

PURPOSE

OUR LEARNING NEVER ENDS APPROACH IS TAILORED TO THE NEEDS OF EACH SCHOLAR FROM THE DAY THEY STEP INTO THEIR KINDERGARTEN CLASSROOM UNTIL THEY WALK ACROSS THE STAGE TO ACCEPT THEIR DIPLOMA. UPON GRADUATION, EACH SCHOLAR IS ACADEMICALLY SOUND, TECHNOLOGICALLY SAVVY, CULTURALLY COMPETENT, SUSTAINABILITY-CONSCIOUS AND WELL-PREPARED FOR COLLEGE OR THE POST-SECONDARY CAREER OF HIS OR HER CHOICE.



MISSION STATEMENT

WE ENGAGE, EMBRACE, AND EMPOWER SCHOLARS, FAMILIES, AND COMMUNITY
MEMBERS TO CREATE A VIBRANT, SUPPORTIVE, LOCAL ECOSYSTEM FOR ALL
THROUGH EDUCATION.



OUR SCHOLARS

Student Demographics

Race/Ethnicity Statistics



- 0.0% Native American
- 0.7% Asian
- 72.3% African American
- 0.3% Hawaiian/Pacific Islander
- 10.1% Hispanic/Latino
- 11.5% White
- 5.1% Two or More Races

Other Demographics

English Learners

7%

Low-income

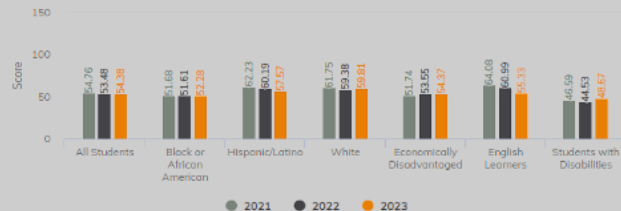
64%

Students eligible to receive special education

14%

Three Year School ESSA Index Scores By Subgroup

Chart Data



SMART GOALS

GOAL	MET/UNMET
<ul style="list-style-type: none"> • INCREASE MATH PROFICIENCY BY 2% EACH YEAR. • DECREASE THE PERCENTAGE OF SCHOLARS IN NEED OF SUPPORT BY 5% EACH YEAR. 	<ul style="list-style-type: none"> • MATH PROFICIENCY INCREASED BY 9%. GOAL IS MET • DECREASED THE PERCENTAGE OF SCHOLARS IN NOS BY 8%. GOAL IS MET
<ul style="list-style-type: none"> • INCREASE READING PROFICIENCY BY 3% EACH YEAR • DECREASE THE PERCENTAGE OF SCHOLARS IN NEED OF SUPPORT BY 6% EACH YEAR. 	<ul style="list-style-type: none"> • READING PROFICIENCY IS INCREASED BY 2.25%. GOAL NOT MET • DECREASED THE PERCENTAGE OF SCHOLARS IN NOS BY 5.2%. GOAL NOT MET
<ul style="list-style-type: none"> • CAMPUS SCHOLARS, FAMILIES, AND COMMUNITY STAKEHOLDERS, WILL EXPRESS AN AVERAGE OF 85% SATISFACTION WITH PROGRAM OFFERINGS EACH YEAR. 	<ul style="list-style-type: none"> • OVERALL SCHOOL COMMUNITY SATISFACTION RATE IS 87%. GOAL MET
<ul style="list-style-type: none"> • 85% LICENSED STAFF OR ACTIVELY IN THE PROCESS OF BEING LICENSED BY THE END OF THE NEXT FIVE YEARS. 	<ul style="list-style-type: none"> • 36% IN 2022-2023 • 48% IN 2023-2024 • GOAL IN PROGRESS



MATH DATA

MATH		
	21-22	22-23
IN NEED OF SUPPORT	43%	35%
CLOSE	41%	40%
READY	15%	21%
EXCEEDING	1%	4%

INCREASE MATH PROFICIENCY BY 2% EACH YEAR
AND WILL DECREASE THE PERCENTAGE OF SCHOLARS IN NEED OF SUPPORT BY 5% EACH YEAR.



