

**Arkansas Department of Education  
Standing Committee on Academic Distress  
Friday, October 14, 2016 - 11:00 AM  
ADE Auditorium**

**AGENDA**

- I. Call to Order
- II. Consideration to Approve Minutes - September 9, 2016 2  
Presenter: Deborah Coffman
- III. Recommendations from School Improvement Unit 5  
The recommendations were submitted to the State Board on July 15, 2016.  
Presenter: Dr. Richard Wilde
- IV. Consideration of Progress of Hope High School – Hope School District; Pine Bluff High School and Belair Middle School – Pine Bluff School District; and Watson Chapel High School – Watson Chapel School District 24  
The Sub-Committee of the State Board of Education will consider progress related to Hope School District, Pine Bluff School District and Watson Chapel School District efforts to support schools in Academic Distress. The progress of student achievement at each school will be highlighted. For committee consideration, the Principal and Superintendent from each school will provide a general update of the progress and answer questions related to overall school improvement efforts.  
Presenter: Dr. Richard Wilde and Elbert Harvey
- V. Reporting Schedule 229  
Presenter: Deborah Coffman
- VI. Adjournment

**Minutes**  
**State Board of Education Standing Committee on Academic Distress**  
**Friday, September 9, 2016**

The State Board of Education Standing Committee on Academic Distress met Friday, September 9, 2016, in the Auditorium of the Arch Ford building. Chair Diane Zook called the meeting to order at 11:00 a.m.

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

Absent: None

**Chair's Report**

Chair Zook asked each member to provide a brief introduction.

Public School Program Manager Dr. Richard Wilde offered a revised process for review of schools classified in academic distress. The committee acknowledged support for the revised process.

**School in Academic Distress – Dermott High School**

Public School Program Manager Dr. Richard Wilde said the Dermott School District was making progress but the district faced similar challenges as other districts in the Delta. He said the school board was engaged and was supportive of the administration.

Dermott School District Superintendent Ms. Kristi Ridgell said the district was providing support to schools. She said district administration was meeting with individual educators to provide support and resources.

Dermott High School Principal and School Improvement Specialist Ms. Heather Hardin said the Department support has been helpful. She said data are indicating 12+ percent gain in mathematics and literacy during the last year. She said students are engaged in the conversations around the data and expectations. She said the school culture was improving as a result of this work. She said a new climate could be felt in the school due to the support, compassion, and high expectations for students and teachers. She said data days are protected to analyze data and develop strategic plans for moving forward. She said teachers worked to develop curriculum during the summer. She said the school has several new teachers and support was being provided to these educators. She said by narrowing the focus the work has been accomplished with

fidelity and the school was seeing progress.

Ms. Hardin said the reading goals were set for the first interim progress check and would be revised after that checkpoint. She said the school did not have a documented literacy plan but it was being considered. She said a check and balance system has been put into place to ensure student transcripts are accurate and students are on track to graduate. She said the school based health clinic has helped to lower absenteeism. She said parents and community have been very engaged in the clothes closet and the food bank. A community member provided backpacks and supplies for all students. She said parents are assisting in day-to-day operations that help the principal and teachers. She said the Teacher Cadet program is new this year. She said the Jewels mentoring program has been active for two (2) years.

Ms. Hardin said at one time the school was receiving too much help, but the current support from the Department has contributed to narrowing the focus. She said the support has been well received and helpful.

Dermott School District Curriculum Coordinator Ms. Arnese Gardner said the Department has been very targeted in their support to the district.

The district and school will report to the Standing Committee on Academic Distress on June 9, 2017.

### **School in Academic Distress – Marvell-Elaine High School**

Public School Program Manager Dr. Richard Wilde said the Marvell-Elaine High School was recently added to the academic distress list. He said the district has bordered on fiscal distress. He said the district has made appropriate decisions based on the limited budget. He said there was teacher turnover and a need for school culture improvement.

Marvell-Elaine School District Superintendent Ms. Joyce Cottoms said the district has made administrative changes. She said the district has contracted with Mr. Norman Hill for financial assistance. She said the district has declining enrollment, difficulty recruiting quality educators, limited housing, and a declining balance since 2012. She said the instructional facilitators had to be moved into classrooms to fill vacancies.

Marvell-Elaine High School Principal Mr. Antony Hobbs said the teachers were working on bell-to-bell learning. He said the school culture was the priority item for his first year.

Ms. Cottoms said the ADE has been very helpful. She said the district was very receptive to the assistance.

The district and school will report to the Standing Committee on Academic Distress on January 13, 2017.

## **School in Academic Distress – Strong High School**

Public School Program Manager Dr. Richard Wilde said Strong High School has been on the academic distress list for three (3) years.

Strong-Huttig School District Superintendent Mr. Jeff Alphin said the district was working on three (3) focus areas – changing the culture, improving the curriculum, and retaining effective teachers.

Strong High School Principal Dr. Wendell Colen outlined nine (9) steps to changing the culture.

Strong School District School Improvement Specialist Ms. Shirley Kyle outlined nineteen (19) steps to improving the curriculum. She said the ADE School Improvement Unit has provided support in analyzing data and designing next steps.

Mr. Alphin said the district was fully staffed. He outlined nine (9) steps for retaining effective teachers. He said the district was working with the South Central Education Service Cooperative to develop the educator pipeline. He said the district had a declining enrollment.

Mr. Alphin said the Department support has been collaborative.

No follow-up date for reporting has been determined.

## **Adjournment**

The meeting adjourned at 1:39 p.m.

*Minutes recorded by Deborah Coffman.*



ARKANSAS  
DEPARTMENT  
OF EDUCATION

# **Arkansas Review of Schools Classified in Academic Distress**

July 15, 2016

Submitted by  
Division of Public School Accountability  
School Improvement Unit

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## INTRODUCTION

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

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

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

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

## RECOMMENDATION # 1: PREVIOUSLY CLASSIFIED SCHOOLS

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

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

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

### RECOMMENDATION 2: NEWLY CLASSIFIED SCHOOLS

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

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

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

### RECOMMENDATION 3: DISTRICT WILL CLARIFY SUPPORT TO BE PROVIDED

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

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

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

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

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

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

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

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

#### RECOMMENDATION 4: INFORMING AND DEVELOPING THE LOCAL SCHOOL BOARD

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

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

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

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

#### SUMMARY:

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

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

## Attachment A

### Schools Identified in Academic Distress Three Consecutive Years

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

### Schools Identified in Academic Distress Two Consecutive Years

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

### Newly Identified Schools in Academic Distress

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

**Districts Identified in Academic Distress**

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

**Attachment B  
Academic Distress Site Review Schedule and Teams**

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

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

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

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

## Attachment C

### SCHOOL GOALS

#### BACKGROUND

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

#### GOAL 1

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

#### CLARIFICATION

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

#### BACKGROUND

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

#### GOAL 2

The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

#### CLARIFICATION

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

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

### BACKGROUND

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

### GOAL 3

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

### CLARIFICATION

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

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

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

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

## Attachment D

### DISTRICT RECOMMENDATIONS

#### BACKGROUND for recommendation 1:

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

#### RECOMMENDATION 1: DISTRICT

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

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

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

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

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

#### CLARIFICATION of the recommendation:

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

The turnaround principles are the basis of this recommendation:

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

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

BACKGROUND for district recommendation 2:

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

RECOMMENDATION 2 District:

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

CLARIFICATION of the recommendation:

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

The National School Boards Association has published articles related to eight characteristics of effective school boards. In addition, the Center for Public Education has both an executive summary and a full report on the characteristics of effective school boards. This can be easily accessed at <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards>.



# Arkansas Department of Education

*Transforming Arkansas to lead the nation in student-focused education*

**Johnny Key**  
*Commissioner*

September 12, 2016

**State Board  
of Education**

Bobby Hart, Superintendent  
Hope School District  
117 E. Second Street  
Hope, AR 71801

Mireya Reith  
*Fayetteville*  
**Chair**

Dr. Jay Barth  
*Little Rock*  
**Vice Chair**

Dear Superintendent Hart:

Joe Black  
*Newport*

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

Susan Chambers  
*Bella Vista*

Charisse Dean  
*Little Rock*

Dr. Fitz Hill  
*Little Rock*

Given your district has one school classified in Academic Distress, the Sub-Committee of the State Board of Education has scheduled your next review for Friday, October 14, 2016. The Committee meeting will begin immediately following the adjournment of the regular session of the State Board. Please contact me for an approximate starting time or for assistance in preparing for this meeting.

Ouida Newton  
*Poyen*

R. Brett Williamson  
*El Dorado*

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

Diane Zook  
*Melbourne*

## **Hope High School (Academic Distress School)**

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

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.gov

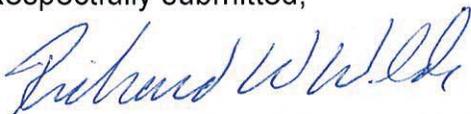
*An Equal  
Opportunity  
Employer*

Please send this information to Glenda Cupples at [glenda.cupples@arkansas.gov](mailto:glenda.cupples@arkansas.gov) in PDF format as soon as possible, but no later than by noon on Thursday, September 22, 2016. The items generally requested include:

1. A list of external providers supporting school improvement and, if this is a continuing service from 2015-2016, the evaluation of the effectiveness of these services within your school district.
2. A summary report from the principal of the actions the specific school is taking to meet the ADE's recommendations (and/or PIP).
3. The document that outlines next steps for supporting school(s) in meeting ADE's recommendations (the support plan and any supplemental material).
4. Number of years each principal has been assigned to the specific school and the actions that have been taken to increase the leader's effectiveness.
5. Minutes and agendas during the prior six months with topics related to school improvement highlighted.
6. Any additional information you consider relevant to your progress.

We look forward to reviewing your information and discussing your successes and challenges. For the specific process of the meeting, we have attached a draft copy of the meeting protocol. If you need any additional information or assistance, please contact me at 501-683-3434 or [richard.wilde@arkansas.gov](mailto:richard.wilde@arkansas.gov).

Respectfully submitted,



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

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



## **Process for Review of Schools Classified in Academic Distress**

### **Prior to meeting**

1. School Improvement Unit (SIU) provides written report on progress made in addressing the goals established in the recommendations.
2. SIU submits the district's plan of support (recommendation 3) to the Special Committee. SIU submits most current 45 Day Progress Report for Special Committee review.
3. District will submit documentation related to plan of support (recommendation 3) implementation
4. District will submit highlighted local school board agendas and minutes for the six months preceding the meeting with the State Board of Education (SBE) Special Committee.
5. The school principal will submit a summary of the school's progress and the indicators of that progress.

### **At the meeting (Presentation by Arkansas Department of Education and School District are each limited to 25 minutes)**

1. The SIU supervisor and or the SIU specialists will highlight any key points from the submitted documents.
2. The principal will provide an oral report summarizing documents submitted.
3. The superintendent/designee will provide an oral report summarizing support provided to the school and highlighting school board activity related to supporting school improvement activity.
4. All presenters available for Q&A with the Special Committee.
5. If the Special Committee has concerns following a review of the information, the school/district is rescheduled to appear again before the subcommittee with representation from the Local School Board.

**Hope High School**  
**School Improvement Report**  
**Arkansas Department of Education**  
**2016-2017**

Hope High School  
1701 South Main  
Hope, AR 71801  
870-777-3451

Plan developed by:  
Bill Hoglund, Principal  
Bobby Hart, Superintendent  
Carla Narlesky, School Improvement Specialist  
Input provided by:  
Ira Love, Federal Programs Coordinator  
Tisha Hunter, Instructional Facilitator  
Donald Patton, Assistant Principal  
Mike Radebaugh, Assistant Principal

Hope High School in order to ensure academic achievement will complete the following:

1. Create a professional development plan to support the principal

2. Allocate state and federal categorical funding
3. Provide assessments and analyze data to guide instruction
4. Decision making autonomy
5. Create a plan to retain effective teachers
6. Create curriculum alignment in the areas of literacy and mathematics
7. Engage parents and community within the school
8. Create a positive learning environment and positive school climate

**Data Analysis and Predicted Future Growth**

Analysis was calculated based on preliminary test results. By increasing scores by a minimum of 10%, Hope High school will achieve student achievement above the academic distress threshold for the 2016-2017 school year. All projected growth figures will be recalculated yearly.

	Mathematics		ELA	
	9th	10th	9th	10th
<b><i>Current Reality 2015-2016</i></b>	3%	4%	18.0%	19.3%
Projected Growth 16-17	13%	14%	35%	40%
Projected Growth 17-18	25%	25%	40%	45%
Projected Growth 18-19	30%	30%	45%	50%

**1. Create a professional development plan to support the principal**

Hope Public School District will provide professional development in the following areas for the principal:

<b>Action Step</b>	<b>Resources</b>	<b>Personnel</b>	<b>Timeline</b>
HPSD will provide a book study focusing on effective communication, tasks and decision-making skill development and supervision.	<u>20 Biggest Mistakes Principals Make and How to Avoid Them</u>	Carla Narlesky, School Improvement Specialist	Ongoing 2016-2017
HHS Principal will complete ALA Leadership Academy		Jerry Vaughn, ALA	Initial PD: July 26-28, 2016
HHS Principal will attend the school improvement conference.	ADE Conference	ADE Personnel	June 20 – 24, 2016
HHS Principal will complete Bloomboard training. Recalibration training will occur throughout the year.		Dianne Gathright	August 8-9, 2016 Follow up September 12, 2016
HPSD will provide CWT training, analysis & feedback		Carla Narlesky, SIS	September 7, 2016
HPSD along with HHS Administration and Counselors will develop a master schedule to include common PLC time for core teachers	Master Schedule builder (e-School)	Carla Narlesky, SIS Bill Hoglund, Principal HHS Counselors	Spring 2017 for the upcoming year.
The district school improvement specialist will serve as the mentor for Bill Hoglund, Hope High School principal.		Carla Narlesky, SIS	August – May 2017

Date	Professional Development Topics (These will be developed into action steps during the Spring of 2017 and 2018)
2017 - 2018	Bloomboard recalibration training Master Schedule PD in order to develop a schedule to include common PLC time for core teachers (literacy, math, science & history) Data Analysis Student voice and choice ALA – Will attend Master Principal Institute District mentorship for principal
2018 - 2019	Bloomboard recalibration training Using feedback to enhance instruction District mentorship for principal

The principal will work in conjunction with the district SIS to hold bi-monthly leadership team meetings. Hope High School Principal will be offered multiple professional development opportunities throughout the school year to include but not limited to: lectures at UALR, Arkansas Leadership Quest, School Improvement

- 2. Allocate state and federal categorical funding
  - Hope High School is not a Title I School
  - NSLA allocation, purchases, and evaluation

Purchase	Purpose	Evaluation	Reoccurring Purchase	
			Yes	No
Summer School	Serve students needing additional academic support	Increased academic knowledge; Star Reading and Star Math pre and post tests growth.	Yes <input checked="" type="checkbox"/>	No
NewTech consultants	Academic support for teachers	Increased test scores on ACT Aspire; Project based learning outcomes achieved; Rigorous curriculum alignment; CWTs will be utilized in order to guide feedback to ensure standards and curriculum alignment are being met and used.	Yes <input checked="" type="checkbox"/>	No
Career Coach	Serve and support students in developing career goals.	Students ready for college; understanding of applications, grants, scholarships. Students ready for post-secondary work. Increased enrollment at UAHT during high school.  A system will be created to track students post high school including but not limited to 2 year and 4-year college attendance, military service.	Yes <input checked="" type="checkbox"/>	No
STAR reading & math assessments	Indicators of student performance	Creating RTI goals and enhancing student achievement. STAR EOY achievement compared to BOY.	Yes <input checked="" type="checkbox"/>	No
Parental Involvement	To enhance parental involvement	Increased parental attendance at academic events; less discipline referrals. Research used: <a href="http://www.nea.org/tools/17360.htm">http://www.nea.org/tools/17360.htm</a> <a href="https://www.csustan.edu/.../DohnerChavez.pdf">https://www.csustan.edu/.../DohnerChavez.pdf</a> Reports will be gathered every nine weeks to view discipline referrals, absenteeism.	Yes <input checked="" type="checkbox"/>	No
Instructional Facilitator	Correlates data, models instructional practices	Teachers understanding and using data to drive instructional practices; CWTs will be utilized to view	Yes <input checked="" type="checkbox"/>	No

		instructional practices modeled and reviewed within PLCs. Teachers will receive feedback about their CWTs in order to guide instructional strategies. Furthermore, lesson plans will be reviewed for enhanced DOK and essential questioning techniques. These techniques will be monitored throughout the year during CWTs, informal and formal observations.		
Professional Development	Various professional development offered to meet PGP/teacher needs.	Enhanced teaching practices will be witnessed through observations, lesson plan review, and PLC meetings with teachers.	<b>Yes</b> <input checked="" type="checkbox"/>	No
Materials & services	Materials including to not limited to: books, technology, classroom materials	Review of lesson plans and feedback on the use or lack therefore on materials and technology. Growth in math and literacy performance and understanding through increased STAR math/reading scores and ACT Aspire growth.	<b>Yes</b> <input checked="" type="checkbox"/>	No

3. Provide assessments and analyze data to guide instruction

- Assessment Plan

<p><b>First Quarter</b></p> <ul style="list-style-type: none"> <li>● <i>STAR Testing (BOY)</i> <ul style="list-style-type: none"> <li>○ August 31 Completed</li> </ul> </li> <li>● <i>ACT Aspire Interim</i> <ul style="list-style-type: none"> <li>○ October 15 Completed</li> </ul> </li> <li>● <i>Pre and Post Unit Tests</i></li> </ul>	<p><b>Second Quarter</b></p> <ul style="list-style-type: none"> <li>● <i>ACT Aspire</i> <ul style="list-style-type: none"> <li>○ December (week before break)</li> <li>○ 4 weeks of instruction necessary for testing validity</li> </ul> </li> <li>● <i>Paper-Based ACT grade 11(2/28)</i></li> <li>● <i>Pre and Post Unit Tests</i></li> </ul>
<p><b>Third Quarter</b></p> <ul style="list-style-type: none"> <li>● <i>ELPA 21 (LEP) k-12 (1/30-3/10)</i></li> <li>● <i>STAR Testing (MOY)</i> <ul style="list-style-type: none"> <li>○ Early February</li> </ul> </li> <li>● <i>ACT Aspire</i> <ul style="list-style-type: none"> <li>○ Late February</li> </ul> </li> <li>● <i>Science Alternate Portfolio grade 10 (3/17)</i></li> <li>● <i>Computer Based ACT grade 11 window (2/28-3/14)</i></li> <li>● <i>Pre and Post Unit Tests</i></li> </ul>	<p><b>Fourth Quarter</b></p> <ul style="list-style-type: none"> <li>● <i>Make up date for paper based ACT 11 (4/19)</i></li> <li>● <i>Multi-State Alternate Assessment (4/3-5-12)</i></li> <li>● <i>ACT/ACT Aspire - Summative</i> <ul style="list-style-type: none"> <li>○ Window for grades 3-10 (4/10-5-12)</li> </ul> </li> <li>● <i>STAR (EOY)</i> <ul style="list-style-type: none"> <li>○ May</li> </ul> </li> <li>● <i>Pre and Post Unit Tests</i></li> </ul>

Dates are tentative and provided by Commissioner's Memo LS-16-059.

## Document B

STAR reading and math assessments will be utilized to gauge current student performance in reading and math. Analysis of this data will assist in grouping students for interventions, skill building, and enhancement of curriculum. After each ACT Aspire Interim assessment teachers will:

- Make notes about which students were exceeding, ready, close or in needs of support.
- Each teacher will complete a reflection sheet for each category.
- All students will be informed of their test scores and scores will be reviewed in small groups for students scoring close or in needs of support.
- An RTI plan will be developed for each student scoring close or in needs of support. This plan will include interventions, skill remediation, and support for learning the missing skills.
- Teachers will implement the RTI plan within the classroom and restructure the class as necessary.
- The RTI plan will be reassessed (every 2 weeks) through classroom anecdotal notes, observations, and classroom assessments.
- This process will continue until all students are succeeding and/or making consistent growth.

The ACT Aspire Interim assessments will guide teachers in knowing the skills students are performing below average on. These assessments will guide re-teaching efforts in order to strengthen student knowledge.

Assessments such as anecdotal notes, observations, meeting with students in small groups, one-on-one assistance will guide the structuring of the classroom for RTI purposes.

## RTI TIMELINE

### 1<sup>st</sup> Quarter

- Administer Universal Screening by August 31<sup>st</sup> (BOY)
- Implement interventions based on benchmark scores from the universal screener (STAR reading and STAR math)
- Progress monitor “at risk” students every 2 weeks
- Strategically monitor “some risk” students every 4 weeks
- Monthly RTI meeting to address individual student intervention

### 2<sup>nd</sup> Quarter

- Continue to implement interventions based on progress monitoring scores
- Continue to progress monitor “at risk” students every 2 weeks
- Continue to strategically monitor “some risk” students every 4 weeks
- Continue monthly RTI meetings to address and monitor individual student intervention plans

### 3<sup>rd</sup> Quarter

- Administer universal screening by February 10<sup>th</sup> (MOY)
- Implement interventions based on benchmark scores
- Progress monitor “at risk” students every 2 weeks
- Strategically monitor “some risk” students every 4 weeks
- Continue monthly RTI meetings to address and monitor individual student intervention plans

### 4<sup>th</sup> Quarter

- Administer Universal Screening by May 1<sup>st</sup> (EOY)
- Continue to implement interventions based on progress monitoring scores
- Continue to progress monitor “at risk” students every 2 weeks
- Continue to strategically monitor “some risk” students every 4 weeks
- Continue monthly RTI meetings to address and monitor individual student intervention plans

Hope High School utilized STAR reading and math assessments as the universal screener.

- District data wall
  - The district will maintain a data wall containing teacher information. The data wall will contain the following information: BOY Star Reading, BOY Star Math, ACT Aspire Interim data, EOY Star Reading and EOY Star Math. The data will be updated after every interim assessment. Analysis will guide teacher conversations and support of progress towards state standards.
- School data wall
  - Teachers will have student specific data walls within the areas of literacy and mathematics. Teachers will update the data walls after every interim assessment. Teachers will complete a data analysis/reflection in order to guide remediation efforts, support for students, and enhance curriculum. Analysis will also support grouping of students for RTI and assist teachers in developing a reflective mindset. Evaluation of data walls will be seen by student progress on Interim assessments, Star reading and math BOY and EOY assessments.
  - Because Hope High School does not have sufficient common planning periods for literacy and mathematics the following plan has been implemented to ensure support and success within these academic areas:

Early release dates and faculty meetings will be utilized for the following purposes:

- Review of lesson plans to ensure rigor and alignment to the standards.
- Review of curriculum pacing guides for progress and alignment to the standards.
- Review of post test units in order to develop interventions, remediation of concepts, and student progress/growth towards standards
- Creation of lesson plans
- Creation of common units of study.
- Unit pre and posttest data will be shared with the instructional facilitator along with next steps developed in order to correct any academic gaps.

Early release dates: (10-5-16; 11-9-16; 12-7-16; 2-1-17; 3-1-17; 4-5-17; 5-3-17)

Faculty meetings occur twice a month. Literacy teachers will meet with the instructional facilitator, school improvement specialist, and/or district curriculum director during the above-mentioned dates.

**PLC Guide for 2016-2017**

PLCs will be conducted using the following schedule and tentative topic discussion.

Topics for PLCs were derived from the following data collection:

- Analysis of ACT Aspire Data
- ADE Educator Survey results
- Review of Lesson Plans
- Review of Curriculum Maps
- Classroom observations

All PLCs will be led by Tisha Hunter, Instructional Facilitator and Bill Hogle, Principal Literacy and Math Specialists from the Southwest Educational Cooperative will assist as needed.

Hope High School does not have common planning time. These topics were generated to assist all curriculum areas in order to enhance instruction throughout the school.

	<b>Topic</b>	<b>Expected Outcome</b>
9/8/16	NORMS Data Wall explanation	Each PLC will develop a set of NORMS; Teachers will know how the data wall helps guide their instruction
9/22/16	ACT Aspire Data Analysis; Data Wall review	Teachers will understand the needs of their students according to ACT Aspire Data Analysis
10/13/16	Failing students Data Wall Review	Teachers will review progress reports and discuss interventions being used with failing students.
10/27/16	Interventions – Help Me.	Teachers will be able to utilize a variety of interventions within the classroom. Observations, review of lesson plans, and PLC conversations will monitor this effort.
11/10/16	ACT Aspire Writing Rubric	Teachers will understand the ACT Aspire writing rubric and use the rubric within their classrooms.
12/8/16	DOK	Teachers will understand Depth of Knowledge and build lessons with increasing DOK levels to enhance student learning/achievement.
1/12/17	Essential Questions	Teachers will understand the development of Essential Questions.
1/26/17	Data Wall Review	Teachers will know which students are performing below the “Ready” level. Interventions will be put in place.
2/9/17	Feedback	Teachers will learn various methods to use in giving feedback to students in order to guide improvement within the areas of writing.

2/23/17	High Yield Strategies	Teachers will learn about the High Yield Strategies and choose 2 new strategies to try.
3/9/17	Test Prep	Inspirational tips for testing.
4/13/17	Data Wall Review	Teachers will know which students are performing below the “Ready” level. Interventions will be put in place.
4/27/17	Curriculum Review	Teachers will review their curriculum maps in order to make changes.
5/11/17	End of Year Review	Teachers will review this year and suggest new academic changes.

Because Hope High School does not have sufficient common planning periods for literacy and mathematics the following plan has been implemented to ensure support and success within these academic areas:

Early release dates and faculty meetings will be utilized for the following purposes:

- Review of lesson plans to ensure rigor and alignment to the standards.
- Review of curriculum pacing guides for progress and alignment to the standards.
- Review of post test units in order to develop interventions, remediation of concepts, and student progress/growth towards standards
- Creation of lesson plans
- Creation of common units of study.
- Unit pre and posttest data will be shared with the instructional facilitator along with next steps developed in order to correct any academic gaps.

Early release dates: (10-5-16; 11-9-16; 12-7-16; 2-1-17; 3-1-17; 4-5-17; 5-3-17)

Faculty meetings occur twice a month. Literacy teachers will meet with the instructional facilitator, school improvement specialist, and/or district curriculum director during the above-mentioned dates.

4. Decision making autonomy

- The Hope Public School District gives decision making autonomy to the Hope High School Principal and school improvement leadership team in the following areas (although this is not an exhaustive list)
  - Scheduling – ability to double block core areas; create a workable PLC period
  - Implementing programs of study
  - Hiring – interviewing and recommendations to the superintendent
  - Evaluations – placement of teachers on Track 3 if warranted and documented
  - Faculty meetings
  - Planning professional development – autonomy to invite professionals to provide PD on specific areas of need
  - Purchasing
- Hope High School is supported through NSLA funds. All teachers receive financial support for their classrooms. Procedure includes: 1) teacher/department requests funds for academic expenditure to the principal. 2) The principal verifies with the school improvement team of the expenditure need. 3) The team verifies the need and submits the information to the federal coordinator for approval.

5. Create a plan to retain and recruit effective teachers

<b>Action Step</b>	<b>Resources</b>	<b>Personnel</b>	<b>Timeline</b>
Create and implement Exit survey to reveal areas of improvement in order to retain effective teachers.	Survey; Examples of surveys from other districts	District Leadership Team	February 2017
Mentoring assignments for new teachers at HHS		Bill Hoglund	August 2016
Creation of a district faculty handbook; Handbook is created to ensure open communication.		Bobby Hart; HSPD Indistar team	March 2017
Review of policies on retention and recruitment.		Steve Bradshaw; HPSD Indistar team	March 2017
HHS will administer a quarterly educator climate survey. HHS principal will address areas of concern within faculty meetings and develop a plan to rectify situations.	ADE survey	Carla Narlesky, SIS Bill Hoglund, Principal	August 2016 November 2016 February 2017 May 2017

- Hope High School will assign new teachers a mentor for guidance and support during their first year of teaching. This mentor will meet with the teacher on a regular basis in order to provide assistance where necessary. Mentors are assigned based on subject area, experience, and success within the classroom as evident within Bloomboard.
- Mentors and teacher mentees will attend various professional development sessions throughout the year offered at the Southwest Educational Cooperative.

Teacher	Mentor	Subject
Tim Bower	Janet Banister	ELA
Courtney Howard	Tisha Hunter	ELA
David Headrick	Mike Miller	Algebra II

6. Create curriculum alignment in the areas of literacy and mathematics

- ELA and mathematics teachers held two days of professional development during June 2016 in order to create curriculum alignment documents for the 2016-2017 school. The district curriculum supervisor worked with the teachers to ensure alignment to the new Arkansas math standards.
- Due to inadequate ACT Aspire scores within mathematics, the district felt the need to change the curriculum to Eureka Math. This math curriculum will provide specific guidance to teachers. The lessons provide pre and post tests along with assessment benchmarks during the unit lesson.
- The ELA teachers will review the alignment after the new Arkansas ELA standards are released.
- In order to ensure the curriculum is being taught with fidelity, the HHS administrative team conducts regular classroom walk-through observations with written feedback. Teachers are given feedback within a 24-hour period.
- Lesson plans are also reviewed for curriculum alignment and progress towards completing the standards. All lesson plans are due by Monday morning. All lesson plans are then reviewed and feedback given for needed growth.

Because Hope High School does not have sufficient common planning periods for literacy and mathematics the following plan has been implemented to ensure support and success within these academic areas:

Early release dates and faculty meetings will be utilized for the following purposes:

- Review of lesson plans to ensure rigor and alignment to the standards.
- Review of curriculum pacing guides for progress and alignment to the standards.
- Review of post test units in order to develop interventions, remediation of concepts, and student progress/growth towards standards

## Document B

- Creation of lesson plans
- Creation of common units of study.
- Unit pre and posttest data will be shared with the instructional facilitator along with next steps developed in order to correct any academic gaps.

Early release dates: (10-5-16; 11-9-16; 12-7-16; 2-1-17; 3-1-17; 4-5-17; 5-3-17)

Faculty meetings occur twice a month. Literacy teachers will meet with the instructional facilitator, school improvement specialist, and/or district curriculum director during the above-mentioned dates.

