The major concern of the parent was the lack of communication the school has with parents. She feels as if she is never notified about what is going on.

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

The Priority Improvement Plan is in place as written and modified for the 2014-15 school year. Some actions are being reviewed for completion. During the 3rd quarter a significant number of Objectives and Tasks should be completed and moved toward sustainable practices.

2nd Quarter ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: 2
 2. Student progress and achievement: Met: 1 Not Met: 1
 3. Student safety and discipline: Met: 2 Not Met:
 4. Parent and community engagement: Met: 1 Not Met: 1
 Total IMO's this Quarter: 10 Met: 6 Not Met: 4

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
1. By December 19, 2014, 85% of literacy, mathematics, and science teachers will pull and analyze their own interim assessment/ TLI data.		X	1.Change in teacher and leader practice	12/19/15	The IMO was not met at 67% when the target was set at 85%.
2. By December 19, 2014, 55% of the recorded CWTs will show a variety of practices (beyond lecture and teacher lead questioning) to engage students in classrooms.	X		1.Change in teacher and leader practice	12/19/15	This IMO was exceeded with 93% of the recorded CWTs showing the expected outcome. Teachscape was used to calculate this percentage.
3. By December 19, 2014, 55% of the recorded CWTs will show a variety of strategies (beyond homework/ practice and ques/ questions) to engage students in classrooms.	X		1.Change in teacher and leader practice	12/19/15	This IMO was met with 79% of the recorded CWTs showing the expected outcome. Teachscape was used to calculate this percentage.
4. By December 19, 2014, selected leadership team members will conduct and post 7 CWTs in Teachscape as determine by the CWT Teachscape report.		X	1.Change in teacher and leader practice	12/19/15	This IMO was not met due to the selected team members <i>each</i> not conducting and/ or posting 7 CWTs. The totals per member were 31, 10, 6, and 2.
5. By December 19, 2014, at least 60% of students in grades 7th and 8th, Algebra I, Geometry, and Algebra II will score 60% or above on the interim assessment.		X	2. Student progress and achievement	01/12-16/15	The IMO was not met and significantly dropped to 27%. A mathematics action plan is being developed to determine specific needs of students in

2nd Quarter ESEA Reporting Form

					<p>particular grades/subjects.</p> <p>Students continued to miss tests, but the District School Improvement Specialist and Instructional team are identifying which students are missing tests to address the issue. The report of missing tests are also reported to the building administrator.</p>
6. By December 19, 2014, at least 60% of students in grades 7th - 11th will score 60% or above on the literacy interim assessment.	X		2. Student progress and achievement	12/19/14	<p>The IMO was exceeded at 72% as determined by the module 2 interim assessment.</p> <p>Student incentives are in place. Students in grades 7-9 who scored 60% or higher on the module 2 literacy TLI exam were awarded a pizza party on Wednesday. Those in grades 10-11 were awarded a pizza party at an earlier time.</p>
7. By December 19, 2014 grades 7-9 discipline referrals will be reduced to 55 as determined by data collected from e-school reports.	X		3. Student safety and discipline	12/19/15	<p>The IMO was met with 48 discipline referrals reported for grades 7-9 students. This was a significant drop in referrals compared to the previous year.</p> <p>A Dean of students is in place during the 2014-15 school year. He walks through the hallways all day and addresses discipline during and between classes. Focus walks occur during the discipline rounds daily.</p>
8. By December 19, 2014 grades 10-12 discipline referrals will be reduced to 24 as determined by data collected from e-school reports.	X		3. Student safety and discipline	12/19/15	<p>The IMO was met with 18 discipline referrals reported for grades 10-12 students. This was a significant drop in referrals compared to the previous year.</p> <p>A Dean of students is in place during the 2014-</p>

2nd Quarter ESEA Reporting Form

					15 school year. He walks through the hallways all day and addresses discipline during and between classes. Focus walks occur during the discipline rounds daily.
9. By December 19, 2014, at least 8 positive, 2-way contacts will be made by each DHS teacher as determined by the parent/teacher communication.	X		4. Parent and community engagement	12/19/14	The IMO was met with each teacher having 8 or more positive contacts.
10. By December 19, 2014, sign in sheets will show that 65% of students in grades 7-12 will have been represented by a parent/guardian at school functions such as open house, parent/ teacher conference, math and literacy nights, etc...		X	4. Parent and community engagement	12/19/14	IMO was not met at 56% when the target was set at 65%. What is being done to address record keeping practices- The parent and community involvement secretary is working to update the designated binder in the PLC room with meeting artifacts that have been missing for several weeks during the quarter?

Quarterly ESEA Reporting Form

Date Completed: 1/26/15

Status:

School: Dollarway High School

Priority ____

District: Dollarway School District

Priority Academic Distress X

Principal: Arnold Robertson

Focus Academic Distress _____

ADE School Improvement Specialist: Kerri Williams

X **External Provider:** Generation Ready _____

____ **Locally Hired School Improvement:** _____

Highlights from 2nd **Quarter:**

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

b) Building Principal:

c) Building Leadership Team:

d) School Improvement Specialist:

- Having all members of the Leadership Team involved in the meeting

e) Other:

Quarterly ESEA Reporting Form

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

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

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Quarterly ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: 4
 2. Student progress and achievement: Met: 3 Not Met: 4
 3. Student safety and discipline: Met: 2 Not Met: 1
 4. Parent and community engagement: Met: 1 Not Met: 1
 Total IMO's this Quarter: 18 Met: 8 Not Met: 10

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
TEACHER/LEADER					
By the end of the second quarter, 25% of content areas teachers will give a pre and post-test to assess student mastery as documented by pre and post test data.		X	1	12/19/14	Pre and post-test have not been developed or implemented. The content areas are meeting and working on creating pre and post-test.
By the end of the second quarter, 25% of teachers will analyze the data from pre and post-test to implement researched based strategies based on student needs as documented by data analysis		X	1	12/19/14	Data analysis has not occurred due to the teacher's not administering pre and post-test.
By the end of the second quarter, Grade/Instructional team meeting agenda and minutes will reflect at least 25% of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.	X		1	12/19/14	Team meetings and content meeting minutes show that data is being discussed; suggestions for strategy implementation is occurring based on the data conversation.
By the end of the second quarter, Leadership team meeting agenda and minutes will reflect at least 35% of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.	X		1	12/19/14	Leadership team meetings have focused on behavior, tardy, TLI literacy data. Discussion has occurred due to the lack of formative assessment for math data.

Quarterly ESEA Reporting Form

By the end of the second quarter, the principal and/or designees will conduct 20 classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes.		X	1	12/19/14	There were 20 CWT completed (ranging from 1-15 minutes with 1 lasting 44 minutes) No evidence of TESS observations No evidence that observation data is discussed in Leadership Team meeting minutes or agenda
By the end of the second quarter, 85% of teachers will have their Professional Growth Plan completed in Bloomboard as documented by principal report.		X	1	12/19/14	No evidence of PGP completion status or principal report
LITERACY					
By the end of the second quarter, at least 49.2% of 9th grade students are projected to be proficient or advanced by as documented by literacy assessment data.		X	2	12/19/14	TLI Assessment data: 10/28: Reading 33 Language 43 12/2: Reading 34 Language 38
By the end of the second quarter, formal literacy assessment data will reflect that at least 52.6% of 10th grade students are projected to be proficient or advanced as documented by assessment data.		X	2	12/19/14	TLI Assessment data: 10/28: Reading 39 Language 49 12/2: Reading 36 Language 41
By the end of the second quarter, formal literacy assessment data will reflect that at least 48.8% of 11th grade students are projected to be proficient or advanced as documented by assessment data.		X	2	12/19/14	TLI Assessment data: 10/28: Reading 51 Language 43 12/2: Reading 43 Language 41
MATH					
By the end of the second quarter, formal	X		2	12/19/14	Semester Exam Grades: 14/48 = 29%

Quarterly ESEA Reporting Form

math assessment data will reflect that at least <u>8%</u> of Algebra I students are projected to be proficient or advanced as documented by formal assessment data					Scored 70% or above 84.2% of students failed the course 2 nd 9 weeks
By the end of the second quarter, formal math assessment data will reflect that at least <u>30%</u> of Geometry students are projected to be proficient or advanced as documented by assessment data.	X		2	12/19/14	Semester Exam Grades: 77/120 = 64% Scored 70% or above 47% of students failed the course 2 nd 9 weeks
By the end of the second quarter, formal math assessment data will reflect that at least <u>20%</u> of Algebra II students are projected to be proficient or advanced as documented by assessment data.	X		2	12/19/14	Semester Exam Grades: 53/101 = 52% Scored 70% or above 29.7% of students failed the course 2 nd 9 weeks
UNIT ASSESSMENTS					
By the end of the second quarter, unit pre and post assessments will reflect that at least <u>50%</u> of students are scoring at least <u>70%</u> on unit assessments.		X	2	12/19/14	No evidence of unit pre/post assessment given by any teacher.
STUDENT SAFETY/DISCIPLINE					
By the end of the second quarter, discipline will decrease by <u>30</u> % in the number of discipline referrals as documented by discipline data. (baseline 258) Q2-181	X		3	12/19/14	258 Referrals from Quarter 1 173 Referrals from Quarter 2 33% decrease based on E-School reports
By the end of the second quarter, baseline data for positive behavior incentives will be created.	X		3	12/19/14	Baseline data of students without tardies: 9 th Grade - 23 (106-83) 10 th Grade - 31 (124-93) 11 th Grade - 16 (92-76) 12 th Grade - 28 (110-82) Total Students - 98 (432-334)

Quarterly ESEA Reporting Form

					Baseline data for students with dress code infractions: 9 th Grade – 4 students 10 th Grade – 3 students 11 th Grade – 1 student 12 th Grade – 1 Student Total Students – 9 (432-9=423) Total Infractions - 17
By the end of the second quarter, tardy infractions will decrease by 30% as documented by E-School reports. (baseline Q1-2127) Q2-1489		X	3	12/19/14	4.18% decrease in tardies 1 st Quarter – 2,127 2 nd Quarter – 2,038
PARENT AND COMMUNITY					
By the end of the second quarter, Parent Teacher Organization will be established with specific dates for meetings in place and a membership roster as documented by calendar and membership roster.	X		4	12/19/14	PTO has been established by evidence of meeting agenda, meeting minutes, and membership roster (sign-in)
By the end of the second quarter, each teacher (32) will contact 5 parents per week as documented by parental contact log.		X	4	12/19/14	29 Certified Teachers on staff (3 substitutes), the following teachers had parental contacts for the 2 nd Quarter: 1 teacher had 8 parental contacts 1 teacher had 3 parental contacts 1 teacher had 42 parental contacts 1 teacher had 23 parental contacts 25 teachers with NO documented contacts.

Quarterly ESEA Reporting Form

Date Completed: January 21, 2015

School: Robert E. Morehead Middle School

Status: Priority x 1003g Focus Title I x

District: Dollarway

Approved External Provider: Generation Ready

ADE School Improvement Specialist: Kerri Williams

Highlights from 1st Quarter:

- Tardies have improved due to change in procedures
- Consistent honor roll
- Positive attitudes although an increase in discipline
- Working better with PARCC
- Increase in student awards
- Increase in parental participation for Math Science night
- Spelling Bee
- Two students made All Region Choir – visited the State Capital and sang Christmas Carols to other schools
- 7th grade has made a significant improvement in TLI scores

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

-

b) Building Principal:

-

c) Building Leadership Team:

d) School Improvement Specialist:

Quarterly ESEA Reporting Form

e) Other:

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

PIP Changes:

Quarterly ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: 1 Not Met:
 2. Student progress and achievement: Met: 3 Not Met: 4
 3. Student safety and discipline: Met: Not Met: 1
 4. Parent and community engagement: Met: 1 Not Met:
 Total IMO's this Quarter: 10 Met: 5 Not Met: 5

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of the 2 nd Quarter, the principal and/or designee will complete 160 CWT's. Based on the CWT data collected; feedback will follow up with teachers will be used to improve teacher practice. (3Q-160, 4Q-160)	X		1	12/19/14	160 CWT were completed as noted by Teachscape report and feedback.
By the end of the 2 nd Quarter, 6 th graders will show overall growth of 3.3% in performance level in literacy and math scores as determined by TLI module data. (3Q-3.3%, Q4-3.3%)		X	2	12/19/14	Math: Module 2 – 56% (increase 14%) Module 3 – 36% (decrease 14%) LA: Module 2 – 40% (decrease 2%)
By the end of the 2 nd Quarter, 7 th graders will show overall growth of 3.3% in performance level in literacy and math scores as determined by TLI module data. (3Q-3.3%, Q4-3.3%)	X		2	12/19/14	Math: Module 2 – 37% (increase 2%) Module 3 – 44% (increase 7%) LA: Module 2 – 40% (decrease 2%) Module 3 – 49% (increase 9%) Reading: Module 3 – 39%
By the end of the 2 nd Quarter, 8 th graders will show overall growth of 3.3% in performance level in literacy and math scores as determined by TLI module data. (3Q-3.3%, Q4-3.3%)		X	2	12/19/14	Math: Module 3 – 44% (same) Module 4 – 32% (decrease 12%) LA: Module 1 – 45% Module 2 – 47% (increase 2%)
By end of the 2nd Quarter 2014, 50% of 6th through 8th graders will STAR test and	X		2	12/19/14	63% of students have STAR tested based on STAR reports.

Quarterly ESEA Reporting Form

reading levels will be assigned as determined by STAR summary reports. (Q3-75%, 4Q-100%)					
By the end of the 2 nd Quarter, students enrolled in Read 180 will show overall growth of Lexile Level as determined by Scholastic Growth Reports. (3Q-growth, 4Q-growth)	X		2	12/19/14	All tested students showed a growth in Lexile Level as documented by SRI Growth Report.
By the end of the 2 nd Quarter, students enrolled in System 44 will show overall growth of Lexile Level as determined by Scholastic Growth Reports. (3Q-growth, 4Q-growth)		X	2	12/19/14	1 student showed growth in Lexile Level out of the 4 students tested.
By the end of the 2 nd Quarter, students enrolled in Math 180 will show overall growth of Lexile Level as determined by Scholastic Growth Reports. (3Q-growth, 4Q-growth)		X	2	12/19/14	The students were not able to begin testing until this quarter due to technical issues within the school. The first test was given in November. The next test will be given in 3 rd Quarter in order to determine growth.
By the end of the 2 nd Quarter, student discipline data 2nd Quarter will decrease by 20% (134) as evidenced by eSchool records. (3Q-30% (108), 4Q-40% (93))		X	3	12/19/14	Student discipline increased from 154 to 175 based on E-School discipline reports.
By the end of the 2 nd Quarter, an increase of 10% of parents and community participation in school activities and wellness as determined by attendance logs and sign-in sheets. (Q3-10%, Q4-10%)	X		4	12/19/14	Parental involvement increased as documented by sign-in sheets

Quarterly ESEA Reporting Form

Date Completed: January 20, 2015

Status:

School: Earle High School

Priority X

District: Earle School District

Priority Academic Distress ____

Principal: Juanita Bohanon

Focus Academic Distress ____

ADE School Improvement Specialist:

X **External Provider:** Education Consulting Services

____ **Locally Hired School Improvement:** _____

Highlights from 2nd **Quarter:**

2 students won the National Benjamin Banneker award and 1 student was an honorable mention

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

b) Building Principal:

c) Building Leadership Team:

d) School Improvement Specialist:

e) Other:

Quarterly ESEA Reporting Form

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

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Quarterly ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: 4 Not Met:
 2. Student progress and achievement: Met: Not Met: 10
 3. Student safety and discipline: Met: Not Met: 2
 4. Parent and community engagement: Met: 3 Not Met:
 Total IMO's this Quarter: 19 Met: 7 Not Met: 12

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of the 2nd quarter 2014, building administrators will review lesson plan to ensure objectives, multiple research-based strategies, and alignment with State academic content standards are implemented in at least 70% of classrooms based on lesson plan rubric.	X		1	12/19	70% of teachers have met the requirements of the rubric for required elements as documented by lesson plan rubric.
By the end of the 2nd quarter 2014, based on lesson plans, the observation data will show alignment with lesson plan content and classroom instruction in 60% of classrooms as indicated by observation data.	X		1	12/19	60% of teachers show alignment with lesson plan content and instruction as evidenced by observation data.
By the end of the 2nd quarter 2014, based on observation data, 60% of teachers will attend monthly professional development based on individual teacher needs.	X		1	12/19	Teachers attended PD based on sign-in sheets.
By the end of the 2nd quarter 2014, instructional team meeting agenda and minutes will reflect at least 20% of the meetings were spent reviewing data to inform instruction for continuous improvement and student progress including formative data analysis and interventions.	X		1	12/19	PLC, grade level, and instructional teams meeting minutes have 20-25% of meeting focused on data.

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By the end of the 2nd quarter 31/66% of the 7 th grade reading students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)		X	2	12/19	19 students were proficient of 47 tested 40% NOT MET
By the end of the 2nd quarter 34/66% of the 8 th grade reading students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)		X	2	12/19	33 students were proficient of 51 tested 65% NOT MET
By the end of the 2nd quarter /66% of the 11 th grade reading students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)		X	2	12/19	19 students were proficient of 31 tested 61% Not Met
By the end of the 2nd quarter 33/66% of the 7 th grade writing students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)		X	2	12/19	20 students were proficient of 50 tested 40% NOT MET
By the end of the 2nd quarter 37/66% of the 8 th grade writing students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)		X	2	12/19	28 students were proficient of 56 tested 50% NOT MET
By the end of the 2nd quarter 30/66% of the 11 th grade writing students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)		X	2	12/19	18 students were proficient of 46 tested 39% NOT MET
By the end of the 2nd quarter 33/65% of the 7 th grade module math students will reflect proficiency as forecast by rubric for TLI scores (AMO 64.37)		X	2	12/19	22 students were proficient of 51 tested 43% NOT MET
By the end of the 2nd quarter 34/65% of the 8 th grade module math students will reflect		X	2	12/19	18 students were proficient of 53 tested 34% NOT MET

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proficiency as forecast by rubric for TLI scores (AMO 64.37)					
By the end of the 2nd quarter 22/65% of the Algebra I students module will reflect proficiency as forecast by rubric for TLI scores (AMO 64.37)		X	2	12/19	18 students were proficient of 34 tested 53% NOT MET
By the end of the 2nd quarter 28/65% of the Geometry students module will reflect proficiency as forecast by rubric for TLI scores (AMO 64.37)		X	2	12/19	8 students were proficient of 44 tested 18% NOT MET
By the end of the 2nd quarter student tardiness will decrease by 5% from the baseline data as evidenced by the e-school report. (decrease by 5% each quarter)		X	3	12/19	59 tardies – increase from Quarter 1 of 38
By the end of the 2nd quarter student disciplinary referrals will decrease by 5% from the baseline data as evidenced by the Deans of Students records. (decrease by 5% each quarter)		X	3	12/19	145 referrals – increase from 104 from Quarter 1
By the end of the 2nd quarter teachers will increase the parental contact by 10% as evidenced by each teacher's parental communication log.	X		4	12/19	718 Parental Contacts made in Quarter 2
By the end of the 2nd quarter 80% of teachers record grades and generate interim reports for students and parents as evidenced by a TAC report via Ms. Watson, high school counselor grade administrator.	X		4	12/19	21 of 24 teachers 87.5%
By the end of the 2nd semester Earle High will conduct a Math/Literacy/CTE night as	X		4	12/19	98 participants present

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documented by sign-in sheets 77/25% of 307 participants should attend.					
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Quarterly ESEA Reporting Form

Date Completed: December 19, 2014

Status:

School: Forrest City High School

Priority ___

District: FCSS

Priority Academic Distress X

Principal: Osceola Hicks

Focus Academic Distress ___

ADE School Improvement Specialist:

___ **External Provider:** _____

Janie Hickman

___ **Locally Hired School Improvement:** Michael Hawkins

Highlights from 2nd **Quarter:**

District:

- Continued vision/focus (A Sense of Urgency) for FCSD
- Provided professional development on new curriculum for ELA and Math
- A focus on the CCSS Shifts and lesson planning in ELA, Math, Science & Social Studies
- Monthly Professional Learning Institute (PLI) for all admin team members
- Provided professional development from The Learning Institute (TLI), the interim assessment company
- Data day – teachers worked for three hours after school to disaggregate data and use that information to plan for instruction

High School:

- The embrace of our motif – Focus Character Honor Service (FCHS), creation of an Honor’s program after each nine weeks to honor students, first annual Thanksgiving and Christmas programs and its impact on school culture.
- The hall culture during and at the exchange of class; by all accounts from state level personnel to our various local publics, there is consensus that a very positive change has taken place.
- The establishment of a very structured after school credit recovery and tutoring program. The credit recovery program extends itself to Saturdays.
- Cutting-edge, high level Professional Development internal and external support (i.e. principal, district SIS, leading consultants from the state and national level).

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- Sense of urgency on part of some teachers is improving.

-

School Improvement Specialist:

- Improved IMO's after revisions
- Principal's work with staff and students to create a sense of pride and urgency to their situation.
- District hired consultant working with teachers to teach them how to break down their TLI data, use that data to know who and what to remediate, and assisting them in finding target students that can be moved forward in the shortest amount of time

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- Need for Instructional Facilitators
- Skill development at every level of the organization

b) Building Principal:

- Lack of sense of urgency on part of some teachers (getting better though), value parents/guardians tend to place on education, student apathy and alternative space for the tremendously disrespectful spoilers, teachers' embrace of change, existing culture of low expectations, honest self-reflection (especially in areas of how students are viewed/treated and their need to improve in the quality of instruction delivered, daily), self-imposed desire in doing and giving a "little bit extra."
- Limited vision and capacity on the part of the administrative support staff (APs) in realizing the "real work" and bringing the same to fruition.

c) Building Leadership Team:

- Same as building principal. Leadership team would like to highlight student and parental apathy towards education.

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d) School Improvement Specialist:

- No instructional facilitators in this building
- Some faculty members still show a lack of urgency

e) Other:

- The Internal Provider and I (building principal) through the collaborative process felt that the two should reflect each other.

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

IMO Area: 1. Change in teacher and leader practice: Met: 1 Not Met: 1
 2. Student progress and achievement: Met: Not Met: 4
 3. Student safety and discipline: Met: Not Met: 2
 4. Parent and community engagement: Met: 2 Not Met:
 Total IMO’s this Quarter: 10 Met: 3 Not Met: 7

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By December 19, the principal, assistant principals and the school improvement specialist will conduct an average of 45 C.W.T’s per week and will input the data in the school database. Progress will be monitored by the principal and the internal school improvement specialist.		x	1	12/19/14	Late establishing IMO’s and per State SIS we had to revisit and restate as to target the CWTs.
By December 19, 60% of the teachers will document in their lesson plans, three (3) appropriately used Marzano’s High Yield Strategies learned during PLC. The	x		1	12/19/14	Due to the limited “craft” capacity of administrative staff, the implementation of Marzano’s High Yield Strategies into the LD was not monitored with any degree of

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<p>progress will be monitored by the principal and the internal school improvement specialist.</p>					<p>fidelity. However, the principal and SIS did introduce the teachers to all nine of the strategies at a PLC/Faculty meeting. (agenda on file)</p>
<p>By November 19, 60% of 11th grade literacy students will score 70% or better on The Learning Institute (TLI) interim assessment. Progress will be monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner.</p>		x	2	12/4/14	<p>2nd module test not given until December. Teachers have been taught how to color-code and calibrate assessment results in alignment with Advanced, Proficient, Basic and Below Basic. They are now beginning to understand the importance of individual AIPs, counting students, and talking not only collective data but individual student data. The goal is lofty for a turn-around situation. But the principal is expecting improvement come February 19, 2015.</p>
<p>By December 11, 65% of 11th grade literacy students will score 70% or better on The Learning Institute (TLI) interim assessment. Progress will be monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner.</p>		x	2	12/11/14	<p>TLI training for staff was late coming. 3rd module will be tested in January</p>
<p>By December 16, 60% of Algebra I students will score 70% or better on the TLI interim assessment. Progress will be monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner.</p>		x	2	12/16/14	<p>TLI training for staff was late coming. TLI was completely new to the principal and teachers never had a sense of urgency in dealing with the data. Usage was almost none existent. Also, teachers has since been taught how to color-code and calibrate assessment results in alignment with Advanced, Proficient, Basic and Below Basic. They are now beginning to understand the importance of individual</p>

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					AIPs, counting students, and talking not only collective data but individual student data. The goal is lofty for a turn-around situation. But, the principal is expecting improvement come January 22, 2015.
By December 15, 65% of Geometry students will score 70% or better on the TLI interim assessment. Progress will be monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner.		x	2	12/15/14	TLI training for staff was late coming. TLI was completely new to the principal and teachers never had a sense of urgency in dealing with the data. Usage was almost none existent. Also, teachers has since been taught how to color-code and calibrate assessment results in alignment with Advanced, Proficient, Basic and Below Basic. They are now beginning to understand the importance of individual AIPs, counting students, and talking not only collective data but individual student data. The goal is lofty for a turn-around situation. But, the principal is expecting improvement come January 22, 2015.
By December 19, there will be a 5% decrease in the number of students tardy. Progress will be monitored by the assistant principals, counselors, and external Concentric partner.		x	3	12/19/14	We could have very well made these IMOs due to the enormous change in the climate, environment and culture of the building overall; but I failed to monitor those who were responsible for executing the data analysis and monitoring the progress. Nonetheless, the principal will do better and as a result, by March 13, 2015 there will be a 10% reduction in students tardy.
By December 19, there will be a 5% decrease in the number of discipline		x	3	12/19/14	We could have very well made these IMOs due to the enormous change in the

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referrals submitted by administrators. Progress will be monitored by the assistant principals, counselors, and external Concentric partner.					climate, environment and culture of the building overall; but I failed to monitor those who were responsible for executing the data analysis and monitoring the progress. There was never a collection of data to establish a baseline. Nonetheless, the principal will do better and as a result, by March 13, 2015 there will be a 10% reduction in student disciplinary referrals.
From October 16 – December 19, each faculty member will document 20 parent contacts per nine week grading period. Progress will be monitored by the parent involvement coordinator.	x		4	12/19/14	Supporting data on file in principal's office.
From October 16 – December 19, a minimum of one parent/teacher conference will be held. Fifteen percent (15) of the parents will attend. Progress will be monitored by the parent involvement coordinator.	x		4	12/19/14	Supporting data on file in principal's office.

Quarterly ESEA Reporting Form

Date Completed:

Status:

School: Forrest City Junior High School

Priority ____

District: Forrest City

Priority Academic Distress X

Principal: Reginald Murphy

Focus Academic Distress ____

ADE School Improvement Specialist: Janie Hickman

External Provider: APSRC

Locally Hired School Improvement: Michael Hawkins

Highlights from 2nd **Quarter:**

District:

- Continued vision/focus (A Sense of Urgency) for FCSD
- Provided professional development on new curriculum for ELA and Math
- A focus on the CCSS Shifts and lesson planning in ELA, Math, Science & Social Studies
- Monthly Professional Learning Institute (PLI) for all admin team members
- Provided professional development from interim assessment company
- Data day – teachers worked for three hours after school to disaggregate data and use that information to plan for instruction

Building:

- The Forrest City Junior High has contracted with the International School Improvement Specialist, Dr. J. Pollock who is working with the faculty at the Junior High to improve overall instruction and student achievement.
- The teachers at the Forrest City Junior High had “Parent Nights” by subject area to give parents the opportunity to be informed and participate in the curriculum.
- The Forrest City Junior High has developed a team to work on creating incentives for the students who reach assigned goals.
- The Forrest City Junior High has also created a technology team to oversee the purchase and training of new

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technology.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- Skill development at every level of the organization

b) Building Principal:

- Since the Forrest City Junior High lost its SIG project manager, Mr. Murphy has used part of his time ensuring SIG funds are being carried out. These activities have made it harder for him to spend 50% of his time with teachers.

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

- Literacy and Math teachers are continuing to adjust to a new curriculum. 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 the Common Core State Standards.

d) School Improvement Specialist:

- IMO's not met in subject areas
- Late start for interim assessments and teacher training
- Curriculum and assessments not aligned
- Large number of students in ISS each day with one teacher and little to no instruction.
- Leadership and teacher capacity

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e) Other:

Academic Distress ADE Evaluation Team Recommendations

- School leadership, with guidance from the internal school improvement specialist, should facilitate a comprehensive needs assessment to identify school improvement interventions, personnel, and student demographics in 2013 and 2014.
- Once successful indicators and current needs are identified, district leadership should allocate resources necessary to duplicate successes and address areas of need.
- Analyses of student achievement data should include interim assessments.
- Instructional teams, consisting of grade-level or content-area teachers, should develop units or content-area teachers, should develop units of instruction that include criteria for mastery of standards addressed in the unit.
- 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.
- 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.
- School leadership should regularly participate in and monitor PLC meetings to ensure time is consistently maximized to improve professional practice and increase student achievement.
- School leadership should monitor teachers' effective use of instructional time to improve student achievement.

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

IMOs have been removed that are not measurable.

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IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: 0
 2. Student progress and achievement: Met: 1 Not Met: 4
 3. Student safety and discipline: Met: 1 Not Met: 0
 4. Parent and community engagement: Met: 1 Not Met: 0
 Total IMO's this Quarter: 9 Met: 5 Not Met: 4

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
The principal will spend 45% of his time, as evidenced by Checklist data, working with teachers to improve instruction by the end of the second quarter.	X		1	12-19	Documentation of time spent working with teachers. Data was taken from Mr. Murphy's documentation of his schedule and time with teacher logs.
The principal and Core Team will conduct 156 classroom walkthroughs, as evidenced by Teachscape data, monthly by the end of the second quarter.	X		1	12-19	Documentation of Classroom Walkthroughs. Data was taken from CWT reports from Mr. Murphy's logs.
High Yield strategies will be used in 85% of classrooms, as evidenced by GANAG Focus Walks, by the end of the second quarter.	X		2	12-19	Documentation of IMO Checklist Data was taken from Documentation of classroom observations and lesson plans.
Literacy – All students will be 57.22% proficient on Interim Assessment by the end of the second quarter.		X 37.5%	2	12-2	Documentation of Interim Assessment Data (ANET) Data was taken from the ANET Interim Assessment Reports
Literacy – Students with disabilities will be 39.3% proficient on Interim Assessment by the end of the second quarter.		X 22.5%	2	12-2	Documentation of Interim Assessment Data (ANET) Data was taken from the ANET Interim Assessment Reports
Math – All students will be 55.79% proficient on Interim Assessment by the		X	2	12-3	Documentation of Interim Assessment Data (ANET)

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end of the second quarter.		40%			Data was taken from the ANET Interim Assessment Reports
Math – Students with disabilities will be 38.53% proficient on Interim Assessment by the end of the second quarter.		X 23%	2	12-3	Documentation of Interim Assessment Data (ANET) Data was taken from the ANET Interim Assessment Reports
Public Celebrations will increase by 60% through honor board, privilege cards, student of the week, and other public celebrations by the end of the second quarter.	X 179%		3	12-19	Documentation of 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 second quarter, 95% of teachers will maintain communication with parents/guardians, as evidenced by a file of communication.	X 97%		4	12-19	Documentation of Teacher Communication Logs Data was taken from teacher logs of communication with parents.