READING DATA

	% Tested 2021-2022	% Not Tested 2021- 2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding
All Grades All Students Reading								
All Students Percentage of Students	---	---	67.72	14.56	12.66	5.06	17.72	23.19
	% Tested 2022-2023	% Not Tested 2022- 2023	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding
All Grades All Students Reading								
All Students Percentage of Students	---	---	62.50	21.09	13.28	3.13	16.41	25.34

INCREASE READING PROFICIENCY BY 3% EACH YEAR

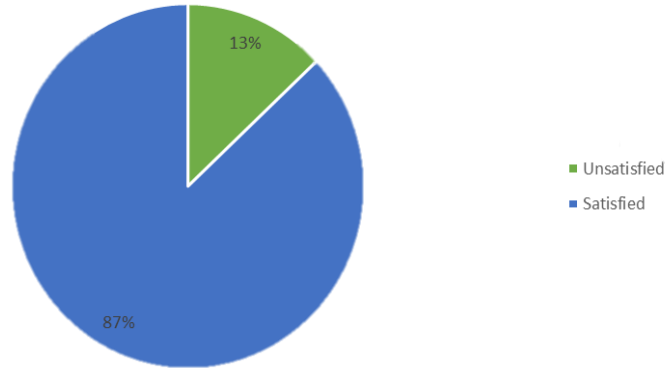
DECREASE THE PERCENTAGE OF SCHOLARS IN NEED OF SUPPORT BY 6% EACH YEAR.



SATISFACTION

School Community Satisfaction Survey

CAMPUS SCHOLARS,
FAMILIES, AND COMMUNITY
STAKEHOLDERS, WILL EXPRESS
AN AVERAGE OF 85%
SATISFACTION WITH PROGRAM
OFFERINGS.



FAMILIES REPORTED 87% SATISFACTION RATE



CERTIFIED STAFF

85% LICENSED STAFF OR ACTIVELY IN THE PROCESS OF BEING LICENSED BY THE END OF THE NEXT FIVE YEARS.



SCHOOL COMPARISON DEMOGRAPHIC INFORMATION

Murrell Taylor Elementary School

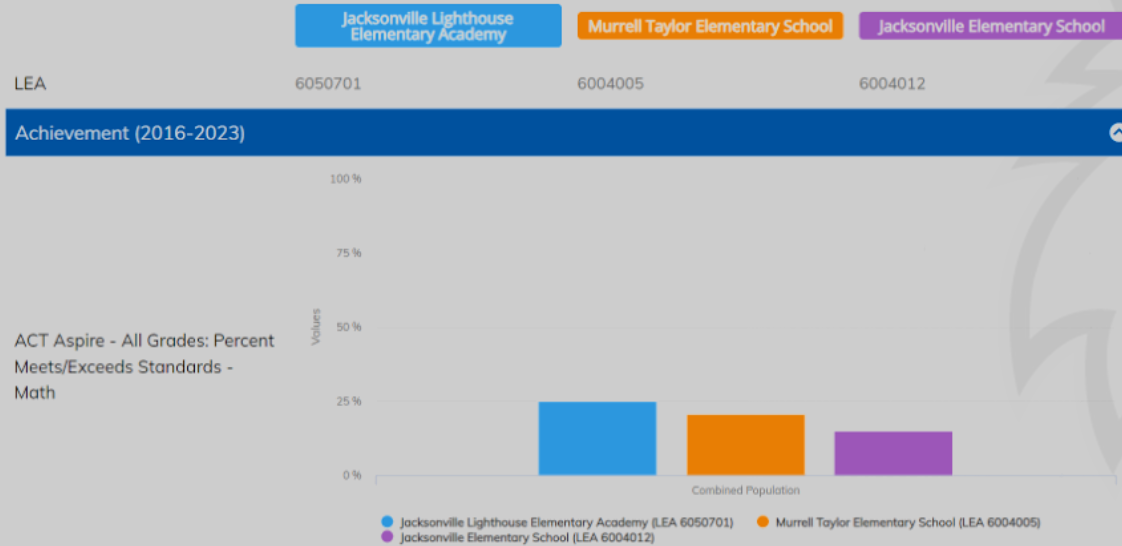
Jacksonville Lighthouse Elementary Academy

