

## **Review of Open-Enrollment Charter Schools December 16, 2020**

The following open-enrollment charter schools were identified as having two consecutive letter grades of D or F from the three most recent years that letter grades were assigned:

1. Academics Plus – Scott Elementary School
2. Arkansas Virtual Academy Elementary School
3. Capital City Lighthouse Lower Academy
4. Exalt Academy of Southwest Little Rock
5. Future School of Fort Smith
6. Imboden Area Charter School
7. Kipp Delta (all schools)
8. Pine Bluff Lighthouse

The identified schools were asked to respond to the following questions:

1. What factors contributed to the D or F letter grade?
2. What are your current challenges?
3. What is the plan for addressing those challenges? (If plan is outlined in the District Support Plan or School Improvement Plan, please provide the link to the plan)



**ACADEMICS PLUS CHARTER SCHOOLS, INC.**

*"Producing High Performers"*

## **Charter Authorizing Panel Questions**



**15306 Alexander Road  
Scott, AR, 72142  
P: 501-961-1744  
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## Charter Information

<b>Name of Charter:</b>	Scott Charter School (Academics Plus Charter School, Inc.)
<b>LEA Number:</b>	6040704
<b>Authorization Date:</b>	2016
<b>Expiration Date:</b>	2030
<b>Enrollment Cap:</b>	975
<b>Grades Served:</b>	K-10
<b>Superintendent/CEO:</b>	Rob McGill
<b>Principal</b>	Jeremy B. Brown
<b>Principal Email:</b>	jeremy.brown@academicsplus.org
<b>Contact Phone Number:</b>	501-961-1744

## Charter Mission and Vision

### **Mission statement:**

The mission of Academics Plus Charter School is to provide an academically rigorous college preparatory for all students regardless of race, ethnic origins, national background or socioeconomic level. All children can learn when challenged by high expectations. We believe that attitude, behavior, effort and attendance, as well as ability, determine academic success.

### **Vision Statement:**

It is the Vision of Academics Plus Charter Schools, Inc. to be the highest performing College Preparatory Institution in the United States.

### **Living the Mission and Vision**

It is vital for the staff and faculty of Scott Charter School (SCS) to understand the importance of the mission and vision of our school. All children can learn regardless of race, ethnic origins, national background or socioeconomic level drives all decisions for our school. Academic success can be achieved through a positive attitude, attendance, consistent behavior expectations, and maximum effort. Through a variety of themes and activities, a positive school culture must be established to support the district mission and vision. The Scott Charter School staff believes that if we establish high expectations for student learning, all students will reach their maximum academic potential. All students can and must learn at relatively high levels of achievement. It is our job to create and maintain a classroom environment that is conducive to producing high levels of achievement in our students. We are confident that with appropriate individualized support, students can master challenging academic concepts. SCS teachers and staff will work collaboratively with students and parents to achieve the mission and vision of the organization.

## Major Milestones

Scott Charter School (SCS) opened its doors to 150 Kindergarten – 6th grade students as an open enrollment charter school with an Agri-science focus in 2016. At that time there were 17.5 staff members and an additional 4 teachers shared with Maumelle Charter Elementary School (MCES). Today SCS has 250 students, Kindergarten – 10th grade students. There are 28 staff members.

During the last APCSI renewal process, in December of 2019, the Charter Authorizing Panel renewed the charter for SCS for 10 years. As a part of this renewal, one of the goals for SCS is to be a “C” school by the 2021 testing cycle and a “B” school by 2024. We are currently a “D” school, which is unacceptable. Our goal is to improve our letter grade from a “D” to a “B” by focusing our actions on improving instruction and increasing student growth. For the 2018-2019 school year, Scott’s ESSA letter grade was a D, 63.39. SCS was .34 points away from a C. Although this provides hope, it is not acceptable and below our expectations. The new administration and staff are dedicated to ensuring the success of all students at Scott Charter School. As we continue to make instructional decisions based on a thorough analysis of student learning data, we will move closer to achieving our vision of becoming the highest performing college preparatory performing school in the United States.

A new principal of Scott Charter School was hired for the 2018-2019 school year along with an assistant principal. The leadership team’s first priority has been to improve the academic environment and set high instructional expectations for students and staff, in order to create a collaborative culture for learning. A school climate survey was sent to students prior to the opening of school. Many of the respondents stated that they did not feel safe. The leadership team has established effective routines, procedures and structures that foster a safe and nurturing learning environment for students and teachers. A Positive Behavior Intervention and Support System (CHAMPS) was implemented. The SCS staff will continue to collaborate and be proactive to maintain a positive, nurturing, learning environment to ensure effective instruction in the classroom that will lead to an improvement in student academic growth.

To more effectively implement agriculture into the curriculum, a full-time agriculture teacher was added to the staff for 2018-2019 school year. The agriculture science teacher received certification in Curriculum for Agricultural Science Education (CASE) Agricultural Foods and Natural Resources (AFNR) and Agriculture Business. All students, Kindergarten – 5<sup>th</sup> grade, have an agri-science class each week. Sixth through tenth grade students have Agri-Science each day. Our high school students will also have the opportunity to choose multiple pathways pertaining to Agri-science, Plant science or Animal systems. In February of 2020 a 30ft x 60ft greenhouse was completed to provide students with opportunities to apply skills and concepts attained through project based learning through in Agri-Science. Scott Charter School also has a local chapter of Future Farmers of America.

SCS has also increased the educational and extracurricular activities for students. SCS students now have the opportunity to compete in Esports (9-10 grade), Scripps Spelling Bee (1st- 8th grade), EAST, an Advanced Placement Course (History), and Science Fair. SCS students can also participate in basketball, volleyball, track, and cross country.

In October 2017, the APCSI Board of Trustees approved a long-term master facilities plan for the Scott Charter Campus. This plan has consisted of four phases:

- **Phase 1:** Construct a 300-seating capacity Gym/P.E. Building. (Student Enrollment = 200 Students). The gym was completed in January 2019. The gym includes competition basketball and volleyball courts, four dressing rooms, and a concession stand. (completed in January of 2019)
- **Phase 2:** Construct a New 550 student capacity Elementary School Building (Student Enrollment = 400 Students)
- **Phase 3:** Construct a new 550 student capacity High School Building, tear down the existing school, and remove portable buildings. (Student Enrollment = 800 Students)
- **Phase 4:** Construct a new 1000 seating capacity gym. (Student Enrollment = 900 Students)

The tables below show the progress SCS has made toward achieving the charter goals. The data also shows a history of student performance and why the school received a letter grade of a D, as well as the current actions taken to improve student performance.

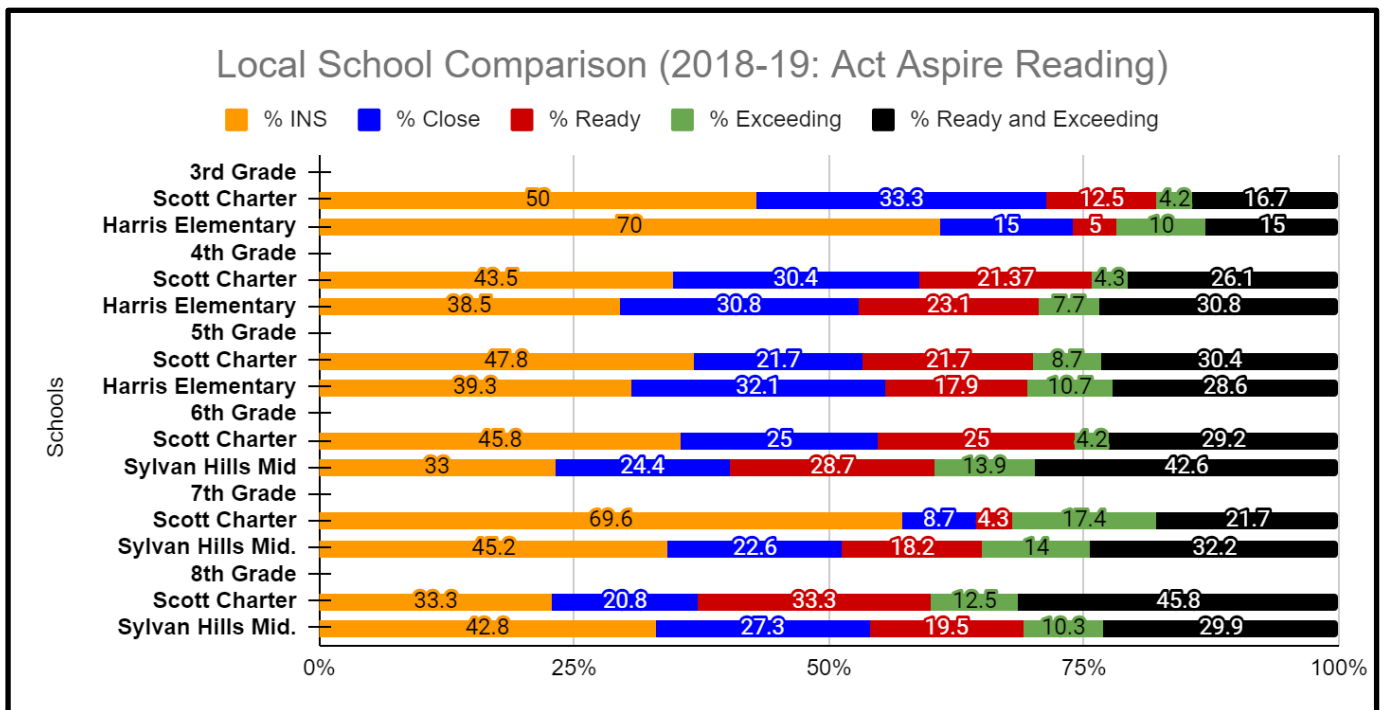
Goal 1	Assessment for Measuring Performance	Performance Level that Demonstrates Achievement
Demonstrate academic achievement in reading each year.	ACT Aspire or state testing instrument	Score above the PCSSD average or state average
<b>Actions to Achieve Goal</b>		
<ul style="list-style-type: none"> <li>- CHAMPS is a proactive and positive approach to building and classroom management. It is essential to provide an environment for students to receive quality instruction. An effective classroom management plan prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated, and highly engaged in instructional activities.</li> <li>- Scott Charter is incorporating and utilizing RISE components within the daily schedule to increase the focus on reading instruction (phonics and phonemic awareness). Our teachers have currently received or have completed RISE training to ensure that RISE is implemented with fidelity. All K-6th grade teachers and special education teachers have completed or are currently working to complete the 6 face-to-face training sessions as Phase I for demonstrating proficiency in the Science of Reading. All other teachers (e.g., school counselor, art teacher, P.E. teacher, etc.) have completed the 14 Science of Reading videos available on Arkansas IDEAS.             <ul style="list-style-type: none"> <li>- SCS Assistant Principal is a certified RISE trainer                 <ul style="list-style-type: none"> <li>- The SCS assistant principal facilitates all Science of Reading training for 3rd-6th grade teachers. Walkthroughs, instructional strategies, and data analysis pertaining to the Science of Reading are a central focus during grade level and team meetings.</li> </ul> </li> <li>- R.I.S.E. Trainer, grades K-2 (District)</li> </ul> </li> <li>- A school wide intervention (Mustang Time) has been implemented to address deficiencies of individual students identified with Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Each teacher within our building has identified the areas of concern to improve students' phonemic awareness. All teachers at the primary level are conducting effective research-based interventions to ensure the progress of our students. Teachers will also progress monitor students to ensure deficiencies are met. Students will also use NWEA Measures of Academic Progress (MAP) Skills. MAP Skills is a skills mastery and progress monitoring assessment helping our teachers identify the specific skills each student needs to learn. This progress monitoring tool will guide our struggling students in the areas of deficiencies and provide advanced students access to rigorous concepts and skills for targeted growth.</li> <li>- PLC's are used to improve and collaborate on instructional strategies by analyzing DIBELS, NWEA, and student learning data to form small groups based on the students' deficiencies and provide interventions. Our goal for our students will be to continue to grow regardless of their level of achievement. We are also incorporating questions from Depth of Knowledge (DOK) Levels 2, 3, and 4 within instruction to help prepare our students for the ACT Aspire Summative. All teachers (K-10) participate in weekly grade level team meetings to address DuFour's Essential Questions of the PLC Model and develop action plans, based on student learning data.</li> <li>- Lexia Core 5 is a reading platform that supports educators in providing differentiated literacy instruction for students of all abilities in grades K-5. This program is used as both an intervention and enrichment tool for students during Mustang Time and grade level instructional blocks.</li> <li>- The Summit Learning program is a research-based approach to education designed to drive student engagement, meaningful learning, and strong student-teacher relationships through the utilization of mentoring sessions, self-directed learning goals, and a central focus of students gaining mastery of core</li> </ul>		

subjects while developing skills and habits of lifelong learners. This program/platform is utilized with our 6th and 7th grade students.

- Teachers utilize a learning management system, Buzz, and online curriculum, Lincoln Learning, that provides standards-aligned content and validated assessments in order to ensure students' content mastery and academic growth. This curriculum is utilized for core, elective, and specialty courses and aides in the delivering of a blended learning experience.
- Research-based interventions and instructional strategies
  - All staff members have access to digital and printed resources to be used for interventions (e.g., Equipped for Reading Success by David Kilpatrick; decodable texts; novel sets; Heggerty Phonemic Awareness books; Phonetic Connections skill bags; multisensory IMSE products; NewsELA subscription; and Discovery Education subscription.
  - Staff members have received informal training on using Kagan strategies during instruction.