- Process to monitor curriculum alignment includes:
  - Review of lesson plans by the principal and assistant principals
  - CWTs and observations conducted by the principal, assistant principal, director of curriculum
  - Feedback to teachers
  - Review of curriculum map alignment and progress within PLC meetings after-school. (Early release dates and faculty meetings)
  - Planning of curriculum lesson/units with instructional facilitator and/or director of curriculum.
  - Review of pre and post unit assessments for understanding and rigor.

### 7. Engage parents and community within the school.

- Parents of HHS students will serve on the Handbook committee
- Open House will be conducted to introduce parents and students to faculty and procedures for the school.
- Parent/Teacher Conferences will be conducted in order to inform parents of academic performance and growth. Teachers will have protocols for review with parents. Teachers will review the following with all parents: areas of strength; concern; goals and plans for support; recommendations made for support services, enrichment.
- Parent survey about Hope High school (survey will include areas of: academics, social wellness, safety)
- Career Coach – works with students in registering for college and assess 9<sup>th</sup> and 10<sup>th</sup> graders with Acuplacer for college readiness.
- Cyber communications via Facebook and Twitter will inform parents of upcoming events.
- Behavioral and parent contacts will be quarterly and after each discipline infraction.
- Family nights – focused on academics by grade level
- Hope High school will work with parents to ensure regular attendance and eliminate discipline problems.

Parents of students who are not in regular attendance at school events will receive mailed invitation to events.

Document B

8. Create a positive learning environment and positive school climate.
  - School Culture professional development held on July 18, 2016
  - ADE Educator Climate Survey – conducted in August 2016
  - Hope High School will create a monthly calendar for teacher incentive ideas and implementation
  - Teachers will receive timely feedback on observations, lesson plans, ect.
  - Teachers will also receive positive notes highlighting accomplishments
  - Teachers will serve on the High School Leadership Team.
  - Professional Learning Communities will be established. The instructional facilitator, Tisha Hunter, will bring any areas of concern to the School Improvement Leadership Team.
  - Hope High school leadership team will review the discipline policies of the school in order to ensure discipline does not disrupt academic learning.
  - Hope High school leadership team will analyze discipline data to pinpoint areas of concern in order to correct problems.



## **Support Plan Review and Monitoring**

Arkansas Department of Education – School Improvement Unit

Hope High School

Dr. Robert Toney

## **Overview and Background**

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

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

Hope High School was one of two schools that were designated as in academic distress in the spring of 2016 that had not been previously identified as either a priority or a focus school. Therefore, the ADE School Improvement Unit's service to the school began with the review team's site visit to the school in May. The recommendations from the ADE were delivered to the district in a letter dated June 30, 2016.

## **Review of Board Meeting Minutes**

The minutes from the Hope School Board meetings from April through August of 2016 were submitted to the ADE School Improvement Unit. The minutes were reviewed to identify the local board's knowledge of the school's academic distress status and to gauge the school board's involvement in the efforts to assist the school in being removed from academic distress. Additionally, the review of the minutes revealed that in previous meetings the board approved a job description for the School Academic Improvement Specialist and approved the employment of the Hope High School Principal, two new assistant principals, and the School Academic Improvement Specialist. During the August school board meeting, the district curriculum coordinator presented the ACT Aspire data to the board.

The fourth academic distress recommendation submitted by the ADE states that at the end of each subsequent quarter to follow, the District Improvement Leadership Team will report to the local school board concerning the school improvement efforts and accomplishments made during the previous nine weeks. This recommendation was included to ensure that the local board is informed about the improvement efforts for the school in academic distress. The board meeting minutes do not include any specific reference to nor discussion about the academic distress status for Hope High School.

## **Arkansas Department of Education School Improvement Specialist Brief Analysis of the Principal's Report**

The Hope High School principal is starting his first full year as principal. He previously served as an assistant principal at the school. The school has two assistant principals and a locally hired school improvement specialist. All of these educators are in their first year of service at Hope High School. Much of the administrative team's initial work has been in defining individual roles and identifying the current reality of the school as it relates to the improvement needs. The principal provided a list of activities that he and his administrative team have started to address in their initial efforts to improve the academic achievement of the Hope High School students. These activities were not specific to the three overarching academic distress goals.

The areas that were identified by the principal included professional development for the principal as well as the faculty, an analysis of categorical funding, improving the school climate and culture, analyzing the school schedule in order to provide time for collaboration on curriculum and instruction issues. The ADE School Improvement Specialist has visited the school on three occasions and through observations and conversations with the principal and the School Improvement Leadership Team the ADE-SIS can verify that the school leaders have started their work in the areas listed by the principal. All of these improvement actions are in the initial stages of implementation and will require additional analysis of needs and the development of specific plans to achieve success.

### **Highlights of District Plan of Support**

The academic distress recommendation for the school district leadership team included the development of the district's plan to support the campus that was in academic distress. The district submitted the plan of support on September 15, 2016. The plan addressed the topics that were included in the academic distress recommendation. The review of the plan by the ADE-SIU revealed some areas of strength, as well as areas that will require a deeper analysis of the improvement needs and the development of plans to address those needs. The professional development activities for the principal seemed to be targeted toward his development as a turnaround principal. The district identified some curricular and instructional concerns and has initiated plans for addressing these issues. Among these are the adoption of a new math curriculum for grades K-12, the implementation of the Accelerated Reader program at the high school, and the on-going efforts to ensure the alignment of the curriculum in language arts and math for the entire district.

Some elements in the sections in the support plan addressing the categorical funding and the inventory of assessments that will be used need additional specificity. The evaluation of the effectiveness of the programs or personnel funded with the categorical funds were, at times vague. A more thorough analysis of the effectiveness of these

purchases should be developed. The inventory of the assessments that will be used included information that was unnecessary in the analysis of the chosen assessments. The district will be encouraged to use an assessment inventory process that will result in more specific and useful data concerning the school's assessment plan.

## **Arkansas Department of Education School Improvement Specialist Summary of Progress towards the Approved Goals**

The School Improvement Leadership Team is in the initial stages of progress toward addressing the academic distress goals.

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

To clarify the goal, everyone knows where they are going and why. The focus is on achieving a shared vision and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent and "known by all" plan for moving the school out of academic distress.

The School Improvement Leadership Team has focused their initial improvement efforts on language arts and math. The school district adopted a new math curriculum in an effort to address some identified improvement needs in the math instructional program. The evaluation of the effectiveness of this curriculum must be conducted as sufficient data becomes available. The STAR reading and math assessments are being used. These two assessments are used to identify the academic needs of students and provide additional information to the faculty and staff as they plan for developing interventions for individual students.

It is unclear how the focus on improving student achievement in math and language arts has been communicated to the entire faculty, staff, and community. Additional evidence is needed to determine how all staff members are informed of the academic focus and what role they will have in accomplishing the goals of this focus.

### **Goal 2: The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.**

To clarify the goal, the school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff. Instruction is personalized and students are engaged in the learning.

Two activities have been completed that were meant to promote a positive school culture. The local school improvement specialist presented a professional development session on positive school culture to all district administrators in August. The Hope High School faculty has completed the staff school climate survey provided by the ADE-SIU. The survey was completed by fifty faculty members and the results have been calculated and shared with the faculty. This survey will be conducted during each quarter throughout the school year.

The perspectives of the students at Hope High School concerning their feelings regarding this goal should be surveyed multiple times throughout the school year. The ADE-SIU provided a survey questionnaire for this purpose. The results of these surveys should become an integral part of the school's positive culture plan.

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

To clarify the goal, in a culture of continuous improvement teachers regularly collect and analyze multiple sources of data on each student's learning, including classroom-based formative assessments, and adjust their teaching accordingly. In the culture of continuous improvement a central element is teachers working together. Teachers model good teaching for each other, learn from each other, review data on student performance, analyzing students' work, developing lesson plans and assessments, aligning curriculum, etc. Teachers model good teaching for each other and learn from each other. The faculty members together accept responsibility for all students learning and engage in a continual process of improving their own teaching.

The School Improvement Leadership Team has organized the language arts and the math departments into Instructional Teams (Professional Learning Communities) for the purpose of developing instructional units, developing unit assessments, and the analysis of curriculum and instruction and student learning outcomes. Both teams (language arts and math) will meet twice each month after school for approximately one hour.

The information about student learning, the curriculum, and the quality of instruction that is developed by the instructional teams (Professional Learning Communities) should be presented to the School Improvement Leadership Team regularly. These teams should work together to address any emerging issues that need improvement.

BOARD OF EDUCATION MINUTES  
Hope Board of Education  
April 18, 2016

The Hope Board of Education met in regular session on Monday, April 18, 2016, with President Joe Short presiding. The following members were present: Mildred Green, Linda Haynes, Viney Johnson, Willie Buck, Jesus Coronado and Denny Dickinson.

The minutes of the meeting on March 28, 2016, were approved on a motion by Willie Buck with a second by Jesus Coronado. Motion carried 7-0.

The March expenditures were approved on a motion by Denny Dickinson with a second by Viney Johnson. Motion carried 7-0.

The minutes of the March 7, 2016 meeting were approved on a motion by Denny Dickinson with a second by Viney Johnson. Motion carried 7-0.

Superintendent Bobby Hart gave his report to the board. He recognized Summer Pauley as Key Club Lieutenant Governor for the state of Arkansas. He also recognized the FFA on recently completing the 57<sup>th</sup> Annual Hope FFA Rodeo. The following officers were recognized:

Bobby Johnson	President
Chase Jones	Vice President
Summer King	Secretary
Ebony Morrow	Treasurer
Melody Morrow	Reporter
Leith Zimmer	Junior Sentinel
Ashley Rodden	Junior Advisor

FFA Advisor Christina Smith was present and also recognized as the 2016 Rotary Teacher of the Year. Coach Sam Bradford and the HHS Bobcat Boys' Basketball Team were also acknowledged as competing in the state tournament.

Jimmy Courtney representing the Hope Police Department Junior Police Academy reported to the board about the program.

On a motion by Denny Dickinson with a second by Jesus Coronado, the board voted to approve the job description for the School Academic Improvement Specialist to be adopted as policy. Motion carried 7-0.

The policy updates for Section 5 were tabled.

On a motion by Willie Buck with a second by Mildred Green, the board voted to approve the purchase of cameras for the new buildings at Hope High School at a cost of \$61,008.65. Motion carried 7-0.

By common consent, the board agreed to have the regular meeting in May at the Hope High School Auditorium.

The facilities rental request of Kim and Marcus Moore was approved on a motion by Linda Haynes with a second by Jesus Coronado. Motion carried 7-0.

After a closed session to discuss personnel, the following action was taken:

The resignations and retirements of the following were unanimously approved on a motion by Viney Johnson with a second by Linda Haynes:

Margaret Moss	retirement
Mindy Brinkman	resignation
Mikki Curtis	resignation
Nora Marquez	resignation
Shirley Watson	resignation
Sally Short	retirement
Juile Lively	retirement
Mallory Mhoon	resignation
Jennifer Robinson	resignation

On a motion by Denny Dickinson with a second by Jesus Coronado, the board voted to employ Carol Ann Duke as Hope Academy of Public Service Principal starting May 1, 2016. Motion carried 7-0.

Jocelyn Wiley was employed as Yerger Middle School Principal on a motion by Mildred Green with a second by Viney Johnson. Motion carried 7-0.

On a motion by Willie Buck with a second by Jesus Coronado, the board voted unanimously to approve the rehire list of all campuses with the following changes:

Minerva Pineda	ALP completion contingency	HHS
Kelly Muldrew	ALP completion contingency	HHS
Gerald Scott	ALP completion contingency	YMS
Mary Lovell	Add to employment list	YMS

On a motion by Linda Haynes with a second by Mildred Green, the board voted to employ Corliss Stuckey as a special education paraprofessional at Beryl Henry Elementary. Motion carried 7-0.

On a motion by Linda Haynes with a second by Willie Buck, the board voted to accept the resignation of Greg Moore as a technology specialist. Motion carried 7-0.

Gregory Smith of the Let's Go to Work Foundation spoke to the board regarding his group's work with HHS Students.

Meeting adjourned.

Joe Short  
President

Jesus Coronado  
Secretary

BOARD OF EDUCATION MINUTES  
Hope Board of Education  
April 25, 2016

The Hope Board of Education met in special session on Monday, April 25, 2016, with President Joe Short presiding. The following members were present: Mildred Green, Linda Haynes, Viney Johnson, Willie Buck, Jesus Coronado and Denny Dickinson.

After an executive session to discuss personnel, the following action was taken:

On a motion by Jesus Coronado with a second by Denny Dickinson, the board voted to employ Bill Hoglund as Hope High School Principal only. Motion carried 7-0.

On a motion by Linda Haynes with a second by Mildred Green, the board voted to employ Alicia Thompson as a teacher at HHS. Motion carried 7-0.

The retirements of Carol McCorkle and Brenda Powell were approved on a motion by Linda Haynes with a second by Denny Dickinson. Motion carried 7-0.

Meeting adjourned.

Joe Short  
President

Jesus Coronado  
Secretary

BOARD OF EDUCATION MINUTES  
Hope Board of Education  
May 16, 2016

The Hope Board of Education met in regular session on Monday, May 16, 2016, at the Hope High School Auditorium with President Joe Short presiding. The following members were present: Mildred Green, Linda Haynes, Viney Johnson, Willie Buck, Jesus Coronado, and Denny Dickinson.

Parental Involvement ‘Parent of the Year’ Awards were presented. The recipients are as follows:

Clinton Primary

Samuel Warren (Student Anaiiah Warren)  
Guadalupe Cardona (Student Joseph Cardona)  
Sandra White (Student Beanya White)  
Kenneth White (Student Kyson White)  
Israel Paredes (Student Rosita Paredes)  
Rodney Phillips (Students Kennedy Phillips & Madison Phillips)  
LaDonna Samuel (Student Mason Samuel)  
Mindy Lockhart (Lane Lockhart)

Beryl Henry Elementary

Missy Bobo (Student Kaylee Johnson)  
Miguel Garcia (Student Emily Garcia)  
Ava Brown (Student Mika Brown)  
Alan Flenory (Students Chandler Flenory & Alana Flenory)

Yerger Middle School

Signe Davis (Student William ‘Darton’ Davis)  
Benigno Sanchez (Students Uriel Sanchez & Isai Sanchez)  
Tephanie Johnson (Student Aicea Gilmore)

Hope High School

Wesley Schobey (Student Spencer Collins)  
Sheba Smith (Students Kiaura Smith & Lydia Smith)  
Rachel Green

21<sup>st</sup> Century Program

Yasmine Morgan (Student Blessen Ward )  
Michael Clark (Student Mikayla Clark)

The JROTC Outstanding Organization Award was presented to Leith Zimmer and Janey Anderson by Assistant Principal Bill Hoglund.

On a motion by Jesus Coronado with a second by Denny Dickinson, the minutes of the April meetings were approved on a 7-0 vote.

The April Expenditures were approved on a motion by Willie Buck with a second by Denny Dickinson. Motion carried 7-0.

Jason Holsclaw from Stephens Financial, Inc., addressed the board regarding bond refinance options. On a motion by Denny Dickinson with a second by Linda Haynes, the board voted to adopt the Resolution to Refund Outstanding Bonds in Order to Produce Debt Service Savings. Motion carried 7-0.

The following policies were unanimously approved as amended on a motion by Linda Haynes with a second by Jesus Coronado:

- 5.2
- 5.4 amended to state team shall meet for "two" days prior to the first student contact day
- 5.8
- 5.11 amended to state the courses be "unlimited" and the student is physically present for one day.
- 5.15 amended to include Clinton Primary amendment for rating
- 6.4 amended to state that background checks are good for one year and selecting option "5" for accepting background checks
- 7.5
- 7.19
- 7.11
- 7.15
- 7.13
- 7.22

The Statement of Assurances was approved on a motion by Linda Haynes with a second by Willie Buck. Motion carried 7-0.

The purchase of a maintenance vehicle for \$23,651 was approved on a motion by Jesus Coronado with a second by Willie Buck. Motion carried 7-0.

The bid of \$14,025 from Hostettler Roofing for the roof at the child nutrition warehouse was approved on a motion by Denny Dickinson with a second by Mildred Green. Motion carried 7-0.

The VI-B Statement of Intent and Proposal for 2016-2017 was approved on a motion by Linda Haynes with a second by Jesus Coronado. Motion carried 7-0.

On a motion by Jesus Coronado with a second by Mildred Green, the board voted to adopt as a proposal a \$1,000 salary increase to the base of the Teacher Salary Schedule for 2016-2017 and add .03 to the index of all building principals and assistant principals. Motion carried 7-0.

The facilities rental request of Debbie Carrigan for the Beryl Henry Cafetorium for the Taylor Family Reunion was approved on a motion by Linda Haynes with a second by Willie Buck. Motion carried 7-0.

On a motion by Jesus Coronado with a second by Mildred Green, the resignation of Lynn Kimbell as bus driver, and retirements of Dena Hampton as paraprofessional and Sundra King as paraprofessional were approved. Motion carried 7-0.

The contract of Brack Pondexter as paraprofessional was non-renewed for the 2016-2017 school year on a motion by Linda Haynes with a second by Jesus Coronado. Motion carried 7-0.

On a motion by Willie Buck with a second by Mildred Green, the board voted to transfer Lisa Vaughn to Hope Academy of Public Service Principal's Secretary from Yerger Counselor's Secretary for 2016-2017. Motion carried 7-0.

On a motion by Jesus Coronado with a second by Willie Buck, the board voted to employ Jaelyn Murry, Stephanie Crow, Mary Hunter and Chatore Flowers as paraprofessionals at Clinton Primary School. Motion carried 7-0.

On a motion by Denny Dickinson with a second by Linda Haynes, the board voted to reemploy all classified staff as listed for the 2016-2017 school year. Motion carried 7-0.

The resignations and retirement of the following were unanimously accepted on a motion by Willie Buck with a second by Mildred Green:

Mary Berry	BHE Teacher	Resignation
Edwin Butterworth	CPS Assistant Principal	Resignation
Cheryl Morrison	HHS Teacher	Retirement
Jannie Purtle	CPS Teacher	Resignation
Shelda Garland	CPS Teacher	Resignation

On a motion by Mildred Green with a second by Denny Dickinson, the board voted to employ Donald Patton as Hope High School Assistant Principal. Motion carried 7-0.

On a motion by Linda Haynes with a second by Jesus Coronado, the board voted to employ Carol Hendrix and Nicole Rodgers as teachers at the Hope Academy of Public Service. Motion carried 7-0.

On a motion by Mildred Green with a second by Jesus Coronado, the board voted to transfer Ladera Northcross from Clinton Primary and Nina Anderson from Yerger Middle School to the Hope Academy of Public Service. Motion carried 7-0.

Courtney Howard, Norma Muldrew, and Tim Bower were employed as teachers at Hope High School on a motion by Jesus Coronado with a second by Willie Buck. Motion carried 7-0.

Patience Walker, Paula Bell, Samantha Young and Lauren Douglas were employed as teachers at Clinton Primary School on a motion by Linda Haynes with a second by Willie Buck. Motion carried 7-0.

On a motion by Linda Haynes with a second by Mildred Green, the board voted to employ the following for the summer school staff at Beryl Henry Elementary:

Cleytus Coulter	Administrator
Deanna Davis	Teacher
Sonji Flemons	Teacher
Kim Green	Teacher
Sandra Jones	Teacher
Bennie Lard	Teacher
Gwen Newton	Teacher
Shirley Potts	Teacher
Karen Flenory	Classified
Gabby Coy	Classified
Cathleen Collins	Classified

On a motion by Jesus Coronado with a second by Linda Haynes, the board voted unanimously to employ the following for summer school staff at Clinton Primary:

Kelsey Westfall	Teacher
Ashley Walston	Teacher
Mary Irvin	Teacher

Josh Creel	Teacher
Kaitlyn Harrison	Teacher
April Robinson	Teacher
Carmen Galvan	Teacher
Kayla Bowden	Teacher
Amanda Puryear	Teacher
Brandi Frohnappel	Teacher
Leslie Clements	Teacher
Emily Gentry	Teacher
Lacey Robbins	Teacher
Tina Smith	Teacher
Cynthia Murphy	Teacher
Kristi Johnson	Teacher
Tonya Fox	Teacher
Erin McCrary	Teacher
Stephanie Phillips	Teacher

On a motion by Willie Buck with a second by Denny Dickinson, the board voted 7-0 to employ the following for summer school at Clinton Primary:

Jennifer Robbins	Sub Teacher
Devon Butler	Sub Teacher
Amy Leslie	Sub Teacher
Shauntelle Bennett	Sub Teacher
Robin Bobo	Sub Teacher
Saranda Kennedy	Sub Teacher
Laura Gray	Sub Teacher

On a motion by Willie Buck with a second by Linda Haynes, the following were employed for summer school on a 7-0 vote:

Pat Nelson	Classified
Alma Johnson	Classified
Norma Haynes	Classified
Stephanie Rivera	Classified
Terri Whitley	Classified
Jennifer Fincher	Classified
Jaelyn Murry	Classified
Stacy Brown	Classified
Cherlyn Brandon	Classified
Nina King	Classified

Meeting adjourned.

Joe Short  
President

Jesus Coronado  
Secretary

BOARD OF EDUCATION MINUTES  
Hope Board of Education  
May 31, 2016

The Hope Board of Education met in special session on Tuesday, May 31, 2016, with President Joe Short presiding. The following members were present: Mildred Green, Linda Haynes, Viney Johnson, Willie Buck, Jesus Coronado, and Denny Dickinson.

On a motion by Mildred Green with a second by Denny Dickinson, the board voted to employ Mike Radebaugh as Assistant Principal at Hope High School. Motion carried 7-0.

On a motion by Willie Buck with a second by Linda Haynes, the board voted to employ Robin Townsend as Assistant Principal at Clinton Primary School. Motion carried 7-0.

On a motion by Jesus Coronado with a second by Denny Dickinson, the board voted to employ Melissa Gildon as Math Instructional Facilitator and Lacey Robbins as Literacy Instructional Facilitator at Clinton Primary. Motion carried 7-0.

David Headrick was employed as a teacher at Hope High School on a motion by Linda Haynes and a second by Mildred Green. Motion carried 7-0.

Janet Banister was employed as a Summer School Teacher at Hope High School on a motion by Jesus Coronado and a second by Willie Buck. Motion carried 7-0.

Donald Patton was employed as the Summer School Administrator at Hope High School on a motion by Mildred Green with a second by Linda Haynes. Motion carried 7-0.

On a motion by Linda Haynes with a second by Denny Dickinson, the following were unanimously approved to transfer to the Hope Academy of Public Service:

Shannon Hawthorne from Clinton Primary  
Amber Tackett from Yerger Middle School  
Tony Hooker from Yerger Middle School

Carla Narlesky was employed as the School Improvement Specialist on a motion by Linda Haynes and a second by Mildred Green. Motion carried 7-0.

On a motion by Linda Haynes with a second by Jesus Coronado, the board voted to transfer Laura Cowling from Hope High School to Yerger Middle School Principal's Secretary. Motion carried 7-0.

On a motion by Denny Dickinson with a second by Mildred Green, the following were employed as Save the Children Tutors for summer school on a 7-0 vote:

Bonnie Cunningham  
Gina Karber  
Stephanie Crow  
Kenyari Martin  
Stacy Brown  
Cherlyn Brandon  
Nina King

On a motion by Jesus Coronado with a second by Denny Dickinson, the board voted to accept the resignations of the following on a 7-0 vote:

Marilyn Marks            BHE Teacher  
Gigi Bradshaw        CPS ESL Teacher  
Laurie Kirkpatrick    CPS Teacher

Meeting adjourned.

Joe Short  
President

Jesus Coronado  
Secretary

BOARD OF EDUCATION MINUTES  
Hope Board of Education  
July 18, 2016

The Hope Board of Education met in regular session on Monday, July 18, 2016, with President Joe Short presiding. The following members were present: Mildred Green, Linda Haynes, Viney Johnson, Willie Buck, Jesus Coronado, and Denny Dickinson.

The minutes of the June meeting were approved on a motion by Jesus Coronado with a second by Denny Dickinson. Motion carried 7-0.

The June expenditures were approved on a motion by Willie Buck with a second by Denny Dickinson. Motion carried 7-0.

The proposed budget for publication for 2017-2018 was approved on a motion by Jesus Coronado with a second by Willie Buck. Motion carried 7-0.

The superintendent recognized the following students from the 21<sup>st</sup> Century Program for the set and prop design of a play that is being performed at Hempstead Hall Friday night:

Elijah Coleman  
Leenetta Conway  
Za'Kee Lawson  
Alaya Pearson  
Amraevia Briggs  
Blessen Ward  
Aniya Trotter  
Alyasia Lewis  
Ragee Lawson  
William White  
Keyuan Booker  
Aunesti Pearson

Assistant Superintendent Steve Bradshaw updated the board concerning construction progress.

Proposed Policy 7.10 was tabled until the August meeting.

The milk bid from Oak Farms and the bread bid from Flowers Baking were approved on a motion by Denny Dickinson with a second by Linda Haynes. Motion carried 7-0.

The bids for student school supplies were unanimously approved as follows on a motion by Denny Dickinson with a second by Mildred Green:

Clinton Primary	Office Depot
Beryl Henry	Arch Ford Coop
Hope Academy of Public Service	Wal-Mart
Yerger Middle	Wal-Mart
Hope High	Wal-Mart

The daily rate for substitutes working through SubTeach was increased to \$68 per day on a motion by Jesus Coronado with a second by Mildred Green. Motion carried 7-0.

After a closed session to discuss personnel, the following action was taken:

On a motion by Mildred Green with a second by Linda Haynes, the board voted to accept the resignations of the following:

Jeremy Banister	CPS Teacher	Resignation
Toni Briggs	Paraprofessional	Resignation
Joyce Lester	Paraprofessional	Resignation
Sarah Turner	ABC Teacher	Resignation
Ciera Harris	YMS Teacher/Coach	Resignation
LeAnn Johnson	HHS Counselor	Resignation

On a motion by Linda Haynes with a second by Mildred Green, the board voted to employ the following on a unanimous vote:

Abigail Hobbs	YMS Teacher
Cindy Lee	CPS Teacher
Jocelyn Belagot	HHS Teacher
Rebecca Tomlin	YMS Teacher
Ianpol C. Canlas	HHS Teacher
Amanda Buck	CPS Teacher

On a motion by Jesus Coronado with a second by Denny Dickinson, the board voted to adopt as a proposal that Activity Co-Directors be named making an index of .07 each. Motion carried 7-0.

On a motion by Denny Dickinson with a second by Jesus Coronado, the board voted to employ Susan Powers and Jay Turley as Activity Co-Directors. Motion carried 7-0.

On a motion by Willie Buck with a second by Mildred Green, the board voted to transfer Brittany Carr from HHS Secretary to YMS Secretary. Motion carried 7-0.

On a motion by Linda Haynes with a second by Mildred Green, the board voted to employ Mary Ann Paredes, Amber Hampton, and Hollie Hawkins as paraprofessionals. Motion carried 7-0.

On a motion by Jesus Coronado with a second by Willie Buck, the board voted 7-0 to employ the following:

Tequila Marshall	YMS Paraprofessional
Hanna Wiley	YMS Paraprofessional
Rico Moss	HHS Paraprofessional

On a motion by Mildred Green with a second by Linda Haynes, the board voted to employ the following as additional summer school staff on a 7-0 vote:

CPS  
Alex Chavez  
Linda Dunn  
Stephanie Crow  
Virginia Moore

BHE  
Katie Flenory  
Cleonia Highland  
Paula Mack

HHS  
Mike Radebaugh  
Mike Miller  
Zack Hoglund  
Mike Godwin  
David Headrick  
Kathy Knight  
Adrienne Ware  
Joyce Bryant

On a motion by Jesus Coronado with a second by Denny Dickinson, the board voted to correct a typographical error on the classified schedule for bus aide pay from \$15 daily to \$15 hourly. Motion carried 7-0.

The strategic plan was discussed.

Meeting adjourned.

Joe Short  
President

Jesus Coronado  
Secretary

BOARD OF EDUCATION MINUTES  
Hope Board of Education  
August 15, 2016

The Board of Education met in regular session on Monday, August 15, 2016, with President Joe Short presiding. The following members were present: Mildred Green, Linda Haynes, Viney Johnson, Willie Buck, Jesus Coronado, and Denny Dickinson.

The minutes of the July meeting were approved on a motion by Jesus Coronado with a second by Willie Buck. Motion carried 7-0.

The July expenditures were approved on a motion by Denny Dickinson with a second by Jesus Coronado. Motion carried 7-0.

Assistant Superintendent Steve Bradshaw gave a construction update to the board.

Superintendent Bobby Hart recognized Billy Rook as “Coach of the Year” according to a Hope Star poll. He also discussed the Strive for 5 Initiative.

On a motion by Viney Johnson with a second by Willie Buck, the board voted to leave Policy 7.10 as is. Motion carried 7-0.

On a motion by Viney Johnson with a second by Mildred Green, the proposed fee schedule was approved. Motion carried 7-0.

On a motion by Linda Haynes with a second by Viney Johnson, the board voted to approve the 16-17 Southwest Migrant Application. Motion carried 7-0.

On a motion by Willie Buck with a second by Mildred Green, the board voted to approve the bid from Stout Construction of \$15,865 for the parking area by the HHS Agriculture Building. Motion carried 7-0.

Board Member Willie Buck reported to the board about the training he received at the NSBA Regional Leadership in New Orleans, Louisiana.

**Curriculum Coordinator Portia Jones presented the ACT Aspire Data to the board.**

Technology Coordinator Jeff Madlock addressed the board regarding the district’s internet safety policy and the CIPA (Children’s Internet Protection Act) filtering system. The internet safety policy was approved as presented on a motion by Linda Haynes with a second by Viney Johnson.

Motion carried 7-0. On a motion by Willie Buck with a second by Linda Haynes, the board approved the use of the iBoss Filtering System until October 1, 2016, when the district will be transferred to the state filtering system. Motion carried 7-0.

The board voted to approve the master schedules and duty rosters as presented on a motion by Jesus Coronado with a second by Willie Buck. Motion carried 7-0.

The facilities rental request for the HHS Auditorium from the Pentecostal Temple COGIC was approved on a motion by Mildred Green with a second by Willie Buck. Motion carried 7-0.

On a motion by Linda Haynes with a second by Jesus Coronado, the board authorized the sale of two buses (#14 and #27) to be made by sealed bids. Motion carried 7-0.