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Date Completed: 01/21/2015

Status:

School: BELLE POINT ALE

Priority x

District: FORT SMITH

Priority Academic Distress ____

Principal: MARIA ARNOLD

Focus Academic Distress ____

ADE School Improvement Specialist: John Harris ____ **External Provider:** _____

 x **Locally Hired School Improvement:** Kellie Cohen

Highlights from 2ND **Quarter:**

1. Most Improved Schools on Benchmark and End of Course Exams Award
2. Schoolwide Initiatives are 43.5% implemented
3. Schoolwide Initiative of Essential and Guiding Questions are at 100% implementation
4. Zero expulsions
5. 100% contact at Parent-Teacher conferences
6. All certified staff are showing evidence of meeting PGP goals
7. 100% of GED students have passed the GED test
8. 100% of staff have implemented 3 or more constructed response (PARCC-like) assessments
9. Student contraband items have decreased
10. Junior high population has been digitally converted

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

High mobility and generational poverty inhibit district and building efforts to improve student performance.

b) Building Principal:

1. Discipline is up, but enrollment is up too. Behavior and suspensions are cause for major concern.
2. Lack of time for instructional leadership responsibilities due to general management requirements, TLI and other assessment

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venues, various trainings and meetings (including Master Principal Institute), state reports, and weekly court appearances.

3. Over 52% of the population reads 3 or more grade levels below their current grade level
4. 82% of the population is on formal or informal probation through the Sebastian County Juvenile Court system
5. Lack of parental support.

c) Building Leadership Team:

1. Students lack of interest in receiving one-on-one interventions when being pulled from the classroom
2. Time slots for interventions must remain short so that they do not miss much of their content area classroom
3. Truancy and students needing interventions goes hand in hand. Intervention schedule is then interrupted.
4. Pinpointing the intervention that is most effective for students who are 5 or more grade levels below
5. Job responsibilities for one full time interventionist/literacy instructional facilitator include attendance officer, assistant principal, discipline, testing, data disaggregation, professional development, acting principal, teacher coach, informal observations (CWT's)

d) School Improvement Specialist:

High Mobility continues to be a barrier for student achievement. Although Belle Point has a significant population of high poverty children, a major root cause is related to the court and legal system. Many Belle Point students have probation officers and are part of the Fort Smith judicial system that includes arrest and incarceration, social support systems, mental health services, and regular court hearings. This high mobility inhibits the school's efforts to reach high fidelity with its student improvement efforts. Generational poverty creates an environment in which parents are not motivating their children to succeed academically. This impacts the general effectiveness of school improvement efforts, student attendance, parental engagement, and student behavioral issues.

e) Other:

None

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

There is more emphasis on student achievement performance. Multiple use of diagnostic entrance testing, GED testing success, AIP intervention strategies and assessments are the primary changes. The administrative team is providing support by incorporating and measuring improved teacher instructional strategies (with embedded PD and PLC meetings, the daily use of formative assessments to measure student understanding of instructional goals, and increased parental contacts to support school intervention efforts.

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. IMO Target Goal: <u>By December 19</u> , 100% of data-driven student placements into Literacy and Math classrooms was completed.	X		2	12/19/14	The Test of Adult Basic Information (TABE), San Diego Word Recognition assessment, and STAR Literacy assessment). The TLI, EOC & Benchmark will also be used as a data source when appropriate. This data provide teachers with academic levels for intervention planning for all students at Belle Point. CWT visits and TESS observation data (informal and formal) are used to monitor student performance and to guide professional development to improve instructional performance.
IF06 - Teachers are required to make individual professional development plans based on classroom observations. IMO Target Goal: (Change in teacher and leadership practice): <u>Teacher PGP Goals</u> . On December 19, 100% of 1st informal observations of	X		1	12/19/14	PGP Goals for 2014-15: Preliminary classification of teachers was based on a variety of data streams including but not limited to: TESS Domain tracks, observations (formal and informal), and CWT visits. A feedback loop has been developed

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<p>each teacher was completed and 100% of teachers were determined to be on track for PGP Goal completion.</p>					<p>and utilized to provide differentiated information and support for teachers. Feedback will be provided collectively and individually as appropriate. Teachers were observed an adequate number of times in order to provide opportunities to show growth.</p>
<p>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. IMO Target Goal: Schoolwide Instructional Initiative)- <u>By December 12, 2014:</u> An implementation rate of 44% was established for the building instructional initiative as measured by principal TESS observations, CWT data, student performance results (formative and interim assessments), and teacher lesson planning.</p>	X		1	12/12/14	<p>Schoolwide Instructional Initiative: Professional Learning Communities (PLC's) are in place to support continuous improvement to implement the instructional goals of the schoolwide 2014-15 instructional initiative. Weekly meetings of the PLC's and math/literacy instructional facilitator support provide the best practices needed for the sustainability and fidelity for implementation. Formative and interim data (CWT, TESS observations, Lesson Plans, and meeting feedback) provide data-driven decision-making to meet implementation interim goals for the 2014-15 school year.</p>
<p>IID09 - Instructional Teams use student learning data to plan instruction. IMO Target Goal: <u>GED Program:</u> <u>On December 19th,</u> 100% of students who complete the program requirements will successfully pass the 2014-15 GED exam. Three students completed the program requirements and passed the 2014 GED Exam (a total of seven for the year).</p>	X		2	12/19/14	<p>GED PROGRAM: Multiple students enroll in the GED program at various times. The success of the program totals the number of students enrolled into the program for each quarter, tracks those that complete program requirements and are administered the 2014 GED Exam. The total that exits the program from enrollment to successful exam completion is used to measure the GED programs success.</p>
<p>IID11 - 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</p>	X		2	12/19/14	<p>AIP's will monitor student academic progress for the 2014-15 school year. Intervention strategies and assessments move students forward (showing growth) to complete standards-based</p>

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<p>need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).</p> <p>IMO Target Goal: Student progress and achievement--(<u>AIP Student Interventions</u>): On December 19, 100% of data-driven AIP student placements into Literacy and Math classrooms were completed.</p> <p>Teacher and administrator instructional and assessment platforms have been implemented. Data from formative and interim assessment are in place for the 3rd and 4th quarters to determine growth for individual students.</p>					<p>supplemental strategies. Actions for full Implementation: (1)- AIPs reviewed quarterly by parents of failing students. (2)- Common assessments will be used as appropriate, (3)-The TLI will also be used as a data source when appropriate. (4)- Instructional Facilitator reports. (5)- Building interventions to complete standards-based supplemental activities. (6)- Software. (Aligned Intervention Strategies): Re-teach–re-test; Peer tutoring; Bell-ringers; Specific AIP time; Bell work specific to AIP strands.</p>
<p>IVA01 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).</p> <p>IMO Target Goal:: <u>On December 19th</u>, an implementation rate of 85% was determined from two-way communication data with parents in order to inform them concerning student progress and the parent's role in supporting their child's progress.</p>	X		4	12/19/14	<p>Technology, face-to-face meetings, call logs by teachers, and signage at meetings will provide two-way accounting of Belle Point's efforts for the 2014-15 school year.</p> <p>Belle Point will use communication within the school community to meet collaboration goals with all stakeholders. This collaboration goal will be a regular School Improvement Leadership Team agenda item in order to implement strategies and monitor local community member participation in the school's learning culture and to increase parental involvement input into school improvement efforts.</p>
<p>IE05 - The principal participates actively with the school's teams.</p> <p>IMO Target Goal: Student safety and discipline <u>On December 19th</u>, 2014 the Building Leadership team has sustained having student safety and student discipline as a standing agenda item at each meeting (twice monthly). Ongoing needs assessments generated by formative and interim</p>	X		3	12/19/14	<p>Data from the previous year and current quarter needs assessment has been developed. Data from disciplinary referrals to the office, current district and building safety practices; absenteeism/tardiness occurrences; and review of building routines will be used to create actionable goals for the 2nd semester. The CNA will be continued for the remainder of the school</p>

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assessment data from the school's safety and disciplinary policies and actions are reviewed and realigned to increase effectiveness in building a culture of learning at Belle Point.					year and data will be discussed at Leadership Team meetings twice a month as a standing agenda item.

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Date Completed: 12/19/2014

Status:

School: TRUSTY ELEMENTARY

Priority x

District: FORT SMITH

Priority Academic Distress ____

Principal: Shantelle Edwards

Focus Academic Distress ____

ADE School Improvement Specialist: John Harris ____ **External Provider:** _____

 x **Locally Hired School Improvement:** Kellie Cohen

Highlights from 2ND Quarter:

- Progress has been made learning the new Indistar program
- Continuing implementation of grade level common assessments with regular data meetings with facilitators.
- Required TESS informal observations were completed on all instructional staff
- TESS formal observations complete with one exception.
- Mentoring program is established and benefits are being observed.
- Parent signage of Mid=Term grade reports were 100%
- 2nd quarter discipline report comparison is encouraging: Last year we had 102 referrals and 10suspensions---This year we had 51 referrals and 7 suspensions.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Generational Poverty and High Mobility.

b) Building Principal:

- Due to the amount of time spent in meetings, feedback concerning teacher observations is delayed.
- Parent participation in response to school activities toward improving student performance has been high, however collaboration in team meetings and other events need improvement.

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c) Building Leadership Team:

-New assessments (TLI and PARCC)
-Assessment software issues and hardware issues (computer screens are small) for taking the TLI and PARCC testing.

d) School Improvement Specialist:

High Mobility and generation poverty continue to be a concern for student achievement. Generational poverty creates an environment in which parents are not motivating their children to succeed academically. This impacts the general effectiveness of school improvement efforts, student attendance, parental engagement, and student behavioral issues.

e) Other:

None

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

There is more emphasis on student achievement performance. Formative assessments are being used to track student performance growth toward interim measureable objectives (some to be initiated in the 3rd and 4th quarters). There is also a concentrated effort by instructional and support staff to implement Academic Improvement Plans (AIPs) that use intervention strategies and assessments to close achievement gaps. The principal is supporting changes in teacher practice by providing data-driven PD opportunities, using TESS to track and support PGP teacher goals for 2014-15 school year, and the use of regular PLC and grade-level collaborative meetings in support of curriculum and instructional goals. The school has also set a high AMO target for parent/teacher communication through personal and electronic communication for the 2014-15 school year in order to improve parental involvement.

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IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: _____
 2. Student progress and achievement: Met: 2 Not Met: _____
 3. Student safety and discipline: Met: 1 Not Met: _____
 4. Parent and community engagement: Met: 1 Not Met: _____
 Total IMO's this Quarter: 6 Met: 6 Not Met: _____

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
<p>IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. STUDENT DATA: IMO TASK GOAL: <u>On December 19th</u>, TLI assessment data established an overall growth increase of 21% for Math "All-Student/TAGG" TLI MATH grade levels (3rd through 6th). LITERACY Baseline data remains the same. (TLI not administered in 2nd Quarter--3rd Qtr. testing is scheduled-growth will be established). <u>On December 19th</u>, TLI assessment data established an overall growth increase of 8% for Math "AIP" TLI MATH grade levels (3rd through 6th). (TLI not administered in 2nd Quarter--3rd Qtr. testing is scheduled-growth will be established).</p>	X		2	12/19/14	<p>The TLI assessments are being used to provide student performance data for interim measurement of student progress. TLI non-adjusted student performance scores provide student growth toward the yearly goal of a 5% increase in math and literacy performance in grades 3-6. Literacy TLI testing for the All-Student/TAGG groups in the 2nd quarter was not scheduled. Data for growth for the All-Student and "AIP" students will occur during the 3rd Quarter for Literacy.</p>
<p>IF06 - Teachers are required to make individual professional development plans based on classroom observations. CHANGING TEACHER PRACTICE: IMO TASK GOAL: (Teacher PGP Goals) <u>On December 19</u>, 100% of 1st informal observations of each teacher at Trusty Elementary will be completed and the data (along with CWT information) will be used to progress monitor PGP goal implementation.</p>	X		1	12/19/14	<p>The use of TESS Domain tracks, observations (formal and informal), lesson plans, and CWT visits. A feedback loop provided differentiated support for teachers. Feedback is provided collectively and individually as appropriate. Teachers are observed an adequate number of times in order to provide opportunities to show growth. Actionable goals will be in place for individual teachers to complete during the 2014-15 school year and beyond.</p>

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<p>IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example). <u>BUILDING INSTRUCTIONAL INITIATIVE:</u> IMO TASK GOAL: <u>On December 19</u>, an implementation rate of 77% was established for the Trusty Elementary instructional initiative.</p>	X		1	12/19/14	<p>Building Instructional Initiative: Professional Learning Communities (PLC's) are in place to support continuous improvement for implementation of the building's instructional initiative.</p> <p>Weekly meetings of the PLC's, support by the math/literacy instructional facilitators, and principal observations direct professional development needed for the sustainability and fidelity of implementation. Data streams include formative and interim data (CWT, TESS observations, lesson plan reviews, and meetings and minutes).</p>
<p>IID11 - 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). <u>CLOSING ACHIEVEMENT GAPS:</u> IMO TASK GOAL: MATH AND LITERACY AIP: <u>On December 19</u>, a baseline growth number of 64% was established based on increases and decreases by student growth in Module 1 test scores that identified math and literacy students in supplemental intervention strategies of the Academic Improvement Plan.</p>	X		2	12/19/14	<p>AIP's assigned by grade-level numbers are: 3rd Grade- Math- 21, Literacy- 21, 4th Grade- Math- 5, Literacy- 7, 5th Grade- Math- 17, Literacy- 11, 6th Grade- Math- 18, Literacy- 14</p> <p>Student progress and grade-level designation will be evaluated by number or percentage of students making growth in literacy and math. Standards-based supplemental activities will be followed in the AIP.</p> <p>Intervention actions (examples for use): AIPs reviewed quarterly by parents; common assessments and TLI data sources will be used as appropriate; Instructional Facilitator meeting reports; the use of standards-based supplemental activities; the use of software technology support, and Interventionist data reports.</p> <p>Possible aligned intervention strategies will include: Re-teach–re-test; Peer tutoring; Bell-ringers; Specific AIP time; Bell work specific to AIP strands.</p>

Quarterly ESEA Reporting Form

Rev. 11/18/14

Quarterly ESEA Reporting Form

Date Completed: 1/30/15

Status:

School: Central High School

Priority ____

District: Helena School District

Priority Academic Distress X

Principal: Monica McMurray

Focus Academic Distress ____

ADE School Improvement Specialist: David Tollett

External Provider: Fetterman and Associates

Locally Hired School Improvement: None

Highlights from 2nd **Quarter:**

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

b) Building Principal:

Teacher Turnover
Lack of 2 math teachers
Lack of curriculum

c) Building Leadership Team:

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d) School Improvement Specialist:

Teacher Turnover Lack of 2 math teachers Lack of curriculum

e) Other:

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

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IMO Area: 1. Change in teacher and leader practice: Met: 3 Not Met: 4
 2. Student progress and achievement: Met: 2 Not Met: 2
 3. Student safety and discipline: Met: Not Met: 1
 4. Parent and community engagement: Met: Not Met: 2
 Total IMO's this Quarter: 14 Met: 5 Not Met: 9

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
# 1 – Change in Teacher and Leader Practice The Leadership Team will meet weekly to monitor the school improvement progress.	x		1	12-17-14	Met, Agendas/sign in sheets, 7 meetings
# 2 – Change in Teacher and Leader Practice At weekly Leadership Team meetings, student progress will be an agenda item, which will be led by members of the Leadership Team.	x		1	12-17-14	Met, Agendas, 100%
# 3 – Change in Teacher and Leader Practice The Principal, Assistant Principal and the Instructional Coaches will document CWT results in Teachscape and provide the reports to the Leadership Team and staff at least quarterly.		x	1	12-17-14	Not Met, Teachscape, CWT's are taking place but this data was not documented in Teachscape.
#4 – Change in Teacher and Leader		x	1	10-17-14	Not Met, list, This is not being met due to graduation coaches reassignment into the

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<p>Practice The Leadership Team will choose 30% of the identified 2014-15 “At Risk” 7th grade students. Attendance and failure data will be monitored.</p>					classroom
<p>#5 – Change in Teacher and Leader Practice Teachers in core subject areas will be trained in Pre-Advanced Placement procedures and strategies.</p>	x		1	12-17-14	Met, PD Agendas, sign in sheets
<p># 6 – Change in Teacher and Leader Practice All Math, English and Biology teachers will note on their data sheets weak SLE’s from daily classroom assessments to re-teach.</p>		x	1	12-17-14	Not Met, Department Agendas, data sheets, Language Arts was at 28%
<p>#7 – Change in Teacher and Leader Practice Professional Learning Communities will be teacher-led.</p>		x	1	12-17-14	Not Met, Agendas, sign in sheets, PICs were only 81% teacher led
<p>#8 – Change in Student Progress and Achievement: Literacy All Students Using scores from May, 2014 prose constructed response scored with the PARCC Writing Rubric as the baseline score, students will increase their writing</p>	x		2	12-17-14	Met, 13.98% increase

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<p>scores based on the PARCC Writing Rubric. At the beginning of the 2014-2015 school year, students will begin tracking their writing scores in writing portfolios, reflecting on their progress, and setting individual goals for writing improvement.</p>					
<p># 9 – Change in Student Progress and Achievement: Literacy SWD Using scores from May, 2014 prose constructed response scored with the PARCC Writing Rubric as the baseline score, students will increase their writing scores based on the PARCC Writing Rubric. At the beginning of the 2014-2015 school year, students will begin tracking their writing scores in writing portfolios, reflecting on their progress, and setting individual goals for writing improvement.</p>		x	2	12-17-14	Not Met, regression in scores from baseline data
<p>#10 – Change in Student Progress and Achievement: Math All Students Students will move to achieving status on formative assessments. (Using the 2013-2014 number of students scoring advanced and proficient as baseline data</p>		x	2	12-17-14	Not Met, data not provided

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to calculate student growth on quarterly formative assessments mirroring PARCC)					
#11 – Change in Student Progress and Achievement: Math SWD Students will move to achieving status on formative assessments mirroring PARCC. (Using the 2013-2014 number of students scoring advanced and proficient as baseline data to calculate student growth on quarterly formative assessments)	x		2	12-17-14	Met, data shows 2% increase
#12 – Change in Student Safety and Discipline Using the 2013-14 baseline data in reference to safety and discipline to support closing the achievement gap, there will be a decrease in office referrals.		x	3	12-17-14	Not Met
#13 – Change in Parent and Community Engagement Central High School will provide parental engagement opportunities.		x	4	12-17-14	Not Met, only 2 opportunities were given
#14 – Change in Parent and Community Engagement and Teacher Practice Increase teacher participation in community engagement opportunities		x	4	10-17-14	Met, Teacher sign in sheets, decreased by 6 people

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using baseline data from 2011-12.					

Quarterly ESEA Reporting Form

Date Completed: December 31, 2014

School: Summit ALE

Status: Priority X 1003g ___ Focus ___ Title I ___

District: Hot Springs

Approved External Provider: E2E

ADE School Improvement Specialist: Tiah Frazier

Highlights from 2 **Quarter:**

- Principal is implementing TESS process and fully utilizing Bloomboard
- IMOs reviewed and updated
- Teachers have begun work established on their PGPs and are seeking resources for professional growth
- Teachers use the online format for TLI testing and will begin data disaggregation
- Implementation of math Type I, II and III tasks has begun
- Teachers are using the new format of PARCC for literacy and have begun implementing Type I, II and III math problems
- 5-11 Science teachers used weekly science open responses except the last week of December

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No barriers noted at this time.

b) Building Principal:

No barriers noted at this time.

c) Building Leadership Team:

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No barriers noted at this time.

d) School Improvement Specialist:

- K-5 Special Education Teachers are concerned with math and literacy accommodations for assessing students.
- Working toward strengthening instruction and using data to provide specific feedback to students and parents.

e) Other:

No barriers noted at this time.

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

- Disaggregate collected data for second quarter discipline to create new IMO

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IMO Area: 1. Change in teacher and leader practice: Met: 7 Not Met:
 2. Student progress and achievement: Met: 1 Not Met:
 3. Student safety and discipline: Met: 1 Not Met:
 4. Parent and community engagement: Met: Not Met:
 Total IMO's this Quarter: 9 Met: 9 Not Met:

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
IMO #1: Beginning October 1, 2014, and continuing quarterly thereafter, 100% of teachers will have initiated a parental involvement activity to engage parents.		X	1	12/19/14	<ul style="list-style-type: none"> • Two of the Middle School teachers are using "Remind 101" as a communication tool with parents. Other teachers have either made face to face contact, email, or telephone contact.
IMO #2: Beginning October, 2014, Data Teams will meet twice a month to review data on new students.		X	2	12/19/14	<ul style="list-style-type: none"> • Data teams are organized and meeting twice a month, and agendas and sign-ins are on file in the evidence box. • Data Teams met to determine transition plans for students who could possibly return to their home campuses
IMO #3: By the end of October, 2014, and continuing monthly, 100% of the students attending Summit/Vista will have individual plans to address their individual needs after the first two weeks of attendance.		X	3	12/19/14	<ul style="list-style-type: none"> • All students who have been enrolled more than three weeks now have a completed Nichols Behavior Chart and Action Plan housed in the counselor's office.
IMO #4: By December 19, 2014, 85% of teachers in grades 3-11 literacy and social studies will have modeled, assisted, and scored at least three prose constructed response patterned after the PARCC model within that quarter.		X	1	12/19/14	<ul style="list-style-type: none"> • 88% of teachers in 3-11 literacy and social studies have modeled, assisted, and scored at least three prose constructed responses patterned after the PARCC within the second quarter
IMO #5: By October 10, 2014, 100% of		X	1	12/19/14	Teachers have begun building students

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teachers in grades 3-11 math will have participated in job-embedded professional development for creating and scoring PARCC – aligned Type II Problems.					with scaffolds to meet the rigor of Type II and Type III questions.
IMO #6: By December 19, 2014, 85% of teachers in grades 3-11 math will have modeled, assisted, and scored at least two Type III and one Type II problems patterned after the PARCC model within that quarter.		X	1	12/19/14	<ul style="list-style-type: none"> • 86% Of teachers in grades 3-11 math have modeled, assisted, and scored at least one Type II or and two Type III problem patterned after the PARCC model
IMO #7: By the end of January, 2015, 80% of the teachers will consistently use higher levels of questioning as evidenced in informal and/or formal observations through the TESS model.		X	1	12/19/14	<ul style="list-style-type: none"> • Observation data indicate that between the end of November and the end of December, 100% of the teachers have been using higher levels of questioning consistently.
IMO #8: By the end of October, 2014, and continuing monthly, the building administrator will conduct at least one focus walk/informal observation per month focused on technology on 75% of teachers.		X	1	12/19/14	<ul style="list-style-type: none"> • Data from classroom visits indicated that 100% of teachers were using available technology as best as could be utilized. • By the end of October, 2014, and continuing monthly, the building administrator will lead the staff through identifying strengths and weaknesses according to the Charlotte Danielson’s Framework for Teaching Domains recorded from focus walk data. • The principal led the staff in discussing strengths and weaknesses according to the TESS Domains during faculty after-school meeting on December 1.
IMO #9: By the end of October, 2014, and continuing monthly, the building		X	1	12/19/14	As data from TLI was disaggregated, it was noted that more resources were

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administrator will use the data from classroom observations and Bloomboard progress to determine and plan for support of individual teachers.					needed for PARCC-alike problems in math and literacy therefore a plan for support of individual teachers seeking guidance in that area/or based on classroom observation and noted in Bloomboard, need guidance; will receive training and help in the process.
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Quarterly ESEA Reporting Form

Date Completed: 1-30-15

Status:

School: Hughes High School

Priority X

District: Hughes

Priority Academic Distress

Principal: Jeff Spaletta

Focus Academic Distress

ADE School Improvement Specialist: David Tollett **External Provider:** Arkansas Leadership Academy

Locally Hired School Improvement: _____

Highlights from 2nd **Quarter:**

Data is being gathered
Common Core Curriculum is being used

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Replaced two core math teachers after the start of school
Teacher Turnover

b) Building Principal:

Replaced two core math teachers after the start of school
Teacher Turnover

c) Building Leadership Team:

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Replaced two core math teachers after the start of school
Teacher Turnover

d) School Improvement Specialist:

Replaced two core math teachers after the start of school
Teacher Turnover
School personnel are worried about their jobs and the school being consolidated

e) Other:

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

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advance in literacy					
IMO #8 Student Progress and Achievement By Dec. 31, 2014, 54.2% of 11 th graders proficient or advanced in literacy	X		2	Dec. 31, 2014	66% tested Proficient/ Advance using TLI data
IMO #9 Student Progress and Achievement By Dec. 31, 2014, 57.78% of 7 th graders proficient or advance in math	X		2	Dec. 31, 2014	81.3% tested Proficient/ Advance using TLI data
IMO #10 Student Progress and Achievement By Dec. 31, 2014, 52.45% of 8 th graders proficient or advance in math	X		2	Dec. 31, 2014	80% tested Proficient/ Advance using TLI data
IMO #11 Student Progress and Achievement By Dec. 31, 2014, 54.78% Algebra students proficient or advance	X		2	Dec. 31, 2014	77% tested Proficient/ Advance using TLI data
IMO #12 Student Progress and Achievement By Dec. 31, 2014, 65.28% Geometry students proficient or advance		X	2	Dec. 31, 2014	13% tested Proficient/ Advance using TLI data
IMO #13 Parent and Community Engagement By Dec. 31, 2014 Teachers will average 64 parent contacts a week	X		4	Dec. 31, 2014	Teachers average 85 parent contacts for the quarter. Parent contact logs, weekly data reports, agendas, sign in sheets for parental involvement opportunities.
IMO #14 Parent and Community Engagement By Dec. 31, 2014, 25% of parents will participate in monthly parent meetings	X		4	Dec. 31, 2014	HS averaged 34% of parent participation. Parent/Teacher signature on sign in sheets for parental involvement opportunities.

Quarterly ESEA Reporting Form

Date Completed: January 28, 2015

School: Anna Strong Intermediate School

Status: Priority

District: Lee County

Principal: Mary Hayden

ADE School Improvement Specialist: Charlotte Earwood

External/Internal School Improvement Specialist: Fetterman & Associates

Highlights from Second Quarter:

1. Anna Strong's Quiz Bowl team earned first place honors at a recent regional competition.
2. The school hosted a Saturday Seminar on anti-bullying for students and family members. Approximately 40 family members participated in the event with their students.
3. The school's annual Christmas program was attended by approximately 50 family and community members.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

District leadership is concerned about timely completion and submission of 1003(a) grant applications for the current school year, as well as timely expenditure of remaining 1003(a) grant funds for 2013 - 2014.

b) Building Principal:

The building principal is concerned about providing timely health care and interventions for students with behavioral issues in the absence of a school nurse and a dean of students.

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c) Building Leadership Team:

Leadership has been unable to fill our sixth-grade literacy teaching position that opened in September. A non-licensed substitute has been in that position and based on TLI results, student achievement in that grade and content area is not increasing.

d) School Improvement Specialist:

2013-2014 and 2014-2015 1003(a) \$

e) External Provider:

1. Instructional technology is not always dependable, especially wireless capability.
2. Staff absenteeism has not decreased, in spite of efforts to encourage and motivate regular attendance.
3. Some staff members fail to return requested information in a timely manner.

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

I will continue to work collaboratively with the school's ACSIP/Leadership Team to revise the 2014-2015 PIP to more efficiently reflect fewer school improvement actions and more accurately reflect expenditures of categorical funds.

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
IMO Area: Change in Teacher and Leader Practice					
By the end of the first semester, 50% of Year 3 requirements will be met.	X		1		Two of the four requirements for Year 3 implementation have been met: <ol style="list-style-type: none"> 1. All implementation requirements for first- and second-year implementation have been met and are continuing into the third year implementation of the Priority Improvement Plan. 2. Scholastic Audit improvement data continues to be addressed and related interventions and actions are implemented into the PIP for current-year completion.
IMO Area: Student Progress and Achievement					
At least 45% of all students will score at proficient or advanced levels on Module 2 TLI Interim Math Assessments.	X		2		Sixty-one percent of all students scored at proficient or advanced levels on Module 2 TLI Math Assessments.
At least 55% of all students will score at proficient or advanced levels on Module 3 TLI Interim Math Assessments.	X		2		Fifty-nine percent of all students tested scored at proficient or advanced levels on Module 3 TLI Math Assessments.
At least 45% of all students will score at proficient or advanced levels on Module 2 TLI Interim Reading Assessments.		X	2		Thirty-six percent of all students tested scored at proficient or advanced levels on Module 2 TLI Reading Assessments. Data indicates few sixth-grade students scored above basic levels. Leadership attributes this to the fact that sixth-grade literacy is currently taught by a non-licensed substitute. The instructional facilitator for literacy will increase time spent in this classroom to provide additional coaching for effective implementation of previously-provided instructional support.