The data chart located below denotes the percentage of students that scored “in need of instructional support,” “close,” “ready,” and “exceeding” in the area of reading for SCS as compared to the local public schools. A culminating percentage of students that scored “ready or exceeding” is also included in the comparative data. The scores for each cohort were extrapolated from the 2018-2019 ACT Aspire Summative assessment. When comparing the summative results of Scott Charter students to the scores of students from Harris Elementary and Sylvan Hills Middle School, we can conclude the following:

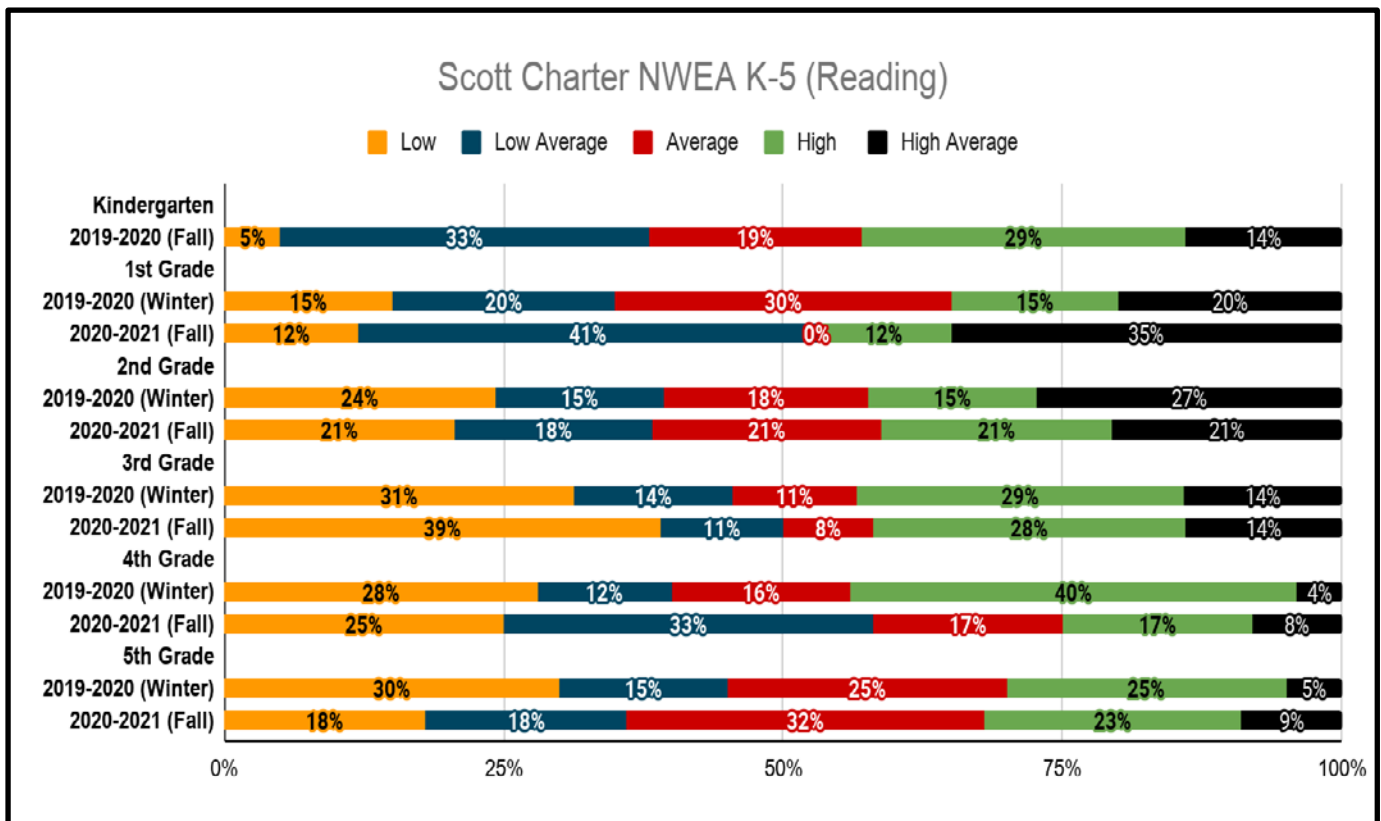
- Scott Charter School 3rd grade students scored higher overall than students at Harris Elementary with 20% less students identified as needing “instructional support.”
- The 8th grade class at Scott Charter School reflects a higher percentage of students that were “Ready” or “Exceeding” in the areas of reading (+16%) than Sylvan Hills Middle School.
- There was a greater percentage of students in the 3rd, 5th, and 8th grade at SCS that scored “ready” or “exceeding” scores than their grade level peers from PCSSD.



Due to COVID-19, SCS, along with all other schools in the state, was closed to on-site instruction. It is important to determine where our students are academically and what impact the lack of on-site instruction has had on our students.

The NWEA data chart shown below denotes the percentage of students that scored in the low, low average, average, high, and high average range for each grade level from kindergarten to 5th grade in the area of reading. The scores for each cohort were taken from their NWEA assessment that was administered last winter (December 2019/January 2020) and this fall (September 2020). Based on the data comparison for each grade level, we can conclude the following when comparing 2019 Winter scores and 2020 Fall scores:

- There was an increase in the percentage of 1st grade students that received “low average” achievement scores (21%) and an increase in students that received “high average” achievement scores (15%).
- 2nd grade achievement scores were relatively stagnant
- There was a 12% decrease in the number of “average” achievement scores and a 13% increase in the “high average” achievement scores for 3rd grade.
- There was a significant increase in the number of “below average” achievement scores (22%) in 4th grade.
- There was an increase in the percentage of “low average” achievement scores (14%) and a decrease in the percentage of “high average” achievement scores (10%) for 5th grade.
- Overall, there is a general pattern of a drop-in student achievement in 3rd-5th grade.

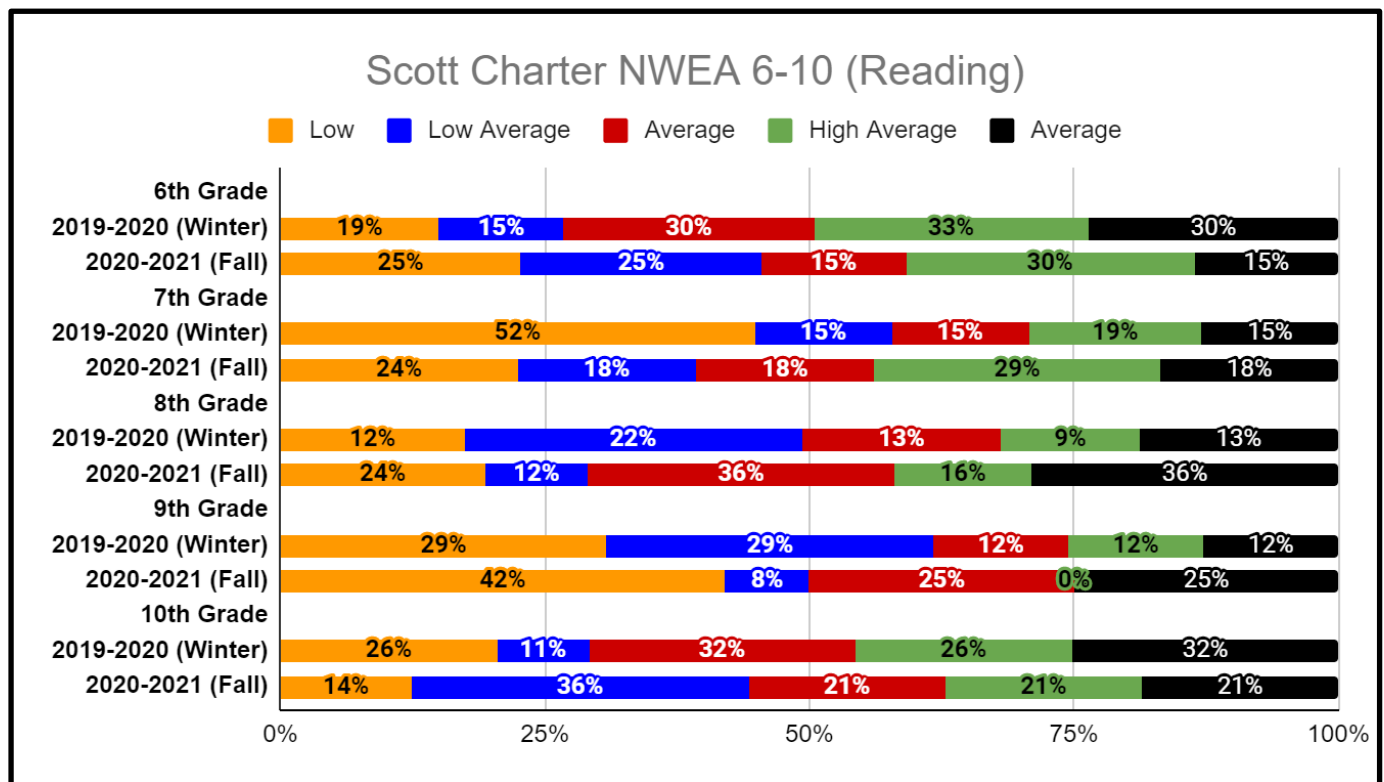




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The data chart located below denotes the percentage of students that scored in the low, low average, average, high, and high average range for each grade level from 6th-10th grade in the area of reading. The scores for each cohort were taken from their NWEA assessment that was administered last winter (December 2019/January 2020) and this fall (September 2020). Based on the data comparison for each grade level, we can conclude the following when comparing 2019 Winter scores and 2020 Fall scores:

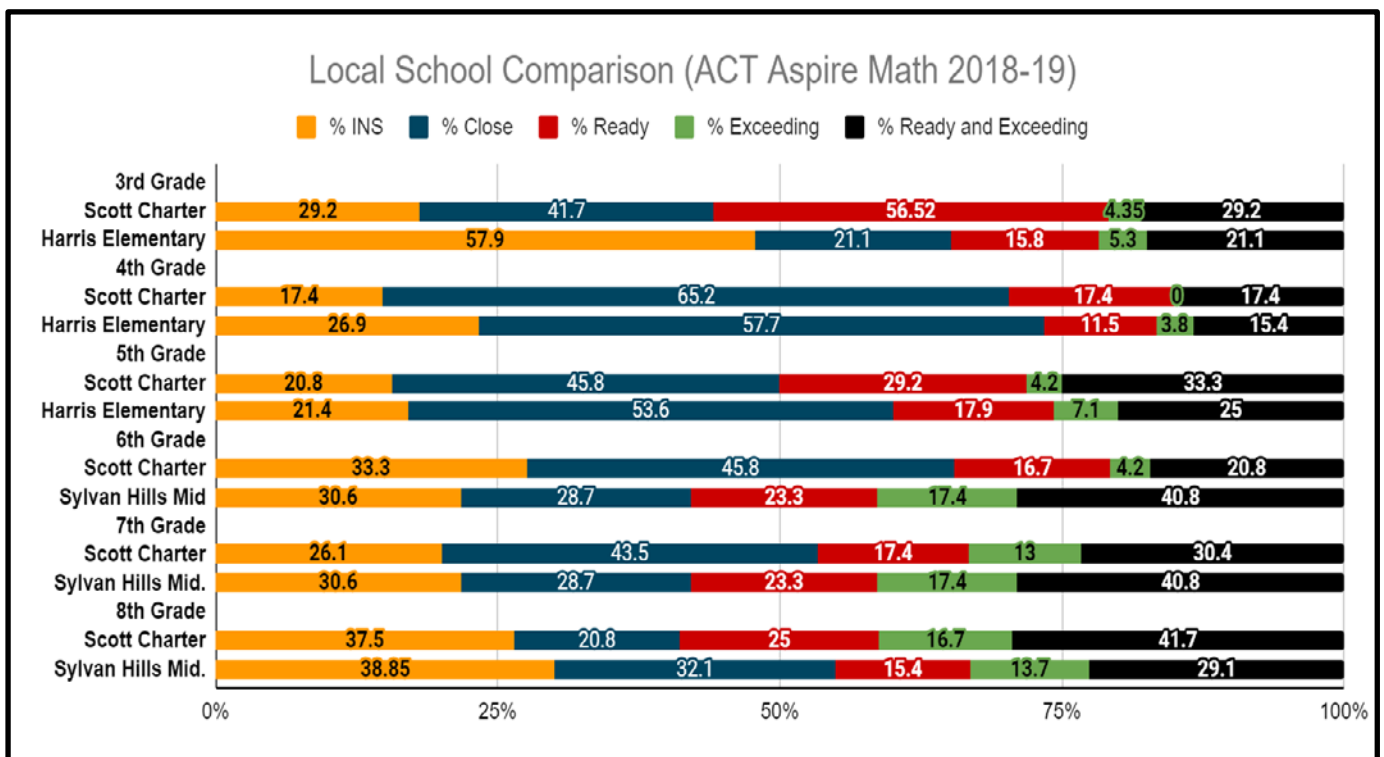
- There is an increase in the percentage of 6th grade students scoring in the “low” and “low average” range, which aligns with the decrease in percentage of students scoring in the “average” achievement range (-15%).
- The data for 7th grade denoted a positive correlation between the significant decrease in the percentage of students scoring “low” (-28%) and an increase in the percentage of students scoring “high” (10%) and “high average” (12%). This cohort indicates the highest pattern of growth in the 6th-10th grade level span.
- The data for 8th grade denoted an increase in the percentage of “low” and “average” performance scores. There was also growth in the percentage of students scoring “high” (7%) and “high average” (8%).
- The data for 9th grade denotes a significant increase in the percentage of students scoring within the “low” range (13%). Growth can be seen in the percentage of students scoring “average” (13%) and “high average” (7%).
- The data for 10th grade denotes changes in the percentage of students scoring “low average” (increase of 25%), which could be attributed to a decrease of students with “low” and “average” achievement scores.
- Approximately 35%-50% of students in each grade level scored “low” or “low average” on the most recent NWEA assessment.