On a motion by Mildred Green with a second by Linda Haynes, the board voted unanimously to employ the following:

Austin May	HHS Teacher/Coach
Mallory Cain	HAPS Teacher
Sarah Young	ABC Paraprofessional moved to 190 day contract
Patricia Roberts	HHS Counselor
Alisha Searcy	CPS Teacher
Emilee Martin	Athletic Trainer/Sports Medicine
Keywaysha Belford	CPS Teacher
Gladys Leeper	YMS/HAPS Media Specialist
Hollie M. Chaytor	Speech Therapy Assistant

The resignations of Angelo Goshen as Athletic Trainer/Sports Medicine and Amanda Buck as CPS Teacher were accepted on a motion by Linda Haynes with a second by Jesus Coronado. Motion carried 7-0.

On a motion by Jesus Coronado with a second by Linda Haynes, the board voted to employ the following:

Yrais Flores	ABC Full-time Paraprofessional from Part-time Translator
Lynn Kimbell	Full Route Bus Driver
James Jones	Full Route Bus Driver
Elizabeth Jones	Custodian
Charles White	Custodian
Helen Golston	Custodian
Sandra Calhoun	Promote to Cafeteria Manager
Annette Trimble	Cafeteria Manager in training

NeShell Autry                      Food Service Technician  
Natasha Bowers                    Food Service Technician  
Lemrel Crosslin                    Move from Tech II to Tech I

On a motion by Linda Haynes with a second by Willie Buck, the board voted to accept the resignations of the following on a 7-0 vote:

Charles George                    Half Route Bus Driver  
Rico Moss                            HHS Paraprofessional  
Quincee York                        Speech Therapy Assistant

Meeting adjourned.

Joe Short  
President

Jesus Coronado  
Secretary

## Document A

As the newly appointed principal of Hope High School, I am working on the following actions in order to meet the ADE's recommendations:

- Professional development focused on school improvement and leadership.
- Analysis and allocation of federal funds to support academic achievement.
- Review of the master schedule in order to create opportunities for teachers to collaborate, analyze, and develop intervention plans to support struggling learners.
- Creating a positive atmosphere in order to enhance teacher retention.
- Conducting observations with feedback in order to guide instructional practices.
- Reviewing curriculum documents and lesson plans in order to assist teachers in alignments and in order to enhance academic rigor within the core areas – focusing on literacy and mathematics first.
- Working with the instructional facilitator within the PLCs to guide instructional practices.

## **Hope Public Schools September 22, 2016**

1. A list of external providers supporting school improvement and, if this is a continuing service from 2015-2016, the evaluation of the effectiveness of these services within your school district.

Hope High School did not have an external provider supporting school improvement during the 2015-2016 school year.

2. A summary report from the principal of the actions the specific school is taking to meet the ADE's recommendations (and/or PIP).

See attached document A

3. The document that outlines next steps for supporting school(s) in meeting ADE's recommendations (the support plan and any supplemental material).

See attached document B

4. Number of years each principal has been assigned to the specific school and the actions that have been taken to increase the leader's effectiveness.

This is Bill Hoglund's first year as principal at Hope High School. The following actions have been taken to increase his effectiveness:

- Attendance at the ADE school improvement conference June 20-24
- Began working with the Arkansas Leadership Academy July 26-28
- Completes Bloomboard training on August 8-9; Recalibration training occurred on September 12<sup>th</sup>.
- Attended CWT training, analysis, and feedback training with the local SIS on September 7<sup>th</sup>.
- On-going book study focusing on effective communication, tasks, and decision making skill development and supervision. Monthly during the 2016-2017 school year
- Attendance at Leadership Quest provided by ADE
  - Journey to a Great Place to Work and Learn day 1 completed on September 22<sup>nd</sup>.
- Conducts CWT with the local SIS on a weekly basis. Analysis of walk-throughs is completed, action steps developed, and feedback to teacher given.
- Attended UALR Leadership Lecture, "The Art of Positive Communication for Leaders: Small Actions with Big Impact," by Julien Mirivel on September 8<sup>th</sup>

5. Minutes and agendas during the prior six months with topics related to school improvement highlighted.

See attached document C

6. Any additional information you consider relevant to your progress.

Hope High School final designation as Academic Distress came in April 2016. Since this time, Hope Public Schools as hired a local school improvement specialist along with the administrative restructuring of the high school. Hope High School's administrative team consists of a new principal and two new assistant principals. The local SIS, Carla Narlesky, also serves as a mentor to Bill Hogle, principal.



# Arkansas Department of Education

*Transforming Arkansas to lead the nation in student-focused education*

**Johnny Key**  
*Commissioner*

September 12, 2016

**State Board of Education**

**Mireya Reith**  
*Fayetteville*  
**Chair**

Dr. Michael Robinson, Superintendent  
Pine Bluff School District  
512 South Pine  
Pine Bluff, AR 71601

**Dr. Jay Barth**  
*Little Rock*  
**Vice Chair**

Dear Superintendent Robinson:

**Joe Black**  
*Newport*

**Susan Chambers**  
*Bella Vista*

**Charisse Dean**  
*Little Rock*

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

**Dr. Fitz Hill**  
*Little Rock*

**Ouida Newton**  
*Poyen*

**R. Brett Williamson**  
*El Dorado*

Given your district has two schools classified in Academic Distress, the Sub-Committee of the State Board of Education has scheduled your next review for Friday, October 14, 2016. The Committee meeting will begin immediately following the adjournment of the regular session of the State Board. Please contact me for an approximate starting time or for assistance in preparing for this meeting.

**Diane Zook**  
*Melbourne*

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

**Pine Bluff High School (Academic Distress and Priority School)**

**Belair Middle School (Academic Distress and Priority School)**

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.gov

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

*An Equal  
Opportunity  
Employer*

Please send this information to Glenda Cupples at [glenda.cupples@arkansas.gov](mailto:glenda.cupples@arkansas.gov) in PDF format as soon as possible, but no later than by noon on Thursday, September 22, 2016. The items generally requested include:

1. A list of external providers supporting school improvement and, if this is a continuing service from 2015-2016, the evaluation of the effectiveness of these services within your school district.
2. A summary report from the principal of the actions the specific school is taking to meet the ADE's recommendations (and/or PIP).
3. The document that outlines next steps for supporting school(s) in meeting ADE's recommendations (the support plan and any supplemental material).
4. Number of years each principal has been assigned to the specific school and the actions that have been taken to increase the leader's effectiveness.
5. Minutes and agendas during the prior six months with topics related to school improvement highlighted.
6. Any additional information you consider relevant to your progress.

We look forward to reviewing your information and discussing your successes and challenges. For the specific process of the meeting, we have attached a draft copy of the meeting protocol. If you need any additional information or assistance, please contact me at 501-683-3434 or [richard.wilde@arkansas.gov](mailto:richard.wilde@arkansas.gov).

Respectfully submitted,



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

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



## **Process for Review of Schools Classified in Academic Distress**

### **Prior to meeting**

1. School Improvement Unit (SIU) provides written report on progress made in addressing the goals established in the recommendations.
2. SIU submits the district's plan of support (recommendation 3) to the Special Committee. SIU submits most current 45 Day Progress Report for Special Committee review.
3. District will submit documentation related to plan of support (recommendation 3) implementation
4. District will submit highlighted local school board agendas and minutes for the six months preceding the meeting with the State Board of Education (SBE) Special Committee.
5. The school principal will submit a summary of the school's progress and the indicators of that progress.

### **At the meeting (Presentation by Arkansas Department of Education and School District are each limited to 25 minutes)**

1. The SIU supervisor and or the SIU specialists will highlight any key points from the submitted documents.
2. The principal will provide an oral report summarizing documents submitted.
3. The superintendent/designee will provide an oral report summarizing support provided to the school and highlighting school board activity related to supporting school improvement activity.
4. All presenters available for Q&A with the Special Committee.
5. If the Special Committee has concerns following a review of the information, the school/district is rescheduled to appear again before the subcommittee with representation from the Local School Board.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT:** Pine Bluff School District

**SCHOOL:** Pine Bluff High School

**STATUS:** Priority

**DISTRICT SIS:** Alesia Smith

**SITE-BASED SIS:** Dr. Laura Strickland

**EXTERNAL PROVIDER:**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** Dr. Richard Wilde and Lasonia Johnson

**SUPERINTENDENT:** Dr. Michael Robinson

**PRINCIPAL:** Dr. Michael Nellums

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

**Effective Practice within Category:**

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

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

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

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

**Current reality of effective practice from the beginning of the year:**

- Professional Learning Communities (PLC) – Our PLCs meet weekly during teachers' common planning periods and other designated times. Our focus is in 9<sup>th</sup> and 10<sup>th</sup> grade math, literacy, and biology. The 10<sup>th</sup> grade Geometry PLC meets every Wednesday. The Biology PLC meets every Wednesday. The 10<sup>th</sup> grade literacy PLC meets every Tuesday. The 9<sup>th</sup> grade literacy PLC meets every Thursday. The 11<sup>th</sup> grade literacy PLC meets the first Wednesday of each month. The 12<sup>th</sup> grade literacy PLC meets the first Wednesday of each month. The Algebra I PLC meets every Tuesday and Algebra II meets every Wednesday. The advanced math PLC meets every Wednesday. During these PLCs, the teams discuss and share best practices, review and disaggregate

**Current reality of effective practice:**

We have a Leadership Team in place and Curriculum Teams. We are in the process of establishing our Student Team with the support of the District SIS. Instructional Facilitator develops agenda for PLC Meetings with the purpose being for discussion of data, lesson planning using data, addressing state standards, shifts in plans, and collaborating with other content teachers. PLC agendas are developed by the facilitator. The purpose is to address needs of teachers as determined by observations and walk throughs. Building Leadership Team agendas are developed for the next meeting at the conclusion of each Leadership Team meeting. The purpose of the BLT is to discuss data and determine next steps, determine how we will address priority school indicators in order to move forward, and to be the communication bridge to the staff. The Building Leadership Team meets weekly with an agenda, minutes, and attendance recorded in Indistar as documentation. Principal, Counselor, Facilitator, Assistant

<p>data, plan and pace lessons, and make instructional decisions based on data.</p> <ul style="list-style-type: none"> <li>• Cross-Curricular PLC – Each team comprises teachers who share the same prep period. All teachers with second period prep will meet first, all teachers with third period prep will meet next, etc. All of the teams meet on the second and fourth Tuesday of each month. Each team was asked to select a committee chair and a record keeper among themselves. The high school is having issues around the following: too many student referrals, student discipline, and student attendance. We asked each team to select one of the following issues to work on starting Oct. 13, 2015. The teams will research and discuss their selected issue and make recommendations to the administration during their first meeting in November.</li> <li>• Departmental Meeting – This team is comprised of fine arts, business, foreign language, career technical education teachers, and other similar content areas. This team meets monthly to discuss instructional needs, current events, deadlines, professional development and school wide initiatives to improve instruction.</li> <li>• Building Leadership Team – This team comprises the school principal, assistant principals, instructional facilitators, parents, students and department chairs. This team meets monthly after school to discuss school culture and climate, discipline, safety, attendance (student and faculty), incentives, data analysis, teacher evaluation process (Bloomboard/TESS), community partnerships, and parental involvement.</li> <li>• Instructional Leadership Team – This team comprises the school principal, assistant principals, and instructional facilitators. This team meets weekly to discuss instructional strategies to be</li> </ul>	<p>Principals, District SIS and Internal SIS are members of the Building Leadership Team.</p> <p>A request has been submitted to the district to formally recognize the building’s leadership team, instructional team, and family community support team.</p> <p>A survey for teachers and staff to assess the effectiveness of the team is now being developed and will be given when we return in August.</p>
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implemented in classrooms, disaggregate data provided by instructional facilitators, update ACSIP plan, assess and plan indicators, create agendas for staff meetings, update IMOs, discuss upcoming events to be placed on weekly bulletin, school wide initiative, incentives, CWT and focus walk data, and discuss School Improvement Specialist/UVA mandates.

**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

**Effective Practice within Category:**

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

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

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

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

**Current reality of effective practice from the beginning of the year:**

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

Teachers are in the process of creating Unit Pre-Tests and Post-Tests based on the curriculum map skills that will be assessed. The resources that will be utilized to develop assessments will be TLI Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and TLI curriculum maps. As a result, teachers are required to

**Current reality of effective practice:**

The Pine Bluff High Instructional Teams create Mathematics and Literacy Units based on the State Standards. The units are three to four weeks of instructional units and include pre-/posttests (IIB01). The pre-test and post-test assess the same learning objectives and the teachers plan for differentiation and re-teaching that is documented in lesson plans (IIB04). The PBSB school Instructional Teams reviews the results of the pre- and post-tests and uses the data to guide instruction for all student mastery

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complete Teacher Action Plans to identify specific students and their deficient skills. Instructional Facilitators are used as department heads and act as a liaison between administrators and teachers to distribute data. Facilitators lead the PLCs to discuss data analysis and the root cause of student deficiencies. The facilitators present the data reports during Instructional Team meetings. Administrators monitor best practices and high yield strategies, and then provide feedback regarding instructional strategies in order to address student deficiencies. The Instructional Team plans research-based professional development, and then adjusts the curriculum accordingly to ensure student growth. The Instructional Team reviews the data from TLI Unit and Interim assessments to determine areas of need and to inform decision-making. After a review of the data from the current Unit/Interim Assessment in literacy, the team determined that there was a need to examine the data through more than one lens. The team wanted to discover more than the percent of students scoring advanced, proficient, basic, and below basic at each grade level. They also wanted to know *why teachers were getting the results they were getting*. At first glance of the data below, it may appear that one teacher was superior to another. However, the team realized that other factors contributed to the results of the data. During the data review of the Unit Assessment results for grades nine and ten in literacy, team members began to ponder why the teachers were getting the results they were getting. Through conversations about the data, the team began to dialogue about underlying causes. Some of these variables included the following: the number of students the teachers tested, the disproportion of student teacher ratios in particular class periods both within across the grade levels, and the number of Pre and AP students in the classes. The team determined that some of their short-term tasks will include identifying teachers in need of support and directing resources to support them. Teachers are required to create teacher action plans based on student data. Therefore, students who did not meet their learning targets on the assessments will receive support with a Tier II or Tier III interventions. In addition, we are in the process of implementing school-wide initiatives in literacy.

(IIB03). Professional Development is implemented as the data is interpreted with instructional rigor and relevance. (IIB02, IIB05). Current reality of effective practice (Assess where we are): (IIB02)  
 . A schedule of unit pre and posttests has been created, published, and distributed to the Leadership Team and the Faculty. (IIB04) The school is creating pre and posttest in collaborative content teams during PLC's. (IID02) (IID06)The Learning Institute (TLI) interim assessments are administered to all students at least four times a year. The Administrative Leadership reviews the results. Instructional teams and individual teachers review the results to provide support for individual students and group of students. Teachers make adjustments as needed to instructional plans.

<b>IMO AREA 3: STUDENT SAFETY AND DISCIPLINE</b>	
<b>Effective Practice within Category:</b> Expecting and monitoring sound classroom management (IIIC10)	
<b>Description of full implementation of the Effective Practice and/or Recommendation:</b> The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
<b>Current reality of effective practice from the beginning of the year:</b> Pine Bluff High School has implemented school-wide expectations that are posted throughout every building, hallway, and classroom. These expectations are monitored by teachers through schedule or routines and procedures and cooperative learning throughout the lessons (Kagan). Teachers provide parent contact log and student samples of strategies utilized within the lessons. Administrators ensure that each classroom is conducive to learning by monitoring the school-wide expectations through classroom walk-throughs, focus walks and office referrals. The Building Leadership Team meets monthly to review and disaggregate discipline data and make recommendations.  BLT reflective narrative on First Quarter Current Reality( Thursday, May 26, 2016 at 2:30)  Pine Bluff High School has implemented school-wide expectations that are posted throughout every building, hallway, and classroom. These expectations are monitored by teachers through schedule or routines and procedures and cooperative learning throughout the lessons	<b>Current reality of effective practice:</b>  PBHS has moved from posting school-wide expectations to experiencing student success in adherence to the rules and regulations of the school. Students are more compliant in classrooms and as a result, the school has experienced a higher level of attendance at school celebrations for students who are not violating student behavior policies.  The staff at PBHS has a heightened sense of awareness about the priority status of the school. Through the work of the math and English PLCs, there has been a laser focus on the disaggregation of data to drive instruction. The teaching staff has evolved from recipients of information to active participants in data analysis.

<p>(Kagan). Teachers provide parent contact log and student samples of strategies utilized within the lessons. Administrators ensure that each classroom is conducive to learning by monitoring the school-wide expectations through classroom walk-throughs, focus walks and office referrals. The Building Leadership Team meets monthly to review and disaggregate discipline data and make recommendations.</p>	
<p><b>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</b></p>	
<p><b>Effective Practice within Category:</b> Defining the purpose, policies, and practices of a school community (IVA01)</p>	
<p><b>Description of full implementation of the Effective Practice and/or Recommendation:</b> No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.</p>	
<p><b>Current reality of effective practice from the beginning of the year:</b> Pine Bluff High School conducted orientation for each grade level. During orientations, parents and students received an overview of Title I Program and requirements. During Open House, parents participated in revising the PBHS Title I Compact. Parent Facilitators presented information about Parent Teacher Organization, resources on campus, location of the Title I Parent Center, and provided handouts on test taking strategies and homework tips. Parents completed Climate Surveys. Community partners presented information to parents and students about the resources they</p>	<p><b>Current reality of effective practice:</b> <b>Parent Involvement</b> We have an active PTO that sponsors numerous events for the professional staff, including school-wide breakfast, teacher appreciation, ninth grade spring activity, etc.  PBHS hosted literacy and math night. We had parent night for special needs students addressing independent living and resources for careers. We held Gradpoint parent nights each semester. We combined PTO activities with Honor Society and Beta Club inductions. Parents were</p>

provide, such as, ACT prep seminars, college awareness, scholarship opportunities, and mentoring.

Pine Bluff High School will strengthen the home-school connection through the following: Remind101, digital caller, parent newsletters, emails, text message and school web page.

given tips at each event. The PTO worked with the parents and Career Coaches to host a Career Fair. The PTO hosted an Easter Egg hunt and a Clean Water Project for the Flint Water Crisis. This indicator has been the true shining star of our work this year. The PTO has become an integral part of the culture and climate of the school. It has become the bridge between teachers, students and parents relationships at both the school and district level.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

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

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

**ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**Current reality of effective practice from the beginning of the year:**

Pine Bluff High School guidance counselors hold Senior class quarterly meetings and individual conferences with 2015-16 Seniors and Juniors to discuss graduation requirements, credit checklist, college and career readiness, credit recovery, testing and tips for student success. Counselors held Freshmen and Sophomore assemblies to discuss required credits towards graduation. The counselors encourage students to measure their progress towards student achievement.

Pine Bluff High School tracks recent graduates who attend one of the two local universities within the city to monitor their academic progress. These students attend the University of Arkansas at Pine Bluff. The University of Arkansas at Pine Bluff is one of the high schools business partners. Our intent is to monitor the number of former graduates who matriculate and stay within Jefferson County area. It is our hope that these students will graduate, gain active employment, and contribute to the local economy. In the class of 2015, of the 288 Seniors, 84 enrolled at UAPB. Of the 84 Seniors enrolled at UAPB, 34 received academic scholarships. In the class of 2014, of the 259 Seniors, 63 enrolled at UAPB. Of the 63 enrolled at UAPB, 28 received academic scholarships.

**Current reality of effective practice:**

Students are given support as they prepare to transition from high school to post-secondary education. While our on staff career coaches is our main venue for assisting students with the financial-aid process, college applications, and accompanying essays, students also benefit from the support of campus mentors who track and guide them through the college application process as well as provide them with ACT Preparation. Also the counseling department has offered dedicated time to provide graduation audits. A process for tracking students after graduation is currently being established at the high school.

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### LEADERSHIP TEAM REFLECTION

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Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Master scheduling for next year
- Transition camp for 8<sup>th</sup> graders
- Development of the behavior committee including all stakeholders
- Teacher and student incentives/celebrations
- Job embedded professional development
- Reinstate curriculum team meetings afterschool

The numbers increased for participation in the behavior celebrations. Teacher non absences were celebrated on a monthly basis and it decreased teacher absences.

**Change in Teacher Leader Practice**

All professional growth plans consisted of at least one goal that was aligned to math, literacy, or science achievement. Teachers, through PLC growth, have become data driven decision makers as a result of continuous and consistent data exposure and analysis. In addition, teachers

facilitate PLCs in literacy. Through the Curriculum PLCs, department chairs collaborate and share with teachers within their departments. Teachers engaged in differentiated instruction using the following strategies: Kagan strategies, MDC activities and hands-on instructional programs. With the Carnegie materials, the teachers created online lesson modules to better prepare students for the assessments. Teachers engaged in common assessment dissemination, and as a result teachers conducted data analysis sessions to identify deficit areas. As a result, teachers selected standards to focus on for remediation. Teacher Action Plans were updated based on deficit skill areas for students in need of interventions.

### **(IIIC10) Student safety and discipline**

A school-wide emergency plan was formulated with the assistance of the Pine Bluff Fire Dept. and then shared with the professional staff. Active shooter drills were conducted with security staff and the Jefferson County Sheriff's Office. The school has proposed to the administration the idea of fencing off the perimeter of the physical buildings from Olive to Poplar and from 11<sup>th</sup> to 8<sup>th</sup> streets. Jefferson County and Pine Bluff police agencies have been asked to continuously patrol the perimeter of campus.

Upon review of the first and second quarter discipline report, the leadership team under the direction of Assistant Principal Claudette White established the Discipline Management Committee. The leadership team researched Positive Behavior Intervention Systems (PBIS) to evaluate its potential use within our discipline structure. Discipline data was examined by the leadership team and a reward/incentive program was adopted for students who received no disciplinary infractions for the previous quarter. Student participation in this program increased which provides a clear indicator of an increase in positive student behavior.

The school leadership team made several suggestions in the form of requests for additional personnel assistance, including a school-court liaison to deal with the inordinate number of students who have active cases in the juvenile justice system. That request was denied. A Saturday School program was developed by assistant principal Lee that was non punitive in nature. This program provided for instructional assistance and social development opportunities for the student, including conflict resolution. This program was revised and resubmitted on multiple occasions to the director of federal programs, yet it was never approved for operational and implementation purposes. This program will be resubmitted for the 2016-2017 school year to be implemented at the beginning of the school year.

### **Family and Community Engagement**

We have an active PTO that sponsors numerous events for the professional staff, including school-wide breakfast, teacher appreciation, ninth grade spring activity, etc. PBHS hosted literacy and math night. We had parent night for special needs students addressing independent living and resources for careers. We held Gradpoint parent nights each semester. We combined PTO with Honor Society and Beta Club inductions. Parents were given tips at each event. The PTO worked with the parents and Career Coaches to host a Career Fair. The PTO hosted an Easter Egg Hunt and a Clean Water Project for the Flint Water Crisis.

Dr. Nellums received a letter from the Office of Education Policy congratulating the school on its testing achievement among high poverty schools. They compare all high poverty schools within the same region. In central AR, PBHS ranked #2 on PARCC Literacy.

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

As we begin the transition into the work for next year, the focus will be on building a culture and climate in which there is a sense of urgency about the work that has to be done to continue the progress that has been made in teaching and learning at the school. There will be a laser like focus on building systems of assessment, accountability and student teacher engagement to meet the needs of all students.

We will review the discipline policies and procedures to develop and implement a PBIS system that provides structured, differentiated support to those students in need.

Implementation of the district wide systems of meetings and data disaggregation through Data Wise and Meeting Wise.

Create strong instructional team who will support the BLT in the work.

Realign the Building Leadership Team to :

- Make decisions and develop solutions
- Support Individual teachers and students
- Discuss what they can do differently to support/ reach students rather than only reporting the data
- Survey the staff to gain evidence on what the staff perceives as the current effectiveness of the leadership in the following areas.
  1. Teacher support
  2. Communications

3. Meeting the needs of teachers and students

- The continuous and timely review of student data to make instructional decisions about teaching and learning.



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**SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER**

**STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	289	281	274	274	40	0	31	38	67	61	12	18	15	22
10	340	329	337	337	31	2	49	42	81	61	22	19	23	37

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR MATH Assessment</u> <u>October/2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>STAR READING Assessment</u> <u>September/2015</u> (Month Determined)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
45%	54%	38%	80%			57	NA			142	NA
33%	38%	21%	33%			144	NA			184	NA

Comments/ Clarifications:

**MATH DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9th	37	274	113	96	101	46	171	65	147		383	145	38%	24%	56%	39%
10th	13	337	124	132	117	98	289	204	297		790	347	42%	30%		
<b>Example</b>							100	90	95	N/A	285	57	20%			

**Comments/ Clarifications:**

The Instructional Leadership Team reviews the data report from Post Unit Assessments for Algebra I and Geometry to analyze the data to determine student needs and discuss action plans for math interventions. In Mathematics, the student population for Grade 9 consists of 219 Algebra I and 70 Pre-AP Geometry students.

9<sup>th</sup> and 10<sup>th</sup> Grade mathematics teachers administered three common assessments aligned with the common core standards in mathematics fourth quarter. The 9<sup>th</sup> Grade PreAP Geometry teacher administered four in the second quarter. After administering these assessments, the teachers and facilitators met weekly during their PLC to make data-driven decisions about determining students' instructional needs, setting learning targets for students, providing enrichments/interventions, and tracking and monitoring progress. Teachers also administered the Spring STAR Math Assessment and STAR Math Facts in a Flash to determine students' levels of understanding and inform instructional decisions. Teachers, along with the instructional facilitator, disaggregate and analyze the data during Professional Learning Community meetings and data dives. They also identify trends in the data, particularly recurring standards where students performed poorly. The data is shared at faculty meetings and during the Leadership Team Meetings. Based on the outcome of the data disaggregation, the recurring deficit skills become areas of focus for interventions, remediation, and Teacher Action Plans (RTI). Future common assessments are created according to the targeted skills of focus and the standards that are identified as testable standards in the TLI Curriculum/Pacing Guide during that quarter. The cycle continues every two to three weeks, and both Pre and Post Tests are administered.

Pine Bluff High School made gains in mathematics this quarter. As the data below indicates, Geometry showed overall growth on the Pre- and Post-Unit Assessments of +7 from the Baseline to the Second Quarter. Additionally, the Pre- and Post-Unit Comparison reflects overall growth by +12 on the recurring standards from Baseline to Quarter 2. As the data reflects Algebra I showed overall growth on the Pre- and Post-Unit Assessments of +12 from the baseline of First Quarter and a decrease of 11% of D's and F's on the common assessments.

Overall, we attribute the gains to consistent use of data disaggregation and analyses, common assessments based on focus standards, data- driven intervention plans, collaboration, and progress monitoring. The 9<sup>th</sup> Grade mathematics have committed to Remediation and Enrichment in the Fourth quarter to remediation and enrichment, using Math Facts in a Flash and ACT Aspire exemplars in remediation and enrichment daily prior to the ACT Aspire assessment. The 10<sup>th</sup> Grade mathematics have committed to two-three times weekly in the Third quarter to remediation and enrichment, using Math Facts in a Flash and ACT Aspire exemplars in remediation and enrichment.

The TLI Geometry Module 1 Unit consisted of 23 teaching days with 2 remediation days after testing. The Unit 1 test was administered on September 18, 2015. The TLI Geometry Module 2 Unit consisted of 21 teaching days with 2 remediation days after testing. The Unit 2 test will be administered on October 23, 2015. The TLI Geometry Module 3 Unit consisted of 27 teaching days with 2 remediation days after testing. The Unit 3 test was administered on December 11, 2015.

The TLI Algebra I Module V Unit consisted of 25 teaching days with 3 remediation days after testing. The TLI Module IV was administered on March 15. The Algebra I students made a 12% gain from the baseline on the Pre-test which was given August of 2015. The gains are attributed to consistent use of data disaggregation and analysis, common assessments based on focused standards, data-driven intervention, and collaboration, and progress monitoring.

**ELA DATA by Quarter for Grades 3-10**

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
9th	59	274	107	114	54	1	212	223	186	N/A	621	277	33%	10%	62%	45
10th	63	337	127	100	138	118	252	263	225	N/A	740	196	30%	22%	52%	26

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							<i>Example</i>	100	90	95	N/A	285	57	20%					

**Comments/ Clarifications:**

Literacy teachers administered three common assessments in literacy this quarter. The common core aligned assessments were administered to ninth and tenth grade students. The assessments were administered to monitor student progress, determine appropriate interventions, and inform teachers’ instructional decisions about student learning. The literacy coach and the teachers disaggregated and analyzed the data during Literacy PLCs. The data was also analyzed during the leadership team meetings. As a result of the data conversations, the leadership team determined the focus would be on remediating deficit skill areas and providing appropriate interventions for students. Teachers updated Teacher Action Plans for Tier I and Tier II Interventions and updated data walls. Remediation packets were created for students. While there was not much growth on Post Unit Assessments one and two, the third Unit Assessment showed some growth. However, one variable to take into consideration might be the type of texts students were required to read across assessments.

06

**(Optional)**

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



ARKANSAS  
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OF EDUCATION

**DISTRICT:** PINE BLUFF  
**SCHOOL:** BELAIR MIDDLE SCHOOL  
**STATUS:** PRIORITY  
**SITE-BASED SIS:** STEPHANEY BENNETT  
**EXTERNAL PROVIDER:**

**SUPERINTENDENT:** DR. MICHAEL ROBINSON  
**PRINCIPAL:** DR. SUZETTE BLOODMAN

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:** MS. LASONIA JOHNSON, DR. RICHARD WILDE

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

**Effective Practice within Category:**

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

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

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

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

**Current reality of effective practice from the beginning of the year:**

**Leadership Team:** Met twice monthly for at least an hour.

**Instructional Team:** Met weekly as an interdisciplinary team.

**Student Team:** Did not exist

**Management Team:** Met weekly

**School community Council:** Did not exist.

**Current reality of effective practice:**

**Leadership Team:** Team met twice monthly for at least an hour. Decisions

**Instructional Team:** Restructured mid-year. Met by content with Instructional Facilitators (Math and ELA). Made instructional adjustments and decisions based on disaggregated data.

