



# LITTLE ROCK

## SCHOOL DISTRICT

### **Little Rock School District Level 4 Report**

#### **4th Quarter**

**Submitted by: Keith McGee, Ed.D., LRSD Deputy Superintendent**

The Little Rock School District (LRSD) made progress during the 2020-21 school year to meet the exit criteria for Level 5 that was established following reconstitution. The exit criteria focused on developing coherence between both the District and individual schools, so that teachers and administration established a new baseline understanding of high-quality instructional approaches and curricular expectations.

LRSD is committed to using data to drive decision-making with an emphasis of strengthening school level leadership and accountability for continuous school improvement. Therefore, the district will continue to be instrumental in providing high, clear expectations using the framework of professional learning communities as the model, improving high-quality teacher feedback, incorporating a guaranteed viable curriculum, and fiscal governance.

The following was the foundational exit criteria for LRSD.

These four main components are derived from the High Reliability Schools (HRS) Framework and are a continuation of current work. The areas are as follows:

- Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- The school literacy curriculum and accompanying assessments adhere to state and district standards.
- The school manages its fiscal, operational, and technological resources in a way that directly supports teachers to provide a safe, supportive and collaborative culture and increase student achievement.

<b>Criteria 1: The District will Implement PLC Processes and HRS Levels 1, 2 and 3.</b>		<a href="#"><u>Evidence Folders</u></a> <a href="#"><u>LRSB District Plan of Support</u></a>
<b>Artifacts:</b> LRSB District Leadership will monitor implementation through Focus Walks, Instructional Rounds, and Level Meetings.	Presentation Date	Responsible Party
<p><b>Evidence - Beginning of the Year:</b></p> <ul style="list-style-type: none"> <li>● PLC Professional Development</li> <li>● Master Schedules that provide time for collaborative teams to weekly</li> <li>● Building Guiding Coalitions Identified</li> <li>● Book Study: “Leading PLCs at Work: Districtwide (From Boardroom to Classroom)”</li> <li>● Executive Cabinet Retreat on PLC Model</li> <li>● Marzano’s Proficiency Scale Training</li> <li>● Common Formative Assessment (CFA) Training</li> <li>● PLC Coaching Support</li> </ul> <p><a href="#"><u>1st Quarter</u></a></p>	<p><b>District Leadership Team:</b> June 2021 July 2021</p> <p><b>LRSB:</b> July 2021 August 2021 September 2021</p>	<p><b>Lead:</b> Darian Smith, Randy Rutherford Shana Loring Dr. Ericka McCarroll</p> <p><b>Support:</b> Keith McGee</p> <p><b>Resource:</b> Solution Tree Marzano Resources</p>

**Current Work:**

LRSD has embraced the Professional Learning Communities (PLC) Model. The district leadership team has begun a book study for the district administration team to increase their knowledge on PLC with the intentions to model within each department and schools. The district will increase the number of focus walks that are conducted by the district leadership team weekly to collect data of implementation of literacy and math curriculum, plan professional development, provide highly quality feedback to principals, and provide support to schools. The Curriculum and Instruction department has restructured the building level support to include direct support to principals, implementation of PLC Model schoolwide, and support for teachers during PLC meetings.

**Next Steps:**

LRSD will begin the Arkansas Grade-Level Reading Campaign in October 2021 to raise awareness of the effects of chronic absenteeism for all students K-12 (virtual or in-person learning). The district will continue to monitor PLCs within the schools to determine the implementation of the PLC model with fidelity. The Curriculum and Instruction department will provide support to building guiding coalitions using a multi-year plan of support for PLCs and High-Reliability Schools (HRS) to include assessment academy, proficiency scale training, and PLC Coaching Support.