<b>Goal 2</b>	<b>Assessment for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>
Demonstrate academic achievement in math each year.	ACT Aspire or state testing instrument	Score above the PCSSD average or state average
<b>Actions to Achieve Goal</b>		
<ul style="list-style-type: none"> <li>- PLC's are used to improve and collaborate on instructional strategies by analyzing DIBELS, NWEA, and past data to form small groups based on the students' deficiencies. Our goal for our students will be to continue to grow regardless of their level of achievement. We are also incorporating DOK Level 2, 3, and 4 questioning within instruction to help prepare our students for the ACT Aspire Summative. All teachers (K-10) participate in weekly grade level team meetings to analyze assessment data from classroom assessments, universal screeners, diagnostic assessments, and summative assessments. Action plans are developed and tasks are assigned for delivering appropriate instruction and interventions.</li> <li>- A school wide intervention (Mustang Time) has been implemented to address the deficiencies of individual students' achievement in math. Each teacher within our building has identified the areas of concern to improve students' understanding and mastery of mathematical concepts. All teachers at the primary level are conducting effective research based interventions to ensure the progress of our students in this content area. Teachers will also progress monitor students to ensure deficiencies are met. Students will also use MAP Skills. MAP Skills is a skills mastery and progress monitoring assessment helping our teachers identify the specific skills each student needs to learn. This progress monitoring tool will guide our struggling students in the areas of deficiencies and provide advanced students access to rigorous concepts and skills for targeted growth.</li> <li>- Teachers participating in Cognitively Guided Instruction (CGI) training are increasing their knowledge on grade level content and pedagogy as well as building their skill sets for utilizing research based instructional strategies. Cognitively guided instruction informs our students of why and how formulas work. It also changes the method and approach to mathematics instruction. K- 4th grade teachers are currently participating in a three-year CGI math training that began during the 19-20 school year.</li> <li>- Kindergarten-5th grade utilizes Eureka Math curriculum and planning guides for assessing and delivering math instruction. Eureka Math curriculum was implemented for the 2018-19 school year. Teachers have received professional development to provide effective instructional and learning strategies.</li> <li>- The Summit Learning program is a research-based approach to education designed to drive student engagement, meaningful learning, and strong student-teacher relationships through the utilization of mentoring sessions, self-directed learning goals, and a central focus of students gaining mastery of core subjects while developing skills and habits of lifelong learners. This program/platform is utilized with our 6th and 7th grade students.</li> </ul>		

The data chart located below denotes the percentage of students that scored “in need of instructional support,” “close,” “ready,” and “exceeding” in the area of reading for SCS as compared to the local public schools. A culminating percentage of students that scored “ready or exceeding” is also included in the comparative data. The scores for each cohort were extrapolated from the 2018-2019 ACT Aspire Summative assessment. When comparing the summative results of Scott Charter students to the scores of students from Harris Elementary and Sylvan Hills Middle School, we can conclude the following:

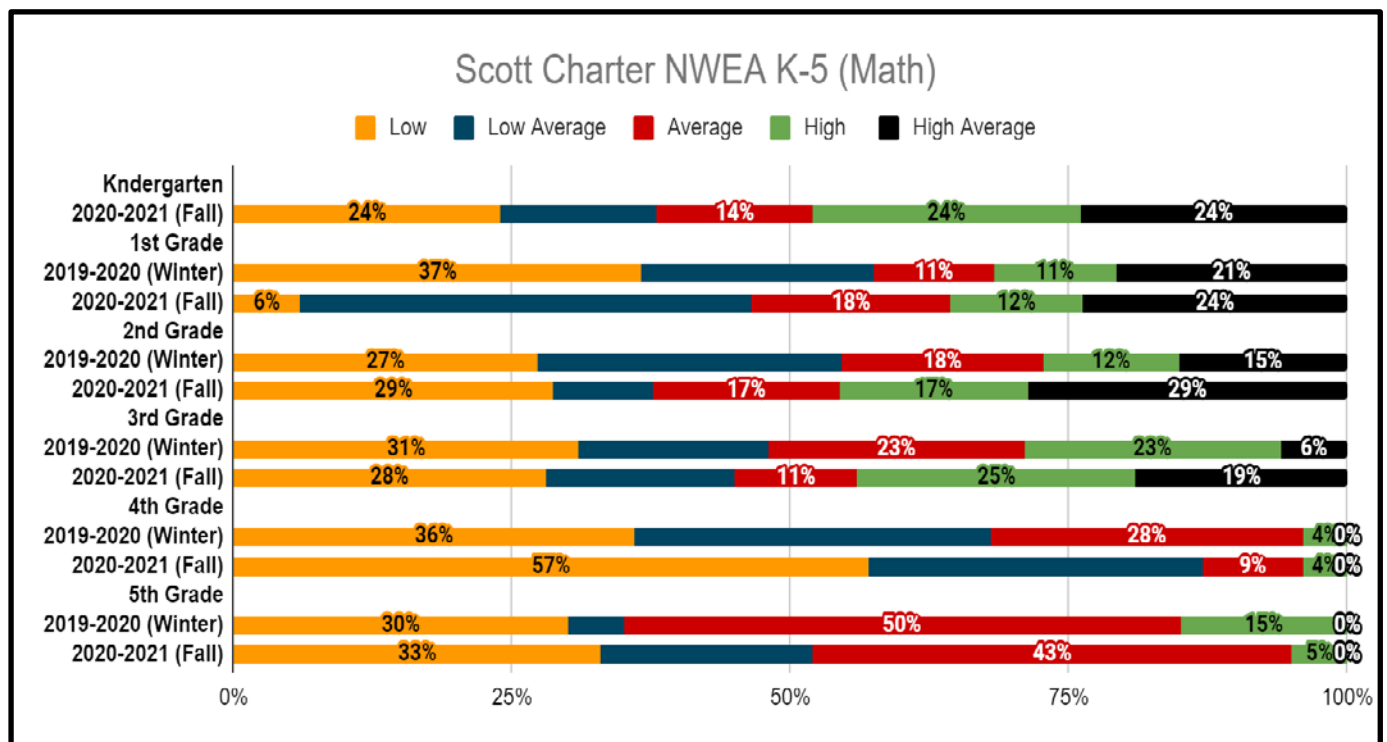
- Scott Charter School 3rd grade students scored higher overall than students at Harris Elementary with 28% less students identified as needing “instructional support.”
- There was a lower percentage of students in 3rd, 4th, 5th, 7th, and 8th grade at SCS that scored “in need of support” than their grade level peers from PCSSD.
- The 8th grade class at Scott Charter School reflects a higher percentage of students that were “Ready” or “Exceeding” in the areas of math (+12%)
- There was a greater percentage of students in the 3rd, 4th, 5th, and 8th grade at SCS that scored “ready” or “exceeding” scores than their grade level peers from PCSSD.



Due to COVID-19, SCS, along with all other schools in the state, was closed to on-site instruction. It is important to determine where our students are academically and what impact the lack of on-site instruction has had on our students.

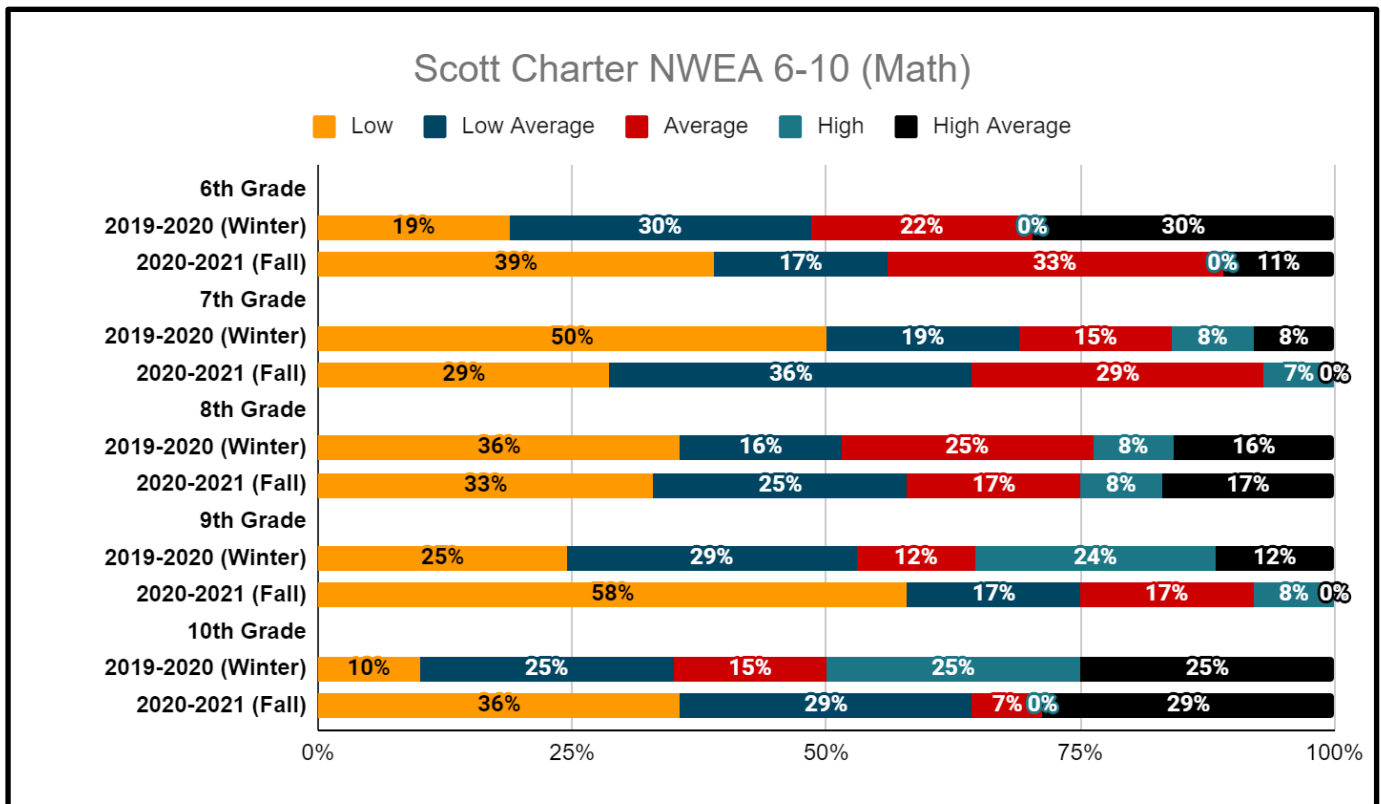
The data chart shown below denotes the percentage of students that scored in the low, low average, average, high, and high average range for each grade level from kindergarten to 5th grade in the area of mathematics. The scores for each cohort were taken from their NWEA assessment that was administered last winter (December 2019/January 2020) and this fall (September 2020). Based on the data comparison for each grade level, we can conclude the following when comparing 2019 Winter scores and 2020 Fall scores:

- There was an increase in the percentage of 1st grade students that grew from “low” to “low average.”
- There was a decrease in the percentage of “low average” achievement scores and a 14% increase in the number of “high average” achievement scores in 2nd grade.
- There was a 12% decrease in the number of “average” achievement scores and a 13% increase in the “high average” achievement scores for 3rd grade.
- There was a significant increase in the number of “below average” achievement scores (22%) in 4th grade.
- There was an increase in the percentage of “low average” achievement scores (14%) and a decrease in the percentage of “high average” achievement scores (10%) for 5th grade.
- Overall, there is a general pattern of a drop in student achievement in 3rd-5th grade.



The data chart located below denotes the percentage of students that scored in the low, low average, average, high, and high average range for each grade level from 6th-10th grade in the area of math. The scores for each cohort were taken from their NWEA assessment that was administered last winter (December 2019/January 2020) and this fall (September 2020). Based on the data comparison for each grade level, we can conclude the following when comparing 2019 Winter scores and 2020 Fall scores:

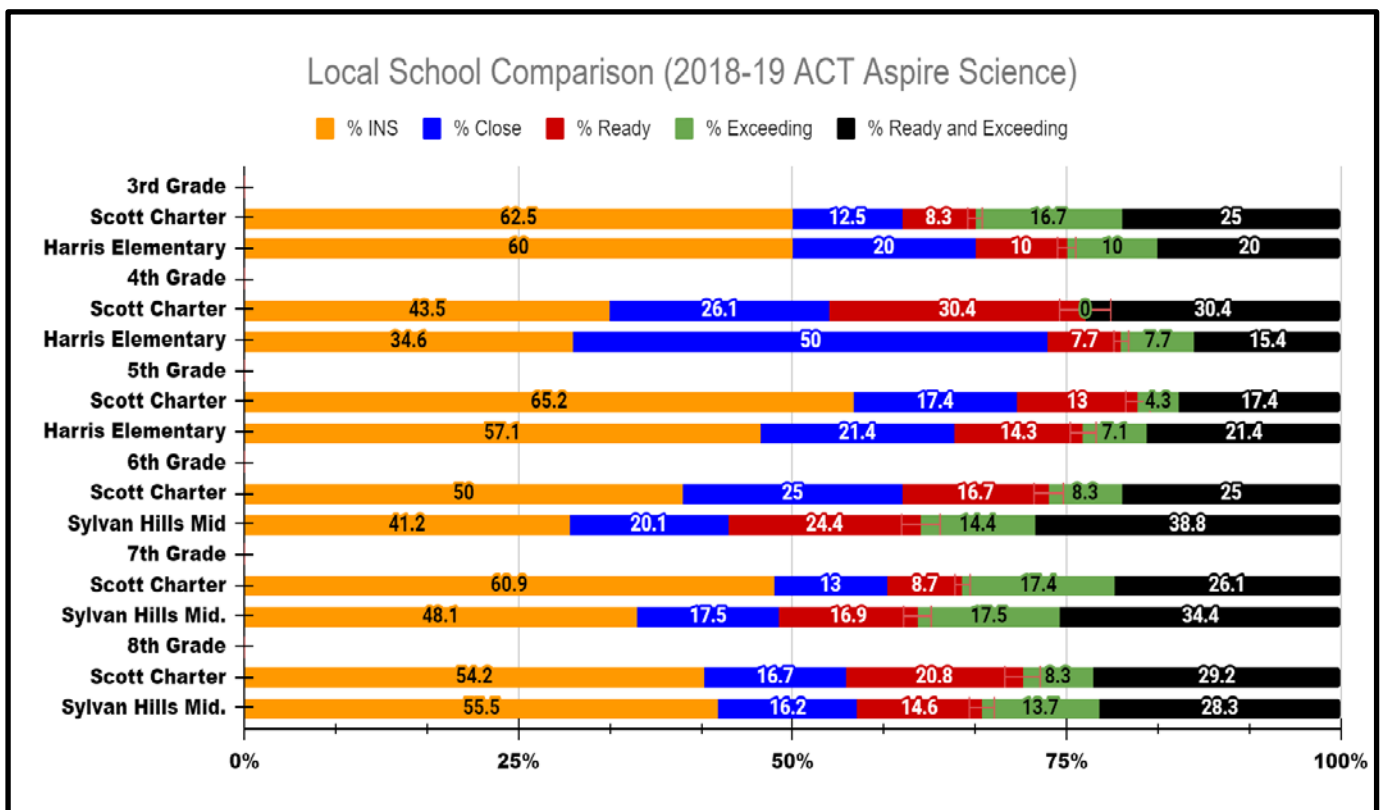
- The data for 6th grade indicates a significant increase in the percentage of students scoring “low” achievement scores (20%) and “average” achievement scores (11%). This can be attributed to a decrease in the percentage of “low average” and “high” scores.
- The data for 7th grade indicates a significant decrease in students score “low” on the assessment (21%). There is also an increase in the percentage of students that scored “low average” and “average,” which would demonstrate the growth and transition of students between RIT bands.
- While there are slight changes when comparing scores for 8th grade students, most percentages were stagnant. The percentage of students scoring “low average” and “average” are transposed, indicating a decrease in student performance.
- The data for 9th grade denotes a significant increase in the percentage of students performing at “low” levels (28%). There is also a decrease in the percentage of students with “high average” scores (16%). One could deduce that all students that were scoring “low” and “low average” in the Winter received “low” achievement scores in the Fall.
- The data for 10th grade shows a significant increase in the percentage of “low” achievement scores (26%) and a decrease in “high average” achievement scores (25%). These comparisons would indicate that a large percentage of students in this cohort received lower scores in the Fall than in the Winter.
- 52%-75% of students scored “low” or “low average” on the most recent NWEA Assessment.



<b>Goal 3</b>	<b>Assessment for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>
Demonstrate academic achievement in Science each year.	ACT Aspire or state testing instrument	Score above the PCSSD average or state average
<b>Actions to Achieve Goal</b>		
<ul style="list-style-type: none"> <li>- Scott Charter school has implemented Science Tech for the 2020-21 school year. Science Tech through Discovery Education has provided our teachers and students an opportunity to explore a rigorous science curriculum. All teachers have received professional development in Science Tech (K-5). Our middle/ high school teacher has received professional development in Summit Learning and AP Institute.</li>   <li>- PLC's will be used to improve and collaborate on instructional strategies used within Science. Our goal for our students will be to continue to grow regardless of their level of achievement. We are also incorporating ACT Aspire level questioning within instruction to help prepare our students for the ACT Aspire Summative.</li>   <li>- The Discovery Education Science Techbook is a comprehensive, multimedia digital textbook and learning platform that address the Next Generation Science Standards. Students are given a complete set of tools to help them explore and document their learning using an inquiry-based approach. This resource is utilized in grades K-5th grade. Scott Charter teachers participated in an informal training with Maumelle Charter teachers to develop an understanding on utilizing Science Techbook as the primary resource for science instruction.</li>   <li>- The Summit Learning program is a research-based approach to education designed to drive student engagement, meaningful learning, and strong student-teacher relationships through the utilization of mentoring sessions, self-directed learning goals, and a central focus of students gaining mastery of core subjects while developing skills and habits of lifelong learners. This program/platform is utilized with our 6th and 7th grade students.</li>   <li>- McGraw-Hill science textbooks have been purchased for Physical Science and Biology for high school courses.</li> </ul>		

The data chart located below denotes the percentage of students that scored “in need of instructional support,” “close,” “ready,” and “exceeding” in the area of reading for SCS as compared to the local public schools. A culminating percentage of students that scored “ready or exceeding” is also included in the comparative data. The scores for each cohort were extrapolated from the 2018-2019 ACT Aspire Summative assessment. When comparing the summative results of Scott Charter students to the scores of students from Harris Elementary and Sylvan Hills Middle School, we can conclude the following:

- The 4th grade cohort demonstrated a higher percentage of students that were “Ready” or “Exceeding” in science (+15%) than that of Harris Elementary.
- Scott Charter School 3rd grade students scored higher overall than students at Harris Elementary with 28% less students identified as needing “instructional support.”
- There was a lower percentage of students in 3rd, 4th, 5th, 7th, and 8th grade at SCS that scored “in need of support” than their grade level peers from PCSSD.
- There was a greater percentage of students in the 3rd, 4th, 5th, and 8th grade at SCS that scored “ready” or “exceeding” scores than their grade level peers from PCSSD.



<b>Goal 4</b>	<b>Assessment for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>
<p>Increase the rate of completion of concurrent credit and/ or AP coursework by 5% over the next five years by documenting credits earned at the college and taking the AP exam with a score of 3 or higher</p>	<p>College credits earned/ AP exams passed</p>	<p>5% increase over a 5-year period</p>
<p><b>Actions to Achieve Goal</b></p>		
<ul style="list-style-type: none"> <li>- Scott Charter School will implement advanced placement classes each year. SCS has currently implemented AP World History. Academics Plus Charter Students are required to have at least two (2) credits in Advanced Placement (AP) or Concurrent Credit Courses prior to graduation.</li> <li>- AP Courses Offered during 2020-21 School Year: Biology, World History, English</li> <li>- All secondary core teachers have been required to attend the AP Institute.</li> </ul>		



<b>Goal 5</b>	<b>Assessment for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>
SCS increase letter grade to C then a B	ESSA Report	ESSA School Index
<b>Weighted Achievement 46.9 to 51.99 (5 pts)</b>		
<p>As we compared our data to the state average weighted achievement score (61.87), as well as Arkansas schools with similar demographics, we determined the following:</p> <ul style="list-style-type: none"> <li>- 48% (65) of our Students at Scott Charter are in need of support in ELA.</li> <li>- 20% (26) of our students at Scott Charter are close in ELA. Our goal at Scott Charter School will be to move 10% (5) of the students to close and 3% (5) ready.</li> <li>- 26% (35) of our Students at Scott Charter are in need of support and 42% (56) of our students are close in Math. Our goal at Scott Charter School will be to move 4% (5) students to close or 3% (5) ready.</li> <li>- Based on the 2019 Weighted Achievement Score details for all Scott Charter School students, 100 students were identified as “In Need of Support” in Math and ELA. These scores did not earn any points towards the weighted performance points earned.</li> <li>- Based on the three-year weighted achievement patterns by student subgroups, the weighted achievement score from 2017 drops approximately 13 points in 2018 (63.29 to 50.47), and continues to drop approximately 4 points in 2019 (50.47 to 46.99).</li> <li>- Scott Charter School's weighted achievement score in 2019 was furthest from the 2019 state average than any other ESSA indicator.</li> </ul>		
<b>Growth Score 78.23 to 81 (2.77 pts)</b>		
<ul style="list-style-type: none"> <li>- The state average is currently 80.79. Our goal at Scott Charter is to surpass the state average. Scott Charter is currently in the quadrant of low growth and low achievement. During the next two years, our goal is to increase our growth score to 81 which is above the current state average.</li> <li>- The value-added growth score will increase due to the value-added growth and ELP growth in Math and ELA.</li> </ul>		
<b>Increase Reading at Grade Level Score (30.3- 40.3)</b>		
<ul style="list-style-type: none"> <li>- Forty of the 132 students are currently reading at grade level in grades 3-8.</li> <li>- Students that are reading on grade level contribute one point each towards the “Reading at Grade Level” score. A total score of 40 points, out of a possible 132 points, were earned.</li> <li>- Our goal is to move 13% (10) of our students to grade level reading proficiency. This equates to growing ten students in grades 3rd-8th to demonstrate grade level reading proficiency on the ACT Aspire summative assessment.</li> </ul>		

## Other Factors Addressing the Challenge of Student Achievement

In addition to the action items identified for each of the charter school goals, listed below are other innovations and action plans to address increasing student achievement.

New Administration	A new principal and assistant principal were hired for the 2019-2020 school year.
School Improvement Plan	<a href="#">SCS School Improvement Plan 20-21</a>
Ready for Learning Plan	<a href="#">APCSI Ready for Learning Plan</a>
Other Innovations	<p><b><u>Mustang ICU (Middle/ High)</u></b>            Just like in a hospital, ICU stands for intensive care. Our Mustang ICU is an academic support system for scholars who have a grade of “D” or below in a class due to poor quality assignments. Scholars learn that one missing assignment or a poor-quality assignment affects their learning and their grade. <b><u>Every</u></b> scholar completing <b><u>all assignments</u></b> and <b><u>receiving credit in all classes</u></b> is the base of this program.</p> <p>Students with a grade of “D” or below due to missing or poor-quality assignments will have their names placed on our ICU list. This list can be viewed by all staff members. During morning advisory, scholars will be asked: “What assignments are missing?” “How can I help?”. Staff members provide assistance during this time. If the situation cannot be solved during one advisory, the scholars will attend the “Working Lunch”. During “working lunch” scholars will be first in line to receive lunch, then take their lunch to a designated room where an administrator will be ready to help each scholar.</p> <p><b><u>Mustang Time (K-5)</u></b>            A school wide intervention (Mustang Time) focusing on the deficiencies of individual students as defined by Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Each teacher within our building has recognized the areas of concern to improve students’ phonemic awareness. All teachers at the primary level are conducting effective research-based interventions to ensure the progress of our students. Teachers progress monitor students to ensure deficiencies are met. Students use MAP Skills. MAP Skills is a skills mastery and progress monitoring assessment helping our teachers identify the specific skills each student needs to learn. This progress monitoring tool will guide our struggling students in areas of deficiencies and provide advanced students access to rigorous concepts and skills for targeted growth.</p> <p><b><u>Professional Learning Communities</u></b></p>

PLC's are incorporated to improve instruction by analyzing student learning data to provide targeted interventions and form small groups based on individual students' deficiencies. Our goal for our students is that they continue to grow regardless of their level of achievement. We are also incorporating more Levels 3 and 4 Depth of Knowledge questions within instruction to help prepare our students for the ACT Aspire Summative.

PLC Focus will be on DuFour's Essential Questions:

- What do we want all students to know and be able to do?
- How will we know if they learned it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

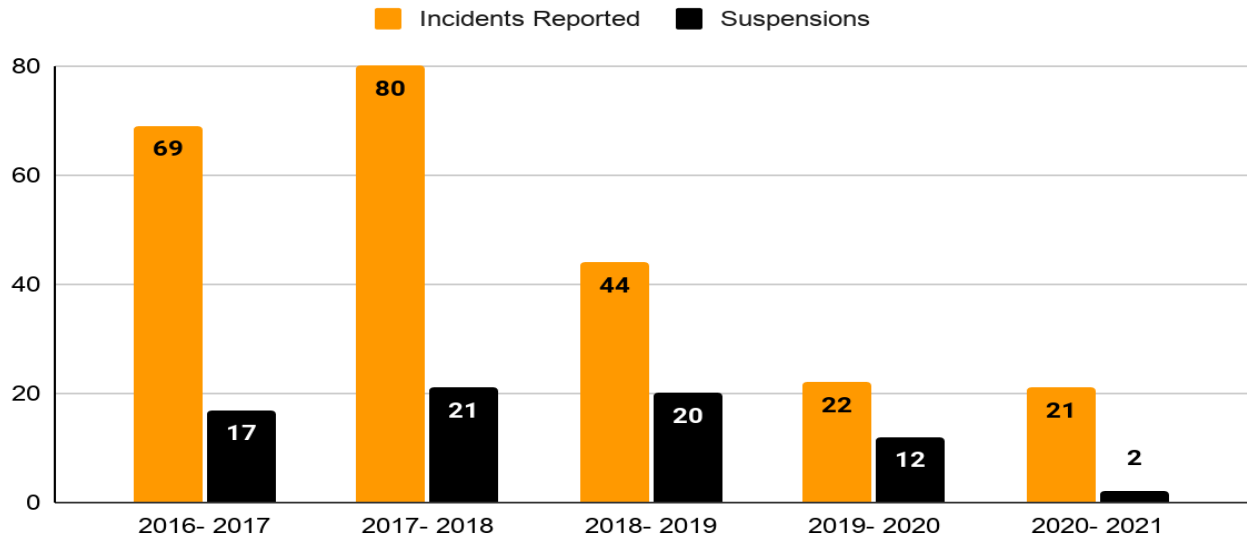
**Professional Development**

In order to develop and maintain a quality faculty, teachers receive a minimum of 60 hours of professional learning during the summer. The professional learning is determined based on the needs of the individual teachers.

The SCS administration team is working towards ensuring that teachers are receiving adequate professional development to strengthen their content knowledge and teaching practices. Currently, 75% of all K-6th grade teachers have completed all face-to-face training days of the Science of Reading (RISE), with the remaining 25% of staff members already participating in the training. All K-4th grade teachers are progressing through a three-year CGI Math (Cognitively Guided Instruction) training to focus on the implementation and utilization of research-based math instructional strategies and practices.