**Student Team:** Was formed mid-year. Met sporadically.

**Management Team:** Met weekly.

**School community Council:** Was not formed.

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**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

**Effective Practice within Category:**

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

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

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

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

**Current reality of effective practice from the beginning of the year:**

1. Instructional Teams & Instructional Facilitators (Math & ELA) met weekly to ensure horizontal alignment and to discuss instructional strategies.
2. All had input in the development of common assessments.
3. Assessments were administered every 2 -3 weeks.
4. Team meetings were held weekly to discuss disaggregated data.
5. Lessons were differentiated to address student needs.
6. Professional development was provided regarding preparing for the ACT Aspire, use of data, and differentiated lessons.

**Current reality of effective practice:**

1. This practice continued throughout the school year.
2. This practice continued throughout the school year.
3. This practice continued throughout the school year.
4. This practice became problematic in that it was not reported timely and/or consistently from all teachers; thereby skewing the data. Incomplete data had a negative impact on the decision making process.
5. The use of "boot camp" , grouping, and Academic support classes intended to address specific needs of students. Academic goals were not set by all teachers.
6. No professional development was provided during the last quarter.

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**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIC10)

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

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

**Current reality of effective practice from the beginning of the year:**

**Teachers Discipline Management**

Inconsistent implementation of effective practices

**School-wide Discipline Management Practices**

Inconsistent implementation of effective practices

**Current reality of effective practice:**

**Teachers Discipline Management**

Inconsistent implementation of effective practices

**School-wide Discipline Management Practices**

A school-wide protocol was established with input from all stakeholders. However, the failure to revisit, monitor, and adjust the plan resulted in inconsistent implementation of effective practices.

**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**

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

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

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

**Current reality of effective practice from the beginning of the year:**

The standard PBSO written compact will be distributed to parents at an annual Title I meeting and events such as a back to school carnival, holiday dinners, Saturday School support, parent information nights\events, and a parent center were established.

**Current reality of effective practice:**

Little parent participation, inactive PTSO.

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**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

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

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

**ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**Current reality of effective practice from the beginning of the year:**

Non-existent

**Current reality of effective practice:**

Non-existent

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### LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

No decisions were made this quarter this quarter.

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

The structure of the Leadership Team. Will include representative of all core teachers and paraprofessionals. Rather than discuss items, the team will address items and take action swiftly. The team will have the critical discussion and make the tough decisions. The minutes will reflect the actions taken.

The team will work collaboratively on Assessing Indicators, the 45 Day Plan, and update it after each meeting with next steps. The Leadership Team will ensure that all indicators are implemented according to the Wise Ways rubric.



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1 <sup>st</sup>	2nd	3rd	4th
5	279	280	258	265	30	2	108	139	7	50	3	3	3	2
6	257	258	241	269	26	4	96	89	5	38	0	6	0	0

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*Comments/ Clarifications:*

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by STAR Test on May 1-18, 2016 (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by STAR Test on May 1-18, 2016 (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
3%	32%	53%	43%	43%	24*			43%	81*		
0	11%	58%	40%	37%	91**			37%	99**		

*\*5th Grade Students tested*

*\* 168/265 in math*

*\*232/265 ELA*

*\*\*6th Grade Students tested*

*\*260/269 in math*

*\*\*206/269*

*Comments/ Clarifications:*

**MATH DATA by Quarter for Grades 3-10**

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Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter						Total number of students assessed on the post-unit test for each grade level  (A)	Total number of students with D or F on unit tests in Math this quarter  (B)	Percent of students with D or F on any unit tests in Math  (C)  (B/A) X 100 = C					
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	Unit 5	Unit 6			1st	2nd	3rd	4th	5th	6th
5	11	265	32	25	26	39	256	256	224	230	221	N/A	1187	740	81	77	71	35	44	N/A
6	0	269	22	31	31	11	244	241	235	223	227	214	1384	994	75	82	85	96	43	50
<b>Example</b>							<b>100</b>	<b>90</b>	<b>95</b>	<b>N/A</b>			<b>285</b>	<b>57</b>	<b>20%</b>					

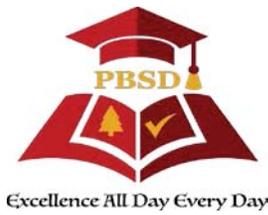
**5<sup>th</sup> Grade:** More students earned a 70% or higher on the fraction posttest. Only 23% of students earned a C or higher on the pretest given on 4-29-16. Posttest data shows that 65% of the students scored 70% or higher. Students worked in small groups and had daily practice of the skill through bell ringers.

**6<sup>th</sup> Grade:** Based on posttest data, over half of the students in sixth grade scored 70% or higher on the test focusing on the distributive property. This is a huge increase compared to the pretest where only 30% of the students scored 70% or higher. As with 5<sup>th</sup> grade, sixth grade students worked in small groups and had daily practice of the skill through bell ringers. Students struggled on the TLI exam (pretest). One main reason noted by teachers was due to not having geometric formulas memorized.



*(Optional)*

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



Pine Bluff School District Support Plan  
 Pine Bluff High School  
 Dr. Michael Robinson Superintendent

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

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

<b>Principal Support Description</b>	
<b>Principal Support/Timeline</b>	<b>Expected Outcomes</b>
TESS/LEAD Calibration training (as needed)	Consistent specific feedback to teachers
Principal Institute (monthly) <ul style="list-style-type: none"> <li>• Book Study</li> <li>• Data Wise/ Meeting Wise</li> <li>• UVA/ Seven Turnaround Principles</li> <li>• Coherence Framework</li> </ul>	Address system concerns around data, culture, and performance
Beegle Poverty Institute (one time event)	Develop tool kit to support the need of

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

<b>Funding Description</b>		
Title 1 Allocation	\$403,292.70	
NSLA Allocation	\$290,339.70	
Discretionary Funds	\$ TBD	
<b>Purchased Items/Description</b>	<b>Cost</b>	<b>Anticipated Student Improvement/Evaluation</b>
Interventionist will be hired to provide small group and one-on-one instruction for students with AIP's in math and literacy.	\$20,965.40 X 8= \$167,723.20	5% growth on the Scholastic Reading and Math Inventory every 9 nine week/local evaluation for interventionist
Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI) will be used as a screener to assess all students.	\$12,800.00	Increased small group instruction based on screener results/program evaluation
Compass Learning was purchased to create prescribed learning paths.	\$29,815.00	Students will use technology to build math and literacy

		skills in a multiple ways/ program evaluation
We will offer multiple professional development opportunities with teacher compensation concerning rigor, depth of knowledge, collaborative planning, small group instruction and ACT Aspire prep.	\$30,00.00	Positive student growth progression on ACT Aspire Interim Assessments/Unit Assessments
Local School Improvement Specialist (SIS)	\$92,393.06	Build principal capacity/LEADS evaluation for local SIS
GradPoint for credit recovery	Included in the compass price above	Support to students meeting graduation requirements

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

**Assessment Description**

Assessment	Purpose	User	Administration Timeframe
Unit/Common Assessments in Mathematics & English Language Arts	Monitor students' mastery of standards/instruction, allow for re-teaching, and guide professional development	Students, Math teachers, ELA teachers, & School Leadership Team	Sept. 26-30 Oct. 10-14 Nov. 1-4 Jan. 9-13 Feb. 6-10 April 3-7
Interim ACT-Aspire Assessment	Monitor student growth and mastery of specific standards	Students, Teachers, & School Leadership Team	Oct. 17-21 Nov. 28-Dec. 2 Jan. 23-27 March 6-10
Science and History Unit Assessments	Monitor students' mastery of standards/instruction, allow for re-teaching, and guide professional development	Students, Science Teachers, Social Studies Teachers, & School Leadership Team	Oct. 17-21 Nov. 1-4 Jan. 9-13 Feb. 6-10 April 3-7
Scholastic Reading Inventory (SRI) & Scholastic Math Inventory (SMI)	Monitor student progress	Students, Teachers, & School Leadership Team	Three times a year beginning in September

A school-based assessment calendar was designed to help monitor assessment cycles.

Pine Bluff High School will also pilot the use of ACT Aspire classroom assessments in tenth grade literacy and math. On all ACT Aspire periodic assessment the expectation is that 55%-65% of the students will score ready or exceeding. The teachers disaggregate the data during their collaborative planning times and create teacher plans for practice, reteach and enrichment. Professional development needs will be discussed, provided and implemented based on the data.

## School Leadership Team utilization of assessment data

- Analyze data to determine school needs (Professional Development, Cultural needs, PBIS supports, Parent Involvement)
  - Analyze attendance data, implement systems to promote teacher and student attendance
  - Analyze CWT data to determine necessary supports (PD) needed to support teaching and learning (compensation will be given)
  - Analyze achievement data to help measure individual student growth and necessary RTI supports
- 
- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.

## Description of School Leadership Team Decision Making Autonomy

Each school leadership team looked at school needs based on their school's data, using the program evaluation and discussing what worked well last year. They completed their budget on their own given the guidelines of what expenses are allowable based on the law. Discretionary resources include local Educational Cooperative assistance and community support. Discretionary funds include \$... The district provided the following parameters:

- Signing contracts
  - Hiring of certified or classified staff
  - Adopting textbooks
  - Requiring that all purchases be linked to the buildings needs assessment
- 
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).

## **Description of Retention & Recruitment**

The Building Leadership Team supported by the District Leadership Team will provide all teachers with needed support to be successful. New teachers will be involved in the state's new teacher program. The district will meet with new teachers monthly with our new Professional Educators Induction Program and the school will have bi-weekly support meetings with new teachers lead by members of the school's leadership team. Quarterly educator surveys will be administered to monitor climate and make adjustment as needed. Teacher support will also include professional development and quality feedback.

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

## **Description of Curriculum Alignment**

The district department of Teaching and Learning created a team that ensured the curriculum was aligned and written with the required rigor to meet and exceed state standards. The entire district was trained on how to read and use the curriculum guide during the pre-service professional development week August 8-11, 2016. During collaborative planning, the principal, school improvement specialist, and instructional specialist will review and provided support to teachers. The principals and assistant principals will use the guide when checking lesson plans and informal observation/ Classroom Walkthroughs. Additional, curriculum and instruction collaboration/focus occurs during bi-weekly data wise meetings. The one-on-one administrator/ teacher conferences following each focus walks conversations will help to ensure effective curriculum implementation.

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

## **Description of Parental & Community Engagement in Turnaround Efforts**

Each month we will have different topics, based on the surveys, that have been administered. The district's parent coordinator has begun an ACT Aspire parent night that will occur quarterly leading to the assessment. The goal is to engage parents in understanding the ACT Aspire assessment and how to read and interpret the reports. Our hope is to ensure that all parents participate but there will be an emphasis on the students who are not proficient. We plan on looking at participation levels and feedback from the parents to analyze the impact so that we can monitor and adjust to increase effectiveness.

<b>The following Parent and Community Engagement activities will take place during the 2016-2017 school year:</b>	
Parent Surveys	Twice a year
Parents will be provided with parent tips & other literature	Monthly starting in September
Parents will be provided with a password and encouraged to utilize Home Access Center (HAC).	September
School activities will be promoted in the Pine Bluff Commercial for the 2016-2017 school year.	Weekly
Parent-Teacher Conference will be conducted and parent invitations will be sent home to parents by students.	September 19 2016, October 24, 2016, February 2, 2017, & March 15, 2017
Parent Educator Newsletter will be distributed to parents	5 <sup>th</sup> of each month
Transitional Services Parent Night (Special Services Department) will be hosted by Special Ed. Department	TBD
Math & Literacy Night will be conducted	November 2016, March 2017
Awards Assembly for academic achievement and citizenship	Quarterly
PTO Membership Drive and active PTO	August 2016
Active Customer Service Department aimed to Promote Parent & Community Engagement	Monthly

Parent and Family Training in the areas of ACT, ACT Aspire, Bullying, Math & Literacy, Interpretation of Data, etc.	Twice a month
Grad Point Night for Parents	Each semester
Parent & Community Newsletter (The Zebra Journal) will be distributed.	Monthly beginning October
Parent and Community Engagement nights will be conducted	Twice a semester
Bring your Parents to School Day	TBD
Parent and Community Test Prep Event	TBD

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

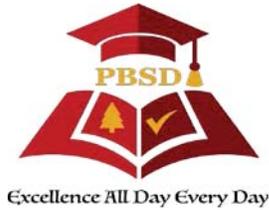
### **Description of Creating a Positive Learning Environment**

Plan to decrease referrals and send homes	Pine Bluff High School will implement a school-wide Positive Behavior Intervention Support System (PBIS); additionally, a mentorship program will be implemented by the principal and the community PEN group will provide leadership opportunities to students who exhibit significant behavioral challenges.
Plan to Create a Positive School Culture	Student Leadership Team, School-based teacher lead committee, bi-weekly grade level meetings (allowing for consistency and continuity throughout the building, partnership with families & businesses) Common school-wide expectations. PD with staff on culture and building relationships.
Data Source to measure progress	Discipline and student attendance data will be utilized to measure the impact of school-wide PBIS; additionally, Student, Educator, and Parent

	Surveys will be analyzed as part of determining if a cultural shift is occurring due to the implementation of PBIS and a focus on culture
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**Pine Bluff High School Team**

<b>Team</b>	<b>Name</b>	<b>Subject</b>
Administration	Dr. Michael Nellums	Principal
Administration	Dr. Reginal Wilson	Assistant Principal
Administration	Claudette White	Assistant Principal
Teacher	Cheryl Caldwell	Math Specialist
Administration	Gary Owens	Assistant Principal
Central Office	Dr. Michael Robinson	Superintendent
Central Office	Dexter Lee	Human Capital Officer
Central Office	Alesia Smith	Systemic Improvement Officer
Central Office	Dr. Laura Strickland	Finance and Federal Program Officers
Central Office	Ben Brockert	Special Education and Student Support Officer



Pine Bluff School District Support Plan  
 Belair Middle School  
 Dr. Michael Robinson Superintendent

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

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

<b>Principal Support Description</b>	
<b>Principal Support/Timeline</b>	<b>Expected Outcomes</b>
Year 3 Participation in Master Principal	Extension of ALA learning application with

Institute	Practical application of new learning at the building
Beegle Poverty Institute (a one time event)	Develop tool kit to support the need of students in poverty
Arkansas Leadership Academy Mentorship (Weekly)	Develop proficiency status in School Leadership Turnaround Principles and LEADS goals
Principal Institute (monthly) <ul style="list-style-type: none"> <li>● Book Study</li> <li>● Data Wise/ Meeting Wise</li> <li>● UVA/ Seven Turnaround Principles</li> <li>● Coherence Framework</li> </ul>	Address system concerns around data, culture, and performance
TESS/LEAD Calibration training (as needed)	Consistent specific feedback to teachers

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

<b>Funding Description</b>		
Title 1 Allocation	\$176,646.15	
NSLA Allocation	\$43,482.03	

Discretionary Funds	\$TBD	
<b>Purchased Items/Description</b>	<b>Cost</b>	<b>Anticipated Student Improvement/Evaluation</b>
Interventionist will be hired to provide small group and one-on-one instruction for students with AIP's in math and literacy.	\$20,965.40 X 2= \$41,930.80	5% growth on the Star Reading and Star Math assessment every 9 nine week/local evaluation for interventionist
We will offer multiple professional development opportunities with teacher compensation concerning rigor, depth of knowledge, collaborative planning, small group instruction and ACT Aspire prep.	\$30,00.00	Positive student growth progression on ACT Aspire Interim Assessments/Unit Assessments
Part funding for Local School Improvement Specialist (providing professional development, data desegregation and coaching)	\$90,503.00	Build principal capacity/LEADS evaluation for local SIS
Compass Learning has been purchased K-9 to create learning paths from the Renaissance Learning assessment to support the instruction in the classroom and provided additional support in deficit areas.	\$5,654.88	Increased small group instruction based on screener results/program evaluation

- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams,

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

<b>Assessment Description</b>			
<b>Assessment</b>	<b>Purpose</b>	<b>User</b>	<b>Administration Timeframe</b>
Unit/Common Assessments in Mathematics & English Language Arts	Monitor students' mastery of standards/instruction, allow for re-teaching, and guide professional development	Students, Math teachers, ELA teachers, & School Leadership Team	Sept. 26-30 Oct. 10-14 Nov. 1-4 Jan. 9-13 Feb. 6-10 April 3-7
Interim ACT-Aspire Assessment	Monitor student growth and mastery of specific standards	Students, Teachers, & School Leadership Team	Oct. 17-21 Nov. 28-Dec. 2 Jan. 23-27 March 6-10
Science and Social Studies Unit Assessments	Monitor students' mastery of standards/instruction, allow for re-teaching, and guide professional development	Students, Science Teachers, Social Studies Teachers, & School	Oct. 17-21 Nov. 1-4 Jan. 9-13 Feb. 6-10 April 3-7

		Leadership Team	
STAR Reading & STAR Math	Screening tool used to monitor students progress	Students, Teachers, & School Leadership Team	September, January, & May

Belair Middle School will also pilot the use of ACT Aspire classroom assessments in sixth grade literacy and math. The expectation is that of the students will score ready or exceeding on all administered assessments. The teachers disaggregate the data during their collaborative planning times and create teacher plans for practice, reteach and enrichment. This will happen every two- three weeks by content. Professional development needs will be discussed, provided and implemented based on the data.

School Leadership Team utilization of assessment data

- Analyze data to determine school needs (Professional Development, Cultural needs, PBIS supports, Parent Involvement)
  - Analyze attendance data, implement systems to promote teacher and student attendance
  - Analyze CWT data to determine necessary supports (PD) needed to support teaching and learning (compensation will be given)
  - Analyze achievement data to help measure individual student growth and necessary RTI support
- 
- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.

**Description of School Leadership Team Decision Making Autonomy**

Each school leadership team looked at school needs based on their school's data, using the program evaluation and discussing what worked well last year. They completed their budget on their own given the guidelines of what expenses are allowable based on the law. Discretionary resources include local Educational

Cooperative assistance and community support. The district provided the following parameters:

- Signing contracts
  - Hiring of certified or classified staff
  - Adopting textbooks
  - Requiring that all purchases be linked to the buildings needs assessment
- 
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).

### **Description of Retention & Recruitment**

The Building Leadership Team supported by the District Leadership team will provide all teachers with needed support to be successful. The new teachers will be involved in the state's new teacher program. In addition each school will be providing additional support from the district and school level. The district will meet with new teachers monthly with our new Professional Educators Induction Program. Midyear program evaluations and surveys will be done to monitor and make adjustment as needed.

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

### **Description of Curriculum Alignment**

The district department of Teaching and Learning created a team that ensured the curriculum was aligned and written with the required rigor to meet and exceed state standards. The entire district was trained on how to read and use the curriculum guide during the pre-service professional development week August 8-11, 2016. During collaborative planning, the principal, school

improvement specialist, and instructional specialist will review and provided support to teachers. The principals and assistant principals will use the curriculum guide when checking lesson plans and performing informal observation/ Classroom Walkthroughs. Additional, curriculum and instruction collaboration/focus occurs during bi-weekly data wise meetings. The one-on-one administrator/ teacher conferences following each focus walks conversations will help to ensure effective curriculum implementation.

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

**Description of Parental & Community Engagement in Turnaround Efforts**

Each month we will have different topics, based on the surveys that have been administered. The district’s parent coordinator has begun an ACT Aspire parent night that will occur quarterly leading to the assessment. The goal is to engage parents in understanding the ACT Aspire assessment and how to read and interpret the reports. Our hope is to ensure that all parents participate but there will be an emphasis on the students who are not proficient. We plan on looking at participation levels and feedback from the parents to analyze the impact so that we can monitor and adjust to increase effectiveness.

<b>Parent and Community Engagement Activities</b>		
<b>School, Parent, Teacher Partnerships</b>	<b>Date</b>	<b>Purpose</b>
Annual Title 1 Meeting (Open House)	August 17, 2016	To Inform parents of what Title One is and how we use it for the scholars
Monthly PTSO/21st	2nd Tuesday of each	To promote parental

Initiatives	month; 5:00 - 6:00 p.m.	involvement; offer engaging parent activities
Family Carnivals	September 29, 2016 & Spring 2017	Collaboration with 21st Century school-based program to promote family school engagement; highlight school initiatives; provide opportunity for families to engage with the BMS family
Parent Teacher Conferences	September 19, 2016 (5-7 p.m.); October 24, 2016; 1:00 - 7:00 p.m.; February 2, 2017; 1:00 - 7:00 p.m; March 17, 2017; 2:00 - 7:00 p.m.	Opportunity for parents to discuss their child's progress/performance since the start of the school year
Task Force Advisory Meeting	Fall 2016 and Spring 2017	Inform stakeholders on schools' initiatives and academic progress
Knowledge Bowl	February 23, 2017 (5:30-7:30p.m.)	Highlight student achievement/accomplishments
Valentine's Family Dance	February 2017	Opportunities for structured school & family relationship building
Mathematics and Literacy Nights	Fall 2016/Spring 2017	
Muffins with Mom	Spring 2017	Opportunities for structured school & family relationship building
Donuts with Dad	Spring 2017	Opportunities for structured school & family relationship building

Mother/Son Dance	April 2017	Opportunities for structured school & family relationship building
Father/Daughter Dance	May 2017	Opportunities for structured school & family relationship building
Family Fun Day	May 2017	Opportunities for structured school & family relationship building

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

<b>Creating a Positive Learning Environment Description</b>	
Plan to minimize student punishment	In concert with the district, Belair Middle School will implement a school-wide Positive Behavior Intervention Support System (PBIS); additionally, a mentorship program will be implemented by the principal to provide leadership opportunities to students who exhibit significant behavioral challenges, model students, and students who adhere to school rules and would thrive in a leadership capacity.
Plan to Create a Positive School Culture	Student Leadership Team, School-based teacher lead committee, bi-weekly grade level meetings (allowing for consistency and continuity throughout the building, partnership with families & businesses) Common school-wide expectations, Daily student assemblies)
Data Source to measure progress	Discipline and student attendance data will be utilized to measure the impact of school-wide PBIS; additionally, Student, Educator, and Parent

	Surveys will be analyzed as part of determining if a cultural shift is occurring due to the implementation of PBIS and a focus on culture
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*This plan was developed by the following named personnel:*

<b>Belair Middle School Leadership Team 2016-17</b>		
<b>Team</b>	<b>Name</b>	<b>Position or Subject</b>
Administration	Dr. S. Bloodman	Principal
Administration	M. Collins	Assistant Principal
SIS	Dr. S. Lewis	School Improvement Specialist
Library Media Specialist	L. Pierce	Librarian
5A	P. Washington	Social Studies / ELA
5B	T. Nicholson	Math / Science
6A	M. Brown	ELA
6B	B. Davis	Math
6B	M. West	Science
Elective Representative	K. Lowe	Input Technology
Special Education Representative	J. Prichett	Special Education, Self-contained
Instructional Specialist	P. Thompson	Math
Instructional Specialist	V. Simon	ELA
5th grade Counseling Service	E. Johnson	Counselor
6th grade Counseling Service	T. Price	Counselor

**Pine Bluff School District Leadership**

Name	Position
Dr. Michael Robinson	Superintendent
Dexter Lee	Human Capital Officer
Alesia Smith	Systemic Improvement and Teaching and Learning Officer
Dr. Laura Strickland	Finance and Federal and State Officer
Ben Brockert	Special Education and Student Support Officer



## **Support Plan Review and Monitoring**

Arkansas Department of Education - School Improvement Unit

Pine Bluff High School

Lasonia Johnson and Elizabeth Shock

## Overview and Background

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

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

Pine Bluff High School was initially classified in Academic Distress during the 2013-2014 school year and was re-classified in Academic Distress in June 2016. The following details about the make-up of the school are considered pertinent:

- The principal is entering his fifth year as the school leader; however, he has taken medical leave.
- The local school improvement specialist hired in January 2016 was promoted to a district level position.
- The newly assigned school improvement specialist attended the Locally-Hired School Improvement Specialist Overview Workshop held at the Arkansas Department of Education. The school improvement specialist weekly reports are submitted in Indistar consistently and reflect awareness of the school needs towards improvement.
- The school serves grades nine through twelve.
- The start of the 2016-2017 school year reflected high teacher turnover.
- New teachers were provided with Kagan strategy training to support student engagement.

## **Review of Board Meeting Minutes**

The minutes from the Pine Bluff School Board meetings from April through August of 2016 were reviewed by the ADE School Improvement Unit. The purpose for the analysis was to identify the local board's knowledge of the school's academic distress status and to gauge the school board's involvement in the efforts to assist the school in being removed from academic distress.

Meeting minutes reflected a discussion of the following areas: each school's report card letter grade, the utilization of the 21<sup>st</sup> Century Program to support students behind in skills, teacher surveys administered by the Personnel Policies Committee (PPC) concerning school improvement, the district vision and mission shared with teachers and school leadership, new teacher workshop, evening academy, virtual learning opportunities, monthly Principal Institute, assistant principal training, and a book study to impact a positive culture shift. The Pine Bluff High School administrative staff reported to the school board on August 23, 2016, regarding how the team would be able to best utilize the differentiated instruction strategies learned during a conference the team attended. Although there appeared to be an increase in discussion of topics related to school improvement as the summer progressed, there was no specific reference to nor discussion about the academic distress status for Pine Bluff High School.

## **Arkansas Department of Education School Improvement Specialist Brief Analysis on the Principal's Report**

The principal's report highlights the activities of the School Improvement Leadership Team related to addressing the academic achievement of Pine Bluff High School students. To support the goal of articulating a clear and shared focus to all stakeholders, the School Improvement Leadership Team has developed a Parent Involvement Plan that explains the following: the school's current academic status, academic improvement strategies to be utilized this school year, the day and times for leadership team meetings, interventions, and the administration of assessments. The school improvement unit suggests that the school determine the effectiveness of this plan throughout the school year.

The School Improvement Leadership Team in conjunction with various stakeholder groups have identified several areas of improvement related to school climate and student safety. Volunteers and mentors are being sought to assist in this process. Pine Bluff High School has planned engagement activities for students in order to promote the development of a positive school climate.

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team have begun to implement a culture of continuous improvement. The School Improvement Leadership Team has identified the assessments to be

administered for the 2016-2017 school year. The building leadership team meets twice a month in order to analyze student outcomes to determine the needs of students and professional development needs of teachers.

### **Highlights of District Plan of Support**

The academic distress recommendations for the District Improvement Leadership Team included the development of the district's plan to support the campus that was in academic distress. The ADE School Improvement Unit verified that there has been consultation between the Pine Bluff High School Improvement Leadership Team and the District Improvement Leadership Team concerning the clarification of the support that the district will provide the school. The district submitted the plan of support on September 15, 2016. The plan addressed the topics that were included in the academic distress recommendations.

The professional development activities planned for the principal appeared to be targeted toward building capacity. The expected outcomes for each form of professional development can be articulated by the principal as well as the District Improvement Leadership Team.

Elements in the support plan also address categorical funding. A program evaluation was completed in May 2016. Results were used to determine the allocation of resources for the 2016-2017 school year. Teachers will be provided compensation to attend professional development opportunities made available outside of school hours. The professional development will cover Depth of Knowledge (DOK), collaborative planning, small group instruction, and ACT Aspire preparation. Another meaningful decision made by the School Improvement Leadership Team included the plan to continue credit recovery. This will provide support to those students that are at risk of not graduating. The School Improvement Leadership Team and the District Improvement Leadership Team have specified the expected amount of student improvement from each instructional expenditure. A plan has been established to evaluate the effectiveness of these items.

The support plan also provides an inventory of assessments. The purpose for each assessment has been specified to ensure a common understanding among all teachers and to define expectations for how the assessment results should be used by students, teachers and the building leadership team. Post-unit assessments have been scheduled for administration to guide re-teaching and professional development needs. The administration of the ACT Aspire Interims have been scheduled with the purpose to monitor student growth and ACT Aspire goal attainment.

## **Arkansas Department of Education School Improvement Specialist Summary of Progress towards the Approved Goals**

The focus of the School Improvement Leadership Team is to address the academic distress goals.

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

Everyone knows where they are going and why. The focus is on achieving a shared vision and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent and “known by all” plan for moving the school out of academic distress.

The School Improvement Leadership Team has focused their improvement efforts on implementing small group differentiated instruction. The School Improvement Leadership Team has shared this focus with teachers and has begun to provide professional development aligned to that focus. This information has been presented to the local school board for transparency and support.

### **Goal 2: The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.**

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff. Instruction is personalized and students are engaged in the learning.

To create a positive school culture, the leadership team has discussed the administration of the educator and student surveys. In addition, mentors are being sought to assist in improving school climate and student safety. Pine Bluff High School has a calendar of engaging activities for students to support breast cancer awareness and social integrity. Students will reflect on these culture building experiences through writing and in the arts.

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

In a culture of continuous improvement, teachers regularly collect and analyze multiple sources of data on each student’s learning, including classroom-based formative assessments, and adjust their teaching accordingly. In the culture of continuous improvement, a central element is teachers working together on reviewing data on student performance, analyzing students’ work, developing lesson plans and

assessments, and aligning curriculum, etc. Teachers model good teaching for each other and learn from each other. The faculty members together accept responsibility for all students learning and engage in a continual process of improving their own teaching.

Over the course of the summer, teams attended multiple trainings related to school improvement. The school sent a team to the 2016 Summer School Improvement Conference. Building administrators attended the district Summer Institute for professional development in Data Wise and Meeting Wise projects as well as the Coherence Framework. This has brought organizational structures to the School Improvement Leadership Team. The work of the School Improvement Leadership Team includes ensuring that there is teacher representation. To achieve this goal, the leadership team now meets after school.

The School Improvement Leadership Team has organized the content areas into Instructional Improvement Teams (Professional Learning Communities). Members of the Instructional Improvement Team work collaboratively guided by instructional facilitators for the purpose of developing instructional units, reviewing unit assessments, and the analysis of student learning outcomes.



## **Support Plan Review and Monitoring**

Arkansas Department of Education - School Improvement Unit

Belair Middle School

Lasonia Johnson and Elizabeth Shock

## Overview and Background

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

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

Belair Middle School was initially classified in Academic Distress during the 2013-2014 school year and was re-classified in Academic Distress in June 2016. The following details about the make-up of the school are considered pertinent:

- The principal is entering her fourth year as the school's leader and she has embraced the new superintendent's endeavors towards school improvement. The principal reported that she has a better focus on specific aspects pertaining to school improvement and she has improved her ability to communicate with her faculty. Thus, these features have had a positive influence on the school.
- The local school improvement specialist, hired in January 2016, continues to provide support to the school in the areas of data analysis, building principal capacity, and ensuring team collaboration is intact to increase student achievement.
- A new assistant principal was hired in the summer of 2016.
- The school reconfigured and began the 2015-2016 school year serving grades five and six.
- The start of the 2016-2017 school year reflected low teacher turnover.
- During the first quarter, student enrollment revealed a slight upward trend, primarily due to a large entering class cohort.