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IMO Area: Student Safety and Discipline					
By December 19, 2014, there will be a 10% decrease in office referrals as compared to the first quarter.		X	3		We were unable to measure progress toward this IMO because first-quarter discipline records are incomplete.
IMO Area: Parent and Community Engagement					
By December 19, 2014, the school will host one additional opportunity for family and community members to engage in the life of the school as compared to the 2013-2014 school year.	X		4		The school hosted an anti-bullying seminar on Saturday, December 6, 2014. Approximately 40 family members participated in the seminar with their students.

Quarterly ESEA Reporting Form

Date Completed: January 28, 2015

School: Lee High School

Status: Priority

District: Lee County

Principal: Phylistia Stanley

ADE School Improvement Specialist: Charlotte Earwood

External/Internal School Improvement Specialist: Fetterman & Associates

Highlights from Second Quarter:

1. Teachers at the high school continue to participate in ongoing curriculum development facilitated by consultants with Fetterman & Associates.
2. During the second quarter math teachers participated in Mathematics Design Collaborative, and teachers from other content areas participated in Literacy Design Collaborative. Both initiatives are provided through Great Rivers Education Service Cooperative.
3. Some staff members participate in professional development activities with staff from KIPP Delta Charter School. This collaborative effort is made possible through a Walton Family Foundation Grant.
4. The principal and instructional facilitators are participating in training through the Arkansas Leadership Academy to improve their professional practice.
5. The Arkansas Department of Education conducted an On-campus Review during the second quarter. Results indicate the high school had no violations.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

District leadership is concerned about the timeline for completing final revisions to ACSIP documents for resubmission to ADE.

Quarterly ESEA Reporting Form

b) Building Principal:

1. Numerous meetings required at the state and district level require extensive amounts of time away from the campus and instructional leadership responsibilities.
2. Reviewing office referrals, determining appropriate actions, and meeting with teachers, students, and parents consumes time beyond the school day.
3. Communication regarding timelines for implementing school improvement actions is not always consistent.
4. Constant monitoring of student support services consumes inordinate amounts of time, both prior to, within, and beyond the school day and week.
5. Cultural differences between TFAs who typically come from middle- and/or upper-class backgrounds and students who typically come from a background of poverty often results in a lack of effective classroom management and instruction.

c) Building Leadership Team:

1. Teachers often feel overwhelmed by numerous responsibilities such as developing curriculum documents, planning and implementing differentiated instruction, revising ACSIP and Indistar documents, conducting data analyses, and building school culture. While this work is necessary and valuable, many timelines overlap.

d) School Improvement Specialist:

1. Various data sets for measuring progress toward meeting school improvement objectives are not always collected in a timely manner.
2. Some 1003(a) budget items for 2013-2014 have not been expended. Initial deadlines for submitting amendments to the Federal Programs unit at ADE have passed.

e) Other: External Provider

1. The process for expending funds seldom occurs in a timely manner. For example, the start date for the after-school program was pushed back to December, and the purchase and installation of instructional technology occurred three months after the beginning of the school year.
2. Conflicts between building-level professional development activities and those required for Teach for America teachers often prevent TFAs from attending mathematical content training.

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

Tasks required to meet Indistar school improvement objectives have been added to the 2014-2015 PIP as interim measurable objectives. Additional revisions will be made during the third quarter following training facilitated by members of the school improvement unit.

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IMO Area: 1. Change in teacher and leader practice: Met: 4 Not Met: 0

2. Student progress and achievement: Met: 0 Not Met: 2

3. Student safety and discipline: Met: 0 Not Met: 1

4. Parent and community engagement: Met: 3 Not Met: 0

Total IMO's this Quarter: 10

Met: 7 Not Met: 3

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
IMO Area: Change in teacher and leader practice					
1. By December 19, 2014, the principal will create a weekly schedule that reflects at least 50% of the school day is dedicated to working directly with teachers to improve instruction.	X		1		The principal has consistently created a weekly schedule that reflects at least 50% of the school day is spent working with directly with teachers to improve instruction. 70% average
2. By December 19, 2014, the principal will conduct 74 classroom observations with specific and timely feedback.	X		1		Entries in Bloomboard indicate the principal conducted at least 74 classroom observations by the end of the second quarter.
3. By December 19, 2014, the PLCs will focus on one of the four areas each week: analysis of achievement data; review of student work products to guide instructional practice; sharing theme-based professional learning through book studies, article reviews, etc.; and evaluating effectiveness of instructional strategies identified during the review of student work. Each team maintains related work products in the data room and/or in Dropbox.	X		1		Leadership's identification of four focus areas and specific weeks for addressing them helped each team stay on the same page in terms of specific work assignments and desired results to improve instructional practice and increase student achievement. Each team recorder maintains team agendas, sign-in sheets, minutes, and any work products in a team notebook and submits this documentation to the principal weekly.
4. By December 19, 2014, 40% of teachers will use high-probability strategies to improve the delivery of daily instruction to students as indicated by classroom observation results.	X		1		Classroom observation results indicate approximately 50% of teachers implement instructional strategies that research indicates have a high probability of success.

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IMO Area: Student Progress and Achievement					
5. By December 19, results from literacy TLI assessments will show a 20% increase in the number of students who score at proficient or advanced levels as compared to the previous assessment.	X	X X X	2		Literacy: Modules 1 and 2 7 th grade = 23%, 19% 8 th grade = 30%, 75% 9 th grade = 42%, 42% 10 th grade = 52%, 50% 11 th grade = 52%, 79%
6. By December 19, results from math TLI assessments will show a 20% increase in the number of students who score at proficient or advanced levels as compared to the previous assessment.	X X	X X	2		Math: Modules 1 and 2 7 th grade = 30%, 28% 8 th grade = 30%, 50% Alg II = 47%, 32%
A licensed interventionist provides support for identified struggling learners in both math and literacy during pull-out sessions.					
IMO Area: Student Safety and Discipline					
7. By December 19, 2014, there will be a 20% decrease in the number of office referrals from first quarter.		X	3		Student discipline data for the second quarter is incomplete; therefore, it is impossible to measure progress toward this IMO.
IMO Area: Parent and Community Engagement					
8. By December 19, 2014, the principal will provide a form for documenting parent communication to all teachers.	X		4	10/30/14	The principal provided a form for documenting parent communication to all teachers prior to the target date.
9. Twenty percent of parents will participate in fall parent-teacher conferences.	X		4	10/30/14	Two hundred and seventy-nine parents participated in fall conferences. This number equals 75%, which exceeds the goal by 55%.
10. Twenty-five percent of parents will participate in the "Men of Action" banquet.	X		4	11/22/14	On November 22, "Men of Action" hosted a banquet to honor students and parents who are actively involved and demonstrate effort toward meeting personal and school goals. Ninety-five parents participated in the banquet, which meets the goal of 25%.

Quarterly ESEA Reporting Form

Date Completed: January 28, 2015

School: Whitten Elementary School

Status: Priority

District: Lee County

Principal: Lillie Sexton

ADE School Improvement Specialist: Charlotte Earwood

External/Internal School Improvement Specialist: Fetterman & Associates

Highlights from Second Quarter:

1. All classrooms are now furnished with operational SmartBoards and 100% of teachers are integrating this technology into their instruction.
2. All teachers are implementing "Go Noodle" strategies to reinforce appropriate student behavior.
3. Seventy-two percent of first-graders scored proficient or advanced on Module 2 TLI math assessments.
4. Sixty-two percent of second-graders scored proficient or advanced on Module 2 TLI math assessments. Ms. Morgan, instructional facilitator for math, has consistently supported the substitute teacher who has filled one second-grade position since the beginning of school.
5. The school hosted a Saturday Seminar to train family members on the use of Lexia and TenMarks computer-based instructional programs at home. This training provides another school-to-home connection to support student achievement.
6. High school students who are members of Lee High's Forward to the Future Club volunteer and work with students enrolled in the after-school program.
7. The principal exceeded the second-quarter goal of spending 30% of her time working directly with teachers to improve instruction. Weekly schedules indicate she typically spends approximately 50% of her time in this manner.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

District leadership is concerned about timely completion and submission of 1003(a) grant applications for the current school year, as well as timely expenditure of remaining 1003(a) grant funds for 2013 - 2014.

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b) Building Principal:

1. We have been unable to find certified teachers to fill first- and second-grade classroom teaching positions. Students originally assigned to the first-grade classroom have been divided between the other two grade-level classrooms. We could not make similar adjustments for second-grade students due to teacher/pupil ratio requirements.
2. Additional support such as the services of a behavioral specialist and/or social worker is needed to expand teachers' strategies for addressing the needs of students with serious behavior issues.

c) Building Leadership Team:

The Leadership Team cited lower-than-expected results on TLI Interim Reading Assessments. Interventions such as Increased time for "Burst" will be implemented during the third quarter.

d) School Improvement Specialist:

1. Reconciliation of expenditures regarding 2013-2014 1003(a) grant funds has not been completed. This task must be completed in order to finalize and submit the application for 2014-2015 1003(a) funding that is due to ADE in January.

e) External Provider

1. Certified teachers for a first-grade class and a second-grade class have not been hired.

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

Tasks for reaching Indistar objectives have been added to the PIP as IMO's. Additional revisions will be made to the PIP following a school improvement planning session facilitated by members of the School Improvement Unit.

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IMO Area: 1. Change in Teacher and Leader Practice: Met: 5 Not Met: 1
 2. Student Progress and Achievement: Met: 1 Not Met: 0
 3. Student Safety and Discipline: Met: 1 Not Met: 0
 4. Parent and Community Engagement: Met: 0 Not Met: 1
 Total IMO's this Quarter: 9 Met: 7 Not Met: 2

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
IMO Area: Change in Teacher and Leader Practice					
1. The principal will create a weekly schedule that reflects at least 50% of her time will be spent directly with teachers to improve instruction.	X		1	12/19/14	The principal creates weekly schedules that reflect at least 50% of her time will be spent directly with teachers to improve instruction. At the end of each week, the principal reflects on her work to document task completion and plan for the upcoming week.
2. By January 6, 2015, the principal will spend at least 30% of her time working directly with teachers to improve instruction, including classroom observations, as documented on weekly schedules.	X		1	12/19/14	The principal exceeded the second-quarter goal of spending 30% of her time working directly with teachers to improve instruction. Weekly schedules indicate she typically spends approximately 50% of her time in this manner.
3. The principal will meet to reflect with instructional facilitators (IFs) on classroom observation results and discuss areas of growth/needs of the teachers. A schedule will be developed for IFs to model/coach individual teachers to meet the teachers' instructional needs.	X		1	12/19/14	The principal's schedule, as well as those of the instructional facilitators, indicates they meet at least three times each week to identify teachers' growth needs based on classroom observation results. Times for providing support to identified teachers are reflected in the IF's schedules.
4. The principal will revisit identified teachers to observe the implementation of the support IFs have provided to meet identified instructional needs.	X		1	12/19/14	In addition to her schedule, the principal also documents all observations with feedback in the state's Bloomboard system.
5. External providers will facilitate monthly curriculum unit planning meetings to develop grade-level "Year-at-a-Glance" documents to provide an overview of the curriculum.	X		1	12/19/14	Consultants with Fetterman's and Associates have conducted monthly curriculum unit planning meetings throughout the second quarter, as documented by sign-in sheets and work products. This work will continue through the second semester.

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6. By January 6, 2015, all grade-level teachers will collaboratively develop, administer, and score common pre-/post-tests in literacy and math to plan differentiated instruction and identify students who need additional support to master standards.		X	1		Seventy-five percent of teachers have developed, administered, and scored unit pre- and post-tests in literacy. Eighty-five percent of teachers have completed this task in math. Instructional facilitators will meet with teachers during grade-level PLCs to facilitate collaborative development of these assessments, as well as analyses of results to identify students who need additional support to master standards.
IMO Area: Student Progress and Achievement					
7. By January 6, 2015, results from classroom observations will indicate that 75% of students are engaged.		X	1		Classroom observation results collected by external providers, instructional facilitators, and the principal indicate 80% of students are engaged in instruction.
IMO Area: Student Safety and Discipline					
8. By January 6, 2015, results from classroom observations will indicate that routines and procedures are evident in 75% of all classrooms.		X	3		Classroom observation results collected by external providers, instructional facilitators, and the principal indicate that routines and procedures are evident in 85% of classrooms.
IMO Area: Parent and Community Engagement					
9. By January 6, 2015, 85% of classroom contact logs will reflect a file of communication with parents.		X	4		Based on the principal's review of classroom contact logs, 71% reflect teacher communications with parents. The principal will review contact logs of teachers who have not communicated with parents as expected more often than those who have in an effort to motivate teachers and hold them accountable.

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Date Completed:

School: Baseline Elementary

District: LRSD

Principal: Katina Ray

ADE School Improvement Specialist:

Roxie Browning

Locally Hired School Improvement Specialist: Natisha Hampton

Highlights from 2nd Quarter:

- Sending 11 students to District Science Fair.
- Students were invited to tour the Clinton Library on a private invitation.
- Focus walk forms and implementation has begun.
- Individualized teacher goals have been set.
- 2 targeted interventions addressing students and teachers have been identified by the SLT.
- SLT has streamlined meetings and how they function.
- Math Scores have grown from 3% Proficient to 33% Proficient school-wide.
- Approval of 2nd reading teacher was given and in process of finding a qualified individual who can meet the needs of our population.
- Parent and Community Involvement is up almost 20%
- Parent Surveys are occurring quarterly to determine parental interest and needs.
- Student office referrals are down from 47 this time last year to 16 this year.
- Got our own billboard in SWLR for 100% staff participation in United Way campaign.
- Mrs. Headley led our Holiday Program successfully with many parents in attendance.

Concerns/Barriers as reported from:

Status:

Priority ____

Priority Academic Distress X

Focus Academic Distress ____

External Provider: N/A

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a) District Personnel/District Leadership Team:

- Since the first quarter the Superintendent and Little Rock board recommended that an additional reading teacher be hired for Baseline Elementary. That position was advertised. Thirteen applicants applied however, none were qualified for the position. The position has been advertised again in hopes of securing an additional applicant.
- The Leadership team determined their focused goals but went back to the table to adjust after the scheduled meeting with ADE and after the LRSD Board of Directors reviewed the recommendation. District officials met with the leadership teams from the six Distress schools and solidified the 2-3 innovations that each school was focusing on. Although the team is consistently working on their goals, this activity took time and effort for the team to rethink and revise.
- The perception about the climate of Baseline Elementary teachers is that many of them are overwhelmed and have a sense that they will not make the targets set for students.
- Teachers continued to show a lack of consistency in the delivery of core instruction. The accountability system for teachers, the Focus Walks, had been discussed and planned for; however it did not begin with fidelity during this quarter.
- Time management and prioritizing of the tasks and reports requested.
- 4 teachers were placed on Awareness Plans - the need for additional documentation and support for these teachers by building administrators, instructional facilitators, and other district personnel created a time concern.
- Communication with the Literacy Department for support with assessments and flexibility within the curriculum to address the needs of students requiring Tier 2 and Tier 3 interventions (i.e. meeting between Literacy, select LRSD Administrators, and Baseline Administrative Team was scheduled twice).

b) Building Principal:

- Overwhelming amount of teachers/staff on improvement plans
- Time it takes to complete reports and requirements per ADE and LRSD.
- Unable to recruit and retain highly effective applicants to fill vacant positions including Reading Teacher.

c) Building Leadership Team:

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- Time on tasks.
- Classroom management
- Time management when planning.
- Organization of the classrooms to assist with time on tasks.

d) School Improvement Specialist:

- Several teachers placed on an “improvement plan” with a limited amount of time & resources available to provide the intense support necessary to remedy the deficiencies in instruction. District level support began to assist in this area December 10, 2014 which was approximately one week away from the end of the first semester.
- Intervention needs are not adequately being met due to lack in effective core instruction and the school is not fully staffed with individuals to meet the demanding student needs.
- No evidence has been provided to substantiate that improvement is being made in the classrooms being led by teachers on Improvement Plans.
- During the second quarter, it was difficult to ascertain a coherent strategy and plan for implementing the school vision, including clear measurable goals, aligned strategies and a plan for monitoring progress that drives continuous improvement.
- A majority of the instructional staff continued to not implement small group instruction after several PD trainings and direct support provided.
- Administrative staff continued to work towards a focus walk template which was a goal for completion last school year.
- Tasks to be accomplished are not being prioritized and tend to be limited in development due in part to a lack of effective time management and the challenge of keeping up with the demands on time with respect to meetings and reports due to the district and ADE.
- District provided guidance and training very late in the 2nd quarter to all Academic Distressed School Leadership Teams (SLT) which resulted in major changes and thus slowed progress with the teams’ work.

e) Other:

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

Priority 7: 2014-2015 Priority Improvement Plan (PIP)

1.

Summary Action for Baseline Elementary School - NI: PRIORITY

- Basic School Profile
 - 97.2% of the students enrolled are from low income families
 - Receives Title I funding and operates a "Schoolwide Program"
 - 2014-2015 Title I Allocation \$ 133, 095.54
- Student Enrollment: 317
 - African American: 51%
 - Caucasian (White): 2%
 - Hispanic: 46%

- The building's Comprehensive Needs Assessment will be developed jointly between the school, the district, the *ADE, and the School Improvement Specialist.
- The school's improvement goals and targets will be determined based on the building's comprehensive needs assessment.
- The selected interventions shall be aligned with the Turnaround Principles.

Supporting Data:

Additional resources have been provided to assist us in reaching our 2014-2015 PIP Goals.

2. Comprehensive Needs Assessment Narrative

The Arkansas Department of Education requested an ESEA Flexibility Waiver from the US Department of Education to be able to waive some of the requirements of the No Child Left Behind Act (2001). Arkansas was granted the waiver on June 18, 2012. All schools in the state are being held to a different accountability standard. Arkansas schools have been identified and placed in the following categories:

- Exemplary Schools,
- Achieving Schools,
- Needs Improvement Schools,
- Needs Improvement Focus Schools and
- Needs Improvement Priority Schools.

Needs Improvement Priority Schools

Arkansas was required to identify a number of lowest-performing schools equal to at least five percent of the state's Title I schools. Arkansas had 803 Title I schools in 2011, requiring at least 40 Title I schools be identified among the schools identified as Needs Improvement Priority Schools. Arkansas identified 48 schools which

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included 41 Title I schools. The criteria for identification of Priority Schools set by USDE included identifying schools that were:

- Among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, or
- Title I participating or Title I eligible high schools with graduation rates less than 60% over a number of years, or
- Tier I or Tier II SIG schools implementing a school intervention model.

Baseline Elementary School is among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group. Baseline will implement selected interventions that will guide effective and continuous building level school improvement practices as specified by Arkansas' ESEA approved Flexibility Waiver. The building leadership team along with the selected external provider, Pearson Education, an ADE School Improvement Specialist will share the responsibility of implementing the Priority Improvement Plan.

3. **Baseline Elementary School Scholastic Audit Summary Report at a Glance (2010, p.2)**

STRAND I: Academic Performance. The three (3) Standards in this strand address curriculum, classroom, evaluation/assessment and instruction. There are twenty-three (23) indicators addressed in Standards 1, 2, and 3.

Standard 1- Curriculum: The school develops and implements a **curriculum** that is rigorous, intentional, and aligned to state and local standards.

- 57%__ Performance Level 2 "Limited development or partial implementation" of indicators 1.1a, 1.1b, 1.1c, 1.1e, and 1.1f.
- 43% __ Performance Level 2 "Little or no development and implementation" of indicators 1.1c, 1.1d, and 1.1g.

Standard 2 – Classroom Evaluation/Assessment: The school utilizes multiple **evaluation and assessment** strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

- 13% __ Performance Level 3 "Fully functional and operational level of development and implementation" of indicator 2.1g.
- 25%__ Performance Level 2 "Limited development or partial implementation" of indicators 2.1a and 2.1e.
- 62%__ Performance Level 1 "Little or no development and implementation" of indicators 2.1b, 2.1c , 2.1d , 2.1f and 2.1h.

Standard 3 - Instruction: The school's instructional program actively engages all students by **using effective, varied, and research-based practices** to improve student performance.

- 75%__ Performance Level 2 "Limited development or partial implementation" of indicators 3.1b, 3.1d, 3.1e,3.1f, 3.1g and 3.1h.
- 25%__ Performance Level 1 "Little or no development and implementation" of indicators 3.1a and 3.1c.

STRAND II: Learning Environment. The following standards address school culture; student, family, and community support; and professional growth, development

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and evaluation.

Standard 4: The school/district functions as an **effective learning community and supports a climate conducive to performance excellence.**

- 9% __ Performance Level 3 "Fully functional and operational level of development and implementation" of indicator 4.1a.
- 64%__ Performance Level 2 "Limited development or partial implementation" of indicators 4.1f, 4.1g, 4.1h, 4.1i, 4.1j and 4.1k.
- 27%__ Performance Level 1 "Little or no development and implementation" of indicators 4.1b, 4.1c and 4.1e.

Standard 5: The school/district works with **families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.**

- 20% __ Performance Level 3 "Fully functional and operational level of development and implementation" of indicator 5.1e.
- 40%__ Performance Level 2 "Limited development or partial implementation" of indicators 5.1a and 5.1c.
- 40%__ Performance Level 1 "Little or no development and implementation" of indicators 5.1b and 5.1d.

Standard 6: The school/district provides research-based, results driven **professional development opportunities** for staff and implements performance evaluation procedures in order to improve teaching and learning.

- 75%__ Performance Level 2 "Limited development or partial implementation" of indicators 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f and 6.2a, 6.2b, 6.2c
- 25%__ Performance Level 2 "Little or no development and implementation" of indicators 6.2d, 6.2e and 6.2f.

STRAND III: **Efficiency.** The following standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing **leadership capacity.**

- 9% __ Performance Level 3 "Fully functional and operational level of development and implementation" of indicator 7.1h.
- 55%__ Performance Level 2 "Limited development or partial implementation" of indicators 7.1b, 7.1d, 7.1e, 7.1g, 7.1i, and 7.1j
- 36%__ Performance Level 2 "Little or no development and implementation" of indicators 7.1a, 7.1c, 7.1f and 7.1k.

Standard 8: There is evidence that the school is organized to maximize **use of all available resources** to support high student and staff performance.

- 70%__ Performance Level 2 "Limited development or partial implementation" of indicators 8.1a, 8.1c, 8.1e and 8.2a, 8.2b, 8.3c and 8.2d.
- 30%__ Performance Level 2 "Little or no development and implementation" of indicators 8.1b, 8.1d and 8.1f.

Standard 9: The school/district **develops implements and evaluates an ACSIP** that communicates a clear purpose, direction and action plan focused on teaching and learning.

- 13% __ Performance Level 3 "Fully functional and operational level of development and implementation" of indicators 9.3c and 9.5d..
- 74%__ Performance Level 2 "Limited development or partial implementation" of indicators 9.1a, 9.2a, 9.2b, 9.3a, 9.3b, 9.4a, 9.4b, 9.5a,9.5b,9.6b, 9.6c and 9.6d.
- 13%__ Performance Level 2 "Little or no development and implementation" of indicators 9.5c and 9.6a.

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Goal To implement selected **“Turnaround Principles”** to guide effective and continuous building level school improvement practices as specified by Arkansas’ ESEA Flexibility Waiver. Will meet or exceed AMO goals for Literacy and Math for the 2014-2015 school year.

Benchmark

1. Literacy: All Students Group Performance 63.52% and Growth 73.12% and TAGG Group Performance 63.11% and Growth 72.22%;
2. Math : All Students Group Performance 69.81% and Growth 76.35% and TAGG Group Performance 68.93% and Growth 75.55%.

Intervention: School Leadership- Maintain a team structure that plans with teachers and staff to ensure successful implementation of the core curriculum, school climate, and professional development opportunities.

Scientific Based Research: Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement.* Lincoln, IL: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Review, implement, monitor, and evaluate related support actions aligned as required with the Transformation Model’s 7 Turnaround Principles. The 7 turnaround principles are:</p> <ol style="list-style-type: none"> 1. Strong Leadership 2. Effective Teachers 3. Redesign School Day/Week/Year 4. Strengthening Instruction 5. Collaborative Use of Data for Improvement 6. School Environment 7. Community Engagement <p>The four turnaround principles identified as areas for immediate focus are:</p> <ol style="list-style-type: none"> 1. Strong Leadership 2. Effective Teachers 3. Collaborative Use of Data for Improvement 4. School Environment <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants 	ACTION BUDGET: \$
<p>Demonstrate alignment of Federal/State Categorical fund allocations sufficient to support implementation of interventions.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants 	ACTION BUDGET: \$
<p>The following actions will lead to our school-wide quarterly goals of the following:</p> <ol style="list-style-type: none"> a. Math (6.02) : Q1: (51.78); Q2: (57.80); Q3: (63.82); Q4: (69.81) b. Literacy (5.29): Q1: (47.66); Q2: (52.95); Q3: (58.24); Q4: (63.52) 	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$

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Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide				
Professional Development: Three teachers will attend the Arkansas Leadership Academy (ALA) Facilitation of Adult Learning December 2-3, 2014. The cost includes the registration fees (3 @ \$500) and travel expenses (3 @ \$100) Action Type: Collaboration Action Type: Professional Development	Katina Ray, Principal	Start: 12/01/2014 End: 12/04/2014	<ul style="list-style-type: none"> ● Outside Consultants 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
Professional Development: The leadership team will plan and implement a Baseline Staff Retreat to provide an immediate focus on the School Environment to improve the school culture. Action Type: Collaboration Action Type: Professional Development	Katina Ray, Principal	Start: 10/01/2014 End: 11/07/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
Total Budget:				\$0
Goal To develop leadership to its fullest capacity that <i>supports teaching, learning, organizational direction, high performance expectations</i> and creates a learning culture.				
Benchmark IMO By October 20, 2014, the leadership team will conduct Classroom Observations and/or Focus Walks and provide timely feedback to teachers observed.				
Benchmark IMO In an effort to guide the instructional and professional development needs of the staff, by December 20, 2014, Classroom Observations and/or Focus Walks will be completed by trained personnel.				
Benchmark IMO In an effort to guide the instructional and professional development needs of the staff classroom observation will be conducted weekly. Teachers will be provided immediate feedback.				
Intervention: Change in leader practice				
Scientific Based Research: Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). <i>School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement</i> . Lincoln, IL: Center on Innovation & Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ID02: All teams will have written statements of purpose and by-laws for their operation; and teams will be created and formed through assignment, selection processes, and voluntary basis. The Leadership, Instructional, and Campus Leadership teams will begin holding strategic meetings to develop by-laws and written statements of purpose based on their purpose. These statements and by-laws will be collected and placed on file for school-wide access. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
ID03: All teams will operate with work plans for the year and specific work products to produce. By-laws and agendas will be created, meetings will take place regularly and minutes for each meeting will be compiled. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$

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<p>IE08: The principal spends at least 50% of his/her time working directly with the teachers to improve instruction, including classroom observations. In addition each grade level meeting the building Principal and Instructional facilitator will assist in planning instruction based on the Little Rock School District curriculum map and aligned to national Common Core State Standards; as well as provide professional development on best practices. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Katina Ray, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>IF01: The principal compiles reports from regular classroom observations showing aggregate areas of strength and areas that need improvement. Regular classroom observations are scheduled and conducted with immediate feedback to the teachers through e-mails, and verbal communication. When teachers show a need for improvement after school professional development and coaching sessions are provided. The staff begins planning the next steps for improvement. Following each quarterly review staff meeting a schedule for professional development in the areas of deficits will be created. Action Type: Alignment Action Type: Collaboration</p>	<p>Katina Ray, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>IE07: The instructional facilitators and building principal will be responsible for conducting weekly classroom observations. Action Type: Alignment Action Type: Collaboration</p>	<p>Katina Ray, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>IE09: The principal challenges and monitors unsound teaching practices and supports the correction of them by encouraging teachers to select appropriate task, record task in plan book by each day's lesson plan, and assigning tasks to students 4 or more days a week. Action Type: Alignment Action Type: Collaboration</p>	<p>Katina Ray, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>IE07: To utilize Classroom Dojo as a means to monitor instruction and share data with teachers. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Katina Ray, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>IE08: Schedules are developed and posted outside of each classroom. Adherence to the time on the schedule is monitored through classroom observations. Feedback is given to each teacher following the observation. Action Type: Alignment Action Type: Collaboration</p>	<p>Katina Ray, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>IE08: Students that are tardy have to check into the office. These tardies are recorded and a letter is sent home informing the parent of the tardies. This letter is in accordance with the Little School District Policy. There are consequences for each tardy. The building principal monitors teacher punctuality and takes necessary steps of action.</p>	<p>Katina Ray, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>IID10: The School Based Intervention Team will meet bi-monthly to discuss individual student learning data. This will include academic, behavior and social data and observations. * Tier 2 - Assign interventionists to each classroom to address student learning deficits in math. * Tier 3 - Assign interventionists to students who are identified by SBIT and not showing growth in Tier 2 interventions. * Intervention team will review documented intervention data and communicate with parents on a quarterly basis. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Katina Ray, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p style="text-align: right;">ACTION BUDGET: \$</p>

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IE09: The principal is certified to administer to the Teacher Evaluation and Support System.	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Performance Assessments 	ACTION BUDGET: \$
IE08: Ensure any announcements needed outside of the morning announcements are sent via parentlink, e-mail, edline, and weekly parent memo. In addition all classroom phones will be placed on forward during instructional time. The intercom will be used only for student checkout. Action Type: Equity Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
IE08: All specialists will submit a weekly schedule to the Principal by end of the day on Friday for the following week. Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
ID02 & ID03: Meet twice monthly with the Leadership Team that serves as a conduit of communication to the faculty and staff to discuss data and implementation of the core curriculum. Members include Principal, ACSIP Chair, ADE School Improvement Specialist, Counselor, Math and Literacy Instructional Facilitator, Bilingual Parent Coordinator, Technology Specialist, adding Grade Level Chairs. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET: \$
IIB02: Teachers will notate in plan book with identified color (yellow) homework that is given at least 4 times per week. Action Type: Alignment Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
IID11: The Instructional Team will review the standards and curriculum map given to us by the district and collaborate with specialists in the building to integrate current skills and concepts as they relate to specialty classes (i.e. Art, Music, PE,GT, etc.). Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
<p>Goal To develop teacher capacity to its fullest by attending professional development, analyzing data, maintaining records, communicating with parents, and implementing the core curriculum.</p> <p>Benchmark IMO By October 20, 2014, teachers and or students will utilize high yield strategies 50% of the time as documented by classroom observations and Focus walks.</p> <p>Benchmark IMO By December 20, 2014, teachers and or students will utilize high yield strategies 55% of the time as documented classroom observations and Focus walks.</p> <p>Benchmark IMO By March 20, 2015, teachers and or students will utilize high yield strategies 60% of the time as documented by Classroom Observations and Focus walks.</p> <p>Benchmark IMO By June 3, 2015, teachers and or students will utilize high yield strategies 65% of the time as documented by Classroom Observatins and Focus walks.</p>				
Intervention: Change in teacher practice				
Scientific Based Research: Wise Ways Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). <i>School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement</i> . Lincoln, IL: Center on Innovation & Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
IIB02: Unit pre-tests and post-tests will be administered to all students in the grade level and subject	Katina Ray,	Start:	<ul style="list-style-type: none"> ● Administrative Staff 	

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covered by the unit of instruction. Action Type: Collaboration	Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
IID11: Instructional Teams will review the results of unit pre-/post-test 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). Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
IIIA05: All teachers maintain a record of each student's mastery of specific learning objectives utilizing formative assessments. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
IID10: Instructional Teams will analyze and use student learning data to identify students in need of instructional support or enrichment. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
IIIA35: Professional development will be provided on a periodic basis to reinforce strategies and techniques for student engagement. Teachers will purposely plan for student engagement utilizing the professional development attended. Facilitators, assistant principal and principal will do classroom observations to monitor student engagement and provide feedback as warranted. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
IIIA05: Teachers will use a uniform document to record daily mastery of standards and use a monthly reporting sheet to send to the Instructional Coaches. The Instructional Facilitators will keep a paper file of school wide mastery of standards. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
IID11: Design interventions for the students who show a deficit in the standards-based curriculum on pre/post-tests. Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
IIIA05: Teachers will post weekly grades to Edline to report the mastery of standards to parents. Action Type: Equity Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
IID11: Review the data collected from the pre/post-test as an instructional leadership team. The instructional team will plan lessons and adjust instruction, as needed, using information from the pre and post- tests to best meet the needs of students while following the LRSD curriculum.	Katina Ray, Principal	Start: 07/01/2014 End:		ACTION BUDGET: \$

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		06/30/2015		
IID11: The Instructional Teams are using the curriculum map to create pre and post-tests. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
IIIB01: All teachers will maintain a file of communication with parents. The building principal will compile all the communication monthly and keep these documents on file in the front office. Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal **To ensure the school's climate by setting high expectations, reinforcing positive behavior, changing negative behavior, and engaging all stakeholders.**

Benchmark **IMO:** By October 20, 2014, in comparison to the first quarter of 2014-15 by, a 5% increase in attendance to the Party With the Principal will occur.