## Challenge: Student Discipline and Behavior Management

Discipline Data



During the first year of operation, Scott Charter School served as a K-6th grade school with one classroom/homeroom teacher per grade level. With each passing year, a new grade level was added and certain primary grades added additional teachers due to an increase in student enrollment. The focus of these early years was aligned with the establishment of daily operations, procedures, as well as establishing rapport between students and staff. The development of a positive school climate was not a primary focus, as the teachers' and administration's attention were directed towards student achievement, identifying learning deficits, and planning and executing daily lessons.

From 2016-2019, teachers were expected to establish classroom norms regarding acceptable student behavior and manage most of their classroom discipline issues, only to make office referrals for severe behavioral infractions or "repeat offenders." The head principal served as the sole administrator for the institution. She conducted all behavioral investigations, parent meetings, issued and documented consequences for student behavioral infractions, as the district was not able to financially support the hiring of an assistant principal or dean of students due to the current student enrollment. It was evident that a clear school-wide behavior management plan was not successfully implemented during the first 3 years of operation.

## Addressing the Challenge of Student Discipline and Behavior Management

New Administration	A new principal and assistant principal were hired for the 2019-2020 school year.
Discipline	<p>During the 2019-2020 school year, Scott Charter School acquired a new building leadership team with the hiring of a new head principal and assistant principal. SCS Administration implemented the behavior management program, CHAMPS, as the Tier I behavioral management system. CHAMPS is a proactive and positive approach to building and classroom management. It is essential to provide an environment for students to receive quality instruction. An effective classroom management plan prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated, and highly engaged in instructional activities, specific tasks, and transitions during the school day. CHAMPS serves as a PBIS strategy that promotes teachers educating students directly how to be successful in specific class situations. The implementation of a behavioral flowchart, BMP (behavioral management plan), and behavioral RTI process also took place during the 2019-2020 and 2020-2021 school year. Incentives were also implemented to reward students for displaying positive behavior within the school.</p> <p><b>C-</b> Conversation  <b>H-</b> Help  <b>A-</b> Activity  <b>M-</b> Movement  <b>P-</b> Participation  <b>S-</b> Success</p> <p>Second Step was also implemented during the 2019-20 school year. Second Step is a social-emotional learning program, as a primary instructional source to be utilized by the school counselor during weekly class meetings to promote the social-emotional development, safety, and well-being of the students.</p> <p><a href="#">SCS BMP 2020-21</a>  <a href="#">Mustang Behavior Flowchart</a></p>

## Challenge: Staff Retention

Teacher turnover on a yearly basis has led to inconsistent instruction, procedures, and routines for students, which has adversely affected student achievement. Maintaining a consistent instructional staff will ensure our students receive quality instruction. On a yearly basis, Scott Charter School administration has been faced with having to find and hire highly-qualified educators after mid-year resignations of core teachers. Teacher turnover creates barriers to adequately train teachers within the curriculum and research-based teaching strategies.

Year	Number of Core Teachers	Mid- Year Replacements	Notes
2016- 2017	8 core Teachers (K-6)	2	Two teachers resigned
2017- 2018	10 Teachers (K-7) 6 New Hires	2	Four core teachers returned from previous year  1st Grade- Mid Year Replacement  4th Grade- 3 teachers throughout the year
2018- 2019	12 Teachers (K-8) 5 New Hires	1	Seven core teachers returned from previous year  3rd Grade- Mid Year Replacement  Middle School Math Teacher resigned
2019- 2020	14 Teachers (K-9) 7 New Hires	2	Seven core teachers returned from previous year  1st grade- Mid Year Replacement  Middle School English- Mid Year
2020- 2021	14 Teachers (K-10) 6 New Hires	1	Eight core teachers returned from previous year  Middle School Science-Mid Year

## Addressing the Challenge of Teacher Retention

A financial incentive is provided by the district in the form of a stipend in order to fill positions in the area of mathematics, science, and special education. Merit pay and an attendance bonus is also offered to all staff members that return to work the following school year. The APCS salary schedule is now competitive with surrounding districts.

Grade level teams and common planning times are scheduled during the instructional day so that teachers may work collaboratively and participate in the PLC process.

Novice teachers are provided with a mentor for guidance and support in the areas of classroom management, daily instruction.

SCS Administration has established committees for teachers to address teacher morale and provide them with a voice. This allows administration to understand the perspective of teachers and help maintain a positive school culture and climate.

Due to the inability to find qualified applicants, Scott Charter School utilizes virtual learning courses to provide core instruction for some hard to fill middle and high school courses.

## Challenge: Student Population

2016-17	2017-18	2018-19	2019-20	2020-21
148 Grades Level: K-6	202 Grades Level: K-7	255 Grades Level: K-8	251 Grades Level: K-9	251 Grades Level: K-10

Scott Charter School has experienced a strong growth in enrollment as the school added a grade level per year. The growth has impacted our ability to add the significant new courses that are required for high school. As grade levels and high school courses have been added to the SCS master schedule, the hiring of additional core teachers to teach these courses is not feasible to sustain due to the school's overall low average daily membership (ADM). Each secondary teacher is required to teach multiple classes and grade levels (e.g., the middle school math teacher provides instruction in 6th grade math, 7th grade math, Algebra I, and Geometry.) As the school continues to grow, this issue should decrease over time.

## Addressing the Concern of Student Population

In order to promote an equitable educational experience, Scott Charter School students have the opportunity to participate in digital learning courses provided by APSRC and Virtual Arkansas for courses that may not be offered by onsite educators.

As our anticipated student population continues to increase, more staff members will be hired as needed.

## Challenge: COVID-19

COVID-19 has presented several challenges within the 2020-21 school year. A level of fear and anxiety has been displayed from teachers, parents, and students. The quality of instruction and meeting the student needs have been difficult due to learners transitioning from on-site to remote learners or inconsistency of attendance. It has been a challenge to ensure all remote students are engaged. This is an issue school staff struggles with daily. Teachers have had to learn to teach differently than in the past. Professional development on a learning management system, meeting the needs of remote learners, while at the same time ensuring students are wearing a mask, cleaning and sanitizing, while properly social distancing has been a challenging obstacle for teachers this year.

## Addressing the Concern of COVID-19

### **Delivering Quality Instruction Through the Utilization of Educational Technology; Providing Online Instruction**

The learning management systems, Clever and Buzz, have been tools for students and teachers to continue the learning process. In grades K-5, students will have the opportunity to virtually meet with their teacher for 20 minutes per day at a time determined by the teacher's schedule. In grades 6-12, students have the opportunity to virtually meet with their teachers for 30 minutes twice a week for each class at a time determined by the teacher's schedule. Several teachers are hosting zoom sessions during instruction time to ensure remote students are receiving quality instruction.

### **Professional Development for New Platforms and Applications**

Through collaborative efforts and group exploration, teachers have worked together to gain a better understanding of utilizing a plethora of digital resources to utilize when delivering instruction to both remote and on-site learners. These resources include the following:

- Great Minds in Sync (Eureka Math)
- Explain Everything (Interactive whiteboard installed on teacher iPads)
- Discovery Education's Science Techbook
- NewsELA
- Discovery Education Experience
- Heggerty instructional videos
- Lincoln Learning curriculum
- Lexia Core 5
- NWEA Map Skills
- Other applications and websites not provided by administration (e.g., Zoom, Nearpod, Cami, etc.)

### **Access to Devices; Transition to 1-to-1 Computing**

This is the first school year where all students have access to their own school-issued device. Charging stations are located in classrooms and in central locations throughout the main building for K-5th grade students. 6th-10th grade students are provided with carrying cases for their chromebooks in order to assist during transitions between classes.

### **Access to Reliable High-Speed Internet for Remote Learners**

Approximately 20% of our students have chosen to participate in remote instruction on a daily basis. In order to eliminate barriers and assist families with access to high-speed internet, the district Hot Spots are available for check out.

### **Family Engagement**

The teachers, counselor, and administration team at Scott Charter School make valiant efforts on a regular basis to keep students engaged in their daily learning, as well as keep parents informed on their child's academic progress. We have partnered with ENGAGE Arkansas to help reach and meet the needs of unengaged remote learners. Remote students have access to direct teacher instruction by the use of scheduled Zoom sessions during or after school hours. Teachers keep contact logs to denote the date, time, frequency, and purpose of parent contact. Emails are sent on a weekly basis to middle/high school students when their grades in a course



fall below a C average. Elementary teachers communicate to parents via email, phone call, or Class Dojo.

**Substitutes**

Substitutes to cover classes has been one of the biggest challenges we have faced during the 2020-21 school year. Substitutes do not report due to the fear of COVID-19. SCS administrators have utilized paraprofessionals as the facilitator of classrooms with absent teachers.

**Social Distancing**

As students have returned to school or remote learning, it is impossible to social distance students. We have assigned seats in every location within the building, but depending on the number of students within the day.

**Learning Lost**

COVID-19 has affected our learning for our students and teachers. Scott Charter School will address learning lost by using the Arkansas Playbook provided by DESE, along with core units of instruction developed by APCS, will be used to address essential standards that were not mastered in the previous school year due to closure. NWEA MAP will be administered three times in 2020-2021. Student learning data will be disaggregated in Professional Learning Communities, and will drive instructional decisions.

[Return to School Athletics](#)

[Screening and Prevention](#)

[Exposure & Protocol](#)

[On- Site Instruction Safety](#)

[On- Site Instruction Safety Virtual Options](#)

Our school theme this year, which we call our “Mustang Impact,” is “Alone we can do so little, but together we can do so much.” SCS students, teachers, families, and all stakeholders are determined and working collaboratively to achieve the charter school’s goals and positively impact student achievement. We will improve our letter grade from a “D” to a “B” by focusing our actions on improving instruction and increasing student growth. As we continue to make instructional decisions based on a thorough analysis of student learning data, we will move closer to achieving our vision of becoming the highest performing college preparatory performing school in the United States.

# Arkansas Virtual Academy Elementary (K-5)

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## 1. What factors contributed to the D or F letter grade?

The largest factor contributing to the letter D grades is a student body that come to us at a rate of approximately 64% of students scoring in the Needs Improvement or Close categories on the ACT Aspire. We have found that most of our students, in all grades, come to us at a minimum of 1 year off grade level with many arriving 2 to 3 years off grade level. This is due to a variety of reasons including physical illness, student choosing options because of lack of success in their brick and mortar, high mobility, etc.

Additionally, a sub-factor found specifically in the elementary is the importance of the role and engagement of the Parent or Learning Coach. Because we have a higher level of need to partner with the Parent in student learning, especially with our lower elementary students, we have experienced a larger hurdle in the elementary than in other grades.

## 2. What are your current challenges?

Our current challenges include the above, as well as receiving students who may or may not have schooled adequately or efficiently in the spring. Additionally, because of our recent growth, we are working diligently to strongly onboard many new students and staff.

## 3. What is the plan for addressing those challenges? (If plan is outlined in the District Support Plan or School Improvement Plan, please provide the link to the plan)

In the last two years we have addressed our challenges with the following action items:

- a. Increasing Teacher Effectiveness: ARVA launched a growth model for teachers in which they meet with principals quarterly to evaluate their proficiency, and to set goals for the quarter ahead. Each quarter teachers are evaluated on their TESS evaluations, their use of Data Driven Instruction, their professionalism, and their Student Academic Growth Data. These organic conversations have provided intense and effective coaching of improvement in teaching. Additionally, we have increased the number of observations, both direct and indirect, that are completed each year on staff. On average, each staff member is observed every month by at least one administrator.

- b. Increased Parent Involvement: ARVA elementary launched the PALs (Parents/PartnersActive in Learning). This program is a training for parents that allows ARVA teachers to instruct parents on best practices for assisting in the learning of their students. These weekly sessions have become opportunities for ARVA teachers to provide instruction to these important adults in order to improve their instructional presence in the home.
- c. Identification and Scaffolding of Low Performing Students: Every teacher has identified their students who most recently scored Needs Improvement or Close on the ACT Aspire. Additionally, they have identified those students who were close to moving up in the Aspire achievement categories. They are also utilizing STAR360 to monitor academic growth through a Beginning of Year, Middle of Year, and End of Year assessment model. This data informs teacher instruction to truly identify student learning gaps and scaffold remediation and instruction to address the gaps. Additionally, we monitor each student to ensure at least one year's academic growth, with added instructional intervention for those who need to gain more than one year's growth to close their mastery gap.
- d. Targeted Small Group Instruction: All live instructional sessions have been refined to consist of targeted small group interactions. The maximum number in any targeted instructional session is 25, with the average being 15 or less. Additionally, all instruction is done via a video platform so that students and teachers can have more meaningful and engaging interactions to ensure understanding and mastery.
- e. Thorough Onboarding: For students and staff alike, we have increased the effectiveness of our onboarding, as well as extended the timeline for provision of extra assistance for staff and students. We have additionally made advisors available for every student in system as a single point of contact for assistance as needed. Administration is meeting with new teachers weekly to ensure that they have the support, understanding, and guidance needed.



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# Capital City Lighthouse

STATE REPORT

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# 1 What factors contributed to the D or F letter grade?