## **Review of School Board Minutes**

The minutes from the Pine Bluff School Board meetings from April through August of 2016 were reviewed by the ADE School Improvement Unit. The purpose for the analysis was to identify the local board's knowledge of the school's academic distress status and to gauge the school board's involvement in the efforts to assist the school in being removed from academic distress.

Meeting minutes reflected a discussion of the following areas: each school's report card letter grade, the utilization of the 21<sup>st</sup> Century Program to support students behind in skills, teacher surveys administered by the Personnel Policies Committee (PPC) concerning school improvement, the district vision and mission shared with teachers and school leadership, new teacher workshop, evening academy, virtual learning opportunities, monthly Principal Institute, assistant principal training, and a book study to impact a positive culture shift. Although there appeared to be an increase in discussion of topics related to school improvement as the summer progressed, there was no specific reference to nor discussion about the academic distress status for Belair Middle School.

## **Arkansas Department of Education School Improvement Specialist Brief Analysis on the Principal's Report**

The principal's report highlights the activities of the School Improvement Leadership Team related to addressing the academic achievement of Belair Middle School students. These efforts include engaging students in writing across the curriculum and increasing the level of instructional rigor through the use of Webb's Depth of Knowledge (DOK). The School Improvement Leadership Team has shared this focus with teachers and has begun to provide professional development aligned to that focus. Belair Middle School is utilizing the district's literacy and numeracy plan to guide their efforts related to writing and reading across the curriculum. Parents are encouraged to support the school's reading programs by ensuring that their child reads on a nightly basis. The school improvement unit suggests that the school determine the effectiveness of these efforts throughout the school year.

To support the goal of a positive school culture, the school is utilizing positive incentives to reinforce expected behaviors. Belair Middle School has implemented the Classroom Dojo system to guide student behaviors throughout the school day. The principal is leading her team to implement the Positive Behavior Intervention System (PBIS). Teachers are using Google documents to share behavior rewards and intervention ideas. Student responses are encouraged. Weekly character education classes are planned in order to teach students alternative ways to resolve problems.

## Highlights of District Plan of Support

The academic distress recommendations for the District Improvement Leadership Team included the development of the district's plan to support the campus that was in academic distress. The ADE School Improvement Unit has verified that there has been consultation between the Belair Middle School Improvement Leadership Team and the District Improvement Leadership Team concerning the clarification of the support that the district will provide the school. The district submitted the plan of support on September 15, 2016. The plan addressed the topics that were included in the academic distress recommendations.

The professional development activities planned for the principal appeared to be targeted toward building capacity. The principal is continuing to participate in the Arkansas Leadership Academy (ALA) to implement strategies that will increase the use of root cause analysis, direct decisions based on data, empower students to have a voice in the learning process, improve the school's Response to Intervention (RTI), and implement the Positive Behavior Intervention System (PBIS). The principal is currently preparing to engage in observation calibration training, BloomBoard Insight Report training, and the 2016 Beegle Poverty Institute funded by the Arkansas Department of Education. The expected outcomes for each form of professional development can be articulated by the principal as well as the District Improvement Leadership Team.

Elements in the support plan also address categorical funding. Based on the program analysis, the school determined that programs were not the key, but that instructional delivery made the difference in increasing student achievement. Teachers will be provided compensation to attend professional development opportunities made available outside of school hours. During this time, it is the expectation of the district and school that teachers become proficient in the use of strategies related to engaging students through small group instruction and shifting their teaching to address higher Depth of Knowledge (DOK) levels. The School Improvement Leadership Team has identified and will continuously gauge the impact of this instructional expenditure on student achievement.

In addition, the support plan provides an inventory of assessments. The purpose for each assessment has been specified to ensure a common understanding among all teachers and to define expectations for how the assessment results should be used by students, teachers and the building leadership team. Post-unit assessments have been scheduled for administration to guide re-teaching and professional development needs. The administration of the ACT Aspire Interims have been scheduled with the purpose to monitor student growth and ACT Aspire goal attainment.

## **Arkansas Department of Education School Improvement Specialist Summary of Progress towards the Approved Goals**

The focus of the School Improvement Leadership Team is to address the academic distress goals.

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

Everyone knows where they are going and why. The focus is on achieving a shared vision and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent and “known by all” plan for moving the school out of academic distress.

The School Improvement Leadership Team has focused their improvement efforts on three main goals. The goals are for instruction to reach higher levels of Webb’s Depth of Knowledge (DOK), to implement small group instruction, and to provide writing practice across the curriculum. The School Improvement Leadership Team has shared this focus with teachers and has begun to provide professional development aligned to that focus. To guide the school towards meeting the goals, the School Improvement Leadership Team utilizes a literacy and numeracy action plan.

In order to evaluate the effectiveness of the literacy and numeracy action plan, the district has created a detailed assessment calendar which shows the specific dates for common unit assessments. The results of these assessments will be analyzed to determine professional development needs and students who need additional academic support.

The leadership team is in the process of developing ACT Aspire grade level goals based on the 2015-2016 ACT Aspire Summative Assessment results. The ACT Aspire Interim Assessments will monitor student growth towards the established goals.

### **Goal 2: The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.**

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff. Instruction is personalized and students are engaged in the learning.

To create a positive school culture, the leadership team has asked teachers and students for input about ways to incentivize positive behavior as well as what interventions could be implemented to deter negative behaviors. From the results, the leadership team will devise a Positive Behavior Intervention System.

In addition, an educator and student survey will be administered quarterly for feedback about the climate of the school. The leadership team will have to develop a process for analysis of this data and a plan of action based on the results.

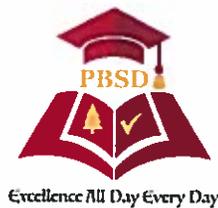
**Goal 3: The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.**

In a culture of continuous improvement teachers, regularly collect and analyze multiple sources of data on each student's learning, including classroom-based formative assessments, and adjust their teaching accordingly. In the culture of continuous improvement, a central element is teachers working together on reviewing data on student performance, analyzing students' work, developing lesson plans and assessments, and aligning curriculum, etc. Teachers model good teaching for each other and learn from each other. The faculty members together accept responsibility for all students learning and engage in a continual process of improving their own teaching.

Over the course of the summer, teams attended multiple trainings related to school improvement. The school sent a team to the 2016 Summer School Improvement Conference. Building administrators attended the district Summer Institute for professional development in Data Wise and Meeting Wise projects as well as the Coherence Framework.

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team have begun to implement a culture of continuous improvement. The School Improvement Leadership Team meets regularly and has identified the assessments to be administered for the 2016-2017 school year. The team is prepared to analyze this data on a consistent basis as it becomes available.

The School Improvement Leadership Team has organized the content areas into Instructional Improvement Teams (Professional Learning Communities). Members of the Instructional Improvement Team work collaboratively guided by instructional facilitators for the purpose of developing instructional units, reviewing unit assessments, and the analysis of student learning outcomes.



**Tuesday, April 19, 2016**  
**April 19, 2016 Monthly Board Meeting**

## **1. Call to Order**

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**Subject**            **A. Roll Call--Board President, Henry Dabner asked Yolanda Scott-Racy, the superintendent's administrative assistant to proceed with roll call at 6:02 p.m.. Upon the completion of roll call it was recorded that all were present. 7-0**

**Meeting**            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

**Category**           1. Call to Order

**Type**

**Submitted By:**

**Background Information:**

**Rationale:**

## **2. Approval of Agenda**

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**Subject**            **A. Approval of agenda**

**Meeting**            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

**Category**           2. Approval of Agenda

**Type**                Action

**Submitted By:**

**Background Information:**

**Rationale:**

**Motion & Voting**

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Leon Jones motioned the approval of the agenda as printed, seconded by Herman Horace  
 7-0

Motion by Leon Jones, second by Herman Horace.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

## **3. Approval of Minutes**

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**Subject**            **A. April 5, 2016- Work Study Session**  
**Meeting**            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
**Category**            3. Approval of Minutes  
**Type**                Action  
**Submitted By:**

**Background Information:**

**Rationale:**

**Motion & Voting**

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Stephen Bronskill motioned the approval of the work study session minutes for April 5, 2016, seconded by Harold Jackson

7-0

Motion by Stephen Bronskill, second by Harold Jackson.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**Subject**            **B. March 29, 2016- Special Call Board Meeting**  
**Meeting**            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
**Category**            3. Approval of Minutes  
**Type**                Action  
**Submitted By:**

**Background Information:**

**Rationale:**

**Motion & Voting**

---

Stephen Bronskill motioned the approval of the Special Call Board Meeting for March 29, 2016, seconded by Harold Jackson.

7-0

Motion by Stephen Bronskill, second by Harold Jackson.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**Subject**            **C. March 15, 2016- Monthly Board Meeting**  
**Meeting**            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
**Category**            3. Approval of Minutes

Type Action

**Submitted By:**

**Background Information:**

**Rationale:**

**Motion & Voting**

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Stephen Bronskill motioned the approval of the Regular Monthly Board Meeting for March 15, 2016, seconded by Harold Jackson.

7-0

Motion by Stephen Bronskill, second by Harold Jackson.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**Subject** D. March 3, 2016- Work Study Session  
**Meeting** Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
**Category** 3. Approval of Minutes  
**Type** Action

**Submitted By:**

**Background Information:**

**Rationale:**

**Motion & Voting**

---

Stephen Bronskill motioned the approval of the Work Study Session for March 3, 2016, seconded by Harold Jackson.

7-0

Motion by Stephen Bronskill, second by Harold Jackson.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**4. Superintendent's Report**

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**Subject** A. Report-Dr. Wallace reported that English Teacher Jada Jones from Belair school took the 1st place trophy home for the Quiz bowl. Dr. Wallace gave the results of the grades on the report card for testing in the district PBHS moved up the highest one letter grade, W.T. Cheney was the second highest, JRJH school moved up two letter grades. Mrs. Wilkins wanted to thank UVA and Alesia Smith with working with the school and the team.  
**Meeting** Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
**Category** 4. Superintendent's Report

Type

**Submitted By:****Background Information:****Rationale:**

**Subject**            **B. Staff Recognition**

Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

Category            4. Superintendent's Report

Type

**Submitted By:****Background Information:****Rationale:****5. Graduation Alliance**

---

**Subject**            **A. Report- Rob Belous gave a overview on how the program will work it partners with school over the united states with students that have dropped out or didn't get a chance to finish there degree. By the end of the year hope to have medical certification. This program is hopefully going to give them the abilities they need for a career opportunity. It would not any addition cost for the career programs it all apart of the Graduation Alliance.**

Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

Category            5. Graduation Alliance

Type

**Submitted By:**

**Background Information:****Rationale:****6. Approval of School District Calendar 2016-2017**

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**Subject**            **A. Approval of 2016-2017 School Calendar**

Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

Category            6. Approval of School District Calendar 2016-2017

Type                Action

**Submitted By:**

**Background Information:****Rationale:****Motion & Voting**

---

Leon Jones motioned the approval of the 2016-2017 school calendar with the exemption to add the graduation date, seconded by Stephen Bronskill.

7-0

Motion by Leon Jones, second by Stephen Bronskill.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**7. Approval of Bids**

---

**Subject**            **A. Equipment- President Henry Dabner ask questions on where the old equipment was and what was not working, he also recommended that when they got the new equipment that the would have serial numbers and pictures so they would know what they are purchasing. The motion was tabled until the next meeting Herman Horace seconded by Andrea Roaf-Little**

Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

Category           7. Approval of Bids

Type

**Submitted By:**

**Background Information:****Rationale:**

**Subject**            **B. Custodial - President Henry Dabner ask questions on where the old equipment was and what was not working, he also recommended that when they got the new equipment that the would have serial numbers and pictures so they would know what they are purchasing. The motion was tabled until the next meeting.**

Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

Category           7. Approval of Bids

Type

**Submitted By:**

**Background Information:****Rationale:**

## **8. Presentation of 2014-2015 Audit**

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**Subject**            **A. Presentation 2014-2015-Mr. Winkler gave a overview on the the 2014-2015 Audit and some of the programs that they find in the audit, she reported that ASPCN didn't have a back up plan, the 5% increase was not documented in a timely matter in the board meeting and minutes, Mr. Leon Jones was fined with the ethical committee a \$100 dollars for a violation, violation for ethic form not signed and inventory was not right in areas because of old equipment not being removed off the inventory list. Title 1 exceed there budget for the year.**

**Meeting**            **Apr 19, 2016 - April 19, 2016 Monthly Board Meeting**

**Category**            **8. Presentation of 2014-2015 Audit**

**Type**

**Submitted By:**

### **Background Information:**

### **Rationale:**

## **9. Financial Report**

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**Subject**            **A. Report-Pam Winkler report the financial report for March 31, 2016.**

**Meeting**            **Apr 19, 2016 - April 19, 2016 Monthly Board Meeting**

**Category**            **9. Financial Report**

**Type**

**Submitted By:**

### **Background Information:**

### **Rationale:**

## **10. Executive Session (if needed)**

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**Subject**            **A. Personnel Actions**

**Meeting**            **Apr 19, 2016 - April 19, 2016 Monthly Board Meeting**

**Category**            **10. Executive Session (if needed)**

**Type**                **Action**

**Submitted By:**

### **Background Information:**

### **Rationale:**

**Motion & Voting**

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a. Leon Jones motioned the approval of the personnel actions, seconded by Herman Horace  
7-0

b. Stephen Bronskill motioned the approval of the new employees, retired and resignations, seconded by Leon Jones  
7-0

Motion by Leon Jones, second by Herman Horace.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**Subject**            **B. New Employees**  
Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
Category            10. Executive Session (if needed)  
Type  
**Submitted By:**

**Background Information:****Rationale:**

**Subject**            **C. Retired**  
Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
Category            10. Executive Session (if needed)  
Type  
**Submitted By:**

**Background Information:****Rationale:**

**Subject**            **D. Resignations**  
Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
Category            10. Executive Session (if needed)  
Type  
**Submitted By:**

**Background Information:**

**Rationale:****11. Superintendent appointment**

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**Subject** A. Report-Stephen Bronskill recommended the motion to hire Dr. Michael Robinson for the next Superintendent of Pine Bluff School District. 7-0

**Meeting** Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

**Category** 11. Superintendent appointment

**Type**

**Submitted By:****Background Information:****Rationale:****12. CPPC ~ Classified Personnel Policies Committee**

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**Subject** A. Report-No Report

**Meeting** Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

**Category** 12. CPPC ~ Classified Personnel Policies Committee

**Type**

**Submitted By:****Background Information:****Rationale:****13. PPC ~ Personnel Policies Committee**

---

**Subject** A. Report-PPC give a report of they looked a teacher attendance and data and they didnt feel it was not a policy issue and they planned on passing out a survey to try to figure out a plan.

**Meeting** Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

**Category** 13. PPC ~ Personnel Policies Committee

**Type**

**Submitted By:****Background Information:****Rationale:****14. PBEA ~ Pine Bluff Education Association**

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**Subject**            **A. Report-No Report just wanted to congratulate Dr. Robinson.**  
**Meeting**            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
**Category**            14. PBEA ~ Pine Bluff Education Association  
**Type**  
**Submitted By:**

**Background Information:**

**Rationale:**

**15. Hearings/Expulsions**

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**Subject**            **A. Student 3456**  
**Meeting**            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
**Category**            15. Hearings/Expulsions  
**Type**                Action  
**Submitted By:**

**Background Information:**

**Rationale:**

**Motion & Voting**

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Andrea Roaf-Little motioned the approval of the recommendation from the Administration for expulsion for the rest of the school year and return back to Mr. Eiders at First Ward in July, seconded by Leon Jones

Motion by Andrea Little, second by Leon Jones.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**Subject**            **B. Student 6063**  
**Meeting**            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting  
**Category**            15. Hearings/Expulsions  
**Type**                Action  
**Submitted By:**

**Background Information:**

**Rationale:**

**Motion & Voting**

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Andrea Roaf-Little motioned the approval of the recommendation from the Administration for expulsion for the rest of the school year and return back to Mr. Elders at First Ward in July, seconded by Leon Jones

Motion by Andrea Little, second by Leon Jones.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**Subject**            **C. Student 1017**

Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

Category           15. Hearings/Expulsions

Type                Action

**Submitted By:****Background Information:****Rationale:****Motion & Voting**

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Andrea Roaf-Little motioned the approval of the recommendation from the Administration for expulsion for the rest of the school year and return back to Mr. Elders at First Ward in July, seconded by Leon Jones

Motion by Andrea Little, second by Leon Jones.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

**Subject**            **D. Student 1568 (Hearing)- Executive Session returning 9:38 Employee Hearing-employee 6280 spoke on the contract that he say he didn't receive as a bus driver of the PBSB with the change of pay of \$20.00 per hour he wanted to keep the old one that would allow him his old salary per hour, employee also stated that he was not paid for the hours he worked. Board Members informed employee 6280 that Dr. Wallace or Booker Franklin would have a copy of his contract and he could pick it up have attorney or whoever look at it and return it in 5 days.**

Meeting            Apr 19, 2016 - April 19, 2016 Monthly Board Meeting

Category           15. Hearings/Expulsions

Type                Action

**Submitted By:****Background Information:****Rationale:****Motion & Voting**

---

Andrea Roaf-Little motioned the approval of the recommendation from the Administration for expulsion for the rest of the school year and return back to Mr. Elders at First Ward in July, seconded by Leon Jones

Motion by Andrea Little, second by Leon Jones.

Final Resolution: Motion Carries

Yea: Henry Dabner, Andrea Little, Phyllis A Wilkins, Herman Horace, Harold Jackson, Leon Jones, Stephen Bronskill

## **16. Adjournment**

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**Subject**            **A. adjourn- Stephen Bronskill motioned the adjournment seconded by Andrea Roaf-Little**

**Meeting**            **Apr 19, 2016 - April 19, 2016 Monthly Board Meeting**

**Category**            **16. Adjournment**

**Type**

**Submitted By:**

### **Background Information:**

### **Rationale:**

Your Child Matters

Tuesday June 21, 2016

Regular Board Meeting

Mr. Dabner introduced Dr. Robinson to audience

**Superintendents Report:**

He Insured the audience that he is vested in serving.

**Presentation on Condition of Buildings.....Booker Franklin**

W.T. Cheney front entrance in front of the building

Trice: When it rains it will hold water

Major problem is W.T. Cheney. Pretty good shape inside the building

**Transportation:** We appreciate the two new buses, requesting 2 new buses per year for the next 4-5 years at 75,000.00 per bus. The 2 new buses were purchased for 90,000.00. This will help get the fleet back in order. We spent a lot of money on wrecker and repairs.

**Jackson:** Will it be the long buses?

**Franklin:** All buses are 72 passengers and air conditioned.

**Jones:** Are there any plans or thought to ask the superintendent to hire a mechanic

**Franklin:** Stated a mechanic is such a high paying position. It's difficult to keep them they get better paying jobs, outsources in house compare cost

**Jackson:** What about leasing buses?

**Franklin:** That's a good idea checked with Topps. It's a good option, monthly payments will do repairs.

**Jones:** Look at your data compare expenses

**Roth-Little/ Jackson:** Asked if you could put together a report for buses, lawn care for the next work session

**Robinson:** Working on handbook, Uniforms a school not focused on what students are wearing would like to meet with committee to have discussion

**Roth-Little :** Would like to eliminate the uniforms has education and performance She change it for the next year.( would like to go on record)

**Robinson:** think of an alternative at juniors High School for safety opening doors for allowing anyone to walk on campus without us knowing who they are not so at the elementary

**Calendar:** Roth-Little did anything change

Robinson only PD days listed on the calendar committee to have ready by December

Motion 1<sup>st</sup> Wilkins

2<sup>nd</sup> Jones

Motion carries 7-0

**Court Case Updated:**

Needs to adopt state law policies, procedures too many policies with different meanings

Principals/ Administrators leadership keep them update on legalities

**Roth-Little:** If this is something we need to discuss in Executive session

**Dabner:** started we were told we had to discuss it at this time

**Robinson:** discussed in detail each case

**Bronskill:** appreciated

4<sup>th</sup> case- is office handle

**Dabner:** reconvened for Executive Session at 7:04

Reconvened at 8:27

Executive Session A,B,C,D,E

Jones 1<sup>st</sup>

**Fair:** stated he wanted to address all his issues with his job and with his son

**Dabner:** suggested meeting with himself and Dr. Robinson instructed to the board by the advice of the lawyer we could not void contract he had been signed and how to bring

**Jones:** suggested they all sit down Winkler, Robinson Dabner and lawyer

Meeting with Fair, Superintendent

He indicated he will be on leave and he will meet via phone

What is he requesting his position as a bus driver and back pay?

Put in writing what is that he is asking for Brining in a Courtney will communicate with scan documents once received. He will contact attorney and get back with him ASAP. He will do what is right and what they were supposed to do before.

More forward tomorrow told Board what will be done.

**Roth-Little:** What time? He believe that was one of the problems

**Robinson:** addressed situations with him once he comes tomorrow he will be on speaker phone to discuss

Discussed him recording without their permission should have been contacted (Courtney)

Fair told Robinson he was incorrect

**Robinson:** informed him of the law and how he had years of the law. He apologized that situation was not handled

**Wilkins:** due to it being the summer we may not be able to contact the parties involved.

**Robinson:** He wants to get all the facts and assure the situation is handled Monday regarding son's case.

**Courtney:** Still on for tomorrow regarding job? Yes

**Adjournment:**

Motion

1<sup>st</sup> Wilkins



Excellence All Day Every Day

**Monthly Board Meeting  
July 19, 2016**

**MEMBERS PRESENT: Harold Jackson; Phyllis Wilkins; Henry Dabner; Herman Horace; Andrea Roaf-Little**

**1. Call to Order:**

Henry Dabner, Board President

**2. Approval of Agenda**

**3. Approval of Minutes:**

Motion by: Phyllis Wilkins

Second by: Harold Jackson

Results: Minutes Approved

**4. Superintendent's Report:**

**Acknowledgements and Recognition:**

Lakeysta Cleveland - Pine Bluff High School Art Student for designing the district's logo.

Ms. Robbie Williams and Ms. Freddie Jollivette for their help in organizing recent "Superintendent Meet and Greet" held at United Methodist Church.

Mr. Ben Brockert - Student Support and Special Education Officer

**Retreats – are being scheduled:**

Vision and Mission will be shared with teachers and school leadership team

**5. Human Capital and Evaluation Officer Report (Mr. Dexter Lee)**

Acknowledge the help of CPPC Members Ms. Jewelette Courtney and Ms. Mary Snowden with recent RIF Process of Classified Employees. Also thanked Ms. Snowden for work done in the Human Capital Department.

Update of RIF Process – Individuals affected by RIF have been contacted by phone and with Certified Letters. Employees who are being reassigned have also been contacted. Most have accepted – one (1) retired.

**7. Systematic Improvement and Teaching and Learning Officer Report (Ms. Alesia Smith) –**

Professional Development – Workshop for new teachers August 1<sup>st</sup> – 3<sup>rd</sup>.

Secondary Principals are attending leadership workshop in Las Vegas.

Ms. Kim West and Mr. Alfred Carroll (Elementary School Team) – Reported on Summer Leadership Conference held in Orlando, Florida – July 25<sup>th</sup> – 28<sup>th</sup>. Handouts were passed out to Board Members detailing topics discussed along with suggested solutions. A summary of topics discussed was also presented by Mr. Carroll.

Technology- Mr. Riles – Changing e-mail to google mail is completed. Everyone has not signed in. Requisitions are in for purchasing of laptops. Update of Windows 7 to Windows 10 – Cost is free.

**8. Operations Officer – (Booker Franklin) –**

Lawn Care – Due to weather – crews are working 6 a.m. – 2 p.m. shifts. Focusing on schools that are opened.

Buildings – Performing touch up painting (Belair, Broadmoor, 34<sup>th</sup>); Waxing floors – Re-did bathroom 34<sup>th</sup>. No major paint jobs are to be done. Report showing cost for work on equipment passed out.

**9. Financial Report - Pam Winkler presented financial report – Copy of report given to each Board Member.**

**10. Executive Session -**

Personnel Action – Motioned By: Phyllis Wilkins  
Second By: Andrea -Roaf Little  
Yea: 4    Against: 1

**11. CPPC (Classified Personnel Policy Committee) – (Jewelette Courtney)**

July 19, 2016  
Monthly Board of Education Meeting  
Page 5

**PUBLIC COMMENT:**

COMMENT: Ms. McFadden – Did not see PBEA on the Agenda.  
RESPONSE: It was an oversight.

Submitted By: Mary Snowden



# PINE BLUFF SCHOOL DISTRICT

Board Work Session

## Board Work Session Minutes

August 4, 2016

**Members Present:** Henry Dabner, Andrea Roaf-Little, Herman Horace, Harold Jackson, Leon Jones, Phyllis Wilkins

**Meeting was called to order by Henry Dabner.**

### Superintendent's Report

- Acknowledgments: PAYCamp trophy from Pine Bluff Police Department
- Retreat
  - Scheduled for August 26-27 (Friday evening/all day Saturday) in Little Rock
  - Board would like session to include information about
    - Policy
    - Vision Plan
    - Hearings Protocol
    - Facilities Use Contracts
    - For Dr. Butcher and Dr. Wilde to help with training
  - Discussion:
    - Jones/Roaf wanted to know if there have been any call backs regarding the RIF; how it was decided who would be RIF'd, who would be called back
    - PB is losing people and wanted to know what was being done in terms of retention
      - Is there a marketing plan for the district
      - What's on the website
      - A focus needs to happen on retention and marketing
    - Robinson discussed outreach and collaborations with community; upcoming back to school fair in partnership with Brave
    - Robinson discussed having to do something to address needs of students like:
      - Evening academy
      - Virtual learning opportunities
      - Blended learning opportunities
      - Promoting AP classes
      - SEARK partnership
- Feeding Program / Building use contract



# PINE BLUFF SCHOOL DISTRICT

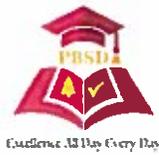
Board Work Session

- Handout of Professional Development schedule
- No after school tutoring
- Will have after school STEM
- Training and cross training will occur to ensure seamless delivery when RIF happens
- Principals Institute monthly
- Assistant Principals group training too
- Jones: focus needs to be on learning to read and writing
- Smith: each schools focus will be data driven and what that particular school needs based on their students
- Utilization of programs to enhance learning: APEX, COMPASS, Renaissance to beter utilize resources with contracts the district has with these companies
- Technology update/report
  - No report

## **Operations Officer-Mr. Booker Franklin**

- No report/update

**Meeting was adjourned.**



# PINE BLUFF SCHOOL DISTRICT

512 S. Pine Street (P. O. Box 7678)  
Pine Bluff, AR 71611

## Meeting Minutes for August 23, 2016

### 1. Call to Order

- a. Meeting was called to order by Board President Dabner.
- b. Roll called by Ms. J. Pryor
- c. All board members were present.

### 2. Approval of Agenda and Meeting Minute

Board Member Phyllis Wilkins moved and it was seconded by Stephen Bronskill to approve the agenda. All members voted to approve.

Board Member Bronskill amended agenda motion and seconded by Wilkins to move the handbook to item 10 on the agenda, all YES.

Board Member Phyllis Wilkins moved and it was seconded by Board Member Leon Jones to approve the minutes. All members voted to approve.

### 3. Superintendent's Report

- a. City of Pine Bluff Proclamation - Mrs. Freddie Jolivette. Instead of reading the proclamation from the city, Mrs. Jolivette read a synopsis of the day's events for the back to school bash and highlighted the contributions to the day by Pine Bluff School District students. She also thanked Mrs. Patricia Johnson for her help in planning the back to school bash in conjunction with the BRAVE Firefighters Organization.
- b. There is a move to our district website as "THE" information source.
- c. The Student Rights and Responsibilities Handbook is being finalized to distribute to the students in the district.
- d. We have 4,189 students enrolled in the district (2016) as compared to 3,900 last year (2015) this time.
- e. We must continuously work on our customer service as it goes a long way.
- f. We are working on the culture of the Central Administration Office building to address people just in the building wondering around from office to office.
- g. We will begin to feature scholar work in our public areas of the building to highlight student works of art, etc.
- h. We are focusing on culture and systemic change with the book "When Fish Fly" and how we will affect positive change in this district.
- i. Congratulations to Mr. Lee for his certification in superintendence and to Ms. Edim for being selected by the Arkansas Department of Education to work with the Arkansas Student Voice program.

- iv. We will have a partnership with the city of Pine Bluff, a district wellness committee, and local urgent care facilities.

Board Member Bronskill made a motion to accept the report with Board Member Wilkins seconding the motion; all members voted yes.

6. Systemic Improvement & Teaching and Learning Officer Report - Ms. Alecia Smith

a. Technology - Mr. Rod Riles

- i. Tech issues at HS, network issues, malware software problems
- ii. Mark Nelson: evidence on Tuesday-call asking to come and access situation (Riles isolated problem switch), discovered 2 computers had a Java kit on it and WPA as malware (man in the middle) redirected internet traffic; couldn't do forensics on computer [Roaf-Little is it secure] confident there was no data leak
- iii. Commended Mr. Riles for isolating problem and not letting it go and case more damage. Board Member Herman Horace wanted to know if computer boards have to be changed? Riles-plan in place with new equipment here and network will be improved continuously; timing is of the essence so problem can be addressed. System will be rebuilt after being torn down--trying to find malware. HS getting new cables and computers and problem will be found.