*2nd Quarter*

**Current Work:**

LRSD published a Feet to the Seat webpage immediately following the kick-off. The website includes the following: facts about the importance of regular attendance, a toolkit for teachers to monitor daily attendance, informational flyers in both English and Spanish for parents, graphics for social media, and Administrator resources to effectively promote daily attendance. In addition to the website, principals were given a monthly action plan detailing expectations for the AR Grade Level Reading Feet to the Seat Campaign. Approximately, there were seventy

teacher-leaders who participated in professional development on creating Proficiency Scales to effectively communicate learning goals or outcomes. There are twenty-one schools within LRSD who are getting PLC Coaching Support training onsite. The Executive Cabinet will continue to complete a book study on Leading PLC at Work: From the Boardroom to the Classroom.

**Next Steps:**

LRSD will continue professional training on Proficiency Scales with teacher-leaders by February 8, 2022. Teacher-leaders are expected to facilitate Proficiency Scales training among all schools within LRSD. All Curriculum Team and Lead Teachers are scheduled to attend PLC at Work training on December 6-8, 2021 in Little Rock, Arkansas. Cohort one schools will participate in PLC assessments training at LRSD Instructional facility. Cultural Responsiveness training will be offered to novice teachers within LRSD. A RTI/MTSS District Team has been assembled. This Team will begin meeting in January 2022 to compose the RTI/MTSS Manual. The Team has registered to attend RTI at Work. Upon completion of the book study, the Executive Cabinet will develop Loose and Tight district-wide expectations around the implementation of Professional Learning Communities.

**3rd Quarter**

**Current Work:**

LRSD completed Day 4 of Proficiency Scales training with teacher-leaders on February 8, 2022. Each school had representation in this training. The curriculum and instruction is continuing its curriculum audits and meetings with principals and guiding coalition about next steps based on the data. LRSD district administration will make random visits to professional training. Curriculum and Instruction team are providing additional support with schools on PLC model. Instructional facilitators are working with grade level collaborative teams to plan, create assessments, and analyze data. The Assessment Academy continues for Cohort 1 schools on February 22-23. The district level RtI Committee has begun meeting and working to create a district level MTSS plan that includes a step by step process, training, building level implementation support, and a timeline.

**Next Steps:**

Teacher-leaders will create a district training plan and materials. The teacher-leaders will work with the principals and guiding coalitions at each school to provide this training and review the implementation plan for proficiency scales.

The curriculum and instruction team will begin collaborative team meeting (PLC) audits to assess the level of competency of teacher teams in each building as well as the functioning of the guiding coalition in each building. This data will be used to determine next steps in support for each building in becoming a PLC.

The RTI team will attend the RTI at Work conference in March. They are continuing their work on the district MTSS manual. The Curriculum and Instruction department will begin planning for school leadership training this summer on the PLC process, assessment, proficiency scales, and RtI.

**4th Quarter**

The district committee has completed a draft of the new Multi-Tier Systems of Support (MTSS) manual. The MTSS manual will provide teachers and administrators a systemic framework in which data-based problem-solving and decision making is practiced across all levels in supporting our scholars. The district leadership team presented an [Instructional Roadmap](#) to Increase the Achievement of Scholars emphasizing the teaching-assessing cycle, strengthening the PLCs in all schools, and MTSS. This will be the focus for professional development for all administrators in July 2022 at the LRSD Leadership Institute.

The curriculum and instruction team has disaggregated the data from the curriculum audits to create a [professional development plan for the 2022-23](#) school year for teachers and administrators who are requesting additional support surrounding the PLC model. There are several schools who are still working toward additional High-Reliability Schools (HRS) certifications. Over the last few years, several schools have applied for the PLC Grant through DESE. Mabelvale Elementary School was accepted into Cohort 3 and completed year 3 of the process in May 2022. Chicot Elementary School has been accepted into the Cohort 6 of the PLC Grant. Originally, Booker Arts Magnet Elementary School was accepted into Cohort 5 of the PLC Grant. With the merging of Booker Arts Elementary School