## Capital City's current letter grade is primarily due to:

- a. Weighted Achievement in ELA and Math with approximately 70% and 25% respectively of the scholars in the "In Needs Support" category
- b. School Quality and Student Success Score with 15% of students reading on grade-level and nearly 25% of scholars Chronically Absent
- c. Our Value-Added Growth Score of 77.99 did not boost our score out of our current letter grade range
- d. Low Science Achievement

# 2 What are your current challenges?

## a. Academic

- i. Reading Achievement
- ii. Science Growth

## b. COVID-19

## c. Attendance

- i. Low level of engagement and/or attendance for Virtual Students
- ii. Students without internet access or limited accessibility
- iii. Parental Engagement
  1. Parents as Partners-Recognize parents for their student's consistent attendance. Parent names go into a drawing for a gift
  2. Parents receive certificates
- iv. Student Engagement
  1. Class Rewards and Student Recognition for attendance

# 3 What is the plan for addressing those challenges? (If the plan is outlined in the District Support Plan or School Improvement Plan, please provide the link to the plan)

## a. Reading Achievement & Science Growth

- i. All teachers have attended or currently are attending RISE Science of Reading-approved training
- ii. Response to Intervention Program in place since September to ensure each student receives instruction on their level. A research-based program being utilized to support and monitor student growth in the areas of reading, mathematics, and science; IXL program
- iii. Wit and Wisdom Curriculum Training & Implementation
- iv. Phonics First Curriculum Training & Implementation
  1. Dyslexia Small Groups
  2. Response to Intervention
- v. Small-Group Reading Block
  1. Focuses on the Science of Reading and tailors the learning to the specific growth areas.
- vi. Science Growth-Implementation and Training Sessions for Project Lead the Way in grades K-4
- vii. (Academic) Capital City Lighthouse has become a Professional Learning Communities campus. Teachers are attending PLC Academy with Solution Tree in Cohorts. Capital City is partnering with Solution Tree to have a PLC Coach sit in on PLC's to help drive the work
- viii. Reading programs that encourage students to develop a joy for reading such as the Book Bag program, Book Buffet, and more

**b. COVID-19**

- i. Hired extra personnel to fill in gaps when a staff member is out ill or teaching virtually
- ii. Hired tech support for teachers and students only to better support their needs and relieve pressure from teachers
- iii. Personal Protective Equipment Provided to all students
- iv. Social Distancing measure in place throughout the building
- v. Safety procedures and protocols in place for staff, students, and parents

**c. Attendance Task Force**

- i. Identified the best learning situation for each student to set them up for success
- ii. Calls parents of scholars who are absent every morning
- iii. Parental Touch Points (Calls made to find out how we can better assist families with getting their student on virtually or to the school on time daily)
- iv. Home Visits-Check on families and students to see what's needed to fulfill assignments successfully. Work bags with manipulatives, journals, and project materials are delivered

**d. Increase Student Engagement**

- i. Hybrid Schedule Created and Implemented for virtual students. (Schedule was created based on this survey and parent touch point calls.)
- ii. Small Groups in reading and mathematics
- iii. Implementation of Project-Based Learning
- iv. Virtual Small Groups
- v. Virtual and Onsite One-on-Ones once a week (Friday's) for students
- vi. Implementation of the HOUSE system to increase social-emotional learning and build students' behavior capacity

**e. Increase Parent Engagement**

- i. Parent University-Live (Zoom) and Recorded Sessions
- ii. Parent Survey
- iii. Implementation of "Parent Pop-Ins" parents can pop into their student's class virtually to observe the lessons being taught to better assist their students at home

*See Appendix A for action plans for each challenge.*

## 4 District Support Plans

**a. District Literacy Plan**

**b. Ready for Learning**

# Appendix A

Impact of COVID-19		
CHALLENGES	ACTION PLANS	SOLUTION RESULTS
<p><b>COVID-19</b></p>	<p><b>COVID-19: March to May Immediate Pivot to Remote Learning</b></p> <p>All students were provided a device for doing work if they had access to the internet.</p> <p>For students that did not, we provided work that was grounded in learning gaps, conducted regular Zoom sessions, and tracked engagement for students based on daily participation and completion of work.</p>	<p>Our students were able to continue learning through Zoom instruction, completing assignments through Google Classroom, and paper assignments.</p> <p>For teachers, our pivot to virtual instruction provided all staff the opportunity to gain experience with delivering virtual instruction and engaging students.</p>
	<p><b>Impact on Workforce during the 2020-2021 School Year</b></p> <p>COVID-19 made a grave impact on teacher training and teacher sick leave. Instead of hosting face-to-face professional development, we conducted training through zoom and Google Meet. All items teachers needed to successfully learn and teach were provided through online platforms.</p> <p>To ensure teachers were protected from any school related illnesses, all teachers are provided with face shields, shields for their desk and mask. A long term substitute and part time substitutes were hired to immediately come in the place of teachers who were ill.</p> <p>Norms, Safety Procedures and Protocols were established specifically for COVID-19.</p>	<p>Personal Protective Equipment is provided to all staff.</p> <p>Google Suite became a platform that staff uses school wide to house and share documents.</p> <p>Online platforms purchased to support teacher learning and classroom instruction.</p>
	<p><b>Overcoming academic, logistical, and assessment challenges:</b></p> <p>Along with teachers, school leaders are engaged in weekly professional learning communities focused on improving student engagement and literacy.</p> <p>Leadership PLC provides an authentic space for leaders to engage in meaningful planning sessions and professional learning opportunities with licensed coaches that specialize in building the capacity of school districts.</p>	<p>1003C Grant used to send groups of teachers to the PLC Training by Solution Tree.</p>

Parent & Student Engagement and Attendance

CHALLENGES	ACTION PLANS	SOLUTION RESULTS AND ACTION PLANS
<p><b>Parent &amp; Student Engagement</b></p>	<p><b>Increasing Parent Engagement and Awareness</b></p> <p>Parent University Sessions via Zoom</p> <p>Increased parent communication through ClassDojo, social media, learning management system, and Remind.</p> <p>Surveys for parent satisfaction with communication and delivery of instruction.</p> <hr/> <p><b>Student Engagement:</b></p> <p><b>Attendance-</b> Attendance Task Force</p> <ul style="list-style-type: none"> <li>• Calls parents of scholars who are absent every morning.</li> <li>• Parental Touch Points (Calls made to find out how we can better assist families with getting their student on virtually or to the school on time daily)</li> <li>• Home Visits-Check on families and students to see what's needed to fulfill assignments successfully. Work bags with manipulatives, journals, and project materials are delivered.</li> <li>• HOUSES on early dismissal days- Students spend an extended amount of time in their HOUSE on early dismissal days. These HOUSE days are reserved for HOUSE events. Capital City has seen a significant increase in attendance on these days.</li> </ul> <p><b>School Climate &amp; Culture-</b></p> <p>Using Restorative Practices to keep scholars engaged, in class, and at school. The school's culture coordinator is responsible for training teachers and maintaining the school's culture climate.</p> <p><b>HOUSES</b> Houses are conducted every Thursday. Topics of discussion include:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Behavior</li> <li>• Work Habits</li> </ul> <p>Every third Wednesday, a half day is reserved for house events that engage students in STEAM activities that relate to the social and emotional theme.</p>	<p>Parent engagement has been an area of growth. During the 2018-2019 and 2019-2020 school year, Capital City has created activities, incentives and events to engage parents.</p> <hr/> <p>During the 18-19 school year 28% of scholars were chronically absent, for the 19-20 school year 12% were chronically absent, and during the 20-21 school year 6% are in the chronically absent category.</p> <p><b>Action Plan:</b> The current action plan that addresses student engagement reflects two main areas, attendance and school climate and culture.</p> <p><b>Area 1:</b> An attendance task force is in place. This team meets with administration once a week to provide updates from families as it relates to attendance.</p> <p><b>Area 2:</b> Capital City has a culture team established. This team meets bi-weekly to address student social and emotional needs.</p> <p>Students are intentional about attending school or virtually so they can engage in the conversation concerning how well they had done in each area that week.</p>



**Attending to Social-Emotional Needs of all students**

Culture Coordinator meets with scholars virtually and in-person that have been identified with multiple SEL growth areas.

Behavioral Response to Intervention Courses occur for 15 minutes on a daily basis for Tier 2 and Tier 3 scholars.

Scholar behavior was tracked by using a research based scale. The screener is the, "Student Risk Screening Scale (SRSS) & Student Internalizing Behavior Screening Scale (SIBSS)"

**HOUSES**

Houses were developed to strengthen the social emotional aspect for students. During this time, students learn how to build healthy relationships with their peers and the staff. Houses help students become accountable for their actions and aware of strategies and techniques to become an upstanding citizen.

Social-Emotional Learning lessons Social Emotional Classes are conducted on a daily basis for 20 minutes a session. The Culture and Academic team created a lesson format that features a monthly social and emotional theme. Some themes were taken from the states G.U.I.D.E. For Life resource.

**Restorative Practices**

The school utilizes a restorative framework to build a strong sense of community amongst students and their peers.

Capital City implements engaging social and emotional classes for all scholars in addition to Response to Intervention small groups for tier 2 and tier 3 students.

Results from the SRSS and SIBSS Screener were used to determine specific lessons needed

**Student Engagement: Leveraging Community Support**

Capital City Lighthouse is currently partnering with City Serve, the Dream Center, Kingdom Covenant Church and Freddy's. City Serve and the Dream Center serve as a liaison between the school and the community in which we serve. They partner with Capital City to provide immediate and long term needs to help build a safe and comfortable learning environment for all students.

City serve also provides household items that students and their families are in need of.

The Dream Center provides after school care, tutoring and food services in addition to family resources for students and their families.

Kingdom Covenant Church provides supplies and items needed for students and teachers to function at maximum capacity. They act as the bridge between City Serve, the Dream Center and Capital City.

Freddy's Frozen Custard and Steakhouses allows Capital City Lighthouse to partner with them to fundraise for funding for Capital City Lighthouse.

Capital City Partnerships support families with their immediate needs to ensure all students can learn in a comfortable learning environment at home and at school.

**Academic Achievement and Teacher Development**

CHALLENGES	ACTION PLANS	SOLUTION RESULTS AND ACTION PLANS
<p><b>Reading Achievement</b></p>	<p><b>Implementing Evidence-Based Literacy Strategies</b> All teachers have gone through K-6 RISE Training or Brains Read Training with Dr. Howard. New staff is currently going through RISE Training, and receive weekly professional development for implementing and assessing literacy strategies.</p> <p>District Literacy Specialist provides training and coaching for cross-curricular literacy strategies for leaders and select teachers. The specialist also conducts weekly walk-throughs using a Science of Reading-aligned look-for check-list with instructional leaders to provide specific and relevant feedback.</p> <p>Based on Fall NWEA and August IXL Diagnostic Assessment, every student has a personalized learning plan based on specific learning gaps.</p>	<p>Based on the 2019-2020 NWEA Data, we were showing 20% projected Reading Proficiency.</p> <p>1003C Grant funds will be used to support teacher professional development.</p>

	<p>The personalized plans are specifically used on a daily basis during the Response to Intervention time and during small group time in reading and mathematics.</p> <p>Teachers use the data to identify common gaps and aligned strategies to help fill gaps.</p> <p>The academic team with teachers created a schedule that includes small-group instruction for Virtual Students.</p> <p>Monthly Data Meetings are held with Grade level teams and content specific teams to drive the work behind what teachers are doing. Protocols and structures, provided by Doug Lemov's <i>Driven by Data 2.0</i>, are utilized during this time.</p>	
<p><b>Weighted Achievement:</b></p>	<p><b>Teacher Development</b> Five-week summer training focused on identifying and teaching Essential Learning Standards, delivering synchronous instruction using the learning management system and Zoom, and meeting with families to ensure they are prepared for virtual learning.</p> <p>Continuous virtual professional development on using the SWIVL and other technology.</p> <p>School Wide Professional Learning Communities (PLC) in addition to monthly Professional Development on conducting and interacting in a PLC.</p> <p>Professional Learning Communities Training through Solution Tree with Dr. Tim Brown.</p> <p>Regional Professional Learning Communities to partner with schools within the network to identify similar challenges and overcome them as a professional network.</p>	<p>1003C Grant funds will be used to support teacher professional development.</p>

	<p><b>Increasing Student Achievement with COVID-19 limitations</b> All students have been provided a device and, if needed, access to the internet using hot spots.</p> <p>All staff members engage in ongoing professional development on teaching through a Hybrid Virtual model to ensure in-person and virtual students are receiving a similar experience where all students are engaged in the learning process.</p> <p>Teachers use activities designed to engage virtual students.</p> <p>The engagement is tracked based on completion of assignments, quality of work (grades, and attendance), and student response.</p> <p>Virtual and on-site students have assigned times for receiving direct instruction and engaging small groups.</p> <p>Teachers provide small group instruction during the allocated time in the schedule working on NWEA and IXL identified skills gaps in addition to skills related to the students Individualized Education Plan (IEP).</p>	<p>Students are now able to work successfully from their home.</p>
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## Appendix B

Data (3rd - 6th)

\*All areas of achievement increased for scholars that had test scores for 17-18 including new, highly mobile, etc.

	ACHIEVEMENT IN 17-18	ACHIEVEMENT IN 18-19	GROWTH IN ACHIEVEMENT
<b>Reading</b>	11.11%	20.00%	+8.89%
<b>English</b>	38.89%	49.47%	+10.58%
<b>Science</b>	13.89%	16.84%	+2.95%
<b>Math</b>	16.67%	28.42%	+11.75%

## NWEA Fall 2020

What % of Primary Students  
Are Reading At or Above Grade  
Level As Defined by Meeting or  
Exceeding 50th Percentile on  
NWEA Reading?

**59%**  
Grade K  
17 Students

**40%**  
Grade 1  
20 Students

**23%**  
Grade 2  
26 Students

What % of Grade  
3+ Students Are  
Projected to  
Pass their State  
Assessment in  
Reading?

**10%**  
Grade 3  
31 Students

**15%**  
Grade 4  
20 Students

**19%**  
Grade 5  
37 Students

**--**  
Grade 6  
-- Students

**15%** School Wide (88 Students)

What % of Grade  
3+ Students  
Are Projected  
to APPROACH  
Passing their State  
Assessment in  
Reading?