Benchmark **IMO:** By December 20, 2014, in comparison to the second quarter of 2014-15 by, a 5% increase in attendance to the Party with the Principal will occur.

Benchmark **IMO:** By March 20, 2015, in comparison to the third quarter of 2014-15 by, a 5% increase in attendance to the Party with the Principal will occur.

Benchmark **IMO:** By June 03, 2015, in comparison to the fourth quarter of 2014-15 by, a 5% increase in attendance to the Party with the Principal will occur.

Intervention: Student safety and discipline

Scientific Based Research: Wise Ways

Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A. (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IIIA35: Students are engaged and on task. Action Type: Alignment Action Type: Technology Inclusion	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
IIIC04: Students raise hand or signal in appropriate manner to speak in classrooms. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
IIIA27: Teachers praise students both verbally and non-verbally. Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
IIIA33: Teachers interact socially with students (i.e. noticing illness, asking about weekends, getting to know their background, etc.). Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
IE10: The principal celebrates individual, team, and school success as it relates to student learning (i.e. No tardy smarty, party with the principal, awards assemblies, no absences, days without a fight, etc.).	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
IIIA35: Teachers will use corrective feedback remedies when detecting difficulties and re-teach	Katina Ray,	Start:	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

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appropriate behaviors when necessary. Action Type: Alignment Action Type: Equity	Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
IIIA35: Teacher will instruct and model appropriate listening behaviors and engagement techniques. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
Teachers are given the opportunity to refer students to the School Based Intervention Team for both academic and mental health services. Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
IIIC08: Classroom, School, Bus, Hallway, and Cafeteria Rules are visible in all areas of school including; but not limited to, classrooms, halls, library, and cafeteria. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal **To function as an effective learning community that supports a climate conducive to performance excellence.**

Benchmark **IMO:** By October 20, 2014, 5% increase from the end of first quarter last year in parent and community engagement in the classrooms and school sponsored events as evidenced by a communication log, VIPs logs and sign in sheets.

Benchmark **IMO:** By December 20, 2014, 5% increase from the end of second quarter last year in parent and community engagement in the classrooms and school sponsored events as evidenced by a communication log, VIPs logs and sign in sheets.

Benchmark **IMO:** By March 20, 2015, 5% increase from the end of third quarter last year in parent and community engagement in the classrooms and school sponsored events as evidenced by a communication log, VIPs logs and sign in sheets.

Benchmark **IMO:** By June 3, 2015, 5% increase from the end of fourth quarter last year in parent and community engagement in the classrooms and school sponsored events as evidenced by a communication log, VIPs logs and sign in sheets.

Intervention: Parent and community engagement

Scientific Based Research: Wise Ways
Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IIIB02: All teachers will regularly assign homework (4 or more days a week) that is appropriate in length and ability level. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
IIIB01: All teachers will maintain a file of communication with parents. The building principal will compile all the communication monthly and keep these documents on file in the front office. Action Type: Collaboration Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
Parents are provided codes to access the school-wide behavior management system; Classroom Dojo. With these access codes parents can set-up an account and check their child's behavior via the web or android/apple app that can be downloaded to their phone. Action Type: Collaboration Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers and staff maintain an open line of communication with all adults who are active in their students' education.	Katina Ray, Principal	Start: 07/01/2014	<ul style="list-style-type: none"> ● Administrative Staff 	

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Action Type: Collaboration Action Type: Parental Engagement		End: 06/30/2015	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Parents are provided codes to access and set-up Edline accounts to stay up-to-date on their child's assignments and classroom news. Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
IE13: The principal provides opportunities for staff and stakeholders to voice their concerns via meetings or anonymous surveys. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155) This will be accomplished through quarterly disbursement of individual student report cards. Two-way communication is utilized through the report cards by including the parents' report of the child's progress at home with such school-related topics as: willingness to do homework; reading for pleasure; moderation of televiewing; and attitude toward learning. Additionally, the report cards are dispersed in an effort to encourage parents to note specific concerns or request conferences. (Wise Ways Research) Action Type: Equity Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
All stakeholders can obtain information about school news, updates, recognitions and pictures via Baseline's Facebook page. Action Type: Collaboration Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

- Goal **To ensure the school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance by holding students accountable for their learning.**
- Benchmark **IMO:** By October 20, 2014, 20% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and Literacy.
- Benchmark **IMO:** By December 20, 2014, 40% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and Literacy.
- Benchmark **IMO:** By March 20, 2015, 60% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and Literacy.
- Benchmark **IMO:** By June 3, 2015, students will obtain 69.81% AMO in math and 63.52% AMO in literacy using the Spring 2015 Benchmark assessment data.

Intervention: Student progress and achievement				
Scientific Based Research: Wise Ways Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A. (2007). <i>School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement</i> . Lincoln, IL: Center on Innovation & Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
IIIA25: Students are using accountable talk by asking each other questions, paraphrasing, summarizing, making connections, and explaining their thinking. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	ACTION BUDGET: \$

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IIIC04: Students raise hand or use appropriate signal and wait until acknowledged before speaking. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
IIIA26: Students check their own comprehension of skills and concepts their learning by asking questions and explaining their thinking. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
IIIC01: When waiting for assistance from the teacher students are engaged in curriculum related tasks. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
Students participate in district sponsored enrichment activities (i.e. Science Fair, Spelling Bee, Mathletes, Geography Bee, etc.). Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
: IIIA35: Design and implement an After-School Program designed to improve skills and concepts identified by the 2014 ACTAAP results as areas of concern. (NSLA funds \$) Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
IIIA26: Students are reviewing their pre and post tests in Literacy and Math to ensure understanding of skills and concepts. For those skills and concepts not understood students are asking for clarification and receiving additional support from the classroom teacher. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
IIIA35: Students are engaged and on task. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
IIIA07: Students are engaged in differentiated learning tasks. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
IMO In an effort to guide the instructional and professional development needs of the staff, by December 20, 2014, Classroom Observations and/or Focus Walks will be completed by trained personnel.	X		1	12/20/14	As evidenced through written and email feedback from the classroom observations and/or focus walks. ADE SIS was unable to verify this evidence by the report due date.
IMO By December 20, 2014, teachers and or students will utilize high yield strategies 55% of the time as documented classroom observations and Focus walks.		X	1	12/20/14	Needs to be revised with the new targeted interventions that addresses focus walks. Per ADE Intervention Documentation.
IMO : By December 20, 2014, in comparison to the second quarter of 2014-15 by, a 5% increase in attendance to the Party with the Principal will occur.		X	3	12/20/14	Needs to be revised to address tracking the decrease of student office referrals.
IMO : By December 20, 2014, 5% increase from the end of second quarter last year in parent and community engagement in the classrooms and school sponsored events as evidenced by a	X		4		49% 2013-2014 68% 2014-2015 The increase was 19%. ADE SIS was unable to verify this evidence by the report due date.

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communication log, VIPs logs and sign in sheets.					
IMO : By December 20, 2014, 40% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and Literacy.		X	2	12/20/14	Needs to be revised based on the individual teacher goals. The overall percentage K-2 is 45.17%, 3-5 22.05% , and K-5 33.61% in Literacy . The overall percentage K-2 is 58.8%, 3-5 33.2% , and K-5 46.2% in Math .

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Date Completed: January 30, 2015

School: Cloverdale Aerospace Technology Conversion Charter Middle School

District: Little Rock

Principal: Wanda Ruffins

ADE School Improvement Specialist: Chante'le' Williams

External Provider: _____

____ **Locally Hired School Improvement:** Dr. Vanessa Cleaver

Status:

Priority ____

Priority Academic Distress X

Focus Academic Distress _____

Highlights from 2nd Quarter:

- Math, literacy and science teachers are actively engaged in activities and conversations about effective questioning to increase rigor in lesson planning and delivery through the use of a lesson plan analysis tool.
- Students are reflecting on their data and setting individual goals through the use of classroom data boards and personal reflection forms.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- Primary concerns and barriers continue to be around addressing the needs of the English Language Learners. Cloverdale needs a full time ESL coordinator as well as interpreter. Efforts to address concerns include identifying ESL/SIOP trained teachers and reinitiating implementation of SIOP strategies.
- 45-minute period is not conducive to time needed to implement intervention strategies

b) Building Principal:

- Need for a full-time ESL Facilitator, the current stipend position limits our focus to compliance issues
- Need for a qualified bi-lingual interpreter
- Current schedule does not allow enough time for math and English instruction
- The literacy intervention curriculum does not allow time for remediation

c) Building Leadership Team:

- Need for a full-time ESL Facilitator to build capacity among staff for delivery of instruction using SIOP strategies
- Need for a qualified bi-lingual interpreter for real-time communication with parents
- Average grade equivalency for sixth, seventh and eighth grade students in reading is 3.5 according to the STAR assessment

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- Instructional reading level for sixth, seventh and eighth grade students is 3.3 according to the STAR assessment
- Need for fluency among all grades in basic math skills
- Apathy for learning evident among students according to 2013-2014 EXPLORE assessment results
- English teacher on long-term leave
- Loss of instructional time due to student sanctions

d) School Improvement Specialist:

- The ability to multitask and streamline the school improvement work.
- The lack of the use of Indistar on a regular basis.
- Structure of the Leadership Team (Having to supervise transitions during Leadership Team meetings, at times, impedes progress).
- School's mission and vision should be evident in the daily life of the school.
- The amount of time to complete assessments (getting all teachers to test) is too lengthy.
- There appears to be a limited amount of knowledge and skill set available in both the school and the district to implement necessary school turnaround principles and methods.

e) Other:

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

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Student Achievement - By December 19, 2014, 49.59% of literacy students in the "All Students" category will score 70% or above on an in-house common formative assessment.		X			The average score was 21.6. We did not meet our IMO of 49.59. The average score for ELL students was 11.32 and students with disabilities scored 5.48. These scores are low, but this test is like the PARCC. We would rather see a dip now than later. English has not been doing the test every 3-4 weeks as desired. Once we make the shift, we should probably start to see a lot more growth. Only 489 students were tested. The literacy facilitator wants to make sure we test closer to the real population.
Student Achievement - By December 19, 2014, 48.9% of math students in the "All Students" category will score 70% or above on an in-house common formative assessment.		X			The average score was 42.0. We did not meet our IMO of 48.9; however, the math facilitator is pleased because the margin is small. The average score for ELL students was 37.7 and students with disabilities scored 26.0. The assessment was created in the PARCC format.
Change in Leader Practice - By December 19, 2014, in order to be viewed as curriculum/instructional leaders, school administrators will plan and present a minimum of three professional development sessions on instructional strategies as evidenced by agendas and sign in sheets.	X				This IMO was met through PD conducted on October 17, 2014, November 7, 2014 and November 10, 2014.

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<p>Engaging Parents and Community - By December 19, 2014, parent participation in an ABC (Academics, Breakfast, Commitment) training session will increase by 25% from the first quarter and will be documented on an agenda and sign-in sheet.</p>	X				<p>Fifty-Three parents attended the session. This is an increase of 26% (11 parents) from the first quarter.</p>
<p>Student Safety and Discipline - By December 19, 2014, 90% of teachers will be actively engaged in student transitions as evidenced by focus walk data.</p>		X			<p>Two focus walks were conducted on December 19, 2014. The average for those walks was 73% of teachers (not including subs) actively engaged. This IMO was not met.</p>
<p>Change in Teacher Practice - By December 19, 2014, literacy, math and science teachers will evaluate and analyze the use of a variety of question types on a monthly basis as evidenced by completed effective question lesson plan analysis forms.</p>	X				<p>This IMO was met during collaboration times.</p>

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Date Completed:

School: J.A. Fair High

District: Little Rock

Principal: Jeremy Owoh

ADE School Improvement Specialist: Roxie Browning

External Provider: N/A

Locally Hired School Improvement: Marcelline Carr

Highlights from 2nd Quarter:

- The restructuring of the Instructional Leadership Team with a more clear and positive focus.
- The implementation of the pre and post-tests.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

None provided

b) Building Principal:

None provided

c) Building Leadership Team:

Status:

Priority ____

Priority Academic Distress X

Focus Academic Distress ____

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The 2nd quarter IMO's were not achieved at this time because the focus has been training teachers on the pre and post test data analysis.

IMO #5 no common planning time allotted in the master schedule. We have various teachers who do not attend regular departmental meeting.

IMO#8 Teachers were recently trained in SMI as well as how to desegregate the data.

IMO#9 The students still have not been imported into the SRI dashboard.

IMO#10 Due to late training on CFA's this IMO has not been fully implemented.

IMO#12 has not been implemented.

d) School Improvement Specialist:

- Late start with unit and pre/post assessments.
- Teachers are not organized into instructional teams so that they can develop and review formative assessments and plan units of instruction with differentiated lessons. (Indistar Indicator ID11 & Wise Ways #46)
- District provided guidance and training very late in the 2nd quarter to all Academic Distressed School Leadership Teams (SLT) which resulted in major changes, slowing progress with the teams' work.

e) Other:

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

2014-2015

Priority 7: 2014-2015 PIP: Implementing a Transformational School Improvement Model

1. Comprehensive Needs Assessment Narrative

Supporting
Data:

The Arkansas Department of Education requested an ESEA Flexibility Waiver from the US Department of Education to be able to waive some of the requirements of the No Child Left Behind Act (2001). Arkansas was granted the waiver on June 18, 2012. All schools in the state are being held to a different accountability standard. Arkansas schools have been identified and placed in the following categories:

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- Exemplary Schools,
- Achieving Schools,
- Needs Improvement Schools,
- Needs Improvement Focus Schools and
- Needs Improvement Priority Schools.

Needs Improvement Priority Schools

Arkansas was required to identify a number of lowest-performing schools equal to at least five percent of the state's Title I schools. Arkansas had 803 Title I schools in 2011, requiring at least 40 Title I schools be identified among the schools identified as Needs Improvement Priority Schools. Arkansas identified 48 schools which included 41 Title I schools. The criteria for identification of Priority Schools set by USDE included identifying schools that were:

- Among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, or
 - Title I participating or Title I eligible high schools with graduation rates less than 60% over a number of years, or
 - Tier I or Tier II SIG schools implementing a school intervention model.
2. J.A. Fair is among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, we are also a Title I eligible high school with a graduation rate of less than 60% over a number of years. Fair is also a Tier II SIG school implementing a school intervention model.
3. The Arkansas Department of Education conducted a Scholastic Audit of JA Fair High School during the period of November 11, 2007 to November 16, 2007. The Scholastic Audit Performance levels are as follows:
- Performance Level 4: – Exemplary level of development and implementation;
 - Performance Level 3 – Fully functional and operational level of development and implementation;
 - Performance Level 2- Limited development or partial implementation; and
 - Performance Level 1 – Little or no development and implementation.

J.A. Fair High School will address the all the recommendations of the report over a period of three to five years; however, the current focus is on Standards 7, 8, and 9.

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- In the area of **Leadership or Standard 7**, the Scholastic Audit Report indicated that Fair High School showed “*Limited development or partial implementation*” on ten (10) of the eleven (11) the indicators for Leadership. One (1) indicator was determined to have “*Little or no development and implementation*”.

- In the area of **School Organization and Fiscal Resources or Standard 8**, the Scholastic Audit Report indicated that Fair High School showed “*Limited development or partial implementation*” on 4 of the 6 the indicators for **School Organization**. The remaining indicators showed “*Little or no development and implementation*”. In the area of **Fiscal Resources**, there were four (4) indicators. Fair showed “*Limited development or partial implementation*” on two (2) and “*Little or no development and implementation*” on two (2).

- In the area of **Comprehensive and Effective Planning or Standard 9**, there are sixteen (16) indicators. The Scholastic Audit Report determined that Fair High School showed “*Limited development or partial implementation*” on 14 of the 16 the indicators and “*Little or no development and implementation*” on two indicators.

The Priority Improvement Plan will reflect interventions, actions and measurable objectives that will demonstrate improved building level capacity in the identified areas.

4.

The state’s new accountability system does not use the ESEA subgroups separately to determine if a school is failing or in need of improvement. The state will use two groups to determine whether the school has met its annual measurable objectives (AMOs). Those two groups are the “All Students Group” and the “Targeted Achievement Gap Group” or “TAGG”. The TAGG subgroup is a combination of the following ESEA subgroups: Economically Disadvantaged subgroup, English Learners subgroup, and Students with Disabilities subgroup. The difference in performance between these two groups will determine how well the building is meeting its annual goals. Currently, the difference between these two groups in our school is as follows:

- All Students (Non TAGG)
 - Literacy Performance 39.08
 - Math Performance 47.03
 - Graduation 73.18
- Targeted Achievement Gap Group (TAGG)
 - Literacy Performance 34.0
 - Math Performance 46.99
 - Graduation 73.88

J. A. Fair met its AMOs in Literacy and Math; however, it did not meet the Graduation AMO of 73.18%; our score was 63.64% for All Students. J.A. Fair must continue to meet our AMOs in literacy by achieving an AMO of 44.62% and in math by achieving 51.84% for All Students in 2013. The interventions and actions

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in our Priority Improvement Plan will also provide the direction for supporting our subgroups to reach at a minimum their annual measurable objectives.

5. *Summary Action for J. A. Fair High School* - NI: PRIORITY

- Basic School Profile
 - 80.6% of the students enrolled are from low income families
 - Receives Title I funding and operates a “Schoolwide Program”
 - 2012-2013 Title I Allocation \$ 369,075.00
- Student Enrollment: 820
 - African American: 85%
 - Caucasian (White):7%
 - Hispanic:8%
- The building’s Comprehensive Needs Assessment will be developed jointly between the school, the district, the *ADE, and the External Provider selected by the school.
- The school’s improvement goals and targets will be determined based on the building’s comprehensive needs assessment.
- The selected interventions shall be aligned with the Turnaround Principles.

Goal To implement selected “**Turnaround Principles**” to guide effective and continuous building level school improvement practices as specified by Arkansas’ ESEA Flexibility Waiver and a positive Change in Leadership Practice and Support of sound instructional setting.

J.A. Fair High School will meet or exceed the 2014 performance annual measurable objectives (AMOs) in Literacy, Math and Graduation Rate for the "All Students Group" and the "Targeted Achievement Gap Group (TAGG)".

a. **Literacy:** All Students Group Performance 50.16% and TAGG Group Performance 46.0%;

Benchmark

b. **Math :** All Students Group Performance 56.66% and TAGG Group Performance 56.63%;

c. **Graduation:** To meet or exceed the required AMO for graduation in the “All Students Group” 79.39% and “TAGG Group” 80.37%.

Benchmark IMO #1 Change in Leader and Teacher Practice: By the end of 1st quarter, the leadership team will identify all students who are considered at risk for the purpose of pairing a positive adult for mentoring by gathering data that will include attendance records, behavior incidents, low-grades, low test scores, and failure rates.

Benchmark IMO #2 Change in Leader and Teacher Practice: By the end of the 2nd quarter, 50 % of the at risk students will be linked with one positive adult to help build character and support appropriate student behavior which will be measured by the adults’ report.

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- Benchmark IMO #3 Change in Leader and Teacher Practice: By the end of the 3rd quarter, 100 % of the identified at-risk students will be linked to a positive adult in the school building.
- Benchmark IMO #4 Change in Leader and Teacher Practice: By the end of the 4th quarter, 80-100% of the at-risk students will be connected to a community based supports to build upon their unique strengths as measured by teacher input.

Intervention:

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

Scientific Based Research:

Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> School Improvement Leadership Team will consist of department chairs, administrators, parents, district broker, and community leaders. Team will also consist of the instructional coaches, Career coach, interventionists, GT coordinator, ESL coordinator, SPED compliance teacher, administrators, and counselors <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	Administration	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
<p>ID03: All teams operate with work plans for the year and specific work products to produce. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration</p>	Leadership Teams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
<p>ID06: The principal maintains a file of the agendas, work products, and minutes of all teams. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration</p>	Leadership teams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$

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			<ul style="list-style-type: none"> • Teachers 	
ID08: The Leadership Team serves as a conduit of communication to the faculty and staff. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (3984) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Leadership Team	Start: 08/12/2014 End: 06/30/2015		Title I - Purchased \$2500.00 Services: <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> ACTION BUDGET: \$2500
IID11 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). (109) Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Title I Target Assistance	Instructional Leadership Team	Start: 08/12/2014 End: 06/30/2015		<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
Total Budget:				\$2500
Goal	<u>To develop leadership capacity</u> that supports teaching, learning, organizational direction, high performance expectations to create a learning culture and a positive Change in Teacher Practice			
Benchmark	IMO #5 Change in Leader and Teacher Practice- By the end of the first quarter, 50% of teachers in all core subjects, English, math, science and social studies will collaboratively plan units of instruction to mastery level (70%) as documented by agendas, sign-in sheets and planning artifacts that will be submitted to appropriate subject administrators. By the end of the 2nd quarter, 100 % of teachers in like core subjects will collaboratively plan units of instruction to mastery level (70%) as documented by agendas, sign-in sheets and planning artifacts that will be submitted to appropriate subject administrators.			
Benchmark	IMO #6 Change in Leader and Teacher Practice- By the end of the first quarter 50% of teachers of core subjects will collaboratively create, administer and analyze the data from at least one common formative assessment and determine if planned objectives were met as documented by student work and Edline. By the end of the 2nd semester, 90% of core subjects will collaboratively create, administer and analyze the data from at least two common formative assessment and determine if planned objectives were met as documented by student work and Edline.			
Benchmark	IMO #7 Change in Leader and Teacher Practice: By the end of the first quarter, and in a timely manner each quarter thereafter, the administrative team will report the results of Classroom observations of the following four performance standards to the faculty: Adherence to newly adopted district lesson plan format; use of technology; cooperative learning; higher order critical thinking questioning. Results will be quantified so that changes in compliance can be measured. By the end of the first semester, 75% of teachers observed will use the newly adopted district lesson plan, 50% of teachers will use technology in instruction, 33% of teachers will use cooperative learning			

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and 50% will question for higher order thinking. By the end of the 2nd semester, 80% of teachers observed will use the newly adopted district lesson plan, 50% of teachers will use technology in instruction, 66% of teachers will use cooperative learning, and 75% will question for higher order thinking.

Intervention:

School Leadership and Decision Making - Focusing on the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Scientific Based Research:

Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IE05: The principal participates actively with the school's teams. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
IE06: The principal keeps a focus on instructional improvement and student learning outcomes. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
IE07: The principal monitors curriculum and classroom instruction regularly. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
IE08: The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
IF01: The instructional leadership team will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Goal To increase Student Progress and Achievement in the instructional environment.

Benchmark IMO # 8 Student Progress and Achievement: 70% of students will improve by at least one degree of proficiency from their base level of their Scholastic Math Inventory (SMI) scores.

Benchmark IMO # 9 Student Progress and Achievement: 70% of students will improve by at least one degree of proficiency from their base level of their Scholastic Reading Inventory (SRI) scores.

Benchmark IMO # 10 Student Progress and Achievement: We will conduct CFA's in quarters 1,2, and 3 with 70% being considered mastery. We will increase the number of students achieving mastery by 5% a cumulative CFA.

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Intervention: Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery				
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). <i>School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement</i> . Lincoln, IL: Center on Innovation & Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
IB01: Units of instruction include pre/post tests to assess to student mastery of standards-based objectives. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
IB02: Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unity of instruction. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Professional Development and resources will be provided to faculty and staff on how to construct pre/post assessment. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Planning time will be built in the schedule to plan common formative assessments. Administration will provide additional time to meet after school using Article 9s. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0
Goal	To create a positive learning environment with Student Safety and Discipline/ Parental Involvement			
Benchmark	IMO #11 Parental Involvement: 90% of senior parents/guardians will participate in a program before the end of the 1st semester to verify senior graduation status.			
Benchmark	IMO #12 Parental Involvement: By the end of the 1st semester, contact will be made with 5 community stakeholders to increase parental involvement by taking activities to the communities of parents and students. (Churches, public libraries, community centers)			
Benchmark	IMO #13 Student Safety and Discipline: 80% of Teachers will have rituals and routines clearly posted in the classroom. Teachers will also devise a intervention system to allow students to self-correct before removal from the classroom by the end of the 1st quarter and 90% the second quarter.			
Benchmark	IMO #14 Student Safety and Discipline: 70% of teachers will consistently document parent/ teacher contact on school generated form the 1st quarter and 90% the 2nd quarter.			
Intervention: Fiscal Resources				
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). <i>School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement</i> . Lincoln, IL: Center on Innovation & Improvement.				

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Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Professional Development To provide leadership team support, selected staff of J. A. Fair High School along with their principal will attend a School Improvement Conference sponsored by the Arkansas Department of Education. Title I 1003(a) funds will be used to provide registration, travel and accommodations for the conference attendees. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	J. Owoh, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>Parent liaison will make contact with community stakeholders to help increase the visibility of J.A. Fair High School as an integral part of the community. (i.e. distribute J.A. Fair paraphernalia to the surrounding businesses) Action Type: ADE Scholastic Audit Action Type: Parental Engagement</p>	Parent Coordinator	Start: 08/12/2014 End: 06/30/2017		<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>Distribute test results to parents at registration, Also provide PARC assessment samples and share website during open house and orientation sessions for parents and via Edline so parents are aware of test content. Action Type: Parental Engagement</p>	Instructional Leadership Team	Start: 08/12/2014 End: 06/30/2017		<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>Parent Liaison will develop a monthly newsletter to share with parents via Edline and Parent Link. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement</p>	Leadership Team	Start: 08/12/2014 End: 06/30/2017		<hr/> <hr/> <p>Title I - Other \$1200.00 Objects:</p> <hr/> <p>ACTION BUDGET: \$1200</p>
<p>Student information sheet signed by parent and student returned to teacher. Action Type: Collaboration Action Type: Equity</p>	School Improvement Leadership Team	Start: 08/12/2014 End: 06/30/2017		<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>System of interventions to allow the student to self-correct behavior before being removed from class. (3 strikes, mediation, 9th grade gatekeeper) 3. Rituals and routines are clearly posted in classroom. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity</p>	Jeremy Owoh, Principal; Administrative Team	Start: 08/12/2014 End: 06/30/2017		<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>Parent contact for positives, concerns, class work (email, phone, postcard, edline, agenda books, remind 101, surveys, parent conferences, welcome letter ect.) Action Type: Parental Engagement Action Type: Program Evaluation</p>	Jeremy Owoh, Principal; Administrative Team	Start: 08/12/2014 End: 06/30/2017		<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>VA01 The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of</p>	Jeremy Owoh, Principal; Administrative Team	Start: 09/15/2014		<hr/> <hr/>

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the home, with learning opportunities for families to develop their curriculum of the home). (3983) Action Type: Collaboration Action Type: Parental Engagement	Faculty and staff	End: 06/30/2017		ACTION BUDGET: \$
Total Budget:				\$1200

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IMO Area: 1. Change in teacher and leader practice: Met: ___ Not Met: 2
 2. Student progress and achievement: Met: ___ Not Met: 1
 3. Student safety and discipline: Met: 1 Not Met: ___
 4. Parent and community engagement: Met: 1 Not Met: 1
 Total IMO's this Quarter: 6 Met: 2 Not Met: 4

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of the 2nd quarter, 50 % of the at risk students will be linked with one positive adult to help build character and support appropriate student behavior which will be measured by the adults' report.		X	1		The IMO has been partially addressed through the use of the SBIT team meetings, and special education behavior plan meetings. Through the SBIT team meetings various interventions are being implemented. Students are placed with mentors, therapeutic agencies, and counselors. All students have not been identified.
By the end of the 2nd quarter, 100 % of teachers in like core subjects will collaboratively plan units of instruction to mastery level (70%) as documented by agendas, sign-in sheets and planning artifacts that will be submitted to appropriate subject administrators.		X	1		Currently common planning time is not integrated into the master schedule. We also have teachers who do not consistently attend departmental meetings. The administration has directed the chairs to inform them when a teacher is not present. The administration will follow up with the teacher.
Student Progress and Achievement: We will conduct CFA's in quarters 1,2, and 3 with 70% being considered mastery. We will increase the number of students achieving mastery by 5% a cumulative CFA.		X	2		The staff received training on CFA's late in the 2 nd quarter.
90% of senior parents/guardians will participate in a program before the end of the 1st semester	X		4		Evidenced by the sign in sheet from the Senior parent night. ADE SIS has not

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to verify senior graduation status.					verified the sign-in sheets.
By the end of the 1st semester, contact will be made with 5 community stakeholders to increase parental involvement by taking activities to the communities of parents and students. (Churches, public libraries, community centers)		X	4		We are still providing guidance to our parent involvement coordinator on the direction of the program.
90% of Teachers will have rituals and routines clearly posted in the classroom. Teachers will also devise a intervention system to allow students to self-correct before removal from the classroom by the end of second quarter.	X		3		Evidenced by teachers having their rituals and routines posted. Also evidenced by the 9 th grade academy having an intervention and discipline plan available and clearly articulated to the teachers and students. Currently Mr. Owoh has directed the campus leadership team to begin devising a comprehensive discipline plan for the school. The ADE SIS has not observed this evidence.
90% of teachers will consistently document parent/ teacher contact on school generated from the 2nd quarter.	X				As evidenced by the teachers phone logs and parent teacher conference forms. The data has not been verified by the ADE SIS.