<p>with Carver Magnet Elementary School, the PLC Grant will transfer to the newly established Carver STEAM Magnet Elementary School for the 2022-23 school year. Watson Elementary is part of Cohort 4 and is completing year 2 of their grant. Washington Elementary is part of Cohort 5 and just completed year 1 of their grant. LRSD building administration will participate in the Daunting but Doable Training with Dr. Jane Keating, co-author of “Leading PLCs at Work: District (From Boardroom to Classroom) on June 13, 2022 and June 14, 2022.</p>		
<p><b>Criteria 2: The District will implement TESS and LEADS systems.</b> <span style="float: right;"><a href="#">Evidence Folder</a></span></p>		
<p><b>Artifacts:</b> Data from Focus Walks, Instructional Rounds and <i>EdReflect Insight Reports</i>.</p>	<p>Presentation Date</p>	<p>Responsible Party</p>
<p><b>Evidence - Beginning of the Year:</b></p> <ul style="list-style-type: none"> <li>● LEADS Recalibration for Building Principals</li> <li>● EdReflect Dashboards Setup</li> <li>● TESS/ EdReflect training for Novice Teachers and Assistant Principals</li> <li>● Updated TESS 4-Year Rotation Cycle for current year</li> <li>● PGP were developed in EdReflect (District &amp; Building Leadership)</li> <li>● Building Principals are conducting 8 weekly informals that provides highly quality feedbacks</li> </ul> <p><u><a href="#">1st Quarter</a></u></p> <p><b>Current Work:</b> LRSD continues to utilize the TESS and LEADS framework within the district. The district has continued with the expectations for all building principals to conduct eight weekly informal observations providing quality feedback. District level administrators will continue to routinely monitor the informals in EdReflect and review the feedback from building administrators. The district has created a set of</p>	<p><b>District Leadership Team:</b></p> <p><b>LRSD:</b> September 2021</p>	<p><b>Lead:</b> Shana Loring, Darian Smith, Randy Rutherford Principals</p> <p><b>Support:</b> Keith McGee, Darian Smith, Randy Rutherford</p> <p><b>Resource:</b> EdReflect</p>

district level “focus-walk” tools that have been personalized by core subjects.

**Next Steps:**

LRSD is revisiting district essential standards for core content areas and providing yearly training, reviewing, and revising identified standards. The Curriculum and Instruction department will facilitate the revision of district pacing guides based upon changes made to the essential standards. The district will conduct focus walks with specific emphasis on TESS domains that will model effective feedback to improve instruction.

*2nd Quarter*

**Current work:**

All LRSD Administrators completed a refresher on TESS professional development with Dr. Diane Gathright. All administrators were expected to review and continue providing quality reflective feedback. The Curriculum Team conducted curriculum audits in all literacy and math classrooms. The data from the audits were being used to identify strengths and weaknesses in the delivery of instruction and curriculum gaps. The Curriculum Team will review the data in an effort to support schools with the delivery of instruction and closing of gaps.

**Next Steps:**

The Executive Directors will continue to monitor the TESS Insight Reports and provide reflective feedback to building principals. All building principals are expected to continue to conduct 8 to 12 informal observations and provide quality reflective feedback. At the end of the first semester, the Executive Cabinet will review the number of teachers that have been placed on support plans. This Team will triangulate Fall and winter NWEA scores, report cards, and common formative assessments to determine a correlation between teacher performance and student achievement. After a review of data, the Executive cabinet will determine a support plan for the building principals.

3rd Quarter

**Current Work:**

The Executive Directors are looking to provide additional support to all principals on reflective feedback. The Executive Cabinet reviewed the number of teachers that were placed on intensive support plans. After triangulating the data (NWEA, Attendance, Report Cards, and Common Formative Assessments), the Executive team will be meeting with individual principals to review their plans on increasing growth in literacy and math and determine what support the schools need. Additionally, principals will continue to receive support from the Executive Team in identifying teachers who need additional assistance in the form of an Intensive Support Plan.