**47%**  
Grade 3  
47 Students

**53%**  
Grade 4  
38 Students

**42%**  
Grade 5  
38 Students

**--**  
Grade 6  
-- Students

**47%** School Wide (123 Students)

[\\* Data Comparison over time](#)

[Achievement Data over time \(Comparison Chart\)](#)

[DIBELS Screener](#)

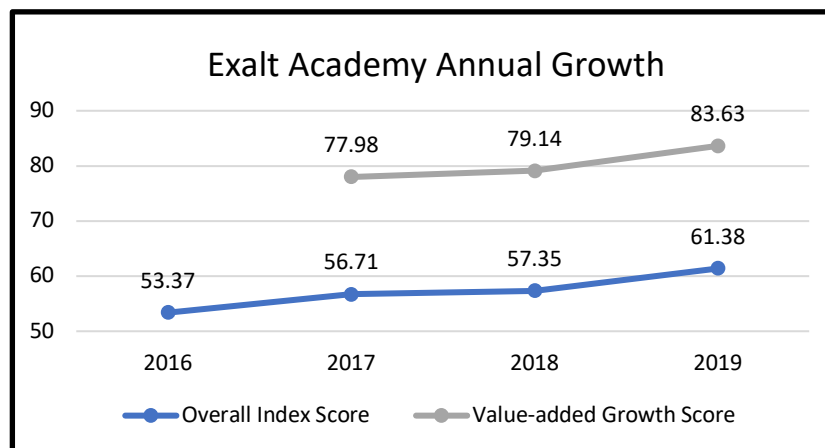
1. What factors contributed to the D or F letter grade?

Exalt Academy of Southwest Little Rock (EASW) is a K-8 charter school serving over 500 students in Southwest Little Rock. Exalt Academy’s mission is to prepare students from underserved communities for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship, and leadership in their communities and beyond.

The largest factor in Exalt Academy’s issued letter grade is adapting to the ever-changing needs of the population we serve. Currently, 97% of Exalt Academy students qualify for the federal free and reduced lunch program. 98% of students are minority, including 71% Hispanic and 24% African American. These demographics yield a high English language learner population, which is why English Language Arts is a large part of Exalt Academy’s curriculum. In addition to inherent language barriers, over the years Exalt Academy has seen students face significant challenges, and even trauma, outside of school which is often linked to their socio-economic situation. Even with these obstacles, Exalt Academy has exceeded academic growth goals each year and increased in the Overall Index Score.

**ESSA Scores**

The line graph and table below show Exalt Academy’s Overall Index score and Value-added Growth Score for 2016 through 2019, no score was given for 2020. Not only is the Overall Index Score increasing, students are learning more each year they attend Exalt Academy.



	2016	2017	2018	2019	2020
Overall Index Score	53.37	56.71	57.35	61.38	N/A
Value-added Growth Score	-	77.98	79.14	83.63	N/A

**Performance Achievements**

Exalt Academy performed in the top 10% of the State of Arkansas compared to all 201 middle

schools and in the top 12% of the State of Arkansas compared to all 1,041 schools on ESSA's Value-added Growth Score. These numbers show that students who attend Exalt Academy are growing academically at a faster rate than similar schools locally.

The Office for Education Policy at the University of Arkansas Fayetteville named Exalt Academy number 1 in Central Arkansas for English Language Arts growth and number 3 for Math growth for the 2018-19 school year.

Like all charter schools in Arkansas, Exalt Academy is measured by a set of goals approved during the charter renewal process. Below is Exalt Academy's Performance Goals approved by the Charter Authorizing Panel for the 2019-2022 renewal term.

	<b>Assessment Instrument For Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of Goal will be Assessed</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b><u>1.</u></b>	ESSA School Index ACT Aspire	<i>The Overall ESSA Index Score will experience 10 points of growth over the life of the new 3 year charter</i>	Annually	Goal 60.50 Met - 61.38	Goal 63.75	Goal 67.00	Goal 69.94
<b><u>2.</u></b>	ESSA with ACT Aspire	The school will meet the growth expectation set by the state	Annually	Met- 83.63	<u>N/A due to Covid-19</u>		
<b><u>3.</u></b>	ESSA with ACT Aspire	The weighted achievement score will increase each year	Annually	Met this goal with a weighted achievement score of 36.54	<u>N/A due to Covid-19</u>		
<b><u>4.</u></b>	NWEA MAP	60% of students will meet their growth goals set by NWEA from Fall to Spring	Annually	Reading: 52% - Met Math: 61% - Met	<u>N/A due to Covid-19</u>		
<b><u>5.</u></b>	ACT Aspire	<i>15% our students who are in Need of</i>	Annually	Met- Data provided	<u>N/A due to Covid-19</u>		

		<i>Support or Close on the ACT Aspire, who have been with us more than one academic year will grow a proficiency level in Math, Reading and Science each year until proficient</i>		upon request.			
<b>6.</b>	Behavior Documentation, Surveys, Attendance	<i>EASW will promote a positive culture where students feel safe, experience success daily and will develop a love for learning. This will be demonstrated by student surveys, low behavior infractions, increased enrollment and strong attendance.</i>	Annually	Behavior Data: -371 office referrals in 17-18 -211 office referrals in 18-19 -667 minor offences in 17-18 -116 minor offences in 18-19 -70 Out of School Suspensions in 17-18 -26 Out of School Suspensions in 18-19. <b>Summary:</b> Office referrals 71.5% decrease Minor 208.3% decrease Suspension 17.7% decrease	Behavior Data: -211 Office referrals in 18-19 -296 Office referrals in 19-20 -116 minor offences in 18-19 -303 minor offences in 19-20 -26 Out of School Suspensions in 18-19 -51 Out of School Suspensions in 19-20 <b>Summary:</b> Office referral 4.9% increase Minor 35.3% increase Suspension 3.6% increase		



		<i>Enrollment and Attendance</i>		Enrollment 17-18 was 273.81 to 330.2 in 18-19. This is a 20.4% increase. ADA went from 79.2% in 17-18 to 95.32% in 18-19.	Enrollment was 330.2 in 18-19 and 430 in 19-20. This is a 30.3% increase. ADA went from 95.32% in 18-19 to 96.28% in 19-20.		

Although Exalt Academy leadership sees opportunity for improvement with the overall academic performance, we are encouraged with student growth and progress towards meeting their goals.

### Parent Satisfaction and Enrollment

Surveys show Exalt Academy parents are extremely pleased with their school experience. Parents appreciate the school’s focus on academics, as well as the safe environment. As a result, each year Exalt’s student enrollment has grown. The growing population shows more parents are trusting Exalt Academy to educate their students every year. The table below shows the population growth since inception.

School Year	Enrollment	Enrollment Increase
2014-2015	123	--
2015-2016	232	109
2016-2017	274	42
2017-2018	295	21
2018-2019	331	36
2019-2020	437	106
2020-2021	518	81

### Financials

Exalt Academy of Southwest Little Rock (EASW) ended the 2019-20 school year well positioned financially with a carryover balance in excess of \$1,320,000. This is up from the 2018-19 carryover of \$775,000. This carryover balance confirms the focus on remaining strong stewards of finances and the dedication to maintaining fiscal stability. This positioned Exalt Academy to complete bathroom remodels and room reconfiguration projects, as well as expand our leased

space another 7,000 square feet. All these things will allow us to better serve the growing number of students in the school. Additionally, it puts leadership in the position to purchase the currently rented facility in order to continue driving down costs.

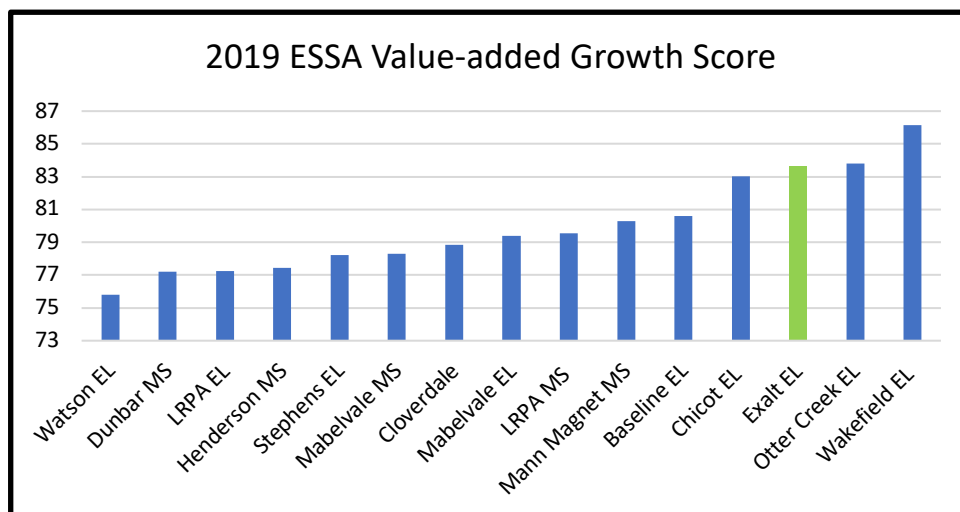
2. What are your current challenges?

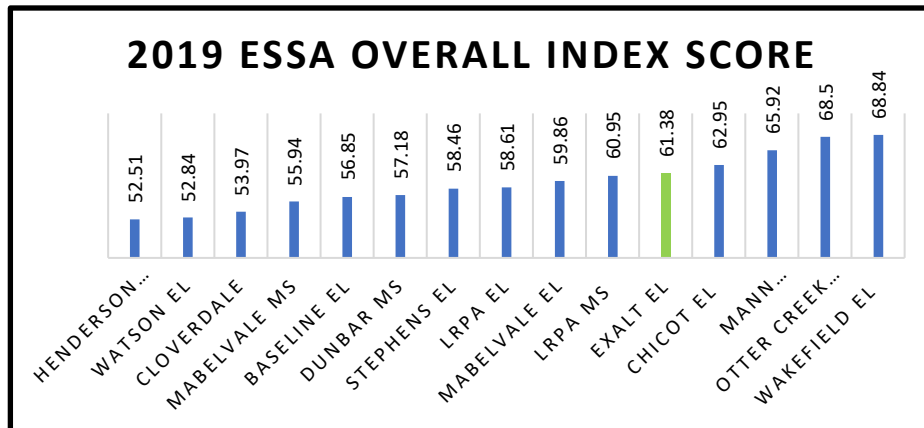
Although Exalt has much to celebrate, there is the understanding we remain a D school. Even with outstanding academic growth, proficiency levels are still not where they need to be. Listed below are some of the high impact factors that have contributed to the D letter grade.

- Transient population
- Generational Poverty
- Trauma affected students
- Teacher Turn Over
- Student Truancy

Exalt Academy faces the same challenges that most schools who serve a high poverty population face. Over the years, our student population has had to deal with sex trafficking, pregnancy, sexual molestation, custody battles, incarcerated parents, robbery, domestic violence, drug overdoses, immigration issues, and homelessness. These experiences have led to trauma that affects our students' ability to learn. When educating students who are trauma affected, leadership knows that education has to look different.

When comparing schools who serve a similar population, Exalt Academy scored higher on the ESSA Value-added Growth Score and the ESSA Overall Index Score than the majority of similar schools.





The 2020-2021 school year has been particularly challenging due to the safety measures put in place to protect students from transmission of Covid-19 while pivoting to a blended learning environment. Listed below are highlights of the measures Exalt has taken to adjust to the current situation.

#### Ready To Learn Highlights:

- Provided food boxes for families in need
- Eliminated transitions in the building
- Closed all common gathering areas
- Closed drinking fountains
- Provided water bottles for all students and installed filtered water stations
- Zoned and assigned students to all exits and entrances to prevent cross contamination
- Zoned recess to eliminate different cohorts of students interacting
- Placed touchless hand sanitizer stations throughout the school
- Grouped all homerooms by reading performance level for targeted instruction
- Hired a Director of Technology Instruction to support students and teachers
- Purchased enough Chromebooks to allow every student their own device
- Lunches delivered to the student's classrooms
- All desks 6 feet apart with social distancing protocols in place
- Purchased PPE for students and teachers (masks, face shields, plexi-glass, gloves, etc)
- Purchased a safety software to oversee technology and monitor student usage
- Extensive professional development on the Science of Reading and use of Technology in the classroom.

Below is a link to the full Ready to Learn Plan.

<https://docs.google.com/document/d/1Ck2xtG5EUS3fSyA0k22G1dQJtP4itOQrc7IsSYcObHw/edit?usp=sharing>

### 3. What is the plan for addressing those challenges?

Exalt Academy's entire academic model is designed to give small group, systematic instruction to all students. Exalt believes this is the most effective structure to deliver the educational results it is striving for and with the efforts below Exalt will be a higher graded school in the coming year.

#### **Learning Environment**

Exalt Academy must continue to provide a safe, positive school environment. Most importantly, adjustments are being made for all students, not continuously requiring students to adjust to the institution. In order to successfully do this, Exalt has employed a positive behavior plan since the school's inception. All teachers and team members are trained extensively in lifting up and supporting students to become contributing members of their community and civic leaders.

#### **Strategies for Academic Improvement**

Students often arrive at Exalt many years behind grade level. The explicit instruction methodology has been proven to have a large positive effect on student learning (Hatti). Exalt Academy teachers have been trained in explicit instruction and utilized Anita Archer's trainings to improve instructional delivery and focus heavily on vocabulary and the science of reading instruction. This also includes frequent formative assessments, PLC collaboration and adjustments to instructional content based on the assessment outcomes. By employing these strategies, Exalt will continue on the growth trajectory of the last several years resulting in higher academic achievement for our students.

A link to Exalt Academy's full Literacy Support Plan is below.