Jacksonville Elementary School

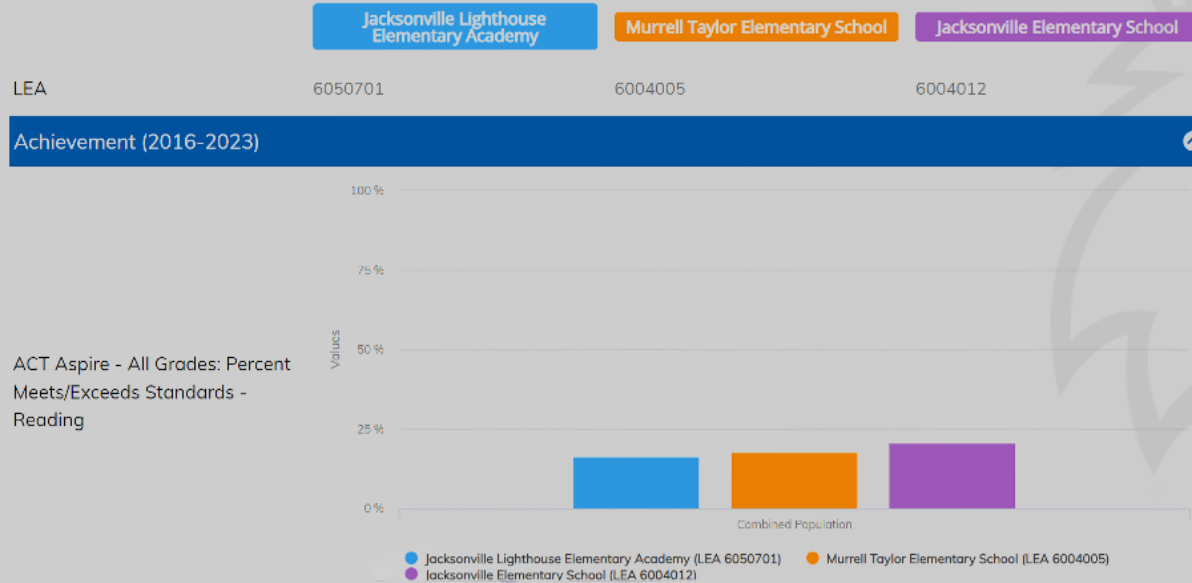
Demographics			
American Indian	0%	0%	1%
Asian	0%	1%	1%
Black / African American	70%	72%	55%
Hawaiian / Pacific Islander	0%	0%	0%
Hispanic / Latino	7%	10%	11%
White	19%	11%	24%
Two or More Races	5%	5%	8%
English Learners	4%	7%	6%
Low Income	88%	64%	85%
Special Education	14%	14%	11%



SCHOOL COMPARISON ACHIEVEMENT MATH



SCHOOL COMPARISON ACHIEVEMENT READING





INNOVATIONS



INNOVATIONS

1.PLAY

2.NEW ALTERNATIVE CALENDAR ADOPTED

3.LATE START ON MONDAYS FOR PLC

4.GUIDING COALITIONAL ALIGNMENT, DISTRICT, LEADERSHIP AND SCHOOL

5.AFTER SCHOOL PROGRAM: 140 SCHOLARS ENROLLED IN THIS PROGRAM. 2 HOURS A DAY, FOCUSING ON READING, MATH, AND ACTIVITIES THAT PROMOTE SOCIAL EMOTIONAL SKILL BUILDING (GUIDE FOR LIFE - SEL CURRICULUM)

6.PARENT UNIVERSITY:

JAN 4TH @ 5:30PM - FINANCIAL LITERACY

FEB - BEHAVIOR/EMOTIONAL MGMT

MAR - TESTING AND HOW TO PREPARE

APR - LITERACY

MAY - POSITIVE PARENTING AND PARENT/CHILD INTERACTION

7.AGRI- CULTURE

8.FIELD EXPERIENCES:

9.HOME VISITS:

10.PARTNERSHIP WITH: DESE (SCHOOL KIT), SOLUTION TREE, NIET, APSRC, U OF A, U OF A BUMPERS COLLEGE, UOFA AG-EXTENSION, FIRST ARKANSAS BANK AND TRUST.