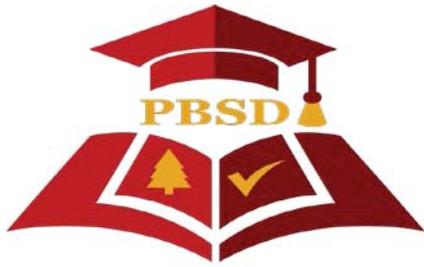
b. Differential Instruction - Teams

- i. Pine Bluff High School: Dr. Michael Nellums reflections/comments from Las Vegas conference; learning pyramid-most effective practices in classroom/least effective is lectures; reading, audio/visual demos, students teaching and learning from each other,
- ii. Ms. Cheryl Caldwell; learning styles, HS moving away from lecture and learning about learning stations; presented to HS staff and showed how to integrate into teaching
- iii. Mrs. White Assistant Principal at PBHS; content process product in learning environment; lesson planning and sequence steps; how to motivate teachers; develop teachers and coach them-90 second presentations; ensure teachers are support and offer ideas and monitor progress; 4 c: communication, collaborate, creativity, critical thinking (listen); give teachers strategies
- iv. Ms. Alisa Smith: attended the wrong meeting Betty Hollis taught her shift was going to happen; change in school culture and perspective and practice; 5 things: students-hidden curriculum (manners) different instructional strategies; group learning; financial and fiscal issues-smiling to see students walking in; technology, teachers, and tests:
- v. Robey: Mr. Jeremy Cegars (Math coach) "You Gotta Engage Them" frustration of hurdle of open responses; something different has to be done; give assessment during open response; students struggle with fractions; will have positive results with new strategies

flag or wait for child to cross street. Parents waited for driver to stop and child ran in front of bus as bus was driving off. We need to pay attention and driver needs to let flags out. Mr. Franklin already reprimanded that driver and reiterated that THERE ARE NO BUS STOPS ON OLIVE STREET, drivers are supposed to make turn onto 17th Street. Board Member Dabner stated they drivers are going too fast in school zones. Board Member Jones thanked Mr. Franklin for bringing up and considering outsourcing, we are at a time we can't keep doing the same thing, a need a shift

8. **Business, Finance, Federal & State Programs Officer Report - Dr. Laura Strickland**
  - a. Title 1: Giving information for review: in process with principals to work with them to complete budgets; \$48,000 carry over this year/last year ½ million carryover; received grant; looking at automating inventory system so spending is in line; automating SchoolDude to automate maintenance; cross training department personnel so business can go on in absence of employees;
  - b. Categorical Funds
  - c. Title 1 Assurances: Law that board has to review documents.
  - d. Budget - Mrs. Winkler (5 minutes)
    - i. We don't have budgets because we don't have all the budget items in and we only have two reports
    - ii. 1st report legal balance: \$ 4,921,481.60 only have received minimal state funding and expect receipt in September: foundation funding and state funds; June to August we operate on funds we have; we don't receive any summer funds; money received is county revenue.
    - iii. Debt service payment had to be made in advance (July)
    - iv. Total balance \$ 7,791,751.00
    - v. Next report should have beginning of year balance
9. **Joni Alexander**
  - a. Youth Engagement and Services Department
  - b. Focus on youth, YES Department-150 free programs for youth in 1st year; hope to partner with school district to make programs available to PBSO students
  - c. Board Member Bronskill wanted to know what will programs look like. Ms. Alexander gave him an example of a unit and action with the unit such as planting trees during units on conservation.
  - d. Program site is currently Grace Temple Church but she is looking for a more permanent location.
10. **District Handbook**
  - a. Robinson: work being done in meetings and Google Docs; board sent copy for review; ready to release handbook; will continue to meet on handbook and start making revisions and updates for next year. Working with committee to do ground work and publish handbook and have it ready by April for next school

- a. Patricia Thomas reported the committee met with administrative team twice this summer, working hard to get policy completed for 2016-2017, and the committee will provide training about policies
  - b. Introduced members on committee and in process of getting committee more organized
- 15. Pine Bluff Education Association - PBEA
  - a. No representative to offer comments
- 16. Miscellaneous
  - a. No miscellaneous items to discuss.
- 17. Adjournment at 9:12 p.m.



*Excellence All Day Every Day*

Pine Bluff High School

Goal 1

The School Improvement Leadership Team has developed a Parental Involvement Plan to include and inform all stakeholders. The plan will communicate the school's current academic status using 2016 ACT/Aspire test data. Included in the plan will be researched based best practices on specific actions the school will take to address the school's academic challenges. Specifically, all stakeholders will know dates and times of the week the Leadership Team will meet, days and times of the week that interventionists will work with students, dates and times the academic coaches will meet with students, how categorical dollars are spent to address the school's academic needs and the professional development needs of teachers. Dates and times of formative, interim, common, and summative assessments will also be communicated to all stakeholders. The SILT will report quarterly to the local school board the successes, challenges and next steps of the plan.

Goal 2

The Pine Bluff High School Improvement Leadership team in conjunction the Parent Teacher Organization and local Ministerial groups have partner to address the schools culture and safety climate through parental, mentoring, and community involvement. Volunteers are being recruited to help monitor the student movement and campus perimeter due to the physical layout of the campus, limited security manpower, and community active with gang activity. The team will meet twice a month to discuss strategies on how to address students in need of mentors, volunteers needed, discipline and frequency of events taking place on campus. In an effort to promote positive school climate the following activities are being planned:

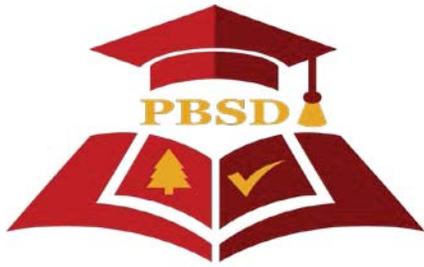
- Breast Cancer Awareness Month ( all students, faculty and staff will be challenged to wear pink / paint the campus pink and zebra stripes)
- Males ( will participate in 3 miles of Men)
- All content areas will produce a writing component on the topic

- Art classes will publish an art pec on the entire event

A calendar of events is being developed to promote positive student engagement

### Goal 3

The School Improvement Leadership Team Meets twice a month to discuss instruction needs of the students and professional development needs of the teachers. The team is guided by a district level schedule of assessments i.e. ACT/ Aspire in addition to site level assessments such as formative assessments, common assessment given all Math and Language Arts students followed by a summative. Our goal is to analyze the data from each assessment to have conversations for next steps of instruction and identify teacher needs for professional development. This data will guide our SILT, PLC's, interventionists, academic coaches in their communication to students, parent and stakeholders. Currently the school is addressing challenges with technology and initial assessments to accurately identify students for remediation and intervention are compromised.



Excellence All Day Every Day

Belair Middle School

Goal # 1:

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

Belair Middle School's Leadership Team is committed to removal from Academic Distress by taking the following actions based on ADE's recommendations:

- The academic focus for the 2016-17 school year is centered on the following components following an in-depth data analysis of our 2016 ACT-Aspire data.
  - **Writing Across the Curriculum-** In order to increase our scholars' writing proficiency, we are emphasizing writing in all areas of the curriculum. Students will be required to justify, analyze, and explain responses in Mathematics, as well as make written predictions in science. Our social studies classes will require students to defend and justify their positions based on evidence found in text. Writing will also extend to physical education, music, art, and other elective courses.
  - **In an effort to support this initiative/goal, teachers will receive professional development focused on writing across the curriculum.** The first of these professional development training sessions occurred on Wednesday, September 14, 2016. A professional development calendar was developed by the school's leadership team. The calendar outlines professional development sessions that will be offered around our school-wide goals. Additional sessions will be provided to teachers, based on the outcome of weekly focus walks.
  - **Focus on Assessment-** The following table underscores the types of assessments that will be utilized to monitor and support student learning at Belair Middle School. Students will receive academic support based on assessment results.

<b>Assessment Description</b>			
<b>Assessment</b>	<b>Purpose</b>	<b>User</b>	<b>Administration Timeframe</b>
Unit/Common Assessments in Mathematics &	Monitor students' mastery of standards/instruction, allow for re-teaching, and	Students, Math teachers, ELA teachers, &	Sept. 26-30 Oct. 10-14 Nov. 1-4

English Language Arts	guide professional development	School Leadership Team	Jan. 9-13 Feb. 6-10 April 3-7
Interim ACT-Aspire Assessment	Monitor student growth and mastery of specific standards	Students, Teachers, & School Leadership Team	Oct. 17-21 Nov. 28-Dec. 2 Jan. 23-27 March 6-10
Science and Social Studies Unit Assessments	Monitor students' mastery of standards/instruction, allow for re-teaching, and guide professional development	Students, Science Teachers, Social Studies Teachers, & School Leadership Team	Oct. 17-21 Nov. 1-4 Jan. 9-13 Feb. 6-10 April 3-7
STAR Reading & STAR Math	Screening tool used to monitor students progress	Students, Teachers, & School Leadership Team	September, January, & May

○ **Using Data to Drive Instruction & to Meet the Needs of ALL Learners**

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

- **Webb’s Depth of Knowledge-** Increasing the level of rigor within each classroom remains a critical step in increasing student achievement, thus getting our school out of academic distress. Therefore, professional learning communities emphasize the need for more level 3 and level 4 questioning in all aspects of instruction. On-going professional development sessions will be offered to all teachers in order to support this goal. Additionally, teachers will receive direct feedback during formal and informal observations relative to Webb’s depth of knowledge and increasing the level of instructional rigor.
- **Literacy and Numeracy-** Belair Middle School is currently implementing the district’s literacy and numeracy plan that emphasizes reading and writing across the curriculum. As a result of this implementation, our school highlights a reading program (STAR Reading) that celebrates students’ success/growth each quarter. Parents are encouraged to support our reading program by ensuring that their child reads on a nightly basis.

Goal # 2:

The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

- In an effort to reduce discipline infractions and other behavioral challenges that can negatively impact our learning community, the Belair Middle School Leadership Team has implemented a Positive Behavior Intervention Support system. Additionally, this initiative will serve to celebrate students who are adhering to school rules, procedures, and expectations. Daily, weekly, Monthly, and Quarterly celebrations will occur based on a point system using the Classroom Dojo program.
- Weekly Character Education classes will occur in an effort to teach students alternatives to violence when resolving issues with each other.
- Involving parents in their child’s educational experience remains a key factor in creating a positive school culture. Therefore, Belair Middle School has identified the following parent community engagement activities to help solidify the home school connection.

<b>Parent and Community Engagement Activities</b>		
<b>School, Parent, Teacher Partnerships</b>	<b>Date</b>	<b>Purpose</b>
Annual Title 1 Meeting (Open House)	August 17, 2016	To Inform parents of what Title One is and how we use it for the scholars

Monthly PTSO/21st Initiatives	2nd Tuesday of each month; 5:00 - 6:00 p.m.	To promote parental involvement; offer engaging parent activities
Family Carnivals	September 29, 2016 & Spring 2017	Collaboration with 21st Century school-based program to promote family school engagement; highlight school initiatives; provide opportunity for families to engage with the BMS family
Parent Teacher Conferences	September 19, 2016 (5-7 p.m.); October 24, 2016; 1:00 - 7:00 p.m.; February 2, 2017; 1:00 - 7:00 p. m; March 17, 2017; 2:00 - 7:00 p.m.	Opportunity for parents to discuss their child's progress/performance since the start of the school year
Task Force Advisory Meeting	Fall 2016 and Spring 2017	Inform stakeholders on schools' initiatives and academic progress
Knowledge Bowl	February 23, 2017 (5:30-7:30p.m.)	Highlight student achievement/accomplishments
Valentine's Family Dance	February 2017	Opportunities for structured school & family relationship building
Mathematics and Literacy Nights	Fall 2016/Spring 2017	
Muffins with Mom	Spring 2017	Opportunities for structured school & family relationship building
Donuts with Dad	Spring 2017	Opportunities for structured school & family relationship building
Mother/Son Dance	April 2017	Opportunities for structured school & family relationship building

Father/Daughter Dance	May 2017	Opportunities for structured school & family relationship building
Family Fun Day	May 2017	Opportunities for structured school & family relationship building

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

<b>Creating a Positive Learning Environment Description</b>	
Plan to minimize student punishment	In concert with the district, Belair Middle School will implement a school-wide Positive Behavior Intervention Support System (PBIS); additionally, a mentorship program will be implemented by the principal to provide leadership opportunities to students who exhibit significant behavioral challenges, model students, and students who adhere to school rules and would thrive in a leadership capacity.
Plan to Create a Positive School Culture	Student Leadership Team, School-based teacher lead committee, bi-weekly grade level meetings (allowing for consistency and continuity throughout the building, partnership with families & businesses) Common school-wide expectations, Daily student assemblies)
Data Source to measure progress	Discipline and student attendance data will be utilized to measure the impact of school-wide PBIS; additionally, Student, Educator, and Parent Surveys will be analyzed as part of determining if a cultural shift is occurring due to the implementation of PBIS and a focus on culture

**Goal # 3:**

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

School Leadership Team utilization of assessment data

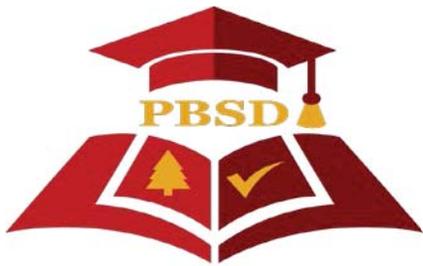
- Analyze data to determine school needs (Professional Development, Cultural needs, PBIS supports, Parent Involvement)
- Analyze attendance data, implement systems to promote teacher and student attendance
- Analyze CWT data to determine necessary supports (PD) needed to support teaching and learning (compensation will be given

- Analyze achievement data to help measure individual student growth and necessary RTI support

In addition to utilizing data for continuous improvement, Belair Middle School have created a professional development plan that will serve to guide teachers' ongoing growth and development. These professional development sessions will be centered on school and district initiatives.

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

<b>Creating a Positive Learning Environment Description</b>	
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# PINE BLUFF SCHOOL DISTRICT

512 S. Pine Street (P. O. Box 7678)

Pine Bluff, AR 71611

870-543-4200 Phone 870-543-4208 Fax

<http://www.pinebluffschoools.k12.ar.us>

**Dr. Michael Robinson**  
Superintendent of Schools

*Excellence All Day Every Day*

- 1. A list of external providers supporting school improvement and , if this is a continuing service from 2015-2016, the evaluation of the effectiveness of these services within your school district.**

*Pine Bluff School district does not have any external providers.*

- 2. A summary report from the principal of the actions the specific school is taking to meet the ADE'S recommendations.**

Pine Bluff High School and Belair's reports are attached

- 3. The document that outlines next steps for supporting schools in meeting ADE's recommendations (the support plan and any supplemental materials).**

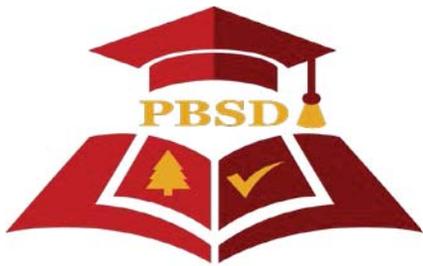
*The district is providing support to the principals:*

- *Principal Institutes twice a month that encompass UVA, Data Wise, Meeting Wise, Seven Turnaround Principles, Book studies and the Coherence Framework .*
- *TESS and LEADS calibration.*
- *Literacy and math interventions that will begin the third week of October.*
- *Additional Instructional Facilitator to provide job embedded professional development.*
- *They each have a full time school improvement specialist.*
- *Supported with funds to provide professional development for teachers around rigor, ACT Aspire, Depth web of Knowledge, small group instruction numeracy creating quality unit assessments/ common assessments and writing across the curriculum.*

- 4. Number of years each principal has been assigned to the specific school and the Actions that have been taken to increase the leader's effectiveness.**

*Dr. Suzette Bloodman has been at Belair for four years,*

- *She is participating in the state's Master Principal training.*
- *We provided turnaround training from the University of Virginia Turnaround Program.*
- *One on one coaching from the district's Systemic Improvement and Teaching and Learning Officer and School Improvement Specialist.*
- *They will also participate in the Districts Principal Institute. The institute will provide training around the Data Wise Process, Instructional Rounds, Culture and the Seven Turnaround Principles/UVA*



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Superintendent of Schools

*Excellence All Day Every Day*

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*Dr. Michael Nellums has been the principal at Pine Bluff High School for five years.*

- We provided turnaround training from the University of Virginia Turnaround program.*
- One on one coaching from the district's Systemic Improvement and Teaching and*

*Learning Officer and School Improvement Specialist*

- . They will also participate in the Districts Principal Institute. The institute will provide training around the Data Wise Process, Instructional Rounds, Culture and the Seven Turnaround Principles/UVA*

## **5. Minutes and agenda during the prior six months with topics related to school improvement highlighted.**

*The minutes are attached.*



# Arkansas Department of Education

*Transforming Arkansas to lead the nation in student-focused education*

**Johnny Key**  
*Commissioner*

September 12, 2016

**State Board  
of Education**

Connie Hathorn, Superintendent  
Watson Chapel School District  
4100 Camden Road  
Pine Bluff, AR 71603

**Mireya Reith**  
*Fayetteville  
Chair*

**Dr. Jay Barth**  
*Little Rock  
Vice Chair*

Dear Superintendent Hathorn:

**Joe Black**  
*Newport*

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

**Susan Chambers**  
*Bella Vista*

**Charisse Dean**  
*Little Rock*

**Dr. Fitz Hill**  
*Little Rock*

Given your district has one school classified in Academic Distress, the Sub-Committee of the State Board of Education has scheduled your next review for Friday, October 14, 2016. The Committee meeting will begin immediately following the adjournment of the regular session of the State Board. Please contact me for an approximate starting time or for assistance in preparing for this meeting.

**Ouida Newton**  
*Poyen*

**R. Brett Williamson**  
*El Dorado*

**Diane Zook**  
*Melbourne*

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

### **Watson Chapel High School (Academic Distress and Priority School)**

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.gov

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

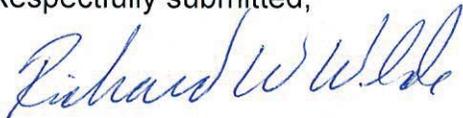
*An Equal  
Opportunity  
Employer*

Please send this information to Glenda Cupples at [glenda.cupples@arkansas.gov](mailto:glenda.cupples@arkansas.gov) in PDF format as soon as possible, but no later than by noon on Thursday, September 22, 2016. The items generally requested include:

1. A list of external providers supporting school improvement and, if this is a continuing service from 2015-2016, the evaluation of the effectiveness of these services within your school district.
2. A summary report from the principal of the actions the specific school is taking to meet the ADE's recommendations (and/or PIP).
3. The document that outlines next steps for supporting school(s) in meeting ADE's recommendations (the support plan and any supplemental material).
4. Number of years each principal has been assigned to the specific school and the actions that have been taken to increase the leader's effectiveness.
5. Minutes and agendas during the prior six months with topics related to school improvement highlighted.
6. Any additional information you consider relevant to your progress.

We look forward to reviewing your information and discussing your successes and challenges. For the specific process of the meeting, we have attached a draft copy of the meeting protocol. If you need any additional information or assistance, please contact me at 501-683-3434 or [richard.wilde@arkansas.gov](mailto:richard.wilde@arkansas.gov).

Respectfully submitted,



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

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



## **Process for Review of Schools Classified in Academic Distress**

### **Prior to meeting**

1. School Improvement Unit (SIU) provides written report on progress made in addressing the goals established in the recommendations.
2. SIU submits the district's plan of support (recommendation 3) to the Special Committee. SIU submits most current 45 Day Progress Report for Special Committee review.
3. District will submit documentation related to plan of support (recommendation 3) implementation
4. District will submit highlighted local school board agendas and minutes for the six months preceding the meeting with the State Board of Education (SBE) Special Committee.
5. The school principal will submit a summary of the school's progress and the indicators of that progress.

### **At the meeting (Presentation by Arkansas Department of Education and School District are each limited to 25 minutes)**

1. The SIU supervisor and or the SIU specialists will highlight any key points from the submitted documents.
2. The principal will provide an oral report summarizing documents submitted.
3. The superintendent/designee will provide an oral report summarizing support provided to the school and highlighting school board activity related to supporting school improvement activity.
4. All presenters available for Q&A with the Special Committee.
5. If the Special Committee has concerns following a review of the information, the school/district is rescheduled to appear again before the subcommittee with representation from the Local School Board.



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISTRICT: WATSON CHAPEL SCHOOL DISTRICT**

**SCHOOL: WATSON CHAPEL HIGH SCHOOL**

**STATUS: PRIORITY/ACADEMIC DISTRESS**

**SITE-BASED SIS: KERRI WILLIAMS**

**EXTERNAL PROVIDER: ELBOW TO ELBOW**

**ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNODEL,**

**SUPERINTENDENT: DR. CONNIE HATHORN**

**PRINCIPAL: MR. JOHN HAYDEN**

# End of Year Summary Report

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FOURTH QUARTER

2015-2016 School Year

**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

**Effective Practice within Category:**

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

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

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

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

**Current reality of effective practice from the beginning of the year:**

All subject areas are broken into hallways with the exception of one teacher (Hubbard) who is on another hallway. The teams meet weekly to discuss subject specific information. Meetings are occurring with agendas prepared for the majority of meetings. The agendas do not get sent prior to the meeting. We have a leadership team that meets every 2nd and 4th Wednesday from 3:40-4:45. Each team member represents each subject area/content of the school.

**Current reality of effective practice:**

During the school year we lost leadership team committee members. The team has decided to make changes to teacher room for next school year and to include all content area special education classes will be held in the regular education content hallway. History team has not met weekly due to a loss of teachers and changes of teachers during the school year. Department heads will be required to handle more leadership roles within the next school year. They will have a job description that states their role and responsibilities. They will also have a period to complete these responsibilities.

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**IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE**

**Effective Practice within Category:**  
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

**Description of full implementation of the Effective Practice and/or Recommendation:**  
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).  
  
The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

**Current reality of effective practice from the beginning of the year:**  
  
Math, science and literacy all have content-driven pre and post-assessments. Special education teachers' pre and post testing was reading, spelling, and math through the Brigance. The instructional facilitators and external providers are working with teachers to analyze pre and post-test data to determine what instructional strategies to use based on the students' performance. Pre-test are being developed in literacy and math and will be developed in other content areas.

**Current reality of effective practice:**  
  
The English department had content-driven pre and post assessments. The first semester there was miscommunication with the math and science teams and this was not carried out. The advanced math classes were not tested due to miscommunication as well. Once the communication was clear, all students were tested. Currently, English, math, and science have pre and post-test developed. History will be developed throughout the summer.

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**IMO AREA 3: STUDENT SAFETY AND DISCIPLINE**

**Effective Practice within Category:**  
Expecting and monitoring sound classroom management (IIC10)

**Description of full implementation of the Effective Practice and/or Recommendation:**  
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

**Current reality of effective practice from the beginning of the year:**

The majority of teachers have given students a syllabus for class at the beginning of the year. Rules and procedures are established and posted in classrooms at the beginning of the year. Some teachers reinforce the rules and procedures consistently throughout the year and revisit them as needed. At the beginning of the year, rules and procedures are discussed and implemented with more rigor than as the year progresses.

**Current reality of effective practice:**

Some teachers became relaxed on the procedures and reminders were needed. Teachers who have great classroom management were consistent throughout the year. Teachers are trying to do the right thing but many of the teachers who did not comply have resigned. We have a high number of substitutes in the building and that causes discipline issues that distract other classes. ALE was closed during the school year and the students were placed back into the regular classes and some caused discipline issues. All teachers were not consistent on providing syllabus to students.

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**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Effective Practice within Category:**  
Defining the purpose, policies, and practices of a school community (IVA01)

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

**Current reality of effective practice from the beginning of the year:**  
  
Teachers are in communication with parents in regards to students who are failing a course. The school is planning to have parent nights in which data is shared and explained for all students and parents.

**Current reality of effective practice:**  
  
Some teachers are in communication with parents regarding student success or weak area. Our newly hired dean of students has been working with students using restorative justice. She has also made numerous home visits during the week and on weekends. She has created a relationship with parents and students that is bridging the gap of communication. Data nights were offered for parents and students although the participation was low.

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**IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**

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

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

**ADE will monitor the following:**

- The guidance plan
- The process of tracking recent graduates

**Current reality of effective practice from the beginning of the year:**

Currently, there are bulletins, college booklets, test information available to all students. ACT prep classes are offered. Career days and visits from colleges and armed forces are scheduled. Counselors' conference with parents and teachers throughout the year. Free ACT, PSAT, etc. testing is available to students qualified for free or reduced lunch.

**Current reality of effective practice:**

Currently, there are bulletins, college booklets, test information available to all students. ACT prep classes are offered. Career days and visits from colleges and armed forces are scheduled. Counselors' conference with parents and teachers throughout the year. Free ACT, PSAT, etc. testing is available to students qualified for free or reduced lunch.

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## LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

1. Teaching students and teachers to track data and their progress using the data
  - This decision made students more accountable and aware of where they are, it created a sense of ownership within the students. It also allowed teachers and students to track progress. Teachers became aware of the students actual level of reading and math which caused various conversations regarding differentiation and instructional strategies.
2. More student discussions – revising student policies with students (student inclusive) (tardy)
  - Some students tried harder because they felt they had a voice. Student buy-in increased cooperation which increased academic achievement.
3. Different modes of writing instruction
  - Students knew the expectation of the test and they were more successful
4. Teacher accountability
  - Inspecting what we expected caused most teachers to do what was required of them. Although not all teachers were accepting of the changes that were implemented, many did work very hard to help increase student achievement. This also allowed team leaders to become more cognizant of the needs of teachers.
5. Meetings with 10<sup>th</sup> graders on expectations for testing and behavior
  - Students were able to understand the importance of the test and decided to take it seriously which showed an increased in STAR math reading and math. The students became aware of the behavioral expectations and some students had a positive influence on peers that were not conforming to the behavioral expectations.

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

- Department heads will be required to take more of a leadership role
- Protocols for communication will be put in place for next year and the administrators will follow up with all department heads to ensure communication was made and understood
- Removal of the ALE environment from the campus to an off campus location for next year
- Procedures and protocols will be communicated at the beginning of the year and will remain consistent.
- Investigate ways to restart the discipline policy in order to implement with teacher professional development at the beginning of the year. We only have 4 behavior consequences (detention, ISS, OSS, work detail) for over 100 infractions. Revising the policy will include other methods of consequences.
- Implement and follow through with teachers utilizing the RTI process for behavior issues as well as academic issues as well.
- Employ a school climate coordinator to:
  - To assist with teachers having to shift the mindset to where they are not focused on discipline but on teaching and learning.
  - Teachers have to meet the students at their current ability level and engage them to minimize discipline issues.
  - Bridge the gap between parents and teachers to increase communication and build relationships.
  - Shift the school culture in order for the teachers to focus more on meeting the needs of students at their level
- Employ a Career Coach on campus for the next school year that will assist with career options and various college scholarships.
- Offer more small group session to deliver information to students regarding college applications, scholarships, and work force opportunities



## SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

### STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 <sup>st</sup> per grade level	Number of EL students enrolled as of October 1 <sup>st</sup> per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
10	232	234	232	229	30	1	2	12	7	17	2	10	26	12
11	202	198	198	196	18	0	1	7	11	9	7	10	18	9
12	208	207	201	201	20	0	0	4	4	2	2	9	17	16

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**Comments/ Clarifications:**

**Absence Explanation:**

- 2 – 11<sup>th</sup> grade students to have a baby
- 1 – 12<sup>th</sup> grade student was in a car accident and was placed on homebound
- 1 – 12<sup>th</sup> grade student had medical complication during her pregnancy and was not able to return to school

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR</u> Test on September/2015 May 2016		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by STAR Test on September/2015 May/2016	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
28	42	45	58			72 (37%)	52 (22%)			139 (64%)	110 (48%)
						49 (29%)	38 (19%)			117 (65%)	107 (54%)
						88 (50%)	46 (22%)			136 (70%)	112 (50%)

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Comments/ Clarifications:





**(Optional)**

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

**STAR Growth Report:**

10th Grade: 40.19% (84/209) showed growth from third quarter to fourth  
15.3% (32/209) tested on grade level or above

11th Grade: 33.15% (62/187) showed growth from third to fourth quarter  
25.66% (48/187) tested on grade level or above

**Supplemental Services Report:**

First Semester:

We have 41 students receiving pull out tutoring during the first semester and 33 (80%) made growth in math  
8 students tested out on grade level during the first semester

Second Semester

We have 30 students receiving pull out tutoring during the second semester and 22 (73%) made growth in math  
6 students tested out on grade level during the second semester

183

## Plan of Support

School: Watson Chapel High School

District: Watson Chapel School District

Principal: Kristy Sanders

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

1. The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process. Calibration training is required so should be included here. If ALA training is occurring, or has occurred, it would be included here. Participation in SI Summer Conference occurred, it would be included here. If reading books with others specific to data use, or school improvement, include here. If participating in ADE Quest Micro-credentials, include here. Do not include PD generic to being a principal. Include those activities that are to expand or refine attained principal skills.
  - Our principal attended the School Improvement Conference this summer with a team
  - Our district subscribed for the premium services and the dates through BloomBoard and ADE have not been designated at this time.

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

#### What is the Title I allocation for the school?

- *The district received \$979,088.37 in Title 1 Part A funding*
- *The high school is Targeted Assistance, prior to December of 2015-16 school year the high school was not Title I*
- *The high school was approved for Targeted Assistance and received \$94,655.57 in 1003 (a) grant funding. This funding is being utilized for the following:*
  - *Summer school for credit recovery for economically disadvantaged students who have completed the seat time*
  - *Summer school to help remediate and tutor economically disadvantaged students to prepare them for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade*
  - *Teachers to analyze data, research strategies, and provide professional development to teachers of economically disadvantaged students*
  - *After school tutorials in literacy and math for economically disadvantaged students*
  - *Embedded instructional tutors during the school day in literacy and math for economically disadvantaged students*
  - *Bus transportation for after school tutorials for disadvantaged students*

#### What is the NSLA allocation for the school? What is being purchased and what is the purpose in the purchase?

- The district received \$2,053,654 in NSL State categorical funding
- These funds will be used for professional development (research based instructional skills, classroom management, PBL, technology, and other PD that will help us to be successful in the classroom and reach our AMOs) Extended learning beyond the classroom, Supplies, technology, Summer School, SES Tutors, Literacy & Math Facilitator Supplies & Purchased Services, other resources & supplies for teachers
- The following provides details on expenditures for the high school:
  - Professional Development \$8,000.00
  - Field Trips \$5,000.00
  - Supplies \$15,000.00
  - Salaries
  - 10-12 Instructional/Curriculum needs
  - Career Coach \$26,500

- School Resource Officer \$35,000
- School Climate and Culture Specialist
- The district made the decision not to continue with External Providers (Elbow-2-Elbow) for the 2016-17 school year and hired Instructional Coaches for each building. Within the high school we have a math specialist and literacy specialist that will work with teachers on a daily basis to help in increasing math and literacy performance.