**Next Steps:**

The Executive Directors will continue to monitor the TESS Insight Reports and provide reflective feedback to building principals. All building principals are expected to continue to conduct 8 to 12 informal observations and provide quality reflective feedback. The Executive Directors will continue to conduct focus walks with administrators and have reflective conversations to support the feedback provided to teachers.

4th Quarter

An LRSD team consisting of district administrators, building principals, and teachers attended the Division of Elementary and Secondary Education (DESE) webinar on the Educator Effectiveness System Feedback Session on 04/07/22 regarding the new evaluation system for the 2022-23 school year. The district is exploring how to provide support to teachers and administrators for the upcoming school year on the new evaluation system. LRSD Executive Directors of Elementary and Secondary Education reviewed the Career Summative Evaluations and informal observations (8 to 12 per week) from building principals and assistant principals to provide feedback. The Executive Cabinet will be reviewing the numbers of teachers and administrators who have been placed into Intensive Support. The Executive Directors will review the TESS four-year rotation cycle for



the upcoming school year.		
<p><b>Criteria 3: The District will implement the district-adopted reading curriculum that incorporates the principles of the SoR and support for Dyslexia.</b></p> <p style="text-align: right;"><a href="#"><u>Evidence Folder</u></a></p>		
<p><b>Artifacts:</b> School Level Plans and District Plan of support that outlines the curriculum, resources and PD that aligns with the science of reading and the demonstrated needs of the districts' students. (Data from Focus Walks; Lesson Plans)</p>	Presentation Date	Responsible Party
<p><b>Evidence - Beginning of the Year:</b></p> <ul style="list-style-type: none"> <li>● Schedule SoR cohort trainings for teachers</li> <li>● Verified SoR Training for Certified Teachers K-12 for 2021-22 school year</li> <li>● Scheduled Assessor Training for Supervisors</li> <li>● SoR Teaching practices are continuing in all K-12 classrooms and documented by the focus walk data</li> <li>● Building principals are monitoring SoR by conducting focus walks using EdReflect and TESS</li> <li>● Provided PD on Essential Standards to K-12 teachers</li> <li>● Provided PD on Wilson Reading System (Tier 3 Support)</li> <li>● Provided PD on Foundations, Heggerty, and Just Words</li> </ul> <p><a href="#"><u>1st Quarter</u></a></p> <p><b>Current Work:</b> The district has continued to implement the SoR curriculum as well as Professional Development as a refresher for K-12 teachers. The district will stay committed to SoR literacy core components and will continue to provide supplemental curriculum to support literacy and math for teachers and students. The district has provided PD for the new math adoption which is Illustrative Math and math frameworks.</p>	<p><b>District Leadership Team:</b> July 2021 August 2021</p> <p><b>LRSB:</b> July 2021 August 2021 September 2021</p>	<p><b>Lead:</b> Shana Loring Kelle Belt Sherry Chambers Principals</p> <p><b>Support:</b> Stacy Smith, Keith McGee, Darian Smith, Randy Rutherford,</p> <p><b>Resource:</b> Literacy Curriculum, Textbooks, Math Curriculum, Tier 3 Curriculum</p>

**Next Steps:**

The district will emphasize Tier I, II, and III classroom support. The Curriculum and Instructional department will collaborate with building principals to provide the support as needed for teachers. Instructional facilitators will continue to provide job-embedded PD and coaching support to implement Tier I curriculum in Literacy, and Math. The Curriculum and Instruction is developing a districtwide Response to Intervention (RTI) manual and training plan to be implemented districtwide.

*2nd Quarter*

**Current work:**

The District team is establishing instructional expectations (Loose and Tights) for all Stakeholders. The team is exploring targets for improving instruction in Literacy and Math. Support is being offered to Reading Teachers and Tier Three teachers throughout the instructional day. All master schedules are being reviewed to ensure adequate instructional minutes in elementary schools. LRSD has hired a new Dyslexia Specialist to replace Chandle Carpenter.