OUR PARTNERS



ARKANSAS
DEPARTMENT OF EDUCATION



DIVISION OF AGRICULTURE
RESEARCH & EXTENSION

University of Arkansas System



SCHOOL IMPROVEMENT

P.L.A.Y. (PRIORITIZING LITERACY AND ACHIEVEMENT YEAR ROUND)

P.L.A.Y. IS A DISTRICT-WIDE INITIATIVE THAT FOCUSES ON IMPROVING LITERACY GOALS FOR THE ENTIRE DISTRICT. FOR THIS INITIATIVE, ALL SCHOLARS AND EDUCATORS ARE FOCUSING ON BUILDING VOCABULARY, READING COMPREHENSION, READING FLUENCY, AND DEVELOPING A LOVE FOR READING. TO ENCOURAGE A LOVE FOR READING, SCHOLARS WILL BE ABLE TO SELECT INTEREST BASED TEXTS FROM MULTIPLE MEDIUMS.



SCHOOL IMPROVEMENT

- DROP EVERYTHING AND READ (DEAR) TIME HAS BEEN BUILT INTO THE DAILY INSTRUCTIONAL SCHEDULE. SCHOLARS HAVE DESIGNATED TIME TO INDEPENDENTLY ENGAGE IN READING A BOOK OR OTHER TEXTS OF CHOICE. A READING COMPREHENSION PROMPT TO RECORD THEIR THOUGHTS ABOUT THE KEY DETAILS OF THE READING MATERIAL WILL ACCOMPANY DEAR TIME.
- IN GRADE LEVEL MEETINGS, TEACHERS WILL LEARN ABOUT NEW READING INITIATIVES AND COLLABORATE TO ENSURE IMPLEMENTATION WILL PEAK SCHOLARS' INTEREST AS WELL AS BE AN AVENUE TO MEET THEIR UNIQUE LEARNING NEEDS.
- KINDERGARTEN, FIRST, AS WELL AS SECOND GRADE TEACHERS WILL RECEIVE PROFESSIONAL LEARNING ABOUT IMPLEMENTING SOUND WALLS FROM ARKANSAS PUBLIC SCHOOL RESOURCE CENTER COACHES. SOUND WALLS WILL BE A VISUAL TOOL TO SUPPORT SCHOLARS' PHONEME GRAPHEME KNOWLEDGE.
- SCHOLARS' BIRTHDAYS ARE ANNOUNCED IN THE MORNING. THE SCHOLARS CELEBRATING THEIR BIRTHDAY RECEIVE A SCHOLASTIC BOOK OF CHOICE.



SCHOOL IMPROVEMENT

- ALL CLASSES WILL HAVE A VOCABULARY WALL OF WHICH WILL FEATURE KEY VOCABULARY FROM LESSONS. A PICTURE ILLUSTRATING THE VOCABULARY WILL ACCOMPANY EACH OF THE WORDS
- TO ENCOURAGE THE LOVE FOR READING, SCHOLARS WILL PARTICIPATE IN MONTHLY LITERACY PROJECTS. HIGHER LEVEL THINKING AS WELL AS OPPORTUNITIES TO SHOW THEIR CREATIVITY ARE CHARACTERISTICS OF THIS CAMPAIGN TO ENCOURAGE THE LOVE FOR READING. TEACHERS WILL INVITE PARENTS TO JOIN THEIR SCHOLARS TO CREATE THE SHOWCASES OF RICH THINKING.
- TEACHERS MEET WITH SCHOLARS REGULARLY ABOUT THEIR PERFORMANCE ON LITERACY ASSESSMENTS. SCHOLARS HAVE THE OPPORTUNITY TO TELL THEIR PARENTS ABOUT THEIR PERFORMANCES AT CONFERENCES. SCHOLARS FACILITATE THE CONFERENCES WITH THEIR PARENTS.