**How will you evaluate if the purpose was accomplished?**

- The district has hired a Director of Teaching and Learning that will evaluate the instructional coaches and math specialist to ensure that the needs of students and teachers are being met.
- The district will monitor assessment data after each assessment
- The teachers will meet with the instructional coaches and evaluate and analyze data from interim assessments, diagnostic assessments, screeners, and post assessments

**How will you determine if you will continue the purchases form 2016/17 to 2017/18?**

- The district leadership team will evaluate the data and make the decisions with all stakeholders.

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

<b>Name of Assessment</b>	Dibels Next	STAR Reading/Math	mClass K3	iReady	IOWA	ACT Aspire Interim Assessments	ACT Aspire
<b>Entity Requiring Assessment</b>	State Act 1294	State	State Act 1294	District	District	State	State
<b>Grades</b>	K-2	3-12	K-3	K-12	K-2	3-10	3-10
<b>Type of Assessment</b>	Diagnostic	Diagnostic	Diagnostic	Formative	Interim	Summative	Summative
<b>Intended Purpose</b>	Universal Screener	Screener for reading and math	Math Screener	Adaptive Diagnostic Assessment	Predict Student Performance on End of Year Assessment	Predict Student Performance on End of Year Assessment	State EOY Assessment
<b>Intended Use</b>	Assess Instructional Needs	Assess Instructional Needs	Assess Instructional Needs	Assess student performance during instruction and to inform interventions needed	Evaluative Student Performance	Evaluative Student Performance	Evaluate student performance
<b>Users of Assessment</b>	District and School Staff	District and School Staff	District and School Staff	District and School Staff	District and School Staff	District and School Staff	District and School Staff
<b>Administered</b>	3 Times per year (beginning, middle, end)	3 Times per year (beginning, middle, end)	3 Times per year (beginning, middle, end)	Quarterly	3 Times in 8-10 intervals beginning the week of October 18	3 Times in 8-10 intervals beginning the week of October 18	End of Year
<b>Monitored</b>	Instructional Coaches	Instructional Coaches/ Department Heads	Progress Monitoring – biweekly for at risk students, monthly for students with some risk	Academic Coaches	Instructional Coaches	Instructional Coaches/ Principals/ District Staff	District Staff/ Instructional Coaches/ Principals

4. The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.

What specific actions can a school leadership take based on data analysis from classroom? Parameters are the limits of the autonomy. For example, the SILT cannot decide to add an interventionist without HR approval and posting the position and implementing hiring processes per district policy.

- The school improvement leadership team will have autonomy to make decision that will positively impact student performance.
- Any decision requiring funding will be brought to the district administrators to make a determination
- The school improvement leadership team will have autonomy to make decision and changes regarding instruction, organization, and scheduling
- The school has been allocated a budget that they control for the needs of resources, supplies, and professional development needs

5. The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument). **The school will administer quarterly feeling tone surveys. Thus, one action would be for the district to analyze the quarterly results and address any issues identified in the survey. Another action would be to award returning bonuses in hard to fill or critical positions (math, English, Special Education).**
- This year the district is focusing on creating more support for new teachers and teachers new to the district.
  - The district implemented New Teacher Orientation this year
  - The district has employed a School Climate and Culture Specialist that will be administering surveys through the National School Climate Center
  - The School Improvement Specialist will be administering surveys created by ADE each quarter
  - The district is currently having a hard time filling math and science positions
  - The district went to TalentEd online system this year to help with teacher applications
  - The district will utilize the information from the surveys to create a plan for recruitment and retention.

6. A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability. Describe the process the district is using to ensure that there is a written curriculum, that the written curriculum is the taught curriculum, and that what is taught is included in state and local exams.
- The district hired Instructional Coaches in literacy and math for every campus
  - The Instructional coaches have aligned the curriculum in literacy and math K-12
  - The instructional Coaches are working with each content level at all grade levels to ensure that they are following the curriculum guide
  - The Director of Teaching and Learning is monitoring the work of all instructional coaches to ensure that the teachers are aligning the instruction with the curriculum
  - The principals are monitoring the lesson plans at each campus to ensure that the teachers are following the curriculum guide and utilizing data from assessments to guide the decision making
  - The district will be utilizing ACT Aspire interim assessments and this will allow teachers and district staff to monitor the progress of instruction

7. The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students. **What are the activities that are being conducted at the school or district level to engage parents? What are these activities expected to do? How is the participation level analyzed with an intent to impact parents of students not proficient in State Assessments?**
- The district has partnered with the National School Climate Center to administer surveys to all stakeholders during October 20 through November 10, 2016
  - The National Climate Center will analyze the survey data and provide resources, guidance, and professional development for the district
- The district has a parent liaison for each school in the district
- Each school is working on establishing a PTA/PTO for the 2017 school year
- Each school is hosting Parent Data Night to discuss and explain the test results for the school and individual students
- Parent Teacher Conferences will be held during the month of October
- Parent Parties are being organized to provide parents with a platform to express concerns
- Organizing a Parent Leadership Development Team to begin building capacity, accountability, relationships, differentiation, and scaffolding for our parents
- Conducting home visits
- All actions will be data driven

8. The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies. **What is the plan to minimize student punishment, to create a positive school culture, and what data is being utilized to determine if progress is being attained?**
- The district has employed a school climate and culture specialist to focus on changing the climate of the district and the mindset of staff when it relates to discipline. The decision to employ this position was based on discipline data, department of justice findings, and the disproportionality within our special education students. All implementation are based on data; data that will be reviewed on a monthly basis to track progress of the implementation and to make any adjustments necessary for progress. The goal is to establish this by doing the following:
    - Implementing Restorative Justice district wide
    - Complying with the Department of Justice mandates
    - Tier level behavior intervention and modifications
    - Work with the newly designed alternative education program
    - Attend the Positive Behavior Intervention Conference and Training in October with all administrators that handle discipline
    - Comply with PBIS mandates from Arkansas Department of Education

***This plan was developed by the following named personnel:  
Please list names and identify if person is on building leadership or district leadership.***

- Dr. Connie Hathorn, Superintendent – District Leadership Team
- Kerri Williams, School Improvement Specialist – District Leadership Team & Building Leadership Team
- Natasha Dunn, Special Education Coordinator – District Leadership Team
- Kathy Wells, District Head Nurse – District Leadership Team
- Jennifer Howington, Technology/Assessment Coordinator – District Leadership Team
- Dovie Burl, School Climate and Culture Specialist – District Leadership Team
- Karen Fuller, Director of Teaching and Learning – District Leadership Team
- Carl Whimper, Career Coach – District Leadership Team
- Donna Depriest, Teacher Edgewood Elementary School – District Leadership Team
- Sylvia Webb, Counselor L. L. Owen Elementary School – District Leadership Team
- Valerie Penix, Teacher Coleman Intermediate School – District Leadership Team
- Ninfa Barnard, Teacher Watson Chapel High School – District Leadership Team
- Kristy Sanders, Principal Watson Chapel High School – Building Leadership Team
- Marcia Merritt, Assistant Principal Watson Chapel High School – Building Leadership Team
- Robert Tate, Assistant Principal Watson Chapel High School – Building Leadership Team
- Paula Branch, Math Department Chair – Building Leadership Team
- Edna Allen, ELA Department Chair – Building Leadership Team
- Pamela King, Science Department Chair – Building Leadership team
- Jeffery Howard, History Department Chair – Building Leadership Team
- Frankie Hemphill, Special Education Department Chair – Building Leadership Team
- Brandi Strickland, Fine Arts/CTE Department Chair – Building Leadership Team



## **Support Plan Review and Monitoring**

Arkansas Department of Education - School Improvement Unit

Watson Chapel High School

Lasonia Johnson and Elizabeth Shock

## Overview and Background

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

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

Watson Chapel High School was initially classified in Academic Distress during the 2013-2014 school year and was re-classified in Academic Distress in June 2016. The following details about the make-up of the school are considered pertinent:

- A new high school principal was hired in addition to two assistant principals during the 2015-2016 school year.
- The local school improvement specialist continues to provide support to the district in the areas of data analysis and building principal capacity. The local school improvement specialist attended the Locally-Hired School Improvement Specialist Overview Workshop held at the Arkansas Department of Education (ADE). In addition, she has registered for the 2016 Beegle Poverty Institute funded by the Arkansas Department of Education. The local school improvement specialist describes having reported to the local school board the high school's progress in being removed from the classification of Academic Distress. Additional administrative duties have been assigned to the local school improvement specialist to support the district.
- The campus serves grades ten through twelve.
- The start of the 2016-2017 school reflected high teacher turnover and administrative changes.
- To support new teachers, the Watson Chapel School District provided a new teacher orientation.

## **Review of School Board Minutes**

The minutes from the Watson Chapel School Board meetings from April through August of 2016 were reviewed by the ADE School Improvement Unit. The purpose for the analysis was to identify the local board's knowledge of the school's academic distress status and to gauge the school board's involvement in the efforts to assist the school in being removed from academic distress.

The school board held seven meetings in the past six months. Five of those meetings were regular meetings and two were special meetings. Overall, a review of the meeting minutes revealed little discussion on the topic of school improvement related to the Academic Distress status of Watson Chapel High School. On July 18, 2016, a regular school board meeting was held, and those minutes reflect conversation concerning the increase in test scores. Staff was congratulated by one board member for this development.

## **Arkansas Department of Education School Improvement Specialist Brief Analysis on the Principal's Report**

The principal's report highlights the activities of the School Improvement Leadership Team related to addressing the academic achievement of Watson Chapel High School students. These efforts include utilizing the iReady software program to provide an individualized education to students. The School Improvement Leadership Team has set the expectation that teachers review each student's individualized plan with the student. Professional development has been provided to teachers in the area of pulling iReady student progress reports. In addition, teachers will be expected to accurately read results of iReady assessments in order to best provide resources that target identified weak areas.

The School Improvement Leadership Team provided department chairs with an administrative period. During this time, department chairs will support colleagues individually based on classroom observations. In addition, department chairs will provide the opportunity for teachers to observe colleagues and reflect on their experience.

The School Improvement Leadership Team is meeting regularly to review unit assessment data, student behavior data, and teacher instructional needs.

The new administrative team for the 2016-2017 school year maintains a high level of technological awareness. The team is well trained on gathering, disaggregating and presenting data to others for improvement.

## **Highlights of District Plan of Support**

The academic distress recommendations for the District Improvement Leadership Team included the development of the district's plan to support the campus that was in academic distress. It appears that there has been consultation between the Watson Chapel School Improvement Leadership Team and the District Improvement Leadership Team concerning the clarification of the support that the district will provide the school. The district submitted the plan of support on September 15, 2016. The plan addressed the topics that were included in the academic distress recommendations.

The professional development activities planned for the principal seemed to be targeted toward building capacity. The principal is preparing to engage in observation calibration training that will include how to utilize BloomBoard Insight Reports. A district and building team attended the 2016 Summer School Improvement Conference.

Elements in the support plan also address categorical funding. The after school program is utilized to support students in the development of writing competencies. In addition, tutors will be utilized during the school day in literacy and math content areas to provide additional academic support. A math specialist and literacy specialist have been hired to support teachers in those areas as well as to ensure that the taught curriculum is aligned with the written curriculum. A Director of Teaching and Learning has been hired and duties include evaluating instructional coaches.

In addition, the support plan provides an inventory of assessments. The School Improvement Leadership Team has specified the intended purpose of multiple assessments. The anticipated user of the assessment data as well as the administration frequency has been shared with teachers. Watson Chapel High School is preparing to utilize ACT Aspire Interim assessments for progress monitoring. iReady will be used as a diagnostic assessment and will inform teachers of needed student interventions.

To support retention efforts, the plan also describes the administration of educator and student climate surveys. The School Improvement Leadership Team has administered these surveys for first quarter. They are in the process of compiling survey data and developing a plan that will positively impact teacher retention, student perceptions, and school climate. The school is implementing Restorative Justice to support student behavior.

## **Arkansas Department of Education School Improvement Specialist Summary of Progress towards the Approved Goals**

The focus of the School Improvement Leadership Team is to address the academic distress goals.

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

Everyone knows where they are going and why. The focus is on achieving a shared vision and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent and “known by all” plan for moving the school out of academic distress.

The School Improvement Leadership Team has focused their improvement efforts on utilizing prescriptive student action plans developed via the iReady software to support student achievement. In addition, focus includes increasing secondary literacy. Science and social studies teachers are supporting this goal by teaching reading strategies in their classes while the after school program provides instruction in writing skills.

Each department can articulate a shared goal and understands how their role relates to increasing student achievement. In addition, the School Improvement Leadership Team has implemented ACT Aspire preparation school-wide during the first twenty minutes of all sixth period classes.

### **Goal 2: The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.**

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff. Instruction is personalized and students are engaged in the learning.

To create a positive school culture, the leadership team at Watson Chapel High School partnered with the National School Climate Association to administer surveys, analyze climate data, and provide interventions to engage parents. In addition, the school utilizes the support from the district School Climate and Culture Specialist to support their efforts. The School Improvement Leadership Team has scheduled “mindset meetings” to create a nurturing environment that focuses on academic achievement.

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

In a culture of continuous improvement, teachers regularly collect and analyze multiple sources of data on each student's learning, including classroom-based formative assessments, and adjust their teaching accordingly. In the culture of continuous improvement, a central element is teachers working together on reviewing data on student performance, analyzing students' work, developing lesson plans and assessments, and aligning curriculum, etc. Teachers model good teaching for each other and learn from each other. The faculty members together accept responsibility for all students learning and engage in a continual process of improving their own teaching.

The 2016-2017 school year reflected a restructured School Improvement Leadership Team that was smaller in size to ensure increased efficiency. A final process manager has not been assigned to manage the ACSIP for the School Improvement Leadership Team. For this reason, leadership team meeting agendas and minutes are not reflected in the ACSIP/Indistar platform.

The School Improvement Leadership Team meets during regularly scheduled times and receives input from teacher representatives. The leadership team utilizes guiding questions to support their data analysis during leadership team meetings. In addition, Watson Chapel High School sent a team to the 2016 Summer School Improvement Conference.

Instructional teams, guided by department chairs and the principal, have developed grade-level goals to provide a focus for school improvement efforts. Teachers have begun to administer post-unit assessments to guide re-teaching, professional development, and to monitor ACT Aspire goal attainment.

The Watson Chapel High School master schedule is organized so that department chairs may have an administrative period. Department chairs have the flexibility to cover classes in order to allow teachers to observe colleagues whose students demonstrated success on a specific standard based on unit assessment results. It is the expectation of the School Improvement Leadership Team that teachers reflect on observed practices and implement effective strategies.

# MINUTES BOARD MEETING

April 7, 2016

## REGULAR MEETING

At 6:30 p.m. on April 7<sup>th</sup>, 2016, Mr. Hartsfield convened a regular meeting of the district Board of Education. Board members present were Mr. Reynolds, Ms. Whitaker, Mr. Frazier, and Mr. Moore. Mr. Milner and Ms. Boone were absent. School administrative personnel present were Dr. Hathorn, Mr. Branch, Mrs. Dunn, Mrs. Walker, Mr. Hayden, Mr. Webb, and Mrs. K. Williams. The press was not in attendance.

### OLD BUSINESS

Minutes. The minutes of the last regular meeting were unanimously approved 5-0 on a motion by Mr. Reynolds and a second by Mr. Moore.

Financial Statement. Dr. Hathorn presented the financial statement for the month of March, reporting \$1,629,974.47 in revenue and expenditures of 1,671,057.68 in the non-activity funds, leaving an ending balance of \$6,334,314.54. The board unanimously voted 5-0 to approve the district financial statement for the month of March as presented on a motion by Mr. Reynolds and a second by Mr. Moore.

### NEW BUSINESS

Stipend. Dr. Hathorn recommended a onetime stipend of \$7,500.00 to Karen Fuller for additional duties taken on that has exceeded the job description of a Literacy coach. On a motion by Mr. Reynolds and a second by Ms. Whittaker, the board voted 3-2 to give the onetime stipend. Mr. Reynolds, Ms. Whittaker, and Mr. Frazier were all aye. Mr. Moore and Mr. Hartsfield were nay.

Expulsion-Terral Wise. Dr. Hathorn recommended the expulsion of Watson Chapel High School student Terral Wise for the remainder of the 2015-2016 school year and the 1<sup>st</sup> semester of the 2016-2017 school year for possessing brass knuckles. The weapon was found in Terral's backpack along with a cigarette and a cigarette lighter. No one was present to represent Terral Wise. On a motion by Mr. Reynolds and a second by Mr. Moore, the board voted 5-0 to expel Terral Wise.

Expulsion- Christian Harris. This expulsion was pulled from the agenda, since this student is no longer enrolled in the Watson Chapel School District per Dr. Hathorn.

Expulsion- Khamisah Thomas. Dr. Hathorn recommended the expulsion of Watson Chapel High School student Khamisah Thomas for the remainder of the 2015-2016

SUPERINTENDENT UPDATE

Dr. Hathorn gave the testing schedule to the board members. Mr. Reynolds wants all A's.

ADJOURNMENT

Respectfully submitted by, Dr. Connie Hathorn and Norma Walker recorder.

Ronnie Reynolds,  
Board Secretary

# MINUTES BOARD MEETING

May 9, 2016

## REGULAR MEETING

At 7:00 p.m. on May 9, 2016, Mrs. Boone convened a regular meeting of the district Board of Education. Board members present were Mr. Reynolds, Ms. Whitaker, Mr. Frazier, Mr. Hartsfield and Mr. Milner. Mr. Moore was absent. School administrative personnel present were Dr. Hathorn, Mr. Branch, Mrs. Dunn, Mr. Hayden, Mr. Webb, Dr. Sheppard, Ms. Willis, Mr. Tietz, Mrs. Sanders and Mrs. K. Williams. The press was not in attendance.

### OLD BUSINESS

Minutes. The minutes of the last regular meeting were unanimously approved 6-0 on a motion by Mr. Reynolds and a second by Mr. Milner.

Financial Statement. Dr. Hathorn presented the financial statement for the month of April, reporting \$2,906,274.17 in revenue and expenditures of \$1,699,281.39 in the non-activity funds, leaving an ending balance of \$7,401,307.32. The board unanimously voted 6-0 to approve the district financial statement for the month of April as presented on a motion by Mr. Reynolds and a second by Mr. Milner.

### NEW BUSINESS

Expulsion. Dr. Hathorn recommended the expulsion of Watson Chapel High School student, Kendrick Conner for the remainder of the 2015-2016 school year. Kendrick missed detention multiple times, skipped classes, and had multiple write ups. He has demonstrated conduct that is detrimental to the learning environment at WCHS. There was no representation for Kendrick Conner. On a motion by Mr. Hartsfield and a second by Mr. Reynolds, the board voted 6-0 to expel Kendrick Conner for the remainder of the 2015-2016 school year.

Wellness Policy. Dr. Hathorn recommended an approval of the Watson Chapel School District Wellness Policy. On a motion by Mr. Milner and a second by Mr. Reynolds, the board voted 6-0 to approve the Wellness Policy.

Statement of Intent. Dr. Hathorn recommended an approval of the Arkansas Department of Education Special Education Local School District Application for part B funds for the provisions of Special Education and related services for the school year 2016-2017. They only needed a signature and did not require a vote. No action was taken.

Personnel Policy. Dr. Hathorn recommended an approval of the amended leave entitlement that is listed in the personnel policy. It is designed to help monitor attendance. Mrs. Boone asked if the PPC saw the amended policy and Dr. Hathorn stated that yes, Mark Smith at Secondary saw it and Elementary saw it. On a motion by Mr. Milner and a second by Mr. Reynolds, the board voted 6-0 to approve the amended leave personnel policy.

Presentation. Stephens Public Finance presented a presentation to discuss current savings for the current bond issues. Two bond issues that are outstanding. The market is very favorable and can save \$413,858.93, which is almost a 6% savings. The board needs to pass the resolution to refund outstanding bonds. Mr. Frazier had to abstain from the vote because he is a financial advisor. Ms. Boone let the new board members know that this was routine and has been done before. On a motion by Mr. Reynolds and a second by Mr. Milner, the board voted 5-0 to approve the refund of the current bond issues.

#### PPC REPORT & CPPC

No one was present to report anything from the PPC or CPPC.

#### BOARD COMMUNICATIONS

Mr. Frazier wanted to recognize the staff for their hard work. The Booster Club for all their hard work and support. The Booster Club is sponsoring the sports banquet. They raise money for the athletic departments by running the concession stand during football season. Mr. Frazier wanted to thank Jennifer McAfee for participating in the clean sweep. Congratulations to Coach Henderson for being selected as coach of the year and Peyton Martin as girl player of the year. He wanted to also recognize that JROTC program, Quiz Bowl, and Band for an outstanding year. There are good, positive things to build on for the future.

Ms. Boone thanked everyone for prayers for surgery and illness. There are a lot of retirements and we need to encourage them to join ARTA. She would like this to be announced at the closing program. Ms. Boone mentioned that the jazz band will present at the Arkansas Retired Teachers Association at their annual meeting.

#### PERSONNEL

Dr. Hathorn announced he had received letters of retirement from Mildred Bell-Jackson, Beth Cook, Edward Gaston, Ramona Harkins, Gene Rainey, Mary Savage, Brenda Veazey, Sandra Williams, Velma Williams, and Leydel Willis. He received letters or resignations from Bethanie Johnson, LeAnn Moore, Johnita Waddle, Matt Walters, and Tara Winingar. He recommended a non-renewal of contract for June Vilches and Willie

Larry. He recommended a 3 day suspension without pay for Mark Smith. We need to consider renewing the contracts of certified employees and employing 3 Special Education teachers, 1 Assistant Girls Basketball Coach, and a Cafeteria Substitute.

After returning to open session at 8:32. Dr. Hathorn recommended the following;

1. Andriana Dixon as a Special Education Teacher
2. Nathaniel Jackson as a Special Education Teacher
3. Heath Nicholas as an Assistant Girls Basketball Coach
4. Sheena Smith as a Special Education Teacher
5. Pearlina Price as a Cafeteria Substitute

On a motion by Mr. Reynolds and a second by Mr. Hartsfield the Board voted 6-0 to accept Dr. Hathorn's recommendations excluding Sheena Smith. Mrs. Boone, Mr. Hartsfield, and Mr. Frazier were all a nay. The vote was tied 3-3. No action was taken on Shenna Smith's employment.

#### SUPERINTENDENT UPDATE

Lillian Hemphill took a group of students to the Federal Reserve Banquet for Economist. The students held their own with Obama's economist. Watson Chapel was the only public school chosen in Arkansas to be partner with the St. Louis Federal Reserve. We would need to have a link on website and will provide supplies. Mr. Frazier mentioned that Chuck Morgan is a member of the Federal Reserve and that this could lead to a good partnership. Dr. Hathorn made a recommendation. On a motion by Mr. Milner and a second by Mr. Reynolds, the board voted 6-0 to partner with the Federal Reserve.

Dr. Hathorn asked Ms. Willis to speak. Ms. Willis said she has been in education for 58 years. It has been a great experience and she has learned more than students. Mr. Reynolds said we love her and appreciate her work.

Dr. Hathorn presented that Church Morgan and George Markris gave \$5,000 for the basketball girls championship rings. Graduation is May 19<sup>th</sup>.

#### ADJOURNMENT

Respectfully submitted by, Dr. Connie Hathorn and Norma Walker recorder.

Ronnie Reynolds,  
Board Secretary

The board reconvened at 8:43.

Dr. Hathorn recommended a non-renewal for June Vilches and Willie Larry. He recommended a three day suspension for Mark Smith. On a motion by Mr. Reynolds and a second by Mr. Milner, the board voted 6-0 for the two non-renewals and the suspension days.

ADJORNMENT

Respectfully submitted by, Dr. Connie Hathorn and Norma Walker recorder.

Ronnie Reynolds,  
Board Secretary

# MINUTES BOARD MEETING

May 16, 2016

## SPECIAL BOARD MEETING

At 7:00 p.m. on May 16, 2016, Mrs. Boone convened a special meeting of the district Board of Education. Board members present were Mr. Reynolds, Ms. Whitaker, Mr. Frazier, Mr. Hartsfield, Mr. Moore and Mr. Milner. No press was present.

### OLD BUSINESS

Minutes. The amended minutes of the February 9th special board meeting were unanimously approved 7-0 on a motion by Mr. Reynolds and a second by Mr. Milner.

### NEW BUSINESS

None.

### PPC REPORT & CPPC

None.

### BOARD COMMUNICATIONS

None.

### PERSONNEL

Dr. Hathorn recommended the renewal of all currently employed classified staff members that were on the attached list and the following new hires:

1. Sheena Smith as a Special Education Teacher
2. Iashona Crater as a Special Education Teacher
3. Stanley Warrick as a JROTC Instructor

On a motion by Mr. Reynolds and a second by Mr. Hartsfield the Board voted 7-0 to accept Dr. Hathorn's recommendations excluding Sheena Smith. Mrs. Boone, Mr. Hartsfield, Mr. Moore and Mr. Milner were all a nay. Mr. Reynolds, Ms. Whittaker, and Mr. Frazier were aye. The vote was 4-3, this recommendation did not pass.

SUPERINTENDENT UPDATE

None

ADJOURNMENT

Respectfully submitted by, Dr. Connie Hathorn.

Ronnie Reynolds,  
Board Secretary

# MINUTES BOARD MEETING

May 31, 2016

## SPECIAL BOARD MEETING

At 7:00 p.m. on May 31, 2016, Mrs. Boone convened a special meeting of the district Board of Education. Board members present were Mr. Reynolds, Ms. Whitaker, Mr. Hartsfield, Mr. Moore and Mr. Milner. No press was present.

### OLD BUSINESS

None.

### NEW BUSINESS

None.

### PPC REPORT & CPPC

None.

### BOARD COMMUNICATIONS

None.

### PERSONNEL

Dr. Hathorn received a letter of resignation from Sheree Booth, Mathhew Busch, Mary Holder, Casie Jackson, Belinda Jeffers, Rachel Maslakov, and Connie Spencer. Dr. Hathorn recommended employing 4 Elementary teachers, 2 English teachers, a Science teacher, a Social Studies teacher, a Choral teacher, a Food Service Director, a Boys Basketball Coach, and a Secondary Instructional Specialist.

1. Gina Andrews as an English teacher
2. Paula Bailey as a Food Service Director
3. Ninfa Barnard as a Science teacher
4. Kaneshashay Barnes as a Secondary Instructional Specialist
5. Alfonzo Dixon as a Social Studies teacher
6. Marcelle Goins as a Boys Basketball Coach
7. Amy Horne as an Elementary teacher
8. Janet Johnson as a Choral teacher

9. Christina Lawhon as an English teacher
10. Jarhea May as an Elementary teacher
11. Elizabeth Queathem as an Elementary teacher
12. Ora Reynolds as an Elementary teacher

On a motion by Mr. Hartsfield and a second by Mr. Milner the Board voted 6-0 to accept Dr. Hathorn's recommendations.

Ms. Johnson attended the board meeting. She thanked school district for the interview and the job. She thanked the board for holding a special board meeting for hire.

#### SUPERINTENDENT UPDATE

None

#### ADJOURNMENT

Respectfully submitted by, Dr. Connie Hathorn and Norma Walker

Ronnie Reynolds,  
Board Secretary

# MINUTES BOARD MEETING

June 10, 2016

## REGULAR MEETING

At 7:00 p.m. on June 10, 2016, Mrs. Boone convened the regular meeting of the district Board of Education. Board members present were Mr. Reynolds, Ms. Whitaker, Mr. Hartsfield, Mr. Moore and Mr. Frazier. Mr. Milner was absent. School administrative personnel present were Dr. Hathorn, Mr. Branch, Mrs. Dunn, Mr. Webb, Dr. Sheppard, Mr. Tietz, Mrs. Sanders and Mrs. K. Williams. The press was not in attendance.

### OLD BUSINESS

Minutes. The minutes of the last regular meeting were unanimously approved 6-0 on a motion by Mr. Reynolds and a second by Mr. Moore. Ms. Boone mentioned there was a mistake that showed Sheena Smith as being hired, it has been corrected.

Financial Statement. Dr. Hathorn presented the financial statement for the month of May, reporting \$1,530,173.66 in revenue and expenditures of \$2,107,796.62 in the non-activity funds, leaving an ending balance of \$7,978,930.28. The board unanimously voted 6-0 to approve the district financial statement for the month of May as presented on a motion by Mr. Reynolds and a second by Mr. Moore.

### NEW BUSINESS

Bread and Milk Bids. Dr. Hathorn presented the bids for milk and bread for the food service program for next year. The board unanimously voted 6-0 to approve the purchase of dairy products from Highland Dairy and bread products from Bobby Hamilton Distributors for the 2016-2017 school year on a motion by Mr. Moore and a second by Mr. Reynolds.

Additional Duty Salary Schedule. Dr. Hathorn presented an updated additional duty salary schedule. Ms. Boone had questions and a problem with some of the stipends, especially with the \$10,000 ones for Testing Coordinator and ELL. She is uncomfortable because all employees work hard and deserve a raise. Dr. Hathorn said it was cheaper to pay the stipends than to hire another teacher. Dr. Sheppard stated that the Testing Coordinator is the most important job and it was not done before. It is a very difficult job and very confidential. Ms. Boone stated that she thought the team should take on the duties and they are not doing it. She wants the Superintendent to explain and not his team. Dr. Sheppard apologized for stepping out of turn. Mr. Reynolds stated that he thinks we need to do what needs to be done and the Superintendent and his team are doing what needs to be done. Mr. Hartsfield stated he thinks Ms. Boone is being a good steward of the district by asking questions. Mr. Frazier wanted to know about the athletic

stipends and how they were brought up. Dr. Hathorn asked Norma to address and she explained that they have been that way for several years. Ms. Boone wanted to know why the JR High coach makes less than the SR High. She asked if they work less. Dr. Hathorn stated that the SR High has more duties than JR High. The board voted 6-0 to approve the additional duty salary schedule on a motion by Mr. Reynolds and a second by Mr. Hartsfield. Ms. Boone voted all ayes except for ELL and Testing Coordinator stipends, she voted nay.