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Date Completed:

Status:

School: Hall High

Priority ____

District: Little Rock

Priority Academic Distress X

Principal: Larry Schleicher

Focus Academic Distress ____

ADE School Improvement Specialist: Roxie Browning

External Provider: N/A

Locally Hired School Improvement: Carol Carter

Highlights from 2nd **Quarter:**

- ESL training and SPED training began.
- Pre and Post-test administered in Math and Literacy.
- 11th grade reading scores met or exceeded district average in two classes.
- An ACT test program purchased to assist 11th graders and their performance on AP Exams.
- Teachers attended AVID critical reading classes in the areas of History, Science and Literature.
- Feedback from administrators to teachers began to make improvements.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- Leadership and clarity of the work to be carried out by the SLT is a concern.
- Data-driven decision making is not taking place during School Leadership Team meetings. In addition, there is no specific focus to support the unique needs of the TAGG population during SLT meetings.

b) Building Principal:

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- Continued work getting teachers fully prepared to teach all the children.
- Community influences continue to hamper the positive things we are doing and behavioral issues are being brought in on a daily basis. Student focus is being limited due to these negative influences.
- Staff morale is up and down and is a direct reflection of the input from so many outside entities.
- AP attendance negatively affected by, PD, Illness and vehicle injuries. There were several consecutive weeks where at least one principal was out of the building, creating a major burden for all remaining principals.
- 11th grade English teacher out on medical leave since September 2014. Students have been without a certified teacher ever since.

c) Building Leadership Team:

- Leadership Team was reconfigured in November, hampering communication and looking at data.
- District level interference.
- Resistance to change.
- Resistance to innovations.
- Too much time devoted to discipline instead of observations.
- Delay in receiving math and literacy data. Goal of 75% may have been unrealistic.
- Delay in receiving discipline data. New head of security has not been named.

d) School Improvement Specialist:

- Lack of a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
- A limited amount of high expectations is communicated to staff, students and families, and support for students to achieve them.
- There is a lack in the assurance of a rigorous and coherent standards-based curriculum and aligned assessment system being implemented at Hall.
- Many staff members appear concerned about the possible restructuring of Hall High School which will likely result in “being pink slipped” or a loss of a job at Hall as quoted by many faculty members.
- Students’ ability to perform at proficiency when a great number of students are not strong readers.

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- No evidence that classroom level instruction is adjusted based on formative and summative results from aligned assessments and shared planning.
- It is difficult to ascertain a coherent strategy and plan for implementing the school vision, including clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
- There is limited evidence of maintaining a culture that values learning which promotes the academic and personal growth of students and staff.
- Very late selection and implementation of District provided formative assessments in literacy and math. At the start of December, the literacy assessments had not been implemented at Hall.
- There appears to be a limited amount of knowledge and skill set available in both the school and the district to implement necessary school turnaround principles and methods.
- District provided guidance and training very late in the 2nd quarter to all Academic Distressed School Leadership Teams (SLT) which resulted in major changes and thus slowed progress with the teams' work.

e) Other:

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

Retrieved from the October 1 submitted ACSIP

2014-2015 PIP: Hall High School will use School Improvement grants to implement a Transformational Model that will improve student achievement and performance.

Supporting

Data:

1. Comprehensive Needs Assessment Narrative

The Arkansas Department of Education requested an ESEA Flexibility Waiver from the US Department of Education to be able to waive some of the requirements of the No Child Left Behind Act (2001). Arkansas was granted the waiver on June 18, 2012. All schools in the state are being held to a different accountability standard. Arkansas schools have been identified and placed in the following categories:

Exemplary Schools,

Achieving Schools,

Needs Improvement Schools,

Needs Improvement Focus Schools and

Needs Improvement Priority Schools.

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Needs Improvement Priority Schools

Arkansas was required to identify a number of lowest-performing schools equal to at least five percent of the state's Title I schools. Arkansas had 803 Title I schools in 2011, requiring at least 40 Title I schools be identified among the schools identified as Needs Improvement Priority Schools. Arkansas identified 48 schools which included 41 Title I schools. The criteria for identification of Priority Schools set by USDE included identifying schools that were:

Among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, or

Title I participating or Title I eligible high schools with graduation rates less than 60% over a number of years, or

Tier I or Tier II SIG schools implementing a school intervention model.

Hall High is a Tier I SIG school and will implement selected interventions that will guide effective and continuous building level school improvement practices as specified by Arkansas' ESEA approved Flexibility Waiver. The leadership team will share the responsibility of implementing all aspects of the America's Choice School Design Model for school improvement. The leadership team will emphasize a standards-based education and provide guidance and continued support to faculty and staff on actual structure and key roles in order to raise student achievement.

2.

Summary Action for Hall High School - NI: PRIORITY

Basic School Profile

79.6% of the students enrolled are from low income families

Receives Title I funding and operates a "Schoolwide Program"

2012-2013 Title I Allocation \$ 499,800.00

Student Enrollment: 1116

African American: 77%

Caucasian (White):5%

Hispanic:17%

The building's Comprehensive Needs Assessment will be developed jointly between the school, the district, the *ADE, and the External Provider selected by the school.

The school's improvement goals and targets will be determined based on the building's comprehensive needs assessment.

The selected interventions shall be aligned with the Turnaround Principles.

Goal

1. Hall High School will meet Literacy AMO for all students of 54.9% for 2013, 59.4% for 2014, and 63.9% for 2015. Hall High will meet Literacy AMO for TAGG of 50.88% for 2013, 55.8% for 2014, and 60.7% for 2015.

2. Hall High School will meet Math AMO for all students of 47.6% for 2013, 52.8% for 2014, and 58.1% for 2015.

Hall High School will meet Math AMO for TAGG of 47.5% for 2013, 52.7% for 2014, and 57.9% for 2015.

3. Hall High School will meet Graduation AMO for all students of 75% for 2013, 77.7% for 2014, and 80.5 for 2015.

Hall High School will meet Graduation AMO for TAGG students 77% for 2013, 79.5% for 2014, and 82.1 for 2015.

Hall High School expects to meet or exceed its 2015 performance Annual Measurable Objectives (AMOs) in Literacy, Benchmark

Math and graduation in the "All Students Group" and the "TAGG Group".

a. **Literacy:** All Students Group Performance 59.40% and TAGG Group Performance 55.8%;

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b. **Math** : All Students Group Performance 52.8% and TAGG Group Performance 52.7%;

c. **Graduation**: To meet or exceed the required AMO for graduation in the "All Students Group" 73.07% and "TAGG Group" 72.45%.

Hall High School has exceeded the 2014 graduation performance requirement in both groups **ALL (77.7%)** and **TAGG (79.5%)**.

Intervention: CHANGE IN TEACHER PRACTICE: Turnaround Principle 3: Redesign school day/week/year. Turnaround Principle 5: Collaborative use of data for improvement. Turnaround Principal 4: Strengthening Instruction

Scientific Based Research: Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions Person
Responsible Timeline Resources Source of Funds

IE09 – The principal will challenge and monitor unsound teaching practices and support the correction of them.

Action Type: ADE Scholastic Audit
Action Type: Alignment
Larry
Schleicher,
Principal
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants

ACTION BUDGET: \$

Action Step: Teachers will utilize essential practices which address various questioning strategies and learning techniques learned from Bloom's Taxonomy.

Action Type: ADE Scholastic Audit
Action Type: Alignment
Administration,
Instructional
Coaches, and
Teachers
Start:
07/04/2014
End:
06/30/2015
Administrative
Staff
District Staff

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Outside
Consultants

Teachers

ACTION BUDGET: \$

Action Step: The administration will continue to encourage and support technology use throughout the campus. 8 sessions x 25 teachers x 3 hours x \$25 plus benefits. Materials and supplies to be purchased will include but are not limited to items that will support technology use: SmartBoard Projectors, replacement lamps, and other materials as needed.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Technology Inclusion

Administration
and Marshall

Sladyen.

Start:

07/01/2014

End:

06/30/2015

Title I -

Materials
&S

upplies:

\$500.00

Title I -

Employee

Salaries:

\$15000.00

Title I -

Employee

Benefits:

\$3450.00

Title I -

Capital

Outlay:

\$4000.00

ACTION

BUDGET: \$22950

Action Step: Administration will provide professional development in areas outlined by both the school and district for certified staff. PD will be based on data derived from classroom walk-throughs, focus walks,

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and other data collected.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Administration

and

Instructional

Coaches

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff

District Staff

Outside

Consultants

ACTION BUDGET: \$

Action Step: Ongoing training will continue to be provided on how to effectively implement standards based learning to guide academic success across the common core curriculum.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Administration

and

Instructional

Coaches

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff

District Staff

Outside

Consultants

ACTION BUDGET: \$

Action Step: The Campus Leadership Team (CLT) will consist of the Principal, an Assistant Principal, a representative of each Academic Department, parents, community members, and any other personnel deemed appropriate by the Principal and will meet monthly for the purpose of reviewing and establishing school policies that support sound teaching practices.

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Action Type: ADE Scholastic Audit

Action Type: Alignment

Administration

and

Classroom

Teachers

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff ACTION BUDGET: \$

Meet monthly in Professional Learning Communities

(PLC's) to collaborate on the use of strategies to

increase student learning and develop ACTAAP

Instructional

Coaches

Start:

07/01/2014

End:

Administrative

Staff

District Staff

ACTION BUDGET: \$

preparation activities aligned with curriculum map.

Action Type: ADE Scholastic Audit

Action Type: Alignment

06/30/2015 District Staff

Outside

Consultants

Teachers

Total Budget: \$22950

Intervention: Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation

Scientific Based Research: Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA:

ASCD.

Actions Person

Responsible Timeline Resources Source of Funds

Action Step: Provide professional development in the

creation of standards-based lesson plans which include

but are not limited to: objectives, CCSS, opening, work

time, closing, student activities, differentiation,

authentic assessment, and technology.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Quarterly ESEA Reporting Form

Instructional
Coaches and
Instructional
Technology
Specialist

Start:
07/01/2014

End:
06/30/2015
Administrative
Staff

District Staff
Outside

Consultants

ACTION BUDGET: \$

Action Step: Provide professional development for all curriculum areas in CCSS.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Curriculum

Design Team

Start:
07/01/2014

End:
06/30/2015

ACTION BUDGET: \$

Action Step: Leadership Team members will attend the AASCD conference in Hot Springs to assist with development of frameworks for CCSS. Title I funds will be used for the Improvement of Instruction. Hall's Leadership Team will attend the Arkansas ASCD conference. Other reasonable and necessary professional development activities and the purchase of materials and supplies will be determined in conjunction with the building's External Provider and (ADE) School Improvement Specialist.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Leadership
Team

Start:
07/06/2014

End:
06/30/2015

Quarterly ESEA Reporting Form

Administrative
Staff

Outside

Consultants

ACTION BUDGET: \$

Action Step: Provide professional development for the
incorporation of technology into lesson plans. 8

sessions x \$25/hr X 3 hrs X 25 teachers

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Technology Inclusion

Instructional

Coaches and

Instructional

Technology

Specialist

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff

Title I -

Employee

Benefits:

\$3450.00

Title I -

Employee

Salaries:

\$15000.00

ACTION

BUDGET: \$18450

Action Step: Schedule time to allow for collaboration of
ELL teachers outside of regular school hours.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Administration

and ESL

Coordinator

Start:

07/01/2014

End:

06/30/2015

Administrative

Quarterly ESEA Reporting Form

Staff ACTION BUDGET: \$

Action Step: Develop a systematic plan for implementing the use of instructional technology with a focus on the concepts of project-based learning.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Technology Inclusion

Instructional

Coaches,

Instructional

Technology

Specialists,

Pearson

Consult

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff ACTION BUDGET: \$

IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

Action Type: Alignment

Larry

Schleicher,

Principals and

Instructional

Coaches

Start:

07/01/2014

End:

06/30/2015

ACTION BUDGET: \$

IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.

Action Type: Alignment

Larry

Schleicher,

Principal,

Instructional

Coaches, and

Teachers

Start:

Quarterly ESEA Reporting Form

07/01/2014

End:

06/30/2015

ACTION BUDGET: \$

IIIA05: All teachers maintain a record of each student's mastery of specific learning objectives.

Action Type: Alignment

Classroom

Teachers

Start:

07/01/2014

End:

06/30/2015

ACTION BUDGET: \$

Total Budget: \$18450

Goal To ensure the school's instructional program actively engages all students by *using effective, varied and researchbased practices to improve student academic performance.*

Benchmark **IMO: IE09 – *The principal will challenge and monitor unsound teaching practices and support the correction of them.***

Intervention: CHANGE IN LEADER PRACTICE - Turnaround Principle 1: Strong Leadership. Turnaround Principle 2: Effective Teachers.

Scientific Based Research: Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement.* Lincoln, IL: Center on Innovation & Improvement.

Actions Person

Responsible Timeline Resources Source of Funds

Action Step: Provide professional development on roles and responsibilities of leadership teams by attending the ASCD Conference in Hot Springs.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Leadership

Team

Start:

07/01/2014

End:

06/30/2015

ACTION BUDGET: \$

Action Step: Conduct 40 classroom walk-throughs /focus walks per week in collaboration with assistant principals, instructional coaches, and department chairs.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Administration Start:

Quarterly ESEA Reporting Form

07/01/2014

End:

06/30/2015

ACTION BUDGET: \$

Establish Leadership Team to be composed of Principal, Assistant Principals, Technology Coordinator, Instructional Facilitators, Head Counselor, SPED Department Head, GT Coordinator, ESL Coordinator, and Test Coordinator.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Larry

Schleicher,

Principal

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff ACTION BUDGET: \$

Leadership Team will meet bi-monthly to guide and monitor the implementation of the design according to the Implementation Rubric through Focus Walks and the Quality Review Process, will use the Data Room to post scores and track performance growth, and analyze the range of summative and formative student data available in order to guide the actions of the school; focus on classroom data to drive instruction.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Larry

Schleicher,

Principal

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff

Outside

Consultants

ACTION BUDGET: \$

Teachers will expand the study of Standards in Practice within their departments. Teachers who were

Quarterly ESEA Reporting Form

trained last year will work with remaining staff in their department to increase this practice. Agendas from department meetings, student work, and Standards Based Bulletin Boards.

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Collaboration

Department

Chairs

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff

Outside

Consultants

Teachers

ACTION BUDGET: \$

Title I funds will pay the salary and benefits for an Instructional Technology Specialist (1.0 FTE - Sladyen, M.) who will provide training in the use of technology to support instruction.

Action Type: Alignment

Action Type: Equity

Action Type: Professional Development

Action Type: Title I Schoolwide

Larry

Schleicher,

Principal

Start:

07/05/2014

End:

06/30/2015

Title I -

Employee

Salaries:

\$84827.49

Title I -

Employee

Benefits:

\$23308.62

ACTION

BUDGET: \$108136.11

Quarterly ESEA Reporting Form

Total Budget: \$108136.11

Goal To develop leadership capacity that *supports teaching, learning, organizational direction, high performance expectations* to create a learning culture.

Benchmark **IMO:IIIA01**: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

Benchmark **IMO:IIIA05**: All teachers maintain a record of each student's mastery of specific learning objectives.

Benchmark **IMO:IIIA02**: All teachers develop weekly lesson plans based on aligned units of instruction.

Intervention: STUDENT PROGRESS AND ACHIEVEMENT (Turnaround Principal 4: Strengthening Instruction)-

Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions Person Responsible Timeline Resources Source of Funds

IF03:Professional development for teachers Larry Schleicher, Start:

includes observations by the principal related

to indicators of effective teaching and

classroom management.

Action Type: Alignment

Action Type: Professional Development

Principal 07/01/2014

End:

06/30/2015

ACTION BUDGET: \$

IF04 :Professional development for teachers

includes observations by peers related to

indicators of effective teaching and classroom

management.

Action Type: Alignment

Action Type: Professional Development

Administration and

Instructional

Coaches

Start:

07/01/2014

End:

06/30/2015

Teachers ACTION BUDGET: \$

IF07: Professional development of individual

teachers includes an emphasis on indicators

of effective teaching.

Action Type: Professional Development

Instructional

Coaches

Start:

07/01/2014

End:

06/30/2015

Quarterly ESEA Reporting Form

District Staff
Outside
Consultants
ACTION BUDGET: \$
Action Step: Survey to staff regarding
needed/wanted PLC topics and professional
development topics.
Action Type: Alignment
Action Type: Professional Development
Instructional
Coaches and
Instructional
Technology
Specialist
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
District Staff
Outside
Consultants
Teachers
ACTION BUDGET: \$
Action Step: Provide opportunities and
observation instrument for peer observation in
collaboration with external provider.
Action Type: Professional Development
Instructional
Coaches and
Pearson.
Start:
07/06/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
Teachers
ACTION BUDGET: \$
Action Step: Provide professional
development on effective classroom

Quarterly ESEA Reporting Form

management.

Action Type: Professional Development

Administration Start:

07/01/2014

End:

06/30/2015

Outside

Consultants ACTION BUDGET: \$

Title I 1003(a)

Title I 1003(a) funds will be used to carry out allowable Title I 1003(a) activities.

Action Type: Alignment

Action Type: Equity

Action Type: Title I Schoolwide

Larry Schleicher,

Principal

Start:

07/01/2014

End:

06/30/2015

Outside

Consultants

Title I

1003(a) -

Employee

Benefits:

\$13230.00

Title I

1003(a) -

Employee

Salaries:

\$60000.00

Title I

1003(a) -

Materials

&S

upplies:

\$47486.95

Title I

1003(a) -

Purchased

Services:

\$100000.00

ACTION

Quarterly ESEA Reporting Form

BUDGET: \$220716.95

Total Budget: \$220716.95

Intervention: LITERACY AND MATH -Turnaround Principal 5: Collaborative Use of Data for Improvement.

Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A. (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions Person

Responsible Timeline Resources Source of

Funds

IID02: The school tests each student at least 3 times each year to determine progress toward standards-based objectives.

Action Type: Equity

Administration

and Teachers

Start:

07/01/2014

End:

06/30/2015

ACTION

BUDGET: \$

IID11: Departments 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

Department

Chairs and

Instructional

Facilitators

Start:

07/01/2014

End:

06/30/2015

ACTION

BUDGET: \$

objectives).

Action Type: Alignment

Action Step: Common pre- and post-tests will be developed for each module/unit by teachers and coaches in Literacy and Math.

Each test will consist of 5-10 questions. Test will be the same for the pre/post. Technology will be utilized for administering tests.

Analysis of results will drive instruction.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Quarterly ESEA Reporting Form

Coaches,
Math and
Literacy
Departments

Start:
07/01/2014

End:
06/30/2015
Administrative
Staff

Outside
Consultants
Teachers

ACTION
BUDGET: \$

Action Step: Provide professional development in the use of
technology tools for assessment.

Action Type: Alignment
Action Type: Professional Development

Instructional
Technology
Specialist

Start:
07/01/2014

End:
06/30/2015
Administrative
Staff

Outside
Consultants
ACTION
BUDGET: \$

Action Step: Provide PLC on data disaggregation and use of
Data Dashboard.

Instructional
Coaches and
Pearson,
External
Provider

Start:
07/01/2014

End:
06/30/2015
Administrative

Quarterly ESEA Reporting Form

Staff

Outside

Consultants

ACTION

BUDGET: \$

Action Step: Provide PLC on construction and use of data walls.

Action Type: Alignment

Action Type: Professional Development

Instructional

Coaches

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff

Outside

Consultants

ACTION

BUDGET: \$

Action Step: Continue the focus on professional development to implement Common Core State Standards.

Action Type: Alignment

Action Type: Professional Development

Instructional

Coaches

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff

Outside

Consultants

ACTION

BUDGET: \$

Total Budget: \$0

Goal To ensure the school's instructional program actively engages all students by *using effective, varied and researchbased practices* to improve student academic performance.

Benchmark **IMO:IF03/IF04/IF07:** Professional development for teachers will include observations by the principal and by peers with an emphasis related to effective teaching and classroom management.

Benchmark

IMO:IID02/IID11: The school will test each student at least three times a year with the Department Chairs reviewing these results and the results from pre-and post-tests of each module/unit to determine progress towards standardsbased

Quarterly ESEA Reporting Form

objectives. The Department Chairs will use these results to make decisions about the curriculum and the instructional plans with a focus on “red-flagging” students in need of intervention or enrichment.

Intervention: STUDENT SAFETY AND DISCIPLINE -Turnaround Principal 6: School Environment
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A. (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions Person Responsible Timeline Resources Source of Funds

Action Step: Use of SBIT to assist the school with student behavior and school climate/culture.

Action Type: ADE Scholastic Audit
Action Type: Alignment

Administration Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants

ACTION
BUDGET: \$

Action Step: Set up professional development sessions with Arkansas State Personnel Development Grant (SPDG) Unit which addresses student behavior and school climate and culture.

Action Type: AIP/IRI
Action Type: Equity
Action Type: Professional Development

Administration. Start:
07/01/2014
End:
06/30/2015

ACTION
BUDGET: \$
Total Budget: \$0

Goal To function as an effective learning community that supports a climate conducive to performance excellence.
Benchmark **IMO:IIIB01**: All teachers will maintain a file of communication with parents.

Intervention: PARENT AND COMMUNITY ENGAGEMENT - Turnaround Principal 7: Parent and Community Engagement
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A. (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Actions Person Responsible Timeline Resources Source of Funds

IIIB01: All teachers maintain a file of communication with

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parents.
Action Type: Parental Engagement
Administration and
Teachers
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Teachers
ACTION
BUDGET: \$
Action Step: Administrative team will conduct focus walks
and classroom walk-throughs to observe use of
communication document.
Action Type: Alignment
Larry Schleicher,
Principal
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
ACTION
BUDGET: \$
Action Step: Teachers will submit a copy of their
communication log each week to the principal's secretary
for documentation.
Action Type: Alignment
Action Type: Parental Engagement
Olivia Stewart
and Teachers
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Teachers
ACTION

Quarterly ESEA Reporting Form

BUDGET: \$

Action Step: Continue to use Edline, ParentLink and other technology to communicate with parents.

Action Type: ADE Scholastic Audit

Action Type: Parental Engagement

Nicole Thomas,
Marshall Sladyen,

Elena Picado

Start:

07/01/2014

End:

06/30/2015

Administrative

Staff

Teachers

ACTION

BUDGET: \$

Action Step: Utilize the ESL Parent Liaison to provide Spanish translations of all announcements and documents provided to students and parents.

Action Type: Alignment

Action Type: Parental Engagement

Elena Picado Start:

07/01/2014

End:

06/30/2015

ACTION

BUDGET: \$

Total Budget: \$0

Quarterly ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: ___ Not Met: 2
 2. Student progress and achievement: Met: 1 Not Met: 1
 3. Student safety and discipline: Met: 1 Not Met: ___
 4. Parent and community engagement: Met: 1 Not Met: ___
 Total IMO's this Quarter: 6 Met: ___ Not Met: ___

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By January 13 Faculty meeting, there will be a 25% growth from the baseline in observed levels of student engagement, higher levels of Bloom's Taxonomy, and incidents of student collaboration according to observation results for the second quarter.		X	1	Jan13	Change in district policy and emphasis on quality of feedback slow the process. One AP absent 10 days due to illness, Another AP injured in vehicle accident also caused absences.
By January 13, the administrative team will complete 37 classroom observations per week.		X	1		Change in district policy and emphasis on quality of feedback slow the process. One AP absent 10 days due to illness, the other AP injured in Vehicle accident also caused absences.
By January 21, the Leadership Team will meet and discuss disaggregated results from the Algebra I, Geometry, and Literacy Second Quarter Common Assessments. From the disaggregated data we will have at least 75% of students needed to meet proficiency.		X	2		Literacy was disaggregated and started. Math was unavailable in time for this to be achieved. Unable to provide data which shows a 75% proficiency rate in literacy or math.
By January 7, common pre-and post-tests will be developed and administered at the beginning and the end of Second Quarter for Algebra I, Geometry, and Literacy.	X		2	No date provided	The school maintains that this was accomplished however, no evidence has been provided to ADE SIS.
By January 13, there will be a 3% decrease of student discipline referrals as compared to the second quarter of 2013-14.	X		3	No date provided	No data has been provided to the ADE SIS and the school is unclear as to if this IMO was accomplished or not.

Quarterly ESEA Reporting Form

Date Completed: 2-3-15

Status:

School: Henderson Middle School

Priority ____

District: LRSD

Priority Academic Distress X

Principal: Frank Williams

Focus Academic Distress ____

ADE School Improvement Specialist: Chante'le' Williams **External Provider:** _____

____ **Locally Hired School Improvement:** Suzi Davis

Highlights from 2nd **Quarter:**

1. Training and focus on instructional supervision of classrooms has been implemented with teachers needing improvement receiving support
2. Discipline is better compared to previous year data
3. Celebrations for students and teachers to improve culture and morale have been implemented
4. Literacy and math teachers have implemented pre-post testing to plan instruction

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

1. School culture around embracing change and striving for improvement through change remain concerns
2. Understanding rigor and Common Core Standards and then teaching for mastery of the standards are changes in practice not embraced
3. Use of time effectively to provide focus and PD on change of instructional practices is still difficult. Use of built in collaboration and teaming periods is not optimal
4. Lack of positive relationships teacher to student and vice versa

Improvements in Leadership Team focus, roles, and procedures are helpful. Discipline at school is much improved.

b) Building Principal:

Quarterly ESEA Reporting Form

1. School culture around embracing change
2. Planning and implementing rigorous instruction for mastery of standards using LRSD curriculum
3. Accountability of staff is difficult due to PNA
4. Specialized training needed for all teachers due to large (16%) Special Needs population
5. Teacher attendance rates impede instruction (80% overall, 75% on Fridays)

c) Building Leadership Team:

1. Teachers adhering to LRSD planning and instruction plan
2. Discipline and classroom management
3. Lack of rigor in classroom instruction
4. Lack of time devoted to PD
5. Use of planning/collaboration time effectively

d) School Improvement Specialist:

- Level of rigor and consistency across classrooms
- Teacher absences
- 6th grade team should work more closely together, and should create and deliver effective lesson plans.
- Leadership team should be vested in school improvement work..
- Leadership Team needs additional training in Indistar and should reference and use the system more frequently.
- The school mission and vision should be evident in the daily life at the school
- A coherent strategy and plan for implementing the school vision, which includes clear measureable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement should be developed and promoted.
- The school improvement plan should be referred to frequently at leadership team or planning meetings.

e) Other:

Quarterly ESEA Reporting Form

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

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Quarterly ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Change in Leader: b. By December 20, 2014, an additional 25 (275 total) classroom observations, including teacher feedback notes, will be completed by trained building administrators as evidenced by LRSD tool documentation.	X				At end of second quarter, a total of 392 classroom observations were logged by building administrators and feedback provided to teachers
Change in Teacher: b. By December 20, 2014, teachers will implement the eight components of lesson planning in math and literacy classrooms as determined by district focus on planning.		X			Some teachers have used district recommended planning format and implemented workable plans. Many teachers resist and have not planned effectively.
Student Progress/Achievement: b. By December 20, 2014, teachers will update data cards in math and literacy classrooms as determined by CFAs and SOAR exams.		X			Math teachers have met the data card update but literacy has not.
Parent and Community: c. By December 20, 2014, an increase of an additional 5 parents (15 total) will attend parent involvement activities (literacy night) as indicated by VIPS forms. d. By January 31, 2015, an increase of an additional 5 parents (20 total) will attend parent involvement activities (ACTAAP night) as indicated by VIPS forms.	X				Very successful and well attended (over 100) Literacy Night and Art Fair Very successful and well attended (over 100) Math Carnival Community led Girls Rock Program is in effect and meets regularly on Tuesday and Thursday at lunch

Quarterly ESEA Reporting Form

Date Completed: January 26, 2015

Status:

School: McClellan High School

Priority ____

District: Little Rock School District

Priority Academic Distress X

Principal: Henry Anderson

Focus Academic Distress ____

ADE School Improvement Specialist: Kyron Jones ____ **External Provider:** _____

X **Locally Hired School Improvement:** Dr. Danny Fletcher

Highlights from 2nd **Quarter:**

Two students have submitted paperwork for Gates Scholarship. Three students have submitted paperwork for Arkansas Governor's School. One teacher received National Board certification.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No information provided.

b) Building Principal: Henry Anderson

There is not a sense of urgency exhibited by all of the staff. There is a level of low expectations for students on several levels. There is a need for professional development to assist teachers in meeting the needs of students who lack grade level skills. Additionally, there is need for data analysis training for all staff.