**Next Steps:**

LRSD will continue to review and offer Science of Reading professional development sessions. Approximately sixty-five percent of LRSD teachers have been trained in the Science of Reading. It is the goal of LRSD to have approximately eighty-five percent of certified staff trained by August 2022. Math teachers will continue to receive support on implementing Illustrative Math in elementary schools and Envision Math in secondary schools.

*3rd Quarter*

**Current Work:**

LRSD has reviewed the percentage of teachers by schools that have completed the Science of Reading requirement. The Executive Cabinet team will be reviewing a

timeline and deadline for all teachers to complete this requirement. The literacy department is currently offering K-6 RISE training for all LRSD who have not completed their proficiency pathway. The department has also sent notification to all teachers required to complete an awareness pathway who have only partially completed the pathway. The Executive Director of Curriculum is working with the Executive Director of Elementary to launch an early literacy pilot program in selected schools to provide intensive reading instruction and support for students in kindergarten and first grade. The Dyslexia department is reviewing its current program criteria, evaluating program effectiveness, and making revision recommendations based on available data. Math audits in elementary and Math and literacy audits in secondary schools continue. Illustrative Math training is being offered every month for teachers. Literacy Lab and Science of Reading Support sessions are being offered throughout the quarter as well.

**Next Steps:**

Finish remaining Curriculum audits by March 2022. The C & I department will meet with principals and teams to review the audit data and offer recommendations and support. RISE training will continue through April 2022. The Literacy department will continue to contact teachers who are showing as having partially completed a pathway. The executive cabinet will meet and decide a course of action for teachers and administrators who have not started a pathway for proficiency or awareness. Literacy Lab and Science of Reading Support training will continue. The RTI Committee will attend the RTI at work Conference in March 2022.

**4th Quarter**

LRSD finalized a letter of expectations for all teachers who require an elementary education (K-6) license or special education (K-12) license must demonstrate proficiency in knowledge and practices of scientific reading instruction by August 1, 2022. All other licensed educators must demonstrate awareness in knowledge and practices of the scientific reading instruction by August 1, 2022. The district will provide dates in June 2022 and July 2022 for the licensed staff to complete this requirement. [LRSD Summer Professional Development](#) All principals and assistant

<p>principals must complete the assessor training by August 1, 2022. The LRSD will provide professional development for the principals and assistant principals throughout the summer to complete the assessor qualifications.</p>		
<p><b>Criteria 4: The district will operate with an approved budget that is not deficit spending.</b> <span style="float: right;"><a href="#">Evidence Folder</a></span></p>		
<p><b>Artifacts:</b> Budgets, Projections,</p>	<p>Due Date</p>	<p>Responsible Party</p>
<p><b>Evidence - Beginning of the Year:</b></p> <ul style="list-style-type: none"> <li>● A yearly budget has been developed that projects no deficit spending.</li> <li>● Projections show that budget actuals will have an end balance in the positive.</li> <li>● Discussions are ongoing on the staff reductions for fiscal year 2022-23.</li> </ul> <p><a href="#"><u>1st Quarter</u></a></p> <p><b>Current Work:</b> The district has submitted a budget that was approved by the LRSD Board of Directors in the regular September 2021 meeting. The district will continue to monitor and review budget and expenditures for additional cost saving.</p> <p><b>Next Steps:</b> The district will continue to implement the staffing model to ensure efficiency.</p> <p><a href="#"><u>2nd Quarter</u></a></p> <p><b>Current work:</b> The board approved of new salary schedules for all staff (certified &amp; classified). The monthly financial presentations indicated that there is no deficit spending.</p> <p><b>Next Steps:</b></p>	<p><b>District Leadership Team:</b></p> <p><b>LRSD:</b> September 2021</p>	<p><b>Lead:</b> Kelsey Bailey, Robert Robinson, Mike Poore</p> <p><b>Support:</b> Keith McGee, Darian Smith, Randy Rutherford, LRSD Board of Directors</p> <p><b>Resource:</b> Jack Truemper, Stephens</p>