DISTRICT WIDE SCIENCE OF READING (SOR) INITIATIVE

•100% OF ARLCS STAFF MEMBERS WILL BE ASSESSED BY A SOR ASSESSOR BY OCTOBER 1, 2023 OR CODED ON A PATHWAY OF PROFICIENCY BY OCTOBER 1, 2023.

•100% K-12 CLASSROOM TEACHERS WILL BE SOR TRAINED OR PARTICIPATING IN AN APPROVED SOR PATHWAY BY DECEMBER, 2023

•100% OF ALL K-12 SPECIAL SERVICES TEACHERS, MUSIC TEACHERS, PE TEACHERS, AND ART TEACHERS WILL COMPLETE AN APPROVED

•KINDERGARTEN, FIRST GRADE, AS WELL SECOND GRADE TEACHERS WILL PARTICIPATE IN SOUND WALL PROFESSIONAL LEARNING FROM ARKANSAS PUBLIC SCHOOL RESOURCE CENTER COACHES.

•SOR PATHWAY

•7-12 CLASSROOM TEACHERS WILL COMPLETE AWARENESS PATHWAY AS THEY PARTICIPATE IN THE 14 SESSIONS FROM AR IDEAS ACCOMPANIED WITH 3 STAND ALONE DAYS AS NEEDED. TRAINING WILL BE PROVIDED BY AN APPROVED DESE PROVIDER.

•7-8 CLASSROOM TEACHERS WILL BE PROVIDED ADDITIONAL SOR TRAINING IN THE AREA OF MORPHOLOGY.

•ALL ARLCS CAMPUSES WILL UTILIZE ELA CURRICULUM THAT IS ON THE APPROVED CURRICULUM LIST FOR DECODING, COMPREHENSION, ETC. THESE CURRICULUMS INCLUDE THE FOLLOWING:

- WIT & WISDOM
- PHONICS FIRST USED IN ALL K-2 CLASSROOMS AND IS USED TO PROVIDE DYSLLEXIA INTERVENTION
- SAVVAS
- STRUCTURES (USED TO PROVIDE DYSLLEXIA INTERVENTIONS)
- 95% GROUP PHONEMIC AWARENESS INTERVENTION LESSONS



SCHOOL IMPROVEMENT

MASTER SCHEDULES WITH A LITERACY EMPHASIS

- K-12 MASTER SCHEDULES ARE BUILT TO INCLUDE TIER 2 AND TIER 3 INTERVENTION TIME BUILT INTO EACH INSTRUCTIONAL BLOCK
- ARLCS INSTRUCTIONAL MODEL THAT IS TO BE UTILIZED IN ALL K-12 CLASSES WILL FOCUS ON A PERSONALIZED SMALL GROUP INSTRUCTIONAL MODEL THAT WILL BE USED WITH FIDELITY.
 - AN INTERVENTION/ADVISORY PERIOD IS BUILT INTO K-12 MASTER SCHEDULES.
 - THE ARLCS 2023-24 SCHOOL CALENDAR INCLUDES EXTENDED DAYS AND AN EXTENDED YEAR.
- THE ARLCS 2023-24 SCHOOL CALENDAR HAS RESERVED PLC MEETING TIME BUILT IN. THIS RESERVED TIME IS SACRED TIME TO COMPLETE DATA ANALYSIS AROUND SCHOLAR LITERACY ACHIEVEMENT.



SCHOOL IMPROVEMENT

LITERACY ASSESSMENTS AND PROGRESS MONITORING

ALL ASSESSMENTS TO BE UTILIZED DURING THE 2023-24 SCHOOL YEAR WILL FOCUS ON DETERMINING SCHOLAR LITERACY DEFICITS AND STRENGTHS. THE SYSTEMS TO BE USED TO COMPILE AND ANALYZE THIS DATA INCLUDE THE FOLLOWING:

- **MCLASS (DIBELS)**
- **IREADY**
- **IXL**
- **LEXIA**
- **NWEA**
- **DSA**
- **ATLAS**