Quarterly ESEA Reporting Form

c) Building Leadership Team:

In speaking with the principal, the leadership team is beginning to understand their roles and responsibilities.

d) School Improvement Specialist: Kyron Jones

There is a strong sense of complacency held by some of the staff members. The lack of urgency to improve is not evident. The staff needs assistance with utilizing data to improve instruction as well as increase student achievement. There is a lack of a focus. The school is working in many areas, but should narrow their focus to do a few things well. The school is currently without a literacy facilitator.

e) Other: Dr. Danny Fletcher

A great percentage of McClellan teachers are still working in isolation with low expectations for students. This has been evidenced clearly by the absence of daily lessons plans by many teachers. Having high expectations for students must continue to be an agenda item. The principal and building instructional leadership team must continue to address this issue.

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

Nothing to report

Quarterly ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By December 19, 2014, a schedule for classroom visits will be established for each administrator.	X		1	12/19/14	A weekly schedule for all administrators to visit classrooms has been created. The classrooms vary on weekly basis.
By December 19, 2014, teachers will be provided a tool to chart pre-tests and post-tests.	X		1	12/19/14	A chart is utilized by teachers to identify student deficit areas. The tool is currently being utilized in the math department.
By December 19, 2014, members for the School Climate and Student Discipline Committee will be selected	X		3	12/19/14	The members of the various school committees have been established. The faculty is aware of the members of each committee. A schedule for dates of the committee meeting is being developed.
By December 19, 2014, McClellan High School will create a School Community Committee that consists of parents, teachers, students, stakeholders, parent facilitator, parent community liaison, and administrators.	X		4	12/19/14	The School Community Committee has been established and held its first meeting on January 5, 2015
By December 19, 2014, the district math common formative assessment will increase the number of proficient and advanced to 45 percent.		X	2	12/19/14	The school has taken their first common formative assessment in mathematics. The results of the assessment have yet to be determined.

Quarterly ESEA Reporting Form

By December 19, 2014, The district literacy common formative assessment will increase the number proficient and advanced to 50 percent.		X	2	12/19/14	The school has taken their first common formative assessment in literacy. The results of the assessment have yet to be determined.
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Rev. 11/18/14

Quarterly ESEA Reporting Form

Date Completed: 1-30-15

Status:

School: Marvell High School

Priority ____

District: Marvell Elaine

Academic Distress X

Principal: Adrian Watkins

Focus Academic Distress ____

ADE School Improvement Specialist: David Tollett

External Provider: None

Locally Hired School Improvement: Mr. Webster

Highlights from 2nd **Quarter:**

Student data is being looked at
Common Core Curriculum is being taught

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Replaced two math teachers after the start of school

b) Building Principal:

Replaced two math teachers after the start of school

c) Building Leadership Team:

Quarterly ESEA Reporting Form

Replaced two math teachers after the start of school

d) School Improvement Specialist:

Replaced two math teachers after the start of school

e) Other:

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

Quarterly ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: 5 Not Met:
 2. Student progress and achievement: Met: Not Met: 1
 3. Student safety and discipline: Met: 2 Not Met:
 4. Parent and community engagement: Met: 2 Not Met:
 Total IMO's this Quarter: 10 Met: 9 Not Met: 1

MARVELL-ELAINE HIGH SCHOOL (MEHS)
2nd Quarter IMO's/Change in Teacher Practice

By Oct. 17, 2014, 50% of the MEHS certified staff will submit approved lesson plans as determined by the principal and measured against the approved template for literacy and math. The goal is to show a 5% increase each quarter for the 2014-15 school year.

Date	Goal	Actual
10/17/14	50%	76%
12/19/14	55%	59%
3/13/15	60%	%
5/29/15	65%	%

Quarterly ESEA Reporting Form

By Oct. 17, 2014, 50 % of all teachers will be using High Yield Strategies (HYS) in their classrooms as measured by the CWT data. The goal is that the CWT data will show a 5% increase in the use of HYS for each quarter of the 2014-15 school year.

Date	Goal	Actual
10/17/14	50%	63%
12/19/14	55%	79%
3/13/15	60%	%
5/29/15	65%	%

By Oct. 17, 2014, 50% of all teachers will increase student engagement through the use of HYS in their classrooms as measured by the CWT data. The goal is that the CWT data will show a 5% increase in student engagement through the use of HYS for each quarter of the 2014-2015 school year.

Date	Goal	Actual
10/17/14	50%	70%
12/19/14	55%	91%
3/13/15	60%	%
5/29/15	65%	%

Quarterly ESEA Reporting Form

Change in Leader Practice

<p>By Oct. 17, 2014, the principal will spend at least 40% of each day as the instructional leader in classroom monitoring/evaluating instruction and/or in instruction related activities and will increase this percent by 5% each quarter of the 2014-15 school year.</p>

Date	Goal	Actual
10/17/14	40%	55%
12/19/14	45%	65%
3/13/15	50%	%
5/29/15	55%	%

<p>By Oct. 17, 2014, the principal and/or principal designee will conduct a minimum of 10 CWTs per week and will increase this number by a minimum of 3 CWTs each quarter of the 2014-15 school year.</p>
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Date	Goal	Actual
10/17/14	10/wk	9/wk
12/19/14	13/wk	16/wk
3/13/15	16/wk	/wk
5/29/15	19/wk	/wk

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Science		
	7th grade	Biology
10/17/14	39%	52%
12/19/14	57%	62%
3/13/15	%	%
5/29/15	%	%

Quarterly ESEA Reporting Form

Student Safety and Discipline

By Oct. 17, 2014, using the number of Out of School Suspensions (OSS), 37, from May 2014 as the baseline, there will be a decrease of three OSS for the combined population as measured by the number recorded in e-School for each quarter of the 2014-15 school year.

Date	Goal	Actual
10/17/14	37	55
12/19/14	34	31
3/13/15	31	
5/29/15	28	

By October 17, 2014, 55% of MEHS teachers will implement the MEHS/ACHIEVE classroom management/discipline model in their classrooms and post/articulate MEHS/ACHIEVE rules in his/her classrooms. There will be a 5% increase in the implementation of the MEHS/ACHIEVE model in their classrooms each quarter of the 2014-15 school year.

Date	Goal	Actual
10/17/14	55%	60%
12/19/14	60%	100%
3/13/15	65%	
5/29/15	70%	

Quarterly ESEA Reporting Form

Parent and Community Engagement

By October 17, 2014, there will be a 4% increase in parental and community attendance at parent meetings as measured by sign in sheets. The May 2014 goal of 64 parents will be used as the baseline. The goal for the 2014-15 school year will be to show a 4% increase in parental and community attendance at parent meetings as measured by sign in sheets for each quarter.

Date	Goal	Actual
10/17/14	64	157
12/19/14	67	198
3/13/15	70	
5/29/15	73	

By October 17, 2014, the social worker will make a minimum of 50 parent contacts/home visits for the first quarter, using 50 contacts, from the May 2014 goal, as the baseline. The number of contacts will increase by 5 for each quarter of the 2014-15 school year.

Date	Goal	Actual
10/17/14	50	123
12/19/14	55	124
3/13/15	60	
5/29/15	65	

Quarterly ESEA Reporting Form

Date Completed: January 2015

School: Osceola High School

Status: Priority x 1003g Focus Title I x

District: Osceola School District

Approved External Provider: Blaine Alexander, Arkansas Leadership Academy

ADE School Improvement Specialist: Pam Clark

Highlights from this Quarter:

1. *Office for Education Policy Report*

Osceola High School was recognized as one of the *Top 5 Most Improved High Schools in Northeast Arkansas, EOC Algebra and Geometry Achievement from 2008-09/2009-10 to 2012-13/2013-14*

Subject	Grades 9-12	Free/Reduced	Proficient	GPA	GPA growth
#2 Algebra	12	87%	30%→58%	2.09→2.53	+0.44
#5 Geometry			24%→44%	1.97-2.37	+0.40

2. OHS teachers took the PARCC assessment as a faculty. Several teacher comments follow:

****“Taking this test has made me aware of how out dated my knowledge of literacy tests are. As time allows, I plan to look for short passages my students can raise use in class for bell work. I can see how allowing them to work in pairs or small groups to analyze a passage and share skills that will then be discussed as a class. They tend to listen to each other as strategies are shared. “

***“The test is hard. Even harder than I remember from last year. I will be increasing the rigor of “literacy Mondays. I will also work with the Literacy department on some cross-curricular activities lessons.”

***“Have English teachers make a uniform test-taking lesson that will be implemented when we begin the second semester.”

Quarterly ESEA Reporting Form

3. OHS created a peer observation schedule and by the end of December all observations will have taken place. After one group observed each other, the principal and external provider provided group questions to engage their thinking. The teachers made their own discovery that in rooms where the teachers had given the students problems and projects, the students were very, authentically engaged. The classrooms where lecture was the only form of instruction, then the students were less engaged.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

1. Changing the culture within the Osceola School District and Community
2. Teacher absenteeism continues to be a problem
3. Administrators holding teachers accountable
4. A sense of urgency within the district towards student achievement.

b) Building Principal:

1. Teacher absenteeism of three teachers this first semester has been a concern. One of the teachers with high absenteeism is an English teacher, and another one with high absenteeism is a history teacher.

c) Building Leadership Team:

Understanding Common Core at the high school continues to be a problem.

d) School Improvement Specialist:

1. Since Common Core continues to be a concern, a plan of action should be developed to alleviate some of the confusion and misunderstanding.

Quarterly ESEA Reporting Form

2. The IMO's and Indistar Indicators are best practices that should constantly be monitored and evaluated for proficiency and progress. OHS is doing a great job at monitoring their IMO's and should continue this practice on a daily/weekly basis.
3. **OHS now understands the importance of the best practices that ADE is trying to communicate in providing the Turn Around Principles addressed in #3. The impact this work provides can turn a low performing school into an achieving school when taken seriously.**

e) External provider:

1. **Lack of sense of urgency by some**
2. **Personnel issues taking time away from instruction and student learning**

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

Each week during the leadership team meeting, 3 Indistar Indicators are monitored for implementation. Also during this time, the IMO's are reviewed if new data is available.

Quarterly ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
<p>Change in Teacher/Leader Practice IMO: By December 2014, the principal will meet with 100% of the teachers individually to review the teachers failure report for the first semester.</p> <p>Data: 100% of all teachers were visited concerning their student failure report.)</p>	x		1	Dec. 2014	<p>The principal now routinely meets with teachers to review failure reports for each semester. On December 5, 2014 each teacher was emailed a copy of the failure report and asked to make contact with each parent of the students failing in their classes. The parent log is due to be turned in no later than December 10, 2014.</p> <p>There has been a decrease in the number of students failing in the second quarter as compared to the first quarter.</p>
<p>Literacy IMO: By December 2014, 26% of the 9th grade students will demonstrate growth as determined by MAP RIT scores. Data shows that 37/94 students (39.4%) showed growth on the winter MAP assessment.</p>	x		2	Dec. 2014	<p>Literacy continues to be a focus at OHS. Additional coop support and external provider support have provided technical assistance.</p>

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<p>Math IMO: By December 2014, 26% of the 9th grade students will demonstrate growth as determined by MAP RIT scores. Data shows that 52/87 students (59.7%) showed growth on the winter MAP assessment.</p>	x		2	Dec. 2014	<p>In January 2015 the math coach made contact with every student that had taken the MAP assessment during the second quarter to discuss their results. A copy of their growth was mailed to the parent of each student. A conference will be set for any student that decreased in RIT score.</p>
<p>Student safety and discipline IMO: By the end of December 2014, any student with five or more referrals will be placed on individualized behavior management plan to be monitored by the principal and the dean of students.</p> <p>Data: Six students were found to have five or more notable discipline referrals and were placed on a behavior management plan.</p>	x		3	Dec. 2014	<p>This IMO is constantly monitored and individual students are given additional support towards academic success.</p> <p>Ms. Morgan, the principal, met with each student identified with having five or more state reportable offenses to discuss their behavior plan and what was to be expected from her and what she was expecting from the</p>

Quarterly ESEA Reporting Form

Quarterly ESEA Reporting Form

Date Completed: December, 2014 January, 2015

Status:

School: Osceola Stem Academy

Priority x

District: Osceola School District
Distress

Priority Academic

Principal: Ms. Smith

Focus Academic Distress

ADE School Improvement Specialist:

 External Provider: Judy Manning, Generation Ready

Pam Clark

 Locally Hired School Improvement: _____

Highlights from 2nd **Quarter:**

1. The Principal, Ms. Smith, continues to be involved in the Arkansas Leadership Academy's Master Principal Institute.
2. On December 16, 2014, the STEM Academy and the high school had a joint leadership team meeting . A math facilitator from a nearby district led the meeting --presenting his google calendar scheduling process. The principal and academic coaches will create a google calendar whereby they will be able to document their time for the week as part of the Priority School Protocol.
3. In early release professional development, the teachers identified which domain they felt like the campus should focus on. The principal showed data that revealed 2C and 2D were the weakest areas. The principal analyzed her TESS data and the teacher's data where they thought they needed the most assistance and then, she conducted a professional development workshop on classroom procedures!
4. The principal attended a professional development session on Bloomboard to assist with TESS training.
5. The math coaches attended a district wide meeting for PARCC assessment.

Quarterly ESEA Reporting Form

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

1. Changing the culture within the Osceola School District and Community
2. Teacher absenteeism continues to be a problem
3. Administrators holding teachers accountable
4. A sense of urgency within the district towards student achievement.

b) Building Principal:

1. Getting parents to be more involved in the academic lives of their students. Parent turnout continues to be low for honor roll assemblies.

c) Building Leadership Team:

1. For the rules and routines to become second nature to the teachers instead of something else they have to do.

d) School Improvement Specialist:

1. Student engagement ---making sure the teachers all teach bell to bell, while ensuring all students are actively engaged in instruction.

e) Other: External provider

1. Daily classroom instruction needs to focus on reading discussion and writing strategies in all classrooms, especially literacy, social studies and science.

Quarterly ESEA Reporting Form

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

1. Each week 3 Indistar Indicators are monitored for implementation and completion.
A Comprehensive Plan Report was distributed to all leadership team members so each member of the team would have a copy of all indicators and tasks.
2. On December 3, 2014 the leadership team reviewed tasks/actions and worked on monitoring indicators increasing the % rate for completion. (IF 01, IF 02, and IIIA05)
3. For December 10, 2014: the leadership team focused on the tasks/actions: IIIA05, IIIC04, and IIIC08.

Quarterly ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Changing Leader and Teacher Practice: Principal will complete 5 classroom walkthroughs or observations each week by January 5 th , 2015.	x		#1	1-5-15	The Principal has a schedule for all observations for each nine weeks. The CWT data is available in the principal's office.
2 nd IMO: By the end of 2 nd quarter, 25% of all 5th grade students in Literacy will demonstrate Individual growth as measured on results from the Map Assessments.	x		#2	12/14	Exceeded this IMO—63% showed growth.
2 nd IMO: By the end of 2 nd quarter, 25% of all 6th grade students in Literacy will demonstrate Individual growth as measured on results from the Map Assessments.	x		#2	12/14	Exceeded this IMO—55.2% showed growth.
2 nd IMO: By the end of 2 nd quarter, 25% of all 5th grade students in Math will demonstrate Individual growth as measured on results from the Map Assessments.	x		#2	12/14	Exceeded this IMO—67% showed growth.
2 nd IMO: By the end of 2 nd quarter, 25% of all 6th grade students in Math will demonstrate Individual growth as measured on results from the Map Assessments.	x		#2	12/14	Exceeded this IMO—44.6% showed growth.
By January 5 th 2015, discipline referral will <u>decrease by 10 %</u> as compared to APSCN 2013, 2 nd quarter data.	x		#3	1-5-15	Discipline referrals continue to decrease. The Dean Of Students is now very visible in the hallways, classrooms and high traffic areas.

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By January 5 th 2015, there will be a <u>25% increase of parents attending</u> the family night event in comparison of last year family night data.	x		#4	1-5-15	Parents continue to be invited and involved in school activities this year. All documentation is in the principal's office.

Quarterly ESEA Reporting Form

Date Completed: December 31, 2014

School: Harris Elementary School

District: Pulaski County Special School District

Status: Priority Academic Distress

Principal: Dr. Darnell Bell

ADE School Improvement Specialist: Tiah Frazier

External Provider: Marie Parker, Arkansas Leadership Academy

Locally Hired School Improvement: Karen Rivers, UALR; Beverly Williams, PCSSD Math Coach; Linda Goodwin, Charlotte Danielson Group

Highlights from 2nd Quarter:

- Principal and Literacy Facilitator participate in the ALA Feeder Pattern Meeting.
- Union Pacific grant written and submitted for outdoor classroom and railroad safety.
- iPads given to teachers.
- Afterschool program began at local church.
- Leadership Team participated in ALA Team Institute.
- Principal, Math IF, and Literacy IF went to professional training in Utah for AEA days.
- Students received iPads.
- Teachers implemented a technology lesson plan for math and literacy.
- Classroom observations and feedback are updated in Bloomboard.
- Leadership Team formulated interventions strategies for students in all grade levels for both math and literacy; focusing on the most frequently tested standards for each grade level.
- Principal maintained staff focus on improving instruction by conducting two informal TESS observations and classroom walkthroughs.
- New teachers/mentor training took place in September.
- Math and Literacy IF's began modeling in classrooms.

Quarterly ESEA Reporting Form

-Academic Distress Recommendations were made part of the Needs Assessment for the PIP.
-Teams revisited purpose and by-laws for operation.
-IF's were given job duties and description for current needs of the building.
-Classroom observations are beginning to focus not only on how students are being taught but what they are supposed to learn (objectives).

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

-Principal has a large amount of external meetings, duties, and responsibilities.

b) Building Principal:

-Competing priorities from the central office are impeding the progress of school level work.
-Lack of time to meet and complete pending tasks.

c) Building Leadership Team:

-Need to improve practices and increase student achievement.

d) School Improvement Specialist:

-Suggestions have been made in order to support unit assessments and measurement of growth for students.
-Support has been given to engage a collaborative effort for clearly defining the Leadership Team's purpose.
-Feedback has been given to the principal, teachers, and IF's regarding leadership, teacher practice, and PLC's.
-Provided feedback on the focus of the LT and improving practices to increase student achievement.
-Advocated for intensive interventions strategies and assisted with planning of proposed interventions.
-Guided Literacy IF/Process Manager through Indistar Assessments.

Quarterly ESEA Reporting Form

e) Other:

- Need to see more math PLC's with a focus data driving intervention and instruction.
- Teachers are overloaded.
- Teacher performance needs to improve.
- Teacher engagement with students and community needs to improve.

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

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Quarterly ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: XX Not Met:
 2. Student progress and achievement: Met: X Not Met:
 3. Student safety and discipline: Met: Not Met:
 4. Parent and community engagement: Met: Not Met:
 Total IMO's this Quarter: 3 Met: Not Met:

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
1. To increase the utilization of pre-post assessments. Goal: Principal will maintain the staff focus on improving instruction and enhanced learning. 2 nd Quarter: Weekly evaluation of the principals calendar will average to identify 50 percent of his time spent working with teams, observing and providing feedback for teachers or engaged in small group instructional planning, aggregation of data, or PD sessions.	X		1	12/19/14	Copies of pre and post unit assessments were provided. Principal's schedule, calendar, Bloomboard notes, and other observational notes were provided to ADE SIS. Sign-in sheets, agendas, and minutes for PD sessions are located in the principal's office and show a direct correlation for areas of additional instructional support.
2. To increase learning so that 80% of the students can demonstrate proficiency in math and literacy by unit assessments and ultimately on state assessments. Goal: Teacher practices will expand to include instructional teaming and the use of student instructional data analyses for lesson development. 2 nd Quarter: 100% of the units in math and literacy will have end of	X		2	12/19/14	Teachers submitted units to principal with assessments indicated. PLC minutes and agendas indicate a focus on aligning and mapping standards for the 3 rd nine weeks (2 nd have been completed). Students did not score an average of 70% of the exam however teams met to plan/organize modifications for those students and support staff scheduled time for aide in the intervention process.

Quarterly ESEA Reporting Form

Date Completed: January 26, 2015

Status:

School: Jacksonville High School

Priority ____

District: Pulaski County Special School District

Priority Academic Distress X

Principal: Dr. Jerry Bell

Focus Academic Distress ____

ADE School Improvement Specialist: Kyron Jones X **External Provider:** Arkansas Leadership Academy

____ **Locally Hired School Improvement:** _____

Highlights from 2nd **Quarter:**

The number of tardies decreased with the addition of a one minute warning bell. JHS faculty total 969 two-way communication with parents during the second nine weeks. 154 students on All-A Honor Roll or A/B Honor Roll for the semester.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No information reported

b) Building Principal: Dr. Jerry Bell

As building principal, I continue to be concerned about the number of teacher absences during the second quarter. There continues to be a high absentee rate for teachers.

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c) Building Leadership Team:

We started out with too many people on Leadership team. We have revised the leadership team to reflect a more manageable number to accomplish the task.

d) School Improvement Specialist: Kyron Jones

In speaking with the principal, teacher absences continue to be a problem. The school is currently without a literacy instructional facilitator. The leadership team has been reorganized and is smaller than the original. There is still a need to achieve buy-in from the entire staff in order to turnaround the school.

e) Other: Jerry Vaughn

- Challenges related to changes in administrative leadership. The faculty and staff are adjusting to a new principal and set of expectations.
- Lack of system/process to engage the teachers, students and other stakeholders in the assessment of indicators identified in the Indistar protocol. Action plans have not been developed to address the priority indicators.
- Lack of system/process development to communicate and/or engage the teachers, students and other stakeholders in addressing the established IMOs.
- Lack of established and communicated Rtl (Response to Intervention Plan) plan.
- Core beliefs, vision and mission has not been communicated and embraced by faculty and staff.
- Student achievement data is not being used effectively to drive the instructional decision-making process

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

Changed IMO to reflect 450 CWT with feedback on a by-weekly basis during PLC's.

Change in Teacher practice:

By December 20, 2014, we will decrease the % of classrooms that are considered Passive Compliance or Dysfunctional

Quarterly ESEA Reporting Form

by 5 Percentage Points, as compared to the baseline.

$$\text{Baseline: } (55+12)/189 = 35\% \quad 27/91 = 30\%$$

By March 20, 2014, we will decrease the % of classrooms that are considered Passive Compliance or Dysfunctional by 6 Percentage Points, as compared to the baseline.

$$\text{Baseline: } (55+12)/189 = 35\%$$

By May 31, 2015, we will decrease the % of classrooms that are considered Passive Compliance or Dysfunctional by 7 Percentage Points, as compared to the baseline.

Quarterly ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By December 20, 2014, reduce the number of tardies based on the first quarter by 20%	X		3	12/20/14	1st Quarter (14-15): 1297 Second Quarter Goal: 1038 Actual: 874
By December 20, 2014 we will meet our AMO for Math or increase the baseline on the TLI data by 3 percentage points.		X	2	12/20/14	Alg. I - 54%, Geometry - 48.9% Alg. II - 38.6%
By December 20, 2014 we will meet our AMO for Literacy or increase the baseline on the TLI data by 3 percentage points.		X	2	12/20/14	9th - 62.4% 10th - 35% 11th - 44.7%
By December 20, 2014, 450 required Classroom Walkthroughs will be completed by administration with a reflection in PLCs on a bi-weekly basis.		X	1	12/20/14	There were 300 walkthroughs with reflections.
By December 20, 2014, we will decrease the % of classrooms that are considered Passive Compliance or Dysfunctional by 5 Percentage Points, as compared to the baseline	X		1	12/20/14	Baseline: $(55+12)/189 = 35\%$ Actual: $27/91 = 30\%$
By December 20, 2014, there will be an increase in the number of parent contacts made by 10 percent as compared to the previous quarter.	X		4	12/20/14	Goal: 809 Actual: 969

Quarterly ESEA Reporting Form

Date Completed: December 31, 2014

School: Wilbur D. Mills High School

District: Pulaski County Special School District

Status: Priority Academic Distress

Principal: Mr. Duane Clayton

ADE School Improvement Specialist: Tiah Frazier

External Provider: Joe Franks, Arkansas Leadership Academy

Highlights from 2nd Quarter:

-Focus on changes in teacher practices (directed by the IFs and principal not the Instructional Team and not as a result of data findings).
- IF's conducted PLC's (common objectives on the board, reading across the curriculum, instructional analysis tool, new era on education, how PARCC is scored, vertical alignment article).
-ADE SIS and Principal discussed the rigor of the current IMO's and the actual interventions in place which are measureable and can be used to work towards the improvement of the school.
-The "Mountain Leadership Team" (those that participated in the Deep Knowledge Team Institute of the Arkansas Leadership Academy) developed plans labeled "urgent" for the 80 days until PARCC: Key Points are:
Work on these items was reviewed point by point "Mission Possible" - Urgent Actions to Prepare for PARCC

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

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Quarterly ESEA Reporting Form

b) Building Principal:

-IFs should have a schedule of intensive classroom support for novice and/or struggling teachers which should include direct modeling of instruction and/or teacher fill-in for peer observations.
-Need a way to measure the effectiveness of the ISS remediation packets/it is my understanding students received these at the beginning of the year; how are they being monitored for progress and success?

c) Building Leadership Team:

-Concerned about PARCC assessments and how the results impact school improvement and the current processes.

d) School Improvement Specialist:

-Finish rewriting IMO's for rollout in the third quarter (current IMO's still do not match the interventions actually taking place).

e) Other:

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

-Principal currently possesses the working knowledge to recreate IMO's. He is working with the Leadership Team and other key members to assess where they are now, current measures in place, and comparing the workings of the school to Indistar Indicators.

Quarterly ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
<p>Goal: To improve the level of performance in the areas of graduation rate and student achievement in Literacy and Math as well as reducing the achievement gap of students identified in the Targeted Achievement Gap Group.</p> <p>2nd Quarter: By 12/20/14 there will be a 4% increase to the level of 66.96% of all students tested who are proficient or advanced in literacy as measured by the 2013-2014 Literacy EOC scores compared to the TLI forecast.</p>		X	2	12/19/14	TLI results indicate levels of proficiency were not met due to lack of alignment of curriculum and assessments.
<p>Goal: To improve the level of performance in the areas of graduation rate and student achievement in Literacy and Math as well as reducing the achievement gap of students identified in the Targeted Achievement Gap Group.</p> <p>2nd Quarter: By 12/20/14 there will be a 9.22% increase to the level of 50.79% of all students tested who are proficient or advanced in math as measured by the</p>		X	2	12/19/14	TLI results indicate levels of proficiency were not met due to lack of alignment of curriculum and assessments.

Quarterly ESEA Reporting Form

Date Completed: January 23, 2015

Status:

School: Belair Middle

Priority ____

District: Pine Bluff

Priority Academic Distress ____

Principal: Dr. Suzette Bloodman

Focus Academic Distress ____

ADE School Improvement Specialist:

External **Provider:** E 2 E

Dr. Mitzi Smith

Locally Hired School Improvement: Alesia Smith

Highlights from

2nd Quarter:

1. The district gave Belair a full time literacy coach in October.
2. On Dec. 2, 2014, the ADE SIS attended the building's first Special Education Building Leadership Team mtg. The ADE Special Education unit conducted a classroom observation in the classroom observing station teaching. In the January mtg. the teachers will bring data to share with the team on student achievement.
3. Belair's principal and key leadership members visited Ford Elementary in Memphis TN to view station teaching.
4. Belair had Co-teaching training on Nov. 10.
5. This year started with great professional development before school started. They had the opportunity to look at trend data and all the teachers' data. The conversation included all the teachers. The principal said this was the first time all the teachers understood the data and went over it in data conversations.
6. Belair reexamined the purpose of school.
7. The school has been able to do pre-assessments in literacy and math more consistently.
8. After school tutoring had an increase in attendance from 35 to 47.
9. The principal started a D Hall second quarter to cut down on the number of student tardies.

Quarterly ESEA Reporting Form

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Teacher recruitment and retention.

b) Building Principal:

1. Belair's schedule has 45 minutes allotted for math and literacy instruction. They need to have more time in their schedule for math and literacy.
2. The computers in the stationary lab are old and half of them aren't working.
3. Teacher attendance is a problem.

c) Building Leadership Team:

1. There is a concern how to find money for rewards.
2. The school has 30 less days to prepare for the test since they have to use paper/pencil this year.

d) School Improvement Specialist:

1. Belair had one language arts teacher leave at the end of the 2nd quarter.
2. The building has a part time assistant principal which limits the principal's time to focus on instruction due to disciplinary issues.
3. The Internet is down at times causing problems with

e) Other:

The Internal School Improvement Specialist is trying to find funds for rewards for both faculty and students as they meet goals.

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

Quarterly ESEA Reporting Form

- IMO 2 – Teacher Attendance:
 - From November 24 through January 12, 17% of certified members had perfect attendance. The goal was 12%.

- A. IMO #1
 - Attendance (93% of students will meet attendance) = We have met this AMO. Currently, we are at 95-97%. Students who are attending other schools, like the Alternative School, should not be marked absent. Thus, we have met our IMO for attendance.

- B. IMO#2- Teacher Attendance
 - Providing a sign for teachers who attend with perfect attendance receives a treat and we are hoping to get a parking space for that teacher in the parking lot.
 - We are looking forward to developing a teacher of the month certificate as well.

- C. IMO #3- Reduction in Student Tardiness- Clayton
 - There has been a decrease in tardiness.
 - 25% reduction in tardiness related to the total population. The seventh graders have shown more improvement in reducing tardiness compared to the sixth graders.
 - The sixth grade team is having issues with habitual tardiness. Their goal is to meet with the parents to discuss the issues with that particular student. E-school messenger needs to be fixed so that parents are notified when their children are absent. (*Someone must speak with Mrs. Riggell about this because parents are not being notified via e-school messenger.*)
 - Every nine weeks, good attendance and no behavioral problems means that we will have an ice cream social hosted by Ms. Creal.
 - Our weekly school attendance goal is 95%.
 - By January 31, 12 % of BMS teachers will meet perfect attendance. Four teachers are needed to meet this expectation. Every nine weeks, we will examine the data to see what percent of the teachers will have perfect attendance. (12%=4 teachers) (Dec. 8th – Jan. 30th – will be the monitoring period for teacher attendance)
 - Teachers who have been to work daily will draw out of a bucket for prizes. One teacher's name will be drawn and may receive an extended lunch time, arrive late, or leave early.
 - Ms. Cummings won the initial teacher attendance celebration (\$10 luncheon).
 - Parking spaces for perfect attendance is on the horizon as well (for teachers).
 - We are doing a better job of identifying and sending home letters/calling parents for students who have been tardy.
 - Mrs. Clayton recently performed a co-teaching in Science classes.