<p>The district will implement a staffing formula to right size LRSD. The Superintendent, Deputy Superintendent, and Executive Directors will meet with all stakeholders to discuss the staffing formula to right size the district.</p> <p><u><a href="#">3rd Quarter</a></u></p> <p><b>Current Work:</b> The LRSD Board approved four out of five recommendations on the Community Blueprint at the February 24, 2022 regular board meeting. The blueprint is a proposal to merge and close some schools. The LRSD will reallocate an estimated total of \$1,300,000. The Executive Cabinet team is reviewing all master schedules within schools to determine potential reductions.</p> <p><b>Next Steps:</b> The Executive Cabinet team is reviewing staffing personnel to align with approved Staffing Formula guidelines within budgetary constraints. The Right Sizing/ Right Serving process has begun for all impacted schools.</p> <p><u><a href="#">4th Quarter</a></u></p> <p>The Executive Cabinet reviewed and determined that staffing must be reduced by a minimum of fifty or more staff positions in order to assist in the Right Sizing/ Right Serving for each school based upon the <a href="#">LRSD Staffing Formula</a>. Staff reductions will be achieved through attrition. The district will continue to reduce staff for the 2022-23 school year to align with the LRSD Staffing Formula, to complete the Right Sizing/ Right Serving initiative, and to achieve the LRSD Board of Directors’s goal to be among the top five in Arkansas school districts regarding salaries.</p>		
<p><b>Criteria 5: The District will develop a Master Facility Plan.</b> <span style="float: right;"><u><a href="#">Evidence Folder</a></u></span></p>		
<p><b>Artifacts:</b> Community Blueprint</p>	<p>Presentation Date</p>	<p>Responsible Party</p>

<p><b>Evidence - Beginning of the Year:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><u><i>1st Quarter</i></u></p> <p><b>Current Work:</b> The district opened J.A. Fair K-8 Preparatory Academy for the 2021-22 school year. The district will continue to develop a Master Facility Plan with input from all stakeholders.</p> <p><b>Next Steps:</b> The district will need to continue to gather evidence in this criteria. LRSD will begin discussions in October 2021 on the master facility plan. The first reading will be at the November 2021 board meeting with the final vote on the master facility plan coming in December 2021.</p> <p><u><i>2nd Quarter</i></u></p> <p><b>Current work:</b> The board is currently discussing the master facility plan. The Superintendent is holding meetings to discuss the Community Blueprint.</p> <p><b>Next Steps:</b> The board will review and approve the master facility plan by January 2022.</p> <p><u><i>3rd Quarter</i></u></p> <p><b>Current Work:</b> LRSD submitted the master facility plan by the deadline of February 1, 2022. Community Blueprint meetings have been held on the impacted schools. The</p>		<p><b>Lead:</b> Kevin Yarberry, Mike Poore</p> <p><b>Support:</b> Kelsey Bailey, Tim Cain, Keith McGee, Darian Smith, Randy Rutherford,</p> <p><b>Resource:</b> Jack Truemper, Stephens</p>
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Community Blueprint was approved at the February 24, 2022 regular board meeting.

**Next Steps:**

The Executive Cabinet team is meeting with all impacted schools to determine placements and the transition process.

*4th Quarter*

The district is finalizing placement of impacted staff due to the closing of Meadowcliff and Booker Elementary Schools. Those staff members will be assigned to vacant positions based upon credentials and licensure. Impacted staff met on Wednesday, May 25, 2022 for placement. The LRSD Board approved multiple building projects throughout the 4th quarter. The district administration has begun working with architects on these building projects: Dunbar Middle School - replacing the auditorium; Central High School - adding a Science lab wing and fieldhouse; Little Rock West High School - expanding the school; and replacing numerous roofs throughout the school district.