Administrators Salary Schedule. Dr. Hathorn presented an updated administrators salary schedule. Ms. Boone stated that she did not receive a copy of this. Mr. Hartsfield asked which ones were being deleted and which ones were being added. Norma stated to the board that the Food Service was being deleted. Ms. Boone asked if the positions had already been filled. Dr. Hathorn stated no, there would be an interview committee. The board voted 5-0 to approve the administrator's salary schedule on a motion by Mr. Reynolds and a second by Ms. Whittaker. Ms. Boone was a nay on all.

Bus Driver Salary Schedule. Dr. Hathorn presented an updated bus driver salary schedule. Mr. Hartsfield had a question whether the drivers were being paid for hours depending on which groups they will be in. On a motion by Mr. Reynolds and a second by Mr. Moore, the board voted 6-0 to approve the updated bus driver salary schedule.

Personnel Policy. Dr. Hathorn presented an amended personnel policy. Mark Smith asked to speak. Mr. Smith stated that the PPC does not have a problem with the FMLA policy, but they do have a problem with employment criteria. Section 1D-Advertising; positions to not have to be advertised and they think it is unfair. Section 1E-Appointed by the Superintendent; the Superintendent can appoint who he/she wants and they do not think this is fair and it is not an equal opportunity. Mr. Reynolds motioned to approve Dr. Hathorn recommendation on the amended personnel policy. The motion died for lack of a 2<sup>nd</sup>. Mr. Frazier asked if the board would have to vote on it and Dr. Hathorn said yes. Mr. Hartsfield stated that he had some concerns. Dr. Sheppard stated that the school already has this in our policy and the Arkansas School Board Association attorney looked at it. Dr. Sheppard stated that Norma might know when it was adopted. Norma replied stating that she was not sure and it should be noted at the bottom. Mr. Hartsfield motioned to approve the amended personnel policy excluding Section 1D and 1E. Mr. Moore seconded Mr. Hartsfield amendment. On a vote 5-0, the board approved the amended personnel policy. Mr. Reynolds voted nay. Mr. Reynolds stated they should revisit this.

Time of Elections. Dr. Hathorn stated that the board needs to decide on whether to keep the school board election in September or move it to November. Mr. Hartsfield inquired if Dr. Hathorn knew what other districts were doing. Dr. Hathorn stated that he had not heard. Mr. Hartsfield stated that it would cost more if we were the only district doing it in September, but we needed to see if other districts were doing it in November. Ms. Boone stated that we should check with the election commission. On a motion by Mr. Moore and a second by Mr. Reynolds, the board voted 5-0 to table this. Mr. Whittaker was not present for the vote.

Teacher Non-Renewal Hearing. Dr. Hathorn stated that the board needs to decide on a hearing date for Ms. Vilches and Mr. Larry. Attorney Mike Dennis spoke about setting a date. Ms. Boone asked about Dr. Hathorn's thoughts. Ms. Boone asked to offer a different date. There was no action taken on this matter.

Request for Teacher to Address the Board. Ms. Hammond would like to discuss a situation concerning her sick leave. Ms. Boone asked if she was going to talk about personnel. Ms. Hammond stated she had been talking to Ms. Walker. Attorney Mike Dennis stated this needed to be done in executive session.

## PPC REPORT & CPPC

None.

## BOARD COMMUNICATIONS

Automotive Award. Mr. Moore wanted to recognize Cody Stroud and Shawn Poindexter. Mr. Poindexter took time to take Cody to interview with a John Deere Agriculturist. Mr. Poindexter stated Cody is a JR and was so impressive that he got moved to the Stuttgart John Deere AgTech Program. Mr. Moore stated Mr. Poindexter would be missed and Mr. Moore presented them certifications.

The board informed Ms. Hammond that she would receive a letter regarding their decision.

Dr. Hathorn asked Bill Tietz to give an update on the girls' softball field. Bill stated they will break ground next week and it is on track to open next year. Our workers can do most of the work, bids came in high. They had to wait until the ground dried up to save on under cutting, because it will give another exit for the baseball field. Bill is trying to make it equal to boy's field. They will not have a locker room yet, but will put in the plumbing. We have \$100,000.00 saved from bond proceeds. The lighting will not be able to be installed the first year because it is close to \$80,000.00. Mr. Hartsfield said that if it was close to the baseball field, it could use its lighting. Mr. Frazier stated that a lot of fields were built that way.

Ms. Boone commended Coleman's year book because it was the only one that included the board. She did not think the High School included enough for the Superintendent.

Mr. Hartsfield stated that the Quiz Bowl Team is in Chicago at competition.

## PERSONNEL

Dr. Hathorn received a letter of resignation from Sha'Vonya Berry, Sandra Blasengame, Dortha Collier, Alfonzo Dixon, Andriana Dixon, Matthew Garner, Nathaniel Jackson,

Correy Muldrew, and Shawn Poindexter. He received verbal resignation from Elizabeth Queathem. Dr. Hathorn recommended employing 6 K-8 Classroom Teachers, 2 Secondary Classroom Teachers, a Special Education Teacher, 3 Bus Drivers, a Secretary, and 2 Cafeteria Workers.

1. Emily Beane as a K-8 Classroom Teacher
2. Johnny Clift as a K-8 Classroom Teacher
3. Cher Fields as a K-8 Classroom Teacher
4. Robyn Sanders as a K-8 Classroom Teacher
5. Meisha Stewart as a K-8 Classroom Teacher
6. Tiffany Williams as a K-8 Classroom Teacher
7. Iva Williams as a Secondary Classroom Teacher
8. Yvonne Denton as a Special Education Teacher
9. Roderick Austin as a Bus Driver
10. Anthony Graham as a Bus Driver
11. Jimmy Harris as a Bus Driver
12. Connie Box as a Secretary
13. April Shinn as a Cafeteria Worker
14. Jennifer Wells as a Cafeteria Worker

On a motion by Mr. Reynolds and a second by Mr. Hartsfield the Board voted 6-0 to accept Dr. Hathorn's recommendations.

#### SUPERINTENDENT UPDATE

No update. Dr. Hathorn is just glad to be here and is trying to get staff for next year.

#### ADJOURNMENT

Respectfully submitted by, Dr. Connie Hathorn and Norma Walker

Ronnie Reynolds,  
Board Secretary

## MINUTES BOARD MEETING

July 18, 2016

### REGULAR MEETING

At 7:00 p.m. on July 18, 2016, Mrs. Boone convened the regular meeting of the district Board of Education. Board members present were Mr. Reynolds, Ms. Whitaker, Mr. Hartsfield, Mr. Moore, Mr. Milner and Mr. Frazier. School administrative personnel present were Dr. Hathorn, Mr. Branch, Mr. Webb, Dr. Sheppard, Mr. Hayden, Mr. Tate, Ms. Fuller, Ms. Burl, Ms. Sanders and Ms. K. Williams. The press was not in attendance.

### OLD BUSINESS

Minutes. The minutes of the last regular meeting were unanimously approved 7-0 on a motion by Mr. Reynolds and a second by Mr. Milner.

Financial Statement. Dr. Hathorn presented the financial statement for the month of June, reporting \$2,289,443.24 in revenue and expenditures of \$3,354,459.28 in the non-activity funds, leaving an ending balance of \$6,907,154.17. The board unanimously voted 7-0 to approve the district financial statement for the month of June as presented on a motion by Mr. Milner and a second by Mr. Reynolds.

### NEW BUSINESS

Proposed Budget of Expenditure. Dr. Hathorn presented this resolution that is a yearly action by the board to verify our millage, which did not change. No action taken.

Timing of Elections. Dr. Hathorn stated that the board needs to decide on whether to keep the school board election in September or move it to November. White Hall and Dollarway decided to keep their school board election in September. Dr. Hathorn recommended to keep the school board election in September and to utilize only early and absentee voting on paper ballots, because there is no change in the millage and no contested zones races. This is a costs savings for the school district. This was discussed by telephone. On a motion by Mr. Reynolds and a second by Mr. Moore, the board unanimously voted 7-0 to approve the timing of elections.

Bond Resolution. Dr. Hathorn introduced Leigh Ann Biernat with Stephens Inc. She explained the bond sale and actions needed to be acted on by the board. Ms. Biernat explained that there was an estimated \$70,000.00 savings over 5 years, but when we went to market, we beat the estimation. Issuing a new bond, taking new money and paying old bonds will be a savings of \$90,000.00 for the first 5 years. There were five underwriters interested in the bonds. The board needs to pass a resolution. Stephens Inc. will be going over post compliance with Ms. Walker. Mr. Hartsfield asked how much the school would

save overall. The total is \$515,000.00. On a motion by Mr. Milner and a second by Mr. Reynolds, the board unanimously voted 6-0 to approve the bond resolution. Mr. Frazier removed himself from the vote due to regulations of his employment.

Student Handbook. Dr. Hathorn recommended the board approve the 2016-2017 Student Handbook. Mr. Hartsfield and Ms. Boone did not have a chance to look at it. Ms. Boone asked if the board wanted to table to vote. Dr. Sheppard stated that it must be done prior to registration. The school will not be printing them, but they will be available online. The ASBA did all of the policies. Dr. Hathorn said due to personnel needs, they will probably need to have a special called meeting.

## PPC REPORT & CPPC

None.

## BOARD COMMUNICATIONS

Mr. Reynolds commended Dr. Hathorn and the staff for test scores being up. He stated that they needed to allow Dr. Hathorn to drive and we just ride along. We need to work together and not against each other. Put God first. He stated to Dr. Hathorn keep doing the good work he is doing.

## PERSONNEL

Dr. Hathorn received letters of resignation from Jalen Courtney, Ramone Penister, Catherine Powell, Eddie Roberts, and Julie Sheppard. He received verbal resignation from Robyn Sanders. The board needs to consider employing 3 Elementary Teachers, a Special Education Teacher, a High School Teacher, 2 JR High Teachers, an Elementary Asst. Principal, a JR High Asst. Principal, 2 High School Asst. Principals, a High School Principal, a School Climate Specialist, a Director of Teaching and Learning, an Executive Director of Support Services, an Auto Mechanics Teachers, a Mechanic Helper, a Mechanic/Technician, a Bus Driver, a High School Secretary, and a Shop Foreman. Dr. Hathorn recommended the board to rescind its previous approval of the Superintendent's recommendation of non-renewal concerning Ms. June Vilches and Willie Larry and accept the resignation of both Ms. June Vilches and Mr. Willie Larry.

1. Tremekia Burns as a Special Education Teacher
2. Dovie Burl as a School Culture and Climate Specialist
3. Phyllis Cage as an Elementary Asst. Principal
4. Stacey Carmeans as a High School Teacher
5. Claude Davis as a JR High Asst. Principal
6. Karen Fuller as a Director of Teaching and Learning
7. Raven Handley as JR High School Teacher
8. John Hayden as Executive Director of Support Services
9. Amanda Johnson as an Elementary Teacher

10. Tonisha Jones as an Elementary Teacher
11. Marcia Merritt as a High School Asst. Principal
12. James Raney as a JR High School Teacher
13. Kristy Sanders as a High School Principal
14. Robert Tate as a High School Asst. Principal
15. Jesse Toston as an Auto Mechanic Teacher
16. Roderick Austin as a Mechanic Helper
17. Marcus Bishop as a Mechanic/Technician
18. Darren Edgerson as a Bus Driver
19. Lisa Heird as a High School Secretary
20. George Jones as a Shop Foreman

Ms. Boone asked the board if they wanted to do roll call or vote all at once. On a motion by Ms. Whittaker and second by Mr. Reynolds, the board voted 7-0 to vote all at once and to approve Dr. Hathorn's recommendations except for Ms. Boone. Ms. Boone voted no for the following recommendations on Dovie Burl, Karen Fuller, and Robert Tate, and yes to all the rest of the recommendations. Ms. Boone wanted it noted in the minutes. On a motion by Mr. Hartsfield and a second by Mr. Milner, the board voted 7-0 to rescind the previous approval on non-renewal concerning Ms. June Vilches and Mr. Willie Larry and accept resignations on them both.

#### SUPERINTENDENT UPDATE

None.

#### ADJOURNMENT

On a motion by Mr. Reynolds and a second by Mr. Milner, the board voted 7-0 on adjournment at 8:20.

Respectfully submitted by, Dr. Connie Hathorn and Norma Walker

Ronnie Reynolds,  
Board Secretary

# MINUTES BOARD MEETING

August 8, 2016

## REGULAR MEETING

At 7:00 p.m. on August 8, 2016, Mrs. Boone convened the regular meeting of the district Board of Education. Board members present were Mr. Reynolds, Ms. Whitaker, Mr. Moore, Mr. Milner and Mr. Frazier. Mr. Hartsfield was absent. School administrative personnel present were Dr. Hathorn, Mr. Branch, Mr. Webb, Mr. Hayden, Mr. Tate, Ms. Fuller, Ms. Burl, Ms. Sanders, Ms. K. Williams, Ms. Wilson, Mr. Davis, Ms. Cage, Ms. Merritt, and Ms. Dunn. The press was not in attendance.

### OLD BUSINESS

Minutes. The minutes of the last regular meeting were unanimously approved 6-0 on a motion by Mr. Reynolds and a second by Mr. Milner.

Financial Statement. Dr. Hathorn presented the financial statement for the month of July, reporting \$229,249.23 in revenue and expenditures of \$451,617.06 in the non-activity funds, leaving an ending balance of \$7,539,171.03. The board unanimously voted 6-0 to approve the district financial statement for the month of July as presented on a motion by Mr. Moore and a second by Mr. Milner.

### NEW BUSINESS

Student Handbook. Dr. Hathorn recommended the approval of the 2016-2017 Student Handbook that was tabled last board meeting. On a motion by Mr. Reynolds and a second by Mr. Moore, the board unanimously voted 6-0 to approve the Student Handbook.

### PPC REPORT & CPPC

None.

### BOARD COMMUNICATIONS

Mr. Reynolds enjoyed the welcome back breakfast. He stated he is looking forward to a great year all on one team.

Ms. Boone stated that she was impressed with the welcome back breakfast and the information presented. She stated she was looking for bigger and better things.

Mr. Frazier stated that he was very impressed with the soft ball field progress and wanted to commend Bill Tietz. He would like a press release for Corey Stroud from last month. He would like to have a tour or ribbon cutting ceremony for the Multipurpose P.E.

building. He wanted to thank Mr. Hayden, Mr. Tietz, and Dr. Hathorn for the cosmetic improvements happening in the district.

## PERSONNEL

Dr. Hathorn received letters of resignation from Tracey Trafford and Greg Mattics. He received verbal resignations from Tiffany Williams and Stacey Caremeans. The board needs to consider employing an Elementary Teacher, 3 Secondary Teachers, 5 Bus Drivers, 2 Substitute Bus Drivers, and 3 Custodians.

1. Dederick Brown as a Secondary Teacher
2. Nicole Hall as an Elementary Teacher
3. Nathaniel Jackson as a Secondary Teacher
4. Angelia Wittke as a Secondary Teacher
5. Michael Allen as a Bus Driver
6. Marlon Cerna as a Custodian
7. Anthony Bennett as a Substitute Bus Driver
8. Cozetta Henry as a Substitute Bus Driver
9. Christopher Hinton as a Custodian
10. Debbie Jenkins as a Bus Driver
11. Gwendolyn Scaife as a Bus Driver
12. Don Scott II as a Custodian
13. Jesse Toston as a Bus Driver
14. Melvin Wilkes as Bus Driver
15. Kerri Bone as an Elementary Teacher

On a motion by Mr. Reynolds and a second by Mr. Moore, the board voted 6-0 to accept Dr. Hathorn's recommendations for hire.

## SUPERINTENDENT UPDATE

Dr. Hathorn wanted to thank his staff for all of their hard work. The district still needs a few teachers for; Science, Social Studies, English, and 6<sup>th</sup> grade Science. Dr. Hathorn asked Ms. Dovie Burl to explain new things that are going on. Ms. Burl gave a brief overview about the meeting with the commissioner. We use restorative justice and use home visits. The commissioner was impressed and wants to model what we do. Mr. Milner asked to explain a few home visits. Ms. Burl explained that one child lost all of her hair due to ring worms and her father would not let her attend school. She found a beautician to fix it and she came to school. She took a boy home where there were no windows and a tent that was in front. The boy slept there. Mr. Boone said we have a lot of those situations.

## ADJOURNMENT

On a motion by Mr. Milner and a second by Mr. Reynolds, the board voted 6-0 on adjournment at 7:44.

Respectfully submitted by, Dr. Connie Hathorn and Norma Walker

Ronnie Reynolds,  
Board Secretary

**PROCESS REVIEW OF SCHOOLS CLASSIFIED IN ACADEMIC DISTRESS**  
**Watson Chapel High School**

1. A list of external providers supporting school improvement and, if this is a continuing service from 2015-16, the evaluation of the effectiveness of these services within your school district.
  - For the 2016-17 school year, the district evaluated the effectiveness of the external provider, Elbow-2-Elbow and decided that the services would not be needed. To provide support to the schools, the district decided to employ academic instructional coaches second semester for K-6 grade in literacy. Three instructional coaches were hired and upon the beginning of the 2016-17 school year the district hired two additional academic coach for grades 7-12. The academic coaches have worked with teachers aligning the curriculum, analyzing data, and providing support for teachers. This decision would allow a full time person to be on each campus daily to provide support in literacy and math.
  
2. A summary report from the principal of the actions the specific school is taking to meet the ADE's recommendations (and/or PIP).
  - This school year, we have obtained several new teachers that have specialized training in upper level academics. At least half of the new teachers are certified with master's degrees in the content area that they teach. We have arranged "mindset meetings" with students and staff in order to create a nurturing environment that focuses on academic achievement. We utilize data in our meetings and that is what drives our instruction. This year, department leaders have been assigned an administrative period which allows them to work with their colleagues individually on weak areas and they will offer assistance where needed after conducting classroom observations. Teachers who teach the same subject will have the opportunity to sit in on their colleagues' classes and provide reflections of what was observed. The iReady software program is going to help us tremendously with improving student learning because it is individualized for each of our students and their personal weaknesses. The administrators will distribute each student's individualized plan to and teachers will review the plans with the students. The goal (after PD training on iReady this Thursday 9/15/16) is for teachers to learn how to pull the reports themselves for the students and for the administrators to monitor this progress on a regular basis. An additional goal is for the teachers to learn to read the results from the iReady data in such a way that they will know what resources to pull from the resource section to help the students improve on weak areas that the majority of the students are having trouble with. One challenge that our school has faced is that we do not have Wifi and our chrome carts don't have a good signal in certain areas of each classroom. This proves to be a great hindrance at times. We are also challenged because we do not have any tutors or paraprofessionals on our campus to assist us. One challenge that the school has overcome has been

a change in leadership. The new administrative team is technologically literate and well trained on gathering, disaggregating and presenting data to others for improvement. The leadership team is meeting regularly to look at pre/post test data, behavior data, and instructional needs.

3. The document that outlines next steps for supporting school in meeting ADE's recommendations (the support plan).

### **Plan of Support**

**School: Watson Chapel High School**

**District: Watson Chapel School District**

**Principal: Kristy Sanders**

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

1. The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process. **Calibration training is required so should be included here. If ALA training is occurring, or has occurred, it would be included here. Participation in SI Summer Conference occurred, it would be included here. If reading books with others specific to data use, or school improvement, include here. If participating in ADE Quest Micro-credentials, include here. Do not include PD generic to being a principal. Include those activities that are to expand or refine attained principal skills.**
  - Our principal attended the School Improvement Conference this summer with a team
  - Our district subscribed for the premium services and the dates through BloomBoard and ADE have not been designated at this time.

- Kristy Sanders, the new high school principal has been in the Watson Chapel School District for 16 years; during this time she was a secondary science teacher for 12 years, assistant principal at Watson Chapel Jr. High School. high school for 2 years, assistant principal at the high school for 1 year, and now first year principal at Watson Chapel High School. She also has two assistant principals; one focused on instruction and the other that focuses on discipline.
2. A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.

**What is the Title I allocation for the school?**

- *The district received \$979,088.37 in Title 1 Part A funding*
- *The high school is Targeted Assistance, prior to December of 2015-16 school year the high school was not Title I*
- *The high school was approved for Targeted Assistance and received \$94,655.57 in 1003 (a) grant funding. This funding is being utilized for the following:*
  - *Summer school for credit recovery for economically disadvantaged students who have completed the seat time*
  - *Summer school to help remediate and tutor economically disadvantaged students to prepare them for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade*
  - *Teachers to analyze data, research strategies, and provide professional development to teachers of economically disadvantaged students*
  - *After school tutorials in literacy and math for economically disadvantaged students*
  - *Embedded instructional tutors during the school day in literacy and math for economically disadvantaged students*
  - *Bus transportation for after school tutorials for disadvantaged students*

**What is the NSLA allocation for the school? What is being purchased and what is the purpose in the purchase?**

- The district received \$2,053,654 in NSL State categorical funding
- These funds will be used for professional development (research based instructional skills, classroom management, PBL, technology, and other PD that will help us to be successful in the classroom and reach our AMOs) Extended learning beyond the classroom, Supplies, technology, Summer School, SES

Tutors, Literacy & Math Facilitator Supplies & Purchased Services, other resources & supplies for teachers

- The following provides details on expenditures for the high school:
  - Professional Development \$8,000.00
  - Field Trips \$5,000.00
  - Supplies \$15,000.00
  - Salaries
  - 10-12 Instructional/Curriculum needs
  - Career Coach \$26,500
  - School Resource Officer \$35,000
  - School Climate and Culture Specialist
  - The district made the decision not to continue with External Providers (Elbow-2-Elbow) for the 2016-17 school year and hired Instructional Coaches for each building. Within the high school we have a math specialist and literacy specialist that will work with teachers on a daily basis to help in increasing math and literacy performance.

#### How will you evaluate if the purpose was accomplished?

- The district has hired a Director of Teaching and Learning that will evaluate the instructional coaches and math specialist to ensure that the needs of students and teachers are being met.
- The district will monitor assessment data after each assessment
- The teachers will meet with the instructional coaches and evaluate and analyze data from interim assessments, diagnostic assessments, screeners, and post assessments

#### How will you determine if you will continue the purchases form 2016/17 to 2017/18?

- The district leadership team will evaluate the data and make the decisions with all stakeholders.

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

section. <http://www.achieve.org/assessmentinventory>

<b>Name of Assessment</b>	Dibels Next	STAR Reading/Math	mClass K3	iReady	IOWA	ACT Aspire Interim Assessments	ACT Aspire
<b>Entity Requiring Assessment</b>	State Act 1294	State	State Act 1294	District	District	State	State
<b>Grades</b>	K-2	3-12	K-3	K-12	K-2	3-10	3-10
<b>Type of Assessment</b>	Diagnostic	Diagnostic	Diagnostic	Formative	Interim	Summative	Summative
<b>Intended Purpose</b>	Universal Screener	Screener for reading and math	Math Screener	Adaptive Diagnostic Assessment	Predict Student Performance on End of Year Assessment	Predict Student Performance on End of Year Assessment	State EOY Assessment
<b>Intended Use</b>	Assess Instructional Needs	Assess Instructional Needs	Assess Instructional Needs	Assess student performance during instruction and to inform interventions needed	Evaluative Student Performance	Evaluative Student Performance	Evaluate student performance
<b>Users of Assessment</b>	District and School Staff	District and School Staff	District and School Staff	District and School Staff	District and School Staff	District and School Staff	District and School Staff
<b>Administered</b>	3 Times per year (beginning, middle, end)	3 Times per year (beginning, middle, end)	3 Times per year (beginning, middle, end)	Quarterly	3 Times in 8-10 intervals beginning the week of October 18	3 Times in 8-10 intervals beginning the week of October 18	End of Year
<b>Monitored</b>	Instructional Coaches	Instructional Coaches/ Department Heads	Progress Monitoring – biweekly for at risk students, monthly for students with some risk	Academic Coaches	Instructional Coaches	Instructional Coaches/ Principals/ District Staff	District Staff/ Instructional Coaches/ Principals

4. The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.

What specific actions can a school leadership take based on data analysis from classroom? Parameters are the limits of the autonomy. For example, the SILT cannot decide to add an interventionist without HR approval and posting the position and implementing hiring processes per district policy.

- The school improvement leadership team will have autonomy to make decision that will positively impact student performance.
- Any decision requiring funding will be brought to the district administrators to make a determination
- The school improvement leadership team will have autonomy to make

- decision and changes regarding instruction, organization, and scheduling
  - The school has been allocated a budget that they control for the needs of resources, supplies, and professional development needs
  
- 5. The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument). **The school will administer quarterly feeling tone surveys. Thus, one action would be for the district to analyze the quarterly results and address any issues identified in the survey. Another action would be to award returning bonuses in hard to fill or critical positions (math, English, Special Education).**
  - This year the district is focusing on creating more support for new teachers and teachers new to the district.
  - The district implemented New Teacher Orientation this year
  - The district has employed a School Climate and Culture Specialist that will be administering surveys through the National School Climate Center
  - The School Improvement Specialist will be administering surveys created by ADE each quarter
  - The district is currently having a hard time filling math and science positions
  - The district went to TalentEd online system this year to help with teacher applications
  - The district will utilize the information from the surveys to create a plan for recruitment and retention.
  
- 6. The description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability. **Describe the process the district is using to ensure that there is a written curriculum, that the written curriculum is the taught curriculum, and that what is taught is included in state and local exams.**
  - The district hired Instructional Coaches in literacy and math for every campus
  - The Instructional coaches have aligned the curriculum in literacy and math K-12
  - The instructional Coaches are working with each content level at all grade levels to ensure that they are following the curriculum guide
  - The Director of Teaching and Learning is monitoring the work of all

instructional coaches to ensure that the teachers are aligning the instruction with the curriculum

- The principals are monitoring the lesson plans at each campus to ensure that the teachers are following the curriculum guide and utilizing data from assessments to guide the decision making
  - The district will be utilizing ACT Aspire interim assessments and this will allow teachers and district staff to monitor the progress of instruction
7. The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students. **What are the activities that are being conducted at the school or district level to engage parents? What are these activities expected to do? How is the participation level analyzed with an intent to impact parents of students not proficient in State Assessments?**
- The district has partnered with the National School Climate Center to administer surveys to all stakeholders during October 20 through November 10, 2016
    - The National Climate Center will analyze the survey data and provide resources, guidance, and professional development for the district
  - The district has a parent liaison for each school in the district
  - Each school is working on establishing a PTA/PTO for the 2017 school year
  - Each school is hosting Parent Data Night to discuss and explain the test results for the school and individual students
  - Parent Teacher Conferences will be held during the month of October
  - Parent Parties are being organized to provide parents with a platform to express concerns
  - Organizing a Parent Leadership Development Team to begin building capacity, accountability, relationships, differentiation, and scaffolding for our parents
  - Conducting home visits
  - All actions will be data driven

8. The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district supports the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies. **What is the plan to minimize student punishment, to create a positive school culture, and what data is being utilized to determine if progress is being attained?**
- The district has employed a school climate and culture specialist to focus on changing the climate of the district and the mindset of staff when it relates to discipline. The decision to employ this position was based on discipline data, department of justice findings, and the disproportionality within our special education students. All implementation are based on data; data that will be reviewed on a monthly basis to track progress of the implementation and to make any adjustments necessary for progress. The goal is to establish this by doing the following:
    - Implementing Restorative Justice district wide
    - Complying with the Department of Justice mandates
    - Tier level behavior intervention and modifications
    - Work with the newly designed alternative education program
    - Attend the Positive Behavior Intervention Conference and Training in October with all administrators that handle discipline
    - Comply with PBIS mandates from Arkansas Department of Education

***This plan was developed by the following named personnel:***

***Please list names and identify if person is on building leadership or district leadership.***

- Dr. Connie Hathorn, Superintendent – District Leadership Team
- Kerri Williams, School Improvement Specialist – District Leadership Team & Building Leadership Team
- Natasha Dunn, Special Education Coordinator – District Leadership Team
- Kathy Wells, District Head Nurse – District Leadership Team
- Jennifer Howington, Technology/Assessment Coordinator – District Leadership Team
- Dovie Burl, School Climate and Culture Specialist – District Leadership Team
- Karen Fuller, Director of Teaching and Learning – District Leadership Team
- Carl Whimper, Career Coach – District Leadership Team
- Donna Depriest, Teacher Edgewood Elementary School – District Leadership Team
- Sylvia Webb, Counselor L. L. Owen Elementary School – District Leadership Team
- Valerie Penix, Teacher Coleman Intermediate School – District Leadership Team

Team

- Ninfa Barnard, Teacher Watson Chapel High School – District Leadership Team
- Kristy Sanders, Principal Watson Chapel High School – Building Leadership Team
- Marcia Merritt, Assistant Principal Watson Chapel High School – Building Leadership Team
- Robert Tate, Assistant Principal Watson Chapel High School – Building Leadership Team
- Paula Branch, Math Department Chair – Building Leadership Team
- Edna Allen, ELA Department Chair – Building Leadership Team
- Pamela King, Science Department Chair – Building Leadership team
- Jeffery Howard, History Department Chair – Building Leadership Team
- Frankie Hemphill, Special Education Department Chair – Building Leadership Team
- Brandi Strickland, Fine Arts/CTE Department Chair – Building Leadership Team

**Quarterly Reports to the State Board**

<b>District</b>	<b>Dates</b>	<b>Dates</b>	<b>Dates</b>	<b>Dates</b>
Little Rock School District	November 10, 2016	February 10, 2017	May 12, 2017	July 14, 2017
Dollarway School District	November 10, 2016	February 10, 2017	May 12, 2017	July 14, 2017
Pulaski County School District	December 8, 2016			
Helena- West Helena School District	December 8, 2016			

**Reports to the Standing Committee on Academic Distress**

<b>District</b>	<b>Dates</b>	<b>Dates</b>
Pine Bluff School District	October 14, 2016	May 12, 2017
Forrest City School District	December 9, 2016	May 12, 2017
Blytheville School District	December 9, 2016	May 12, 2017
Dermott School District	September 9, 2016	June 9, 2017
Marvel-Elaine School District	September 9, 2016	January 13, 2017
Strong-Huttig School District	September 9, 2016	TBD
Watson Chapel School District	October 14, 2016	TBD
Hope School District	October 14, 2016	TBD
Little Rock Preparatory Academy	TBD - charter up for renewal	
Covenant Keepers	January 13, 2017	
Pulaski County School District	TBD	
Helena- West Helena School District	TBD	