Quarterly ESEA Reporting Form

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> 2 </u>
3. Student safety and discipline:	Met: <u> 1 </u> Not Met: <u> 0 </u>
4. Parent and community engagement:	Met: <u> 0 </u> Not Met: <u> 0 </u>
Total IMO's this Quarter: <u> 5 </u>	Met: <u> 3 </u> Not Met: <u> 2 </u>

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Change in teacher and leader practice					
By Dec. 12, 2014, 93 % of students will meet attendance as determined by the ADM report.	x		1	12/12/14	Attendance report showed 95%.
By Dec. 12, 2014, 10% increase in the number of Special Education students will show growth as determined by the TLI data. (Baseline data 0% proficient in ELA. Baseline data 8% proficient in math.	x		1	12/12/14	12% increase in growth.
Student progress and achievement					
By Dec. 12, 2014, 10% increase in the number of students scoring proficient on interim math assessments as determined by the TLI data. (Baseline 6 th grade 49%) (Baseline 7 th grade 45%)		x	2	12/12/14	6 th grade showed a 77% increase but the 7 th grade showed a 22% increase. The overall increase was 3%.
By Dec. 12, 2014, 10% increase in the number of students scoring proficient on		x	2	12/12/14	The 6 th grade scored 49% but the 7 th grade scored 39%. One literacy teacher

Quarterly ESEA Reporting Form

interim literacy assessments as determined by the TLI data. (Baseline 6 th grade 38%) (Baseline 7 th grade 51%)					couldn't pass the test for licensure so she had to be replaced. A history teacher certified in English had to be moved to this room.
Parent and Community Engagement					
None.					
Student Safety and Discipline					
By Dec. 18, 2014, the number of school-wide student tardies will show a 10% reduction as determined by individual teacher tardy class trackers. The baseline data reflects 25% of student population reported to classes late for the week of Nov. 17 th .	x		4	12/18/14	Classroom tardy sheets

Quarterly ESEA Reporting Form

Date Completed: January 23, 2015

Status:

School: Pine Bluff High School

Priority ____

District: Pine Bluff

Priority Academic Distress x__

Principal: Dr. Michael Nellums

Focus Academic Distress ____

ADE School Improvement Specialist:

x__ **External Provider:** E 2 E

Dr. Mitzi Smith

x__ **Locally Hired School Improvement:** Alesia Smith

Highlights from

2nd Quarter:

1. The high school leadership team developed a school wide literacy initiative which started on Dec. 15, 2014. The full time literacy coach this year and external provider prepared training for all the faculty in interdisciplinary literacy.
2. At the end of October, the high school principal and key leadership members went to see an exemplary high school in Mississippi.
3. The high school is collaborating with Taco Bell to reward students for behavior and academics. Each teacher received 50 coupons to give away to students.
4. The federal programs coordinator reviewed the high school budget with the principal and ADE SIS in October.
5. On Oct. 23, 196 students scored Advanced or Proficient on the 1st TLI assessment in literacy and math.
6. Building leadership has mentored/coached beginning and new faculty to the campus. No teacher has resigned as of this report date compared to previous years.
7. This year, the high school started a Beta Club and National Honor Society.
8. Family Math Night was on Dec. 9 (5:45-7:00). Teachers had activities for parents and students to do by rotating stations. The school advertised it in the paper, social media, cable, and made phone calls.
9. Biology teachers are preparing students for the EOC exam in Biology and one day a week are working on science fair projects.

Quarterly ESEA Reporting Form

10. Extra security has been provided for high school students attending credit recovery and tutoring after school to insure students' safety.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Teacher recruitment and retention.

b) Building Principal:

1. The building needs a reading teacher.

c) Building Leadership Team:

1. There is a concern how to find money for rewards.

2. The school has 30 less days to prepare for the test since they have to use paper/pencil this year.

d) School Improvement Specialist:

e) Other:

The Internal School Improvement Specialist is trying to find funds for rewards for both faculty and students as they meet goals.

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

Quarterly ESEA Reporting Form

As of 1/15/2015

Teacher/ Leader Practice By January 30, 2014, 90% of teachers will enter 2 grades per week in eSchool. Mrs. Harris

Mrs. Harris will provide weekly documentation each Monday for previous week. Administrators will conference with teachers not complying.

Teacher/ Leader Practice By October 17, 2014, the Geometry MDC team will complete 1 Formative Assessment Lesson.
Math Coach 1 FAL
met with 100%

Teacher/ Leader Practice By October 17, 2014, the Algebra II teachers with MDC training will complete 1 Formative Assessment Lesson. Math Coach 1 FAL
Note: Algebra II teachers will receive training for writing their own FAL not met

Teacher/ Leader Practice By October 17, 2014, LDC teachers with LDC training will complete 1 module for jurying through the Module Design Collaborative Observers (Evaluators). Literacy Coach 1 module
In LiveBinder met with 100%

Teacher/ Leader Practice By January 30, 2014, teachers will use at least 1 formative assessment CWT observers

Teachers will be made aware of one formative assessment to concentrate on monthly as determined by the Leadership Team. Focus Walks

Quarterly ESEA Reporting Form

Teacher/ Leader Practice By January 30, 2015, eighty percent (80%) of math and biology teachers will include content driven open-response questions in instruction. Math Coach; Science Coach

Documentation: collect student OR, rubrics Check CWTs and lesson plans; sign-in sheets from meetings scoring OR

Teacher/ Leader Practice By January 30, 2015, eighty percent (80%) of all teachers, except math and biology, will include content driven prose constructed-response (PCR) prompts in instruction. Literacy coach

Documentation: collect student OR, rubrics; check CWTs and lesson plans; sign-in sheets from meetings scoring OR; Training will be in cross-curricular PLCs beginning Jan 6th PCR prompts daily across campus

Student Achievement By October 17, 2014, Geometry results from TLI will indicate 25% proficiency. Math Coach
25% of students

Met; with 27%

Student Achievement By October 17, 2014, Algebra II results from TLI will indicate 25% proficiency. Math Coach
25% of students

Met; with 46%

Student Achievement By December 19, 2014, 44% of students will score Proficient or Advanced on TLI Reading and/or Language. Literacy Coach

Student Achievement By December 19, 2014, students' scores will indicate growth of 2% based on STAR testing data.

Quarterly ESEA Reporting Form

Literacy Coach

Assessment was not given until after deadline date; growth percentage will be available end of January

Student Achievement By December 19, 2014 a total of ten (10) Jr and/or Sr students enrolled in the Grad-Point program for credit recovery toward graduation will complete at least one credit recovery class. Dr. Wilson

Documentation: sign-in sheets and GradPoint reports; NOTE: 2013-14 Graduation rate has increased from 71% to 83%

Culture & Climate By October 17, 2014, design of and documents for embedded PLCs will be established and approved by Leadership Team. Instructional Coaches Establish PLCs

Note: Non-administrator will be someone who is not a principal, assistant principal, or central office personnel met

Culture & Climate By December 19, 2014, a co-teaching building Leadership Team will be developed for SPED in order to have meetings once a month. Armstrong; Fouts

Documentation: agendas, sign-in sheets, artifacts; Team members: Fouts, Dixon, Love, Shelby, Bryant, Bronskill, Armstrong

Culture & Climate By December 19, 2014, a plan to implement and monitor a schoolwide literacy initiative will be developed. Literacy Coach

The plan will take the place of this IMO once developed.

Quarterly ESEA Reporting Form

By _____, % of instructional teams will meet monthly to review student data and set interim goals. Instructional Coaches; Dept Head Collins

Documentation: Agenda, Sign-in sheets, artifacts HOLD

Quarterly ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: 1
 2. Student progress and achievement: Met: 5 Not Met 1
 3. Student safety and discipline: Met: - Not Met: -
 4. Parent and community engagement: Met: - Not Met: -
 Total IMO's this Quarter: 9 Met: 7 Not Met: 2

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Change in teacher and leader practice					
By Dec. 19, 2014, the Geometry MDC team will complete 2 Formative Assessment Lessons.	x		1	12/19/14	MDC modules
By Dec. 19, 2014, the Algebra II teachers with MDC training will complete 1 Formative Assessment Lesson.		x	1	12/19/14	
By Dec. 19, 2014, LDC teachers with LDC training will complete 2 module for jurying through the Module Design Collaborative Observers (Evaluators).	x		1	12/19/14	LDC modules
Student progress and achievement					
By Dec. 19, 2014, Geometry results from TLI will indicate 30% proficiency	x		2	12/19/14	TLI scores
By Dec. 19, 2014, Algebra II results from TLI will indicate 30% proficiency.	x		2	12/19/14	Met with 58%
By December 19, 2014, 44% of students will score Proficient or Advanced on TLI	x		2	12/19/14	TLI scores

Quarterly ESEA Reporting Form

Reading and/or Language.					
By December 19, 2014, students' scores will indicate growth of 2% based on STAR testing data.		x	2		Assessment was not given until after deadline date; growth percentage will be available end of January
By December 19, 2014 a total of ten (10) Jr and/or Sr students enrolled in the Grad-Point program for credit recovery toward graduation will complete at least one credit recovery class.	x		2	12/19/14	Documentation: sign-in sheets and GradPoint reports;
By December 19, 2014, a co-teaching building Leadership Team will be developed for SPED in order to have meetings once a month.	x		2	12/19/14	Agendas, sign in sheets, minutes
Parent and Community Engagement					
Student Safety and Discipline					

Quarterly ESEA Reporting Form

Date Completed: January 23, 2015

Status:

School: Jack Robey Junior High

Priority __

District: Pine Bluff

Priority Academic Distress ____

Principal: Donald Booth

Focus Academic Distress ____

ADE School Improvement Specialist:

__ External Provider: E 2 E

Dr. Mitzi Smith

__ Locally Hired School Improvement: Alesia Smith

Highlights from

2nd Quarter:

1. Special Education-Jack Robey started participating in the Co-teaching Initiative with the ADE Special Education unit. Instead of having one team of teachers participating- 4 teachers participated- 2 English and 2 special education teachers. The ADE SIS attended the mtg. and heard the positive feedback from the observer as well as from the teachers. There is now for the first time a Special Education Bldg. Leadership team.
2. Geometry scores went up 20%. 4 teachers had perfect attendance in Nov.
3. **Change in Teacher/Leader Practice**
 - Coaches are meeting regularly in Math, Literacy and Content PLCs to problem-solve strategies for improving student success in various areas
 - Monthly skill calendars have been distributed to teachers with target skills to be used in lesson planning
 - Teachers in core classes and ELA are remediating ELA standards using monthly calendar as a guide.

Quarterly ESEA Reporting Form

4. Student Progress and Achievement

- Teachers are tracking student progress within classrooms
- Teachers are remediating ELA and math standards that were not proficient on all assessments.
- Students are attending after school tutoring. Students receive literacy instruction on Tuesdays and math instruction on Wednesdays.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Teacher recruitment and retention

b) Building Principal:

1. Teacher attendance problems.
2. Student discipline.

c) Building Leadership Team:

1. There is a concern how to find money for rewards.
2. The school has 30 less days to prepare for the test since they have to use paper/pencil this year.

d) School Improvement Specialist:

1. Teacher recruitment and retention is a problem. The Algebra I teacher resigned during the 1st quarter. Students had a substitute for most of the 2nd quarter.
2. The building has consistent Internet problems.

Quarterly ESEA Reporting Form

e) Other:

The Internal School Improvement Specialist is trying to find funds for rewards for both faculty and students as they meet goals.

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

IMOs And Actions	November	December	January	February	March	April	May	Evidence
<p>IMO #1: By January 30, 2015, 95% of students will meet attendance as determined by the ADA/ADM attendance report. *****</p> <p>Actions: 1. Attendance Clerk (Rebecca Stone) shall be given full access to TAC by the district Director of the Information Systems by November 28, 2014, to keep track of student. 2. By Attendance Clerk shall provide substitutes class rosters for absent teachers.</p>		<p><u>*Baseline:</u> 94.26%</p>	<p>*1/30/15 94.30%</p> <p>*1/16/15</p>	<p>*2/27/15 94.45%</p>	<p>*3/31/15 94.60%</p>	<p>*4/30/15 94.75%</p>	<p>*5/15/14 = 95%</p>	<p style="text-align: center;">Student Attendance Reports</p> <p>*In December 2014, Rebecca Stone was given access to e-School/TAC by Faye Dennis to keep track of attendance for the school.</p>

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<p>3. Attendance Clerk will develop a form to document substitutes receiving class rosters to report attendance.</p>			<p>*1/6/15</p>					
<p>4. Attendance Clerk shall monitor daily student absences for discrepancies and notify building administrators in a weekly report.</p>			<p>*1/6/15 *1/13/15 *1/20/15 *1/27/15</p>					
<p>5. Teachers shall document student absences with consistency to produce accurate attendance data.</p>			<p>*1/6/15 *1/13/15 *1/20/15 *1/27/15</p>					
<p>6. Attendance clerk will notify administration of teachers not submitting attendance with a teacher attendance report.</p>			<p>*1/6/15 *1/13/15 *1/20/15 *1/27/15</p>					<p>Student Attendance Reports</p>
<p>7. Administration</p>			<p>*1/6/15 *1/13/15 *1/20/15</p>					

Quarterly ESEA Reporting Form

<p>(Mr. Moore) will notify or meet with teachers weekly to discuss their failure to submit attendance.</p> <p>8. Substitute teachers will submit hard copy attendance each period to be collected by office monitors.</p> <p>8. Teachers experiencing internet connectivity issues with recording attendance on TAC will submit hard copy attendance each period to be collected by office monitors. The attendance clerk will send monitors around each period to check for paper attendance.</p> <p>10. The attendance clerk will provide teachers with copies of paper attendance sheets to be dispersed to teachers to record attendance in lieu of</p>			*1/27/15					
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Quarterly ESEA Reporting Form

<p>recording digital attendance when technology barriers exist. These sheets will be submitted each period.</p> <p>11. Grade level administrators shall conduct parent conferences after a student's fourth absence. Documentation will be recorded and submitted on the last day of each month to the building principal.</p> <p>12. Parents shall be notified via School Messenger when their students are absent.</p> <p>13. Students who have perfect attendance for each nine (9) weeks shall receive an incentive. (TBA)</p>								
<p>IMO #2: By December 12, 2014, 95% of teachers will report to work</p>								<p style="text-align: center;">Teacher Attendance reports</p>

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<p>consistently, as determined by the attendance report. *****</p> <p>Actions:</p> <p>1. An Incentives Committee will be created and will be responsible for implementing the actions for teacher attendance. *(Mrs. Young/Mrs. C. Jackson –tentative).</p> <p>2. Teachers of the month shall be chosen from 8th and 9th grade based on teacher attendance. Each teacher (one from 8th and one from 9th) will be assigned a premier parking space in the front of the school.</p> <p>3. Teachers with perfect attendance shall be recognized on the Pine Bluff School District Web Site and in the Pine Bluff Commercial.</p>								
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Quarterly ESEA Reporting Form

<p>4. Teachers with perfect attendance shall be recognized on the Jack Robey Junior High School marquees (digital and free-standing).</p> <p>5. Teachers who exhibit a high rate of teacher absences (2 or more days a month) will have a conference with the building administrator and documentation for TESS will be reported.</p>								
<p>IMO #3: By December 12, 2014, the number of office referrals will show a 5% reduction as determined by paper copies of disciplinary referrals. The baseline data reflects 335 referrals as of October 9, 2014. *****</p> <p>1. Administration shall identify</p>		<p style="text-align: center;">279 referrals</p> <p style="text-align: center;">*16.7% reduction in referrals</p>						<p style="text-align: center;">Charts created for documentation</p>

Quarterly ESEA Reporting Form

<p>locations, offenses, times of day, and teachers on a monthly basis.</p> <p>2. Excel Spreadsheets shall be maintained to document action # 1 by office registrar.</p> <p>3. JRJH faculty shall participate in Closing the Attitude Gap. Each content area group shall present portions of the text in faculty meeting.</p> <p>4. Teachers shall reflect regarding disciplinary data in faculty meetings.</p> <p>5. Teachers shall conduct peer observations for routines, procedures, and best practices using a peer observation/reflection form.</p>								
<p>IMO #4: By March 2015, students will evidence 50% school-wide</p>								Reports?

Quarterly ESEA Reporting Form

<p>proficient/advanced on interim mathematics assessments, as determined by the TLI data. (Baseline Algebra I - 32%) (Baseline Geometry - 38%) (Baseline 8th grade - 28%) *****</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Students who were not proficient on 2014 Benchmark exam shall participate in remediation classroom. 2. Students who were not proficient shall attend after school tutoring. 3. Students who were not proficient shall attend small group tutoring. 4. Students who were not proficient shall attend double 								
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Quarterly ESEA Reporting Form

<p>blocking.</p> <p>5. Students who were not proficient shall utilize in Compass Learning – Report?</p>								
<p>IMO #5: By March 2015, students will evidence 60% school-wide proficient/advanced on interim Literacy assessments, as determined by the TLI data. (Baseline = 55%) *****</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Students who were not proficient on 2014 Benchmark exam shall participate in Read 180. 2. Students who were not proficient shall attend after school tutoring. 3. Students who were not proficient shall attend small group tutoring 								

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<p>4. Students who were not proficient shall attend double blocking.</p> <p>5. Students who were not proficient shall utilize in Compass Learning – Report?</p>								
<p>IMO #6: By March 2015, Special Education students will evidence growth as determined by the TLI data. (Baseline data 8.82% proficient in ELA. Baseline data 15.25% proficient in Mathematics.) *****</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Students with disabilities shall have 100% access to core curriculum. 2. Students with disabilities shall have accommodations on each interim assessment as indicated on their IEPs. 								

Quarterly ESEA Reporting Form

<p>3. Students who were not proficient on 2014 Benchmark exam shall participate in Read 180.</p> <p>4. Students who were not proficient shall attend after school tutoring.</p> <p>5. Students who were not proficient shall attend small group tutoring</p> <p>6. Students who were not proficient shall attend double blocking.</p> <p>7. Students who were not proficient shall utilize in Compass Learning – Report?</p>								
<p>IMO #7 By December 31, 2014, 80% of Jack Robey’s PLC’S shall have written agendas, sign-in sheets, and minutes from meetings.</p>								

Quarterly ESEA Reporting Form

<p>*****</p> <p>Actions:</p> <p>1.</p> <p>2.</p> <p>3.</p>								
<p>IMO #8 BY December 31, 2014, members of Jack Robey's administrative team and academic coaches will spend 50% of their time working in PLC's to monitor and improve instruction. *****</p> <p>Actions:</p> <p>1. Minutes, sign-in sheets, and agendas from PLCs will be collected and maintained as records</p>								

Quarterly ESEA Reporting Form

<p>of learning.</p> <p>2. <i>Literacy</i>: The literacy coach will be responsible for collecting documentation from the ELA PLCs.</p> <p>3. <i>Math</i>: The math coach will be responsible for collecting the documentation from the math PLCs.</p> <p>4. Department chairpersons will be responsible for collecting documentation from department meetings.</p>								
<p>IMO# 9 BY December 31, 2014, members of JRJH Leadership Team/faculty will disaggregate weekly and interim assessment data to improve instruction. ***** Actions:</p>								

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1.								
2.								
3.								
<p>IMO # 10 By December 31, 2014, academic coaches will upload weekly coaching documentation to BloomBoard, which reflects 50% of their time, spent building teacher capacity. *****</p> <p>Actions:</p> <p>1.</p> <p>2.</p> <p>3.</p>								
<p>IMO # 11 By December 31, 2014, academic</p>								

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<p>coaches will model/co-teach an average of five (5) lessons per week for/with teachers. After modeling/co-teaching sessions, academic coaches will conduct post-conferences or debriefing sessions with teachers. *****</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. 2. 3. 								
<p>IMO #12 By January 31, 2015, all teachers will have contacted 10% of parents/guardians to establish positive parent contacts through email, notes home, or phone calls. *****</p> <p>Actions:</p>								

Quarterly ESEA Reporting Form

<p>1. Teachers will log weekly parent contacts in a parent communication log to be monitored by administrators.</p> <p>2. The building parent facilitator will compile a list of preferred parent contact methods and information.</p> <p>3.</p>								
<p>IMO #13 By December 31, 2014, 80% of students will comply with wearing identification badges as part of increased security. *****</p> <p>Actions:</p> <p>1.</p> <p>2.</p> <p>3.</p>								

Quarterly ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Change in teacher and leader practice					
1. By Dec. 31, 2014, academic coaches will model/co-teach an average of five lessons per week for/with teachers. After modeling/coteaching sessions, academic coaches will conduct post conferences or debriefing sessions with teachers.	x		1	12/31/14	Post conference documentation, coaching schedule
2. By Dec. 31, 2014, members of Jack Robey's administrative team and academic coaches will spend 50% of their time working in PLC's to monitor and improve instruction.	x		1	12/31/14	Sign in sheets, minutes
3. By Dec. 31, 2014, academic coaches will upload weekly coaching documentation to Bloomboard, which reflects 50% of their time spent building teacher capacity.		x	1	12/31/14	District personnel didn't want it placed in Bloomboard. The coaches keep files and send it in to the Internal School Improvement Specialist and administration.
Student progress and achievement					

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None					
Parent and Community Engagement					
None					
Student Safety and Discipline					
1. By December 12, 2014, the number of office referrals will show a 5% reduction as determined by paper copies of disciplinary referrals. The baseline data reflects 335 referrals as of October 9, 2014.	x		3	12/12/14	279 referrals which showed a decrease of 16.7%.
2. By Dec. 31, 2014, 80% of students will comply with wearing identification badges as part of increased security.		x	3	12/31/14	No way to monitor

Quarterly ESEA Reporting Form

Date Completed: January 23, 2015

Status:

School: Oak Park Elementary

Priority ____

District: Pine Bluff

Priority Academic Distress x__

Principal: Linder Anderson

Focus Academic Distress ____

ADE School Improvement Specialist:

x__ **External Provider:** Evans Newton

Dr. Mitzi Smith

x__ **Locally Hired School Improvement:** Alesia Smith

Highlights from

2nd Quarter:

1. Twenty-five parents came to a Parent Workshop.
2. Over one hundred parents came to a Thanksgiving lunch.
3. A community member has donated \$2000 to use for rewards.
4. The building principal and leadership team have rewritten the IMO's for this campus and have put much work into targeting problem areas that have been identified through the needs assessment (See 3rd quarter IMO's).
5. 270/338 students participated in a reward trip for discipline. In order to meet the criteria, students could not have any referrals to the office.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

None.

Quarterly ESEA Reporting Form

b) Building Principal:

1. The school needs content training professional development done in the summer or on a professional development day instead of pulling teachers out of class for training.

c) Building Leadership Team:

1. There is a concern how to find money for rewards.
2. The school has 30 less days to prepare for the test since they have to use paper/pencil this year.

d) School Improvement Specialist:

1. In order to teach the required content before the benchmark testing date, the building must adjust the math instruction. This school is testing using paper and pencil this spring and was notified 2nd quarter that the testing will take place 30 days earlier than they expected.
2. The Internet sometimes goes down in the middle of an assessment.

e) Other:

The Internal School Improvement Specialist is trying to find funds for rewards for both faculty and students as they meet goals.

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

By Dec. 17, 2014, literacy and math coaches will identify special education students starting with Module 3 to develop a baseline.

Quarter 3 IMO's
IMO

Quarterly ESEA Reporting Form

By March 20, 2015, 80% of students in fifth grade will be actively engaged in the learning as determined by CWT'S.

Actions

1. Classroom teachers will use Kagan strategies. **Persons Responsible: (Anderson/Sneed)**
2. Classroom teachers will use high yield strategies. **Persons Responsible: (Anderson/Sneed)**
3. Classroom teachers will use classroom stations. **Persons Responsible: (Anderson/Sneed)**

Deadline: March 20, 2015

IMO

By March 20, 2015, at least 25 or more parents will be engaged in parent workshops that provide parents with strategies (HAC) that strengthen the home/school connection.

(Baseline data will be 2014 Parent Workshop Sign in Sheets.)

Actions

1. Make flyers to send home about event. **Person Responsible: (Jones)**
2. Send flyers home. **Persons Responsible: (Clay/Jones/Birden)**
3. Pass out flyers as students are picked up after school and after tutoring. **Person Responsible: (Reynolds)**
4. Announce event every morning leading up to the event. **Person Responsible: (Sullivan)**
5. Have District Communications Director list using Social Media Tools. **Persons**

Quarterly ESEA Reporting Form

Responsible: (Jones/Ridgell)

Deadline: March 20, 2015

IMO

By March 20, 2015, students in grades 3-5 will show growth in citing evidence (literary passages) by 10% or more as determined by TLI Module 4. (Baseline data will be TLI Common Assessment)

Actions

1. Make sure there is enough material for citing evidence to be done. **Person Responsible: (Savage)**
2. Target students in grades 3-5. **Person Responsible: (Savage)**
3. Ensure small group interventions are happening. **Person Responsible: (Savage)**

Deadline: March 20, 2015

IMO

By March 20, 2015, 94% of students will be in attendance daily according to attendance records. (Baseline attendance is 92%)

Actions

1. Attendance clerk will update attendance records daily. (Print report daily to add to attendance notebook.) **Person Responsible: (Clay); Deadline: Daily**
2. Notify parents when students have missed four unexcused days of school. **Person Responsible: (Clay); Deadline: Day after fourth unexcused absence**
3. Administrator will hold a phone conference with parent after missing four days of school and log communication. **Persons Responsible: (Anderson/Sneed);**

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Deadline: Day after letter has gone home

4. Administrator will give student a no day send home pending parent conference when students have missed eight unexcused days of school and log parent signatures.

Persons Responsible: (Anderson/Sneed); Deadline: Day after letter has gone home

5. Check to see what students have met the attendance requirement for January 20th, February 20th, and March 20th. **Persons Responsible: (Clay/Birden/Jones);**

Deadline: January 20, 2015; February 20, 2015; March 20, 2015

6. Give reward to students who have met the attendance requirement for the following check point dates: January 20th, February 20th, and March 20th. **Persons**

Responsible: (Birden/Jones); Deadline: January 21, 2015; February 24, 2015; March 20, 2015

IMO

By March 20, 2015, students in grades 3-5 will show growth in Fractions in Math by 10% or more as determined by TLI Module 4. (Baseline data will be TLI Common Assessment)

1. After assessment, time is allotted for school wide analysis of the data. **Person Responsible: (McLemore)**

2. Ensure remediation is happening in deficit skill areas in both after school tutorial programs. (Identify specific students and who will be responsible. List specific date to have list ready. Monitor from week to week.) **Person Responsible: (McLemore)**

Quarterly ESEA Reporting Form

3. Target students with deficiencies in the area of Fractions in grades 3-5. (Identify and monitor from week to week.) **Persons Responsible: (McLemore/Baker/Jones)**
4. Ensure small group interventions are happening. **Person Responsible: (McLemore)**

Deadline: March 20, 2015

IMO

By March 20, 2015, the number of disciplinary actions (fights) will be reduced by 5% this quarter as determined by office referrals. (Baseline will be 2014-2nd quarter data)

Actions

1. Place extra Faculty/Staff in targeted areas where fights occur. **Persons Responsible: (Anderson/Sneed)**
 2. Ensure hall passes are being used campus wide. **Person Responsible: (Reynolds)**
- Deadline: March 20, 2015**

IMO

By March 20, 2015, at least 5% or more special education students will show growth in citing evidence (literary passages) as determined by TLI Module 4. (Baseline data will be TLI Common Assessment)

Actions

1. Make sure there is enough material for citing evidence to be done. **Person Responsible: (Savage)**
2. Target students in grades 3-5. **Person Responsible: (Savage)**

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3. Ensure small group interventions are happening. **Person Responsible: (Savage)**

Deadline: March 20, 2015

IMO

By March 20, 2015, at least 5% or more special education students will show growth in Fractions as determined by TLI Module 4. (Baseline data will be TLI Common Assessment)

Actions

1. After assessment, time is allotted for school wide analysis of the data. **Person Responsible: (McLemore)**
2. Ensure remediation is happening in deficit skill areas in both after school tutorial programs. (Identify specific students and who will be responsible. List specific date to have list ready. Monitor from week to week.) **Person Responsible: (McLemore)**
3. Target students with deficiencies in the area of Fractions in grades 3-5. (Identify and monitor from week to week.)
4. Ensure small group interventions are happening. **Person Responsible: (McLemore)**

Deadline: March 20, 2015

Quarterly ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Change in teacher and leader practice					
1. By Dec. 19, 2014, 80% of students in fourth grade will be actively engaged in the learning as determined by CWT's through use of Kagan strategies, high yield strategies, and classroom stations.	x		1	12/19/14	CWT's
Student progress and achievement					
1. By Dec. 17, 2014, 92% of students will be in attendance daily according to attendance records.	x		2	12/17/14	Attendance records
2. By Dec. 17, 2014, the students will show growth in informational reading (determine main idea and explain how it is supported by key details) by 10% or more as determined by TLI Module 2.	x		2	12/17/14	Students showed growth of 10% on this standard according to TLI.
3. By Dec. 17, 2014, students will show growth in deficient area of measurement in math by 10% or more as determined by TLI Module 3.	x		2	12/17/14	Overall measurement grew 10% or better.
Parent and Community Engagement					
None.					

Quarterly ESEA Reporting Form

Student Safety and Discipline					
1. By Dec. 17, 2014, the number of disciplinary actions (fights) will be reduced by 10% each quarter as determined by office referrals.		x	4	12/17/14	The school went from 4 fights to 22 fights. The teachers would write up many things as a fight but students were generally horseplaying.

2nd Quarter ESEA Reporting Form

Date Completed: 01/21/15

School: Strong High School

Status: Priority X Title I X

District: Strong School District

Approved External Provider: Fetterman and Associates

ADE School Improvement Specialist: LaDonna Spain

Highlights from 2nd Quarter:

ACSIP plans were moved to the on-site ADE SIS log in for immediate assistance to the district and schools.

The tower to increase bandwidth was installed and the barrier related to internet available was lifted.

The SCSC cooperative Professional Development survey for the 2014-15 school year has been completed by the faculty of the high school.

The leadership team members were encouraged to and contacted the ADE and/or other regional support staff to receive information related to technical assistance, information, questions. The team members then shared out to the leadership team what they learned.

The district began encouraging community group representatives to directly attend district leadership team meetings. If they are unable to attend, it was asked that they send another member in their place. The community attendees increased from two to five during the month of December, 2014. The superintendent continued to go to all community gatherings and is speaking to encourage the community to get involved in the school. A community calendar was planned to be developed to cut down on scheduling multiple activities on the same night as facilitated by the district. A communication distribution list including key community members or leaders was created that directly work with the school. The community organizations provided their preferred methods of receiving messages from the district. The district is providing a timeline of submissions deadlines to the community organizations to update the community calendar.

Senator Bozeman donated five computers to the schools. These computers have been put into use.

A Community Conversation Forum was held on December 4, 2014 to discuss what would happen if the school closed and positive ways to get students to stay in school.

2nd Quarter ESEA Reporting Form

Parent Teacher Conferences were held on Thursday, November 13, 2014. Students have been informed that there will be a drawing after the conference for a \$25.00 gift certificate provided by a local business. All parents who attend the conference placed a stub with their child's name in the box for the drawing. There were approximately forty parents who attended the conference.

On Monday, November 10, 2014 the Strong Leadership Alliance and the Concerned Citizens of Huttig conducted a parent training for Common Core at the elementary. There were approximately 30 to 40 people in attendance. The exact number will have to be counted from the sign-in sheet. The group putting on the training provided a full meal for those in attendance. Jerry Dertlikowski from the Arkansas Public Policy Panel presented the training.

A community fundraiser was held on Saturday, November 1, 2014 at the Strong City Park. This was a consortium effort between community members of Huttig and Strong. The money raised from this event will help pay for the reward trips those students from both the elementary and high school will receive for performing proficient or advanced on the 2014 Benchmark.

There were several candidates running for offices that attended the event. The schools had faculty there to pass out refrigerator calendar magnets and copies of the parental involvement plan.

It was determined that there were approximately fifty parents, students, and/or community members present for the Community Forum that occurred last week.

On December 16, 2014, the school board met with local legislators to discuss the status of the school (academic distress).

The district and elementary have aligned with the high school by using the Indistar[®] tool to self-assess, plan, and monitor their school improvement processes. The Strong School District is not in the ACSIP Pilot but chooses to use the Indistar tool at all levels within the district. The district and campuses use WiseWay[®] (research) regularly to make informed decisions. Regular reports, coaching comments, and coaching reviews are submitted to the district, high school, and elementary to provide immediate feedback related to progresses, needs, questions, or next steps.

District, High school and elementary leadership team meetings are occurring regularly. All building administrators facilitate the leadership team meetings. The district and elementary leadership team meetings occur during the middle of the day. High School meetings occur at the end of the day due to scheduling conflicts between 2:30 and 3:30.

High School

The building administrator began to audit the time spent during parent meetings, Priority Improvement Plan and 45 Day Action Planning, Implementation, and Monitoring, student government, PLCs, Leadership team meetings and preparations, professional development, TESS,

2nd Quarter ESEA Reporting Form

Meetings away from school, and office. Results will be collected and reviewed during the 3rd quarter for the building administrator and the Instructional Facilitator's workplans. He gained access to e-mail, provided handwritten notes to teachers provided immediate feedback on practices or strategies within the classroom and to a support staff member(s) regarding appreciation of service for the time span of a few weeks. He is using thank you notes for the immediate feedback and conducts CWT's and informal observations

High School leadership team members conduct CWTs and peer observations. The principal collects the information and analyzes the results and communicates the results to the staff.

The building administrator submits a newsletter to staff to provide a comprehensive look at progresses occurring within the building. Encouragement, successes, and areas of needs improvement are included in the newsletter.

Teachers are participating in

- peer observations or CWTs (forms are turned in a basket located in the principal's office)
- professional learning communities PLCs
- individualized and small group discussions with external providers

The superintendent and building principal have supplied the Mathematics classrooms with Math manipulatives such as notebooks, graph paper, and classroom set of calculators.

There have been more attempts by teachers to use technology during instruction. Lap tops and smartboards were in use during some of the site visits. The building administrator reports the same observations.

Next step lists are directly related to the 45 Day Action plan and Priority Improvement Plan as developed collaboratively by the leadership team members, administrators, superintendent, external provider and ADE School Improvement Specialist.

The ADE School Improvement specialist reviewed the Academic Distress recommendations with the external providers, building administrator, and key leadership team members to prepare for the development of a 45 Day Action Plan to address the recommendations. A plan was developed to include the leadership team in the development of the plan.

The school provided substitute teachers for members of the leadership team that are classroom teachers for a half day to read the Academic Distress recommendations, develop statements of full implementation, align the recommendation to the Indistar[®] Indicators and WiseWays[®] (research) on Monday, December 8, 2014 to plan actions that will meet the recommendations from the Academic Distress Report. The ADE School Improvement Supervisor, the high school principal, and external provider reviewed the plan on Wednesday, December 9, 2014. This group made decisions to add additional actions to the plan that would further support the actions created by the team. The goal was to

2nd Quarter ESEA Reporting Form

make sure the Arkansas Department of Education could understand fully what will be done to correct these deficiencies. The ADE School Improvement Specialist providing further information on what full implementation should look like in the full implementation descriptions. The district was also included in recommendation 5 which called for district and school specific action plans to engage the community in outreach efforts. The district leadership team focused on assessing and planning Indistar[®] indicators related to community outreach that will be added to the 45 Day Action Plan.

The Forty-five Day Action Plan has been written for implementation during the third quarter. The plan has been displayed and color coded per ADE recommendation, in large font, and posted on the wall in the team meeting room for all stakeholders to review. The Priority Improvement Plan is also aligned to the Forty-five Day Action Plan and is posted per person responsible in the form of task reports. The leadership team members monitor the plan progresses by mark off their completed tasks on the Task reports in marker for the entire team and stakeholders to see progresses made to the PIP. The process manager of the Priority Improvement Plan then includes the evaluation results in the Indistar[®] tool.

Discussions of using the Assessment Grid process is being aligned to the 45 Day Action Plan. The assessment grid process will be piloted by leadership team members and then rolled out to the classroom teachers.

The external provider is working collaboratively with the building administrator and staff as well as the ADE School Improvement Specialist. Efforts are aligned, collaborative, and focused on the school's goals.

The 1003a grant letter of intent was sent and the grant was written. The external provider assisted in the development of the 1003a grant and ACSIP plan budget allocations.

A new lesson plan format was introduced to the teachers including updates to the unit structure by the external provider to include rigor, higher level questioning. The teachers slowly shifted to the use of the tool. The external provider provided professional development for individual teachers during their prep time in using the weekly lesson plan form created by the external provider. The lesson plan form was designed to direct teachers to use differentiated strategies and provide higher levels of learning. The external provider monitored to see what teachers had tried within the lesson plan and what areas needed reteaching. Teachers needed further training in understanding how to write questions that match the levels of rigor that they had identified in their lesson.

Challenges: teachers were briefly introduced to SOAR. A decision had been made to wait on introducing SOAR because of the stress that teachers were under. Teacher voice and input into the new lesson plan was suggested. The teachers had an issue with teachers being held accountable and no consequences for parents or students. Some suggestions for holding students accountable and for letting parents know the importance of students performing well on the TLI interim tests and the PARCC assessments were made. The external provider provided training on the importance of using higher level thinking. Teachers were given handouts and asked to try some of the suggestions. One major

2nd Quarter ESEA Reporting Form

point of this training was that teachers needed to have higher level questions preplanned within the lessons prior to the delivery of the lesson. This provided purposeful planning. The suggestion was made that teachers should write their questions at the bottom of their lesson plans. The principal liked the suggestions as he was becoming one of the instructional leaders within the building.

External provider associates provided ACT training with four groups of students. Overall strategies and six techniques that will improve students' scores on the December ACT test were the topics of today's discussion. Q & A was addressed on signing up for the ACT and college admissions. Emphasis on taking the test frequently and preparing for each was stressed. There were two math teachers who participated during the sessions.

Individual data wall documents have been created and updated for high school math and literacy content areas. The data walls are portable to follow the teachers while meeting at various locations within the building.

Specific grade levels of students among the Mathematics and Literacy content classes are making great gains in interim performance even if the total Interim Measurable Objective (IMO) was not met.

The building administrator contacted the ADE to specifically assist with TESS questions, discuss a TESS observation schedule, and develop a process for teacher interview/PGP development. The ADE SIS requested the external provider trained in TESS and the building administrator to conduct TESS informal observations together and reflect on the practice and to build the process together. (Concern- the external provider soon left the provider service so the collaborative process discontinued almost as soon as it started.)

Safety and Discipline Committee brainstormed ways to identify areas that could create more measureable objectives which increases the accountability of the discipline committee. The committee will look at the various types of discipline issues to decide which issues show the highest level of concern. They will also look at students who have repeat offenses.

The Safety and Discipline Committee met on Wednesday, November 19, 2014. The committee discussed the issue of the large amount of insubordination discipline reports and brainstormed ways to lower the numbers. No definite decisions were made. The group is to bring back ideas for the next meeting on December 17, 2014. The committee chair presented the group with the list of students who are repeat offenders. Ideas for assisting these students in lowering their number of offenses will be discussed on December 17, 2014.

The student whose name was drawn from the Parent Teacher Conference drawing was awarded their \$25.00 gift certificate.

The principal and his wife provided a Christmas party for the high school faculty on Wednesday, December 17, 2014. They provided the refreshments and gifts.

The library has been cleaned and reduced of clutter. A new receiving/check out desk has been placed in the library.

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The campus was clear of trash on the school grounds.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

District Leadership Team-

- Student enrollment
- Multiple organizations without common goals

Technology restraints have been the main issue for the first semester.

The district needs resources for teacher retention and recruitment effective practices. (It was not discussed as to whether or not actions have been taken to address recruitment and retention of teachers.)

b) Building Principal:

Technology is a main issue.

c) Building Leadership Team:

Teachers and Leadership team members

Literacy teachers have expressed concern over teaching TLI units. They feel that they can provide more directed instruction and remediation by using materials that they have gathered. Two grade levels (8th and 11th did use their own materials this nine weeks – These groups exceeded the quarter goals - TLI testing will still be used as the end of the quarter assessment).

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The goal of having My Skills Tutor up and going has been delayed due to internet problems. (My Skills Tutor was requested by teachers to assist in remediation practices.)

Leadership Team frustrations:

1. Lesson Plans
2. Too many preps
3. Discipline
4. Technology
5. Accountability

d) School Improvement Specialist:

November concerns and barriers-

Former employees remain in the ACSIP plan as persons responsible or leadership team members.

Of the eleven 2nd quarter IMO targets three targets were missed. Even though 73% of the IMOs were met, 100% of the student progress and achievement IMO targets were not met which only accounted for 27% of the total IMOs. The gap between where the students performed on the previous interim assessment and the 2nd quarter improved greatly within the year and from the previous year. Some of the individual grade level IMO targets exceeded the total percentage IMO. The external provider, leadership team members, and teachers are working to identify the student not meeting targets or remaining in a pattern of little to no growth. The leadership team and teachers are led to determine possible variables that may contribute to the struggles the students are facing not meeting their goals. Persons responsible and action steps will be determined in the 3rd quarter to align next steps to student needs related to the PIP and 45 Day Action Plan. Teachers are also setting individual (AIPs) Interventions with students as well as My Skills Tutor for point in time remediation and assistance to those students prepared to move on to new standards or interests.

ACSIP plans have not been approved for the 2014-15 school year. The plans remain at the district level for modifications.

Some areas within the district and school are lacking in capacity to complete requirements or job expected roles and responsibilities. There are many employees in new positions or new to the district. Many of the employees must seek the assistance from the former federal programs coordinator, ACSIP and Indistar process manager, professional development coordinator, gifted and talented coordinator, instructional

2nd Quarter ESEA Reporting Form

facilitator/curriculum leader to mentor them on her former job responsibilities.

The external provider has been picking up many responsibilities in the absence of employees or because of the lack of expertise to complete some tasks. i.e., instructional facilitation, updating Indistar, ACSIP budgeting and submission, TLI specific reporting, charting of IMOs, and participation in writing of the 1003a grant.

Job embedded professional development is being completed by the external provider and is in demand for more time than has been allotted by the external provider services according to the external provider contact.

More frequent on site assistance is needed if not daily until roles, responsibilities, rituals and routines are established on site. (The regional SCSC cooperative offered to send specialists to model lessons on site as needed using the Unit and Lesson planning processes and templates established by the external provider and school. The external provider has attempted to provide technical assistance on numerous occasions and on numerous days.)

Technology tower

ACSIP plans were not submitted to the ADE by November 17th

The ACSIP plans are not submitted to the ADE after reports that it was completed.

Technology usage has improved, but continues to not meet the demands of the building. (Administrators are now able to use e-mail, more students are able to attend distance learning classes on individual computers, teachers are able to access the internet now when it was not available during the 1st quarter.)

Distance learning, ESC works, e-mail and My Skills Tutor have been delayed or affected by the internet issues.

There are issues of large numbers of insubordination incidences among discipline reports. The Safety and Discipline committee are brainstorming ways to lower the numbers. No definite decisions have been made at this time.

Mentoring opportunities for new teachers

Student progress and achievement IMOs for 1st quarter are not met for both Mathematics and Literacy.

Lesson plans are revised which causes teachers to ramp up instructional practices, but is slow to implement to meet the student achievement needs.

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Teachers continue to teach and question at the Knowledge and Comprehension levels.

TESS is delayed but will soon be underway the week of November 10th

e) Other:

External provider concerns:

- Getting students to attend after-school tutoring is a challenge.
- Students are mathematically disadvantaged at least two years.
- One of the Fetterman associates is having difficulties getting into the classrooms for direct assistance. She does conference with teachers but has difficulties getting in to work directly with them. Because many of the key staff that dealt with Indistar, ADE requirements, and federal programs are no longer with the district and because of a decrease in staff, new people have had to fill these positions and the associate from Fettermans is having to assist with the transitions of these new duties. This has taken away from Fetterman and Associates actually helping teachers in the classroom. This training and assistance is not only for the high school but also for the elementary and the district.

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

There are 21 Objectives past due for monitoring, 37 Tasks past due for monitoring in the Priority Improvement Plan. Time needs to be allotted for the leadership team to address the monitoring of the PIP progresses as well as the Process manager to have uninterrupted time to address the updates within the systems.

Indistar® PIP progresses or lack of progresses as of 1/21/15.

Number of Objectives past due:

[21 \(view\)](#)

Number of Tasks past due:

[37 \(view\)](#)

Number of Tasks due in the next 30 days:

[0 \(view\)](#)

2nd Quarter ESEA Reporting Form

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
1. By Quarter 2 2014, 50% of the Leadership Team members will conduct CWTs as determined by CWT reports. Each leadership team member will complete no less than 2 CWTs weekly.	X		1. Change in teacher and leader practice:	01/15/15	The IMO was met at 50% (Leadership team members completed at least 18 CWTs for the quarter.)
2. By Quarter 2 2014 65% of the recorded CWTs will show a variety of strategies (beyond homework/practice and ques/questions) and practices (beyond lecture and teacher lead questioning) to engage the students in classrooms.	X		1. Change in teacher and leader practice:	01/13/15	<p>The IMO was met at 64.8% (This IMO was met by rounding up to 65%.)</p> <p>The CWT report indicated there were 36.5% lecture/teacher Q&A while 63.4% were beyond.</p> <p>The CWT report indicated 30.7% of homework/practices/Ques/Questions/Advanced Organizers while 69.2% were beyond.</p> <p>These observations will be shared with the faculty through the newsletter and during PLC time. The leadership team will begin to analyze the time of the class period when observations are occurring to allow classroom teachers the benefit of not always being observed during the first few minutes of class.</p>
3. By the end of quarter 2, 2014, 50% of all PLCs will use a variety of PLC processes such as book studies, data analysis, peer to peer	X		1. Change in teacher and leader	01/21/15	The IMO was met as documented by the PLC Feedback forms.

2nd Quarter ESEA Reporting Form

reflection, TLI report and student conference process, AIP intervention, etc...as determined by work products such as peer observation forms, PLC Feedback forms, agendas, minutes, intervention plans, AIP updates, book study reflection forms, etc...			practice:		
4. By Quarter 2 2014, 50% of the Mathematics AIPs and IAIPs will contain current data as determined by copies of AIPs/IAIPs located in the Mathematics classrooms.	X		1. Change in teacher and leader practice:	01/21/15	The IMO was exceeded at 100% as documented by AIP folders located in classrooms or the high school office pending the time of the week.
5. By Quarter 2 2014, 50% of the Literacy AIPs will contain current data as determined by copies of AIPs located in teacher's classrooms.	X		1. Change in teacher and leader practice:	01/21/15	The IMO was met at 50% as documented by AIP folders located in classrooms or the high school office pending the time of the week.
6. By Quarter 2, 2014 45% of 7th & 8th Mathematics, EOC Algebra, and EOC Geometry students will score proficient or advanced on the TLI interim assessment.		X	2. Student progress and achievement:	01/21/15	The IMO was not met (The IMO target was set at 45%.) 7 th grade was exceeded at 57.4% 8 th grade was exceeded at 45.2% EOC Algebra 1 was not met at 37.2% EOC Geometry was not met at 33.5%
7. By Quarter 2 2014, 58.7% of 7th through 11th grade students will score proficient or advanced on the Literacy TLI Reading interim assessment.		X	2. Student progress and achievement:	01/13/15	The IMO was not met at 54.7%. (Even through the IMO was not met the overall total increased.) 8 th and 11 th grade students did meet their individual goals. Module 2 Interim assessments 7 th grade 41.0% 8 th grade 60.4% 9 th grade 50.0 10 th grade 49.5% 11 th grade 72.4%
8. By Quarter 2 2014, 58.7% of 7th through		X	2. Student	01/13/15	The IMO was not met at 54.4%

2nd Quarter ESEA Reporting Form

<p>11th grade students will score proficient or advanced on the Literacy TLI Writing interim assessment.</p>			<p>progress and achievement:</p>		<p>(Even through the IMO was not met the overall total increased.) 8th and 11th grade students did meet their individual goals.</p> <p>Module 2 Interim assessments 7th grade 40.1% 8th grade 68.8% 9th grade 52.5% 10th grade 47.1% 11th grade 63.4%</p>
<p>9. By the end of 2nd Quarter (2014), the number of student discipline occurrences will be equal to or less than 40 reported instances as determined by eSchool.</p>	X		<p>3. Student safety and discipline:</p>	<p>01/13/15</p>	<p>The IMO was met. The APSCN Building Discipline List documents that there were 22 discipline issues. Eight of these issues involved four students with two offences and three of these issues involved one student with three offences.</p>
<p>10. By the 2nd quarter 2014 83% of the Students Safety and Discipline team, will conduct at least <u>two</u> focus walks per week to determine procedures and rules are followed in the classroom as determined by focus walk results.</p>	X		<p>3. Student safety and discipline:</p>	<p>01/20/15</p>	<p>The IMO was exceeded at 100% There were 32 focus walks completed during the quarter. At least 2 walks were completed per week or more as documented by focus walk data.</p>
<p>11. By Quarter 2 2014, a 60% increase of positive two-way communication by each teacher will be met as determined by Two-Way Communication Logs.</p>	X		<p>4. Parent and community engagement:</p>	<p>01/21/15</p>	<p>This IMO was exceed by 100% with documentation from teacher phone logs, parent teacher conference sign-in sheets, and community meeting sign-in sheets (agendas are available for evidence – community members were given the opportunity to ask questions) that show there were 351 two-way communication documentations over the second quarter.</p>

Quarterly ESEA Reporting Form

Date Completed: 1-13-15 **School:** Arkansas High School

Status: Priority X 1003g **Focus** ____ **Title I** _____

District: Texarkana

Approved External Provider: Arkansas Leadership Academy

ADE School Improvement Specialist: Teena Bell

Highlights from 2nd Quarter:

Highlights for the 2nd Quarter shared by the principal at AHS include the following events/participation:

- Students from Arkansas High School participated in a College Visit day at University of Arkansas @ Fayetteville and toured Arkansas Baptist College Tour
- Veteran's Day Celebration
- Student Leadership ROTC Change of Command
- Senior Night Recognition was a hosted event at AHS
- Principal at AHS participated in the Master Principal Institute
- 29 students participated in All Region choir, Band, and Strings
- AHS students presented "I AM AHS" to the school board
- AHS had 2 students participate in Youth Leaders Training
- Principal Advisory met with Extreme Youth Leadership which is a partnership group through the police department to motivate and empower students to share their voice and to assist with implementing a mentor program
- AIP students earned incentives
- Participated in Holiday from Heart
- A State Career and Technical Visit was conducted at AHS

Quarterly ESEA Reporting Form

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

b) Building Principal:

Concerns: Too many outside access points to the high school campus. Turnover in staff at Second Chance facility.

c) Building Leadership Team:

d) School Improvement Specialist:

Specific IMO statements were not in the PIP/ACSIP for this school year as of January 13, 2015. IMO statements had been created for the 1st quarter but not for the 2nd, 3rd, or 4th quarter. As of January 20, 2015 specific IMO statements have been written for the 2nd, 3rd, and 4th quarter which will be entered in the ACSIP as soon as the plan is returned to the district. The building is working with a word document list of IMO statements to guide the data currently being gathered and reviewed.

e) Other:

Quarterly ESEA Reporting Form

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

The ACSIP/PIP submitted in May listed the IMO areas to be addressed at Arkansas High School without the completed specific IMO stated. Arkansas High School has created IMO statements to reflect the current PIP in place.

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

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
Change in Teacher and Leader Practice					
By December 20, 2014 80% of Math and Literacy courses will be at stage 2 development where courses must include all units and topics as evidenced by lesson plans and/or BOYC template.	X		1	12/20/14	Met with evidence with 80% implementation of stage 2 BYOC.
Student Progress and Achievement					
By December 19, 2014, 70 % of students will score 60% or higher on grade level common assessments.	X		2	12/19/14	Did not meet with 52% of all English students testing at 60%.

Quarterly ESEA Reporting Form

Date Completed: December 22, 2014

Status:

School: Wonder Junior High

Priority **___**

District: West Memphis School District

Priority Academic Distress **___**

Principal: Dr. Quarrels

Focus Academic Distress **___**

ADE School Improvement Specialist: R. Bryant

External Provider: Elbow 2 Elbow

Locally Hired School Improvement: _____

Highlights from 2 **Quarter:**

- SIG visit went quite well
- Technology issues are a work in progress.
- Teachers are working on self- reflections in Bloomboard to set up evaluations
- Math Specialist and E2E math consultant are developing a plan of action to support struggling teachers
- Literacy Specialist and principal have developed a plan of action to support track and struggling teacher
- Discipline seems to be an issue on campus. In-school suspension has stopped due to a contracted agency closing their business
- Grandparents Day for 8th graders had about 55 parents in attendance
- CHAMPS was developed and implemented differently for the first time this year All but 60 students met the criteria to attend the function
- Field experiences for all grades have been developed and narratives to explain the reasoning of the experiences have been submitted and are waiting for approval
- All faculty and staff had Apple training
- Career coaches seem to be an issue due to lack of communications amongst campuses and the community college
- CTE visit went well for Wonder Junior
- Discussed with E2E consultant the new protocol for reports and how thorough they need to be painting a picture that truly represents concerns, issues, barriers, and highlights what programs are being implemented with fidelity
- PD for teachers based on CWT data and discipline data indicates training need to be provided for questioning, rigor, Open responses, and classroom management as well how to integrate technology in instructional practices

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Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- A waiting CTE visit report from the department. District is aware that the report may reveal some safety issues and concerns that must be done for approval of program. The district will develop a plan of action to handle these issues. The major concern is with the automotive program and whether students will be able to receive credit for the electives being offered.
- Attendance is an issue for the district. Weather and not having a transportation system for picking up students and dropping them off at home is an issue that impacts the attendance rates for most campuses.
- Filing FINS is a concern for the district. The process has changed via the Attorney General.
- Technology and infrastructure issues are slowing being eliminated as barriers for the district.
- Researching new ways to support Career Readiness amongst all junior high campuses to ensure we are providing students with the necessary skills to leave high school and maintain life.
- Maintenance will update all maintenance concerns during Christmas break to eliminate issues with building structures and access to campuses better.
- NSLA funding is a major concern because most Literacy, Math Specialist are paid through this source of funding
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b) Building Principal:

- At least three members of the faculty and staff are in the process of being support tracked based on data being collected.
- Arkansas Counseling Agency is no longer able to provide In-School Suspension for the entire WMSD elementary and junior high campuses.

c) Building Leadership Team:

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- Technology issues are a never ending barrier as well as the safety of students on an open campus. It has been discussed to hire someone solely for Wonder Junior campus to provide tech support and PD on integrating technology into curriculum.
- The Literacy Specialist voiced a concern for the IMO for Literacy for the 3rd quarter. The curriculum that will be introduced and implemented in this quarter is new to all students and teachers. They barely made IMO the 2nd quarter, and request that the percentage be changed.
- Math Specialist identified an area of weakness for all grades in Math: Open responses. She is researching programs such as C.G.I. and Singapore Math to provide PD and training that would help close this gap in open responses, and also to help teachers gain the depth of knowledge that CCSS require.

d) School Improvement Specialist:

- ADE SIS and SIG director have made several suggestions as to how to support track the teachers who need to guidance on instructional practices and classroom management
- ADE SIS has also made suggestions have been made to enhance the rigor of question techniques.
- ADE SIS made suggestions to help boost the comprehension of open responses school wide by ADE SIS
- Suggestions have been made on how to effectively utilize all resources and consultants to its fullest effect to close the gap in achievement by ADE SIS.
- Suggestions for PD / training have been made as well as how to modify the lesson plan due date for provide feedback to teachers in a timely manner to allow changes to be made in plans by the ADE SIS.
- Suggestions have been made to help the TAGG population: SWD to help monitor and provide extra support in learning by ADE SIS.

e) Other:

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

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none

IMO Area: 1. Change in teacher and leader practice: Met: ___ Not Met: ___
 2. Student progress and achievement: Met: X Not Met: ___
 3. Student safety and discipline: Met: ___ Not Met: X
 4. Parent and community engagement: Met: X Not Met: ___
 Total IMO's this Quarter: 7 Met: X Not Met: ___

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
2nd Quarter IMOs 1. Change in Teacher/Leader Practice-- CWT By December 19, 2014, CWT data will reflect an average of 25 classroom walkthroughs per week (225 during 2nd quarter) conducted by the principal, assistant principal, literacy specialist, math specialist, and science specialist using the Wonder Jr. High Google Doc (<i>adapted from Teachscape and TESS</i>)			1	12/19/14	<i>As of December 17, 2014 the team needed about 17 more CWT's to meet this IMO goal target.</i> A waiting E2E CWT data to determine if IMO was met by the end of the quarter report.
2. Change in Teacher/Leader Practice-- Teach Like a Champion-- By December 19, 2014, teachers will implement 4 techniques from Teach Like a Champion in both lesson plans and instruction. Wonder Jr. High	x		1	12/19/14	<ul style="list-style-type: none"> • WJHS met our IMO of teachers implementing 4 strategies from the book study in both lesson plans and instruction. E2E Specialist has this data readily available in the evidence box in the school's data room.

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classroom walkthrough observation data will provide evidence of implementation in both lesson plans and instructional practices.					
<p>3. Change in Safety and Discipline-Teacher Referrals</p> <p>By December 12,2014, there will be a 6% (<87) decrease from 2013-14 2nd quarter teacher referrals (92) as reflected in 2nd quarter E-school discipline data.</p>		x	3	12/19/14	<ul style="list-style-type: none"> • decrease in # of Teacher Referrals from 1st quarter to 2nd quarter • # 104-87 • most of the referrals come from 8th grade math teacher one of the gym teachers has just about stopped sending referrals to the office because she is using other strategies in the classroom to deter sending students to the office. • We have seen the discipline referrals increase. We have also purchased TisBis to help disaggregate the data in a more effective manner. This will help target any areas that need to be addressed with faculty and staff.
<p>4. Change in Student Achievement-Literacy</p> <p>By December 19, 2015, 62% of all 7th, 8th and 9th literacy students will meet the benchmark for proficiency on the most current TLI forecast report.</p>	x		2	12/19/14	<ul style="list-style-type: none"> • 2nd quarter IMO was 62% and Lit for all grades was 62.3% • 7th grade-88%, 8th grade-79%, 9th grade-79%, Geo-98% • SpEd-18% Prof and 33% • Question was asked about changing IMO for 3rd quarter seeing that the next module test will be very challenging for the students. We will not change IMO

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					at this time, but we will look at the numbers on next quarter.
5. Change in Student Achievement-Math By December 19, 2014, 59% of all 7th, 8th and 9th math students will meet the benchmark for proficiency on the most current TLI forecast report.	x		2	12/19/14	2nd quarter IMO was 62% and overall for the three grades was an average of 82%. 7th grade-88%, 8th grade-79%, 9th grade-79%, Geo-98% SpEd-67% Prof and 33% not
6. Change in Parent/Community Involvement--Parent Contacts By December 19, 2014, teachers will document an average of 10 parent contacts per week for the 2nd quarter.	x		4	12/19/14	<ul style="list-style-type: none"> • 4,156 parent contacts for the 2nd quarter by teachers • 8,603 parent contacts for the entire semester All except two teachers who have been conferenced on for not fulfilling the expectations of reaching out to parents.
7. Change in Parent/Community Involvement--Parent Attendance By December 19, 2014, parent sign-in sheets will reflect that at least 15% of 528 (79) parents will attend the 2nd quarter monthly parent involvement activities.	x		4	12/19/14	<ul style="list-style-type: none"> • 279 parents were involved in campus activities