[https://drive.google.com/file/d/1THB5LsVX94MMwSptzFR3\\_FxRdkohm9u0/view](https://drive.google.com/file/d/1THB5LsVX94MMwSptzFR3_FxRdkohm9u0/view)

#### **Staff Turnover**

Salaries for all staff have been improved, as well as year to year cost of living increases, in order to reward teachers remaining at Exalt Academy long term. Teachers have received consistent training on how to work with students from poverty-stricken backgrounds and workloads have been reduced, resulting in a more sustainable work/life balance.

#### **Transient Population and Student Truancy**

Exalt Academy's school improvement team has worked to put in place strategies to help combat these challenges. The Exalt Academy Dean of Students has enlisted a staff member to work on student truancy to be sure every effort is made to get students into classes. The truancy team leader is working with families struggling with truancy on a daily basis to address this concern.

Exalt Academy leadership has seen positive early returns on these solutions and hope to continue that trend in the coming months and years.

## Future School of Fort Smith (10-12)

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### Future School of Fort Smith Overview

Future School of Fort Smith relentlessly empowers every student to shape their future and community through engaging them in high quality, professional educational experiences. We are the only public school network in Arkansas to provide personalized, comprehensive advising coupled with professional internships and tuition-free college experience for every student.

#### **Our Approach**

Students (7-12th grade) work with a learning team including an advisor, their parents, and a mentor to create a **personal learning plan**. Through this plan, students work off campus with the mentor, developing 21st century skills and tapping into the experience and professional network of their mentor. On campus, the advisor helps the student modify and evaluate their learning plan based on emerging student interests. Students graduate with a high school diploma, a **portfolio of real world work** and **college experience** based on their interests and abilities that propel them to success.

#### ***Professional Internships***

Our internship program is the foundational pillar of Future School. 7th & 8th grade students begin to develop professional experience through group project exploration with our various partnering organizations. 9th-12th grade students apply what they are learning in class through interest-based internship projects in the community. Internships help connect young learners to the academic core work they are doing in their classes. We have a constantly growing network of local businesses partners who help students develop professional experience working in their fields of interest. Every student participates in professional, interest-based internships, each semester, while at Future School. Wednesdays are internship days, when once a student receives advisor approval, the professional career world becomes their classroom.

#### ***Comprehensive Advising***

Advisories are the core grounding point for our students' success. Every student works with an advisor and a small 'family' of students from day one to graduation. As an accredited class, students spend at least one hour a day in advisory working on core skills such as college and career readiness, internship goal setting and assessment of experience, conflict resolution, end of semester exhibition work, and non-cognitive skills that will set them up for success after high school.

#### ***College Access***

Access to college opportunities is a hallmark of an equitable community. Students are engaged in academically and technically rigorous college level experiences, earning college credits at no cost while in high school. College is not for everyone, but every student should have access if they desire that opportunity.

#### ***Sucesses***

- Since opening our doors in August 2016, we have accomplished what many thought was impossible. We planned, prepared and launched Future School in less than 2 years for under \$1MM. Through our unique approach to building relationships with students and families as we meet a critical education need, we tripled our enrollment in less than three years and earned a B on our first Arkansas state report card. In addition to meeting our charter goals for tested academic areas, we established a 91% graduation rate exceeding the state average with our first graduating class. We also reached our goal for college and workforce readiness with an average of 300 hours of professional internship experience for every student at one of our 130+ internship partnering organizations. In May 2019, our first class of 80 students earned an average of 13 college credits per student at no cost while 3 earned associates degrees.
- To date we have raised more than \$4.5mm for our facility renovations, transportation services, our College For All program and extracurriculars. We are one of the most diverse charter high schools in Arkansas serving 70% low income and 60% minority students. Unique to Future School, we constantly work to increase parent engagement by contacting every student’s parent a minimum of once per quarter. 75% of our advisors are licensed or earning licensure from the ADE; 3 were recruited faculty from college campuses. We spend less per student than the state average while providing an innovative, human capital-intensive public education option. Uniquely, we are financially efficient and sustainable even as we maintain an advisor to student ratio of 1:20.
- We earned a B on our first year report card. In the following two years, our exponentially growing instructional team worked to meet the needs of an increasingly economically disadvantaged and academically struggling student demographic; a majority of schools from which we recruit have C - D grades. Due to these circumstances, we struggled with optimum academic performance as reflected in our D letter grades. We have embraced this challenge by implementing an improvement plan based on professional learning communities (PLC), RTI interventions, curriculum and standards revision and alignment and sustained professional development. Yet, despite these grades, we had significant improvement last year, raising our ESSA index from 53.23 to 60.23. We were noted by the Arkansas Education Commissioner as one of the most improved schools for the year due to raising our ESSA Index score by nearly 11 points.
- In addition, we expect to continue to raise our grade as we begin to count the graduation rate (91%) as 15% of our ESSA index score in coming years. Finally, financial stability tends to be one of the primary concerns of the Charter Authorizing Panel, and we have a strong financial track record as evidenced by our continued operation with a surplus of revenues.

**Assessment of our Original Charter Goals:**

MATH DATA		
Goal 1	Metric	Evaluation

<p>Meet or exceed the state average performance in Mathematics</p>	<p>State mandated assessments, the ACT Aspire assessment in 10th grade &amp; the ACT in 11th</p>	<p>Math has been a challenging area to increase student performance. Though we have not met or exceeded the state average yet, we did come close in year 1 and have seen growth between years 2 and 3.</p> <p>In 2016-2017, our first class of students was far more academically prepared than our second class. In our first year, 90% of our 10th grade students were on time with credits, only 10% had lost any credit. Our second year, our demographics shifted drastically with 50% of 10th graders having already lost a credit and struggling academically. Our team was challenged by this and after evaluating our performance, we implemented the following interventions which have already begun to yield improvements demonstrated by the growth from year 2 to 3.</p> <p>Upon identifying the need to support math readiness preparation, we implemented Ascend Math as an intervention platform as a cost effective measure recommended by an interventionist from our coop. We found this to be lacking the results we anticipated because students largely found the program to be unengaging.</p> <p>To address this year, we are implementing STAR Math, as that has been recommended by other districts as a more effective math remediation platform, and our interventionist believes that it will be more successful.</p> <p>In response to our continued math deficiencies, our entire math department and instructional coach are participating in the AR MathQuest, “a two-year, state-initiated professional development opportunity for exemplary teaching and learning based on NCTM’s Mathematics Teaching Practices and the Standards for Mathematical Practice.” Additionally, we are contracting with APSRC this year for professional development on Tier 1 math instruction using the Illustrative Math model.</p>
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\*Insert graph or data table below reflecting the progress toward the goal over the last five years.

2016-2017		2017-2018		2018-2019	
Future School	Arkansas	Future School	Arkansas	Future School	Arkansas
23.21	26.2	10.94	28.97	18.67	28.89

<b>Goal 2</b>	<b>Metric</b>	<b>Evaluation</b>
Meet or exceed the state average performance in English Language Arts	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	<p>We have met our goals for ELA by exceeding the state average in years 1 and 3.</p> <p>To continuously improve performance, we have implemented the following interventions which have already begun to yield improvements demonstrated by the growth from year 2 to 3. Students were initially screened a week into school. A certain number of students were placed into literacy intervention sections as a result of this screening. Other students have worked in the Reading Plus program mainly within their Social Studies classes, Advisory and ELA classes. Our secondary benchmark, administered on December 2nd of last year shows progress to this point. Average student scores increased nearly one grade level. In addition, our critical reading director completed Critical Reading training and will be offering this instruction with students next year.</p>

\*Insert graph or data table below reflecting the progress toward the goal over the last five years.

<b>ELA DATA</b>					
<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>	
Future School	Arkansas	Future School	Arkansas	Future School	Arkansas
78.57	52.44	29.69	43.58	44	41.51

<b>Goal 3</b>	<b>Metric</b>	<b>Evaluation</b>
Meet or exceed the state average performance in Science	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	We have met our goals for Science by exceeding the state average in years 1 and 3. We have implemented explicit reading instruction strategies for the science classroom to assist students in better understanding scientific and technical reading.

\*Insert graph or data table below reflecting the progress toward the goal over the last five years.

<b>SCIENCE DATA</b>					
<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>	
Future School	Arkansas	Future School	Arkansas	Future School	Arkansas
50.88	35.11	15.63	33.29	33.33	32.84



Goal 4	Metric	Evaluation
College & Work Readiness - 80% of students demonstrate 5% growth each year	Council for Financial Aid to Education's- College and Work Readiness Assessment	<p>We have reached significant milestones in our first few years (See Appendix I). During our first year, upon launching our internship/advising program (career readiness), we realized our original metric, Council for Financial Aid to Education's- College and Work Readiness Assessment, would not most accurately evaluate student progress. With students in internships and college classes, we realized a student portfolio, such as Naviance and self-evaluations through semester exhibitions and upon graduation, would more accurately reflect personalized career readiness achievement. We prepared to submit an amendment request in December 2017 in order to enhance our evaluation and data collection system through a comprehensive student portfolio for each student, now required by the state. However, we were advised to postpone our request until the revisions of the charter agreements with the ADE were finalized. Though we never proceeded with an amendment request for our evaluation system, we were able to track the following progress:</p> <ul style="list-style-type: none"> <li>● Senior exit surveys (2019)</li> <li>● Post-graduation impact (See Appendix II)</li> <li>● Internship program outcomes <ul style="list-style-type: none"> <li>○ 200 internship partners</li> <li>○ 350 hours of internship experience/student</li> </ul> </li> <li>● Digital portfolio for every student</li> </ul> <p>Starting in fall 2020, we are utilizing Naviance to evaluate career readiness through items such as resume, references, and the WorkKeys assessment. Naviance provides a proven, turn key platform that allows us to collect and analyze our students' college and career readiness.</p>

\*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Goal 5	Metric	Evaluation
Graduation - Meet or exceed local district performance	Calculation of Future School Graduation Rate by the ADE on the District Report Card	Currently, we only have one year of reported graduation data as listed below.

\*Insert graph or data table below reflecting the progress toward the goal over the last five years.

GRADUATION DATA					
2016-2017		2017-2018		2018-2019	
Future School	Arkansas	Future School	Arkansas	Future School	Arkansas
NA		NA		91.36	87.6

Goal 6	Metric	Evaluation
100% of students apply to college or post-secondary career training	Student Portfolios	As explained in our career readiness goal, we had intended requesting an amendment for this goal. We plan to utilize the Naviance system to track progress in the future.

\*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Goal 7	Metric	Evaluation
90% of parents attend a school sponsored event	Advisory Council Community Engagement Report	<p>Throughout the last four years, over 90% of parents participated in mandatory Learning Team meetings with their student and advisor. In addition, prior to Covid-19, parents attended “gallery night” each semester to see student work. Since Covid-19, student exhibitions and Learning Team Meetings have also taken place virtually instead of face-to-face.</p> <p>Learning Team Meetings and parental feedback from Learning Team Meetings are now being tracked in Naviance via the survey tool. This will allow us to more effectively ensure equity and accountability around our parental involvement goals.</p> <p>In 2018-2019, the Advisory Council was absorbed by our Parent Teacher Association. The metric for school-sponsored events was, instead, tracked within Student Success Plans where advisors recorded learning team meetings with parents.</p>

PARENT/GUARDIAN ATTENDANCE				
	2016-2017	2017-2018	2018-2019	2019-2020
Missed	7	12	19	31
Total	73	146	217	219
Percent Complete	90.41	91.78	91.24	85.84

## 1. What factors contributed to the D or F letter grade?

Continuous academic improvement is the utmost priority for our team. However, there are logistical challenges that have had a significant impact on our 2018-2019 state report card. After consultation with leading academic data analysis experts including the University of Arkansas' Office of Education Reform, we would like to provide an overview of our past and future performance.

### ***Demographics***

Our students take the ACT Aspire within months of enrolling at Future School in the 10th grade. By starting with our students in high school, we are providing critical and urgent intervention to ensure they graduate, pursue college and are prepared for starting a career. Serving the needs of many students on the verge of dropping out presents a significant challenge in addressing years of low expectations, preparation and subsequent poor academic achievement. Because the majority of our students are underperforming and not reading at grade level when they enroll, we currently only have a few months to rebuild students' confidence and desire to learn. These are essential steps for improving student achievement. This is also a factor in our plan to open a 9th grade in order to create more instruction time with students.

Although our demographics appear similar to the state as a whole (69% Economically disadvantaged, 16% African American and 29% Hispanic), many of the students who attend Future School have faced significant challenges in school. The vast majority of our students would be attending other institutions with significant poverty and correlative academic performance challenges. We have 36 students (16% of our student body) who would have been at Belle Point Alternative Learning Environment, but because of our restorative and career focused culture, chose to attend Future School instead. Belle Point has a Math Readiness level of 9%, 94% FRL and it appears from the ADE data center report, the school is not evaluated with a school report card grade.

### ***.1 Point from a C***

In the 2018-2019 school year, we received a 60.23 rating on the ESSA Index, which produced a D; however, a 61.00 qualifies as a C. The 2018-2019 grade also represented a significant improvement from the 2017-2018 grade of a 53.23, which was also a D. *High school graduation rate was not included in the 2018-2019 ESSA calculations, due to being lagged a year, but including the 91.36% graduation rate would have raised our ESSA Index rating to 62.42, resulting in a letter grade of C.*

### ***Significant Improvement***

While we do have two years of D grades, we had significant improvement last year, raising our ESSA index from 53.23 to 60.23. In addition, we expect to continue to raise our grade as we begin to count the graduation rate as 15% of our ESSA index score in coming years.

We have had a B, a low D, and a high D so far as our grade. All schools from which we recruit have Low Cs and High D grades. Despite receiving a D this year, we were noted by the Arkansas Education Commissioner as one of the most improved schools for the year due to raising our ESSA Index score by nearly 11 points. As we hone and refine our ability to work on academic interventions with students, we believe we can raise our grade by a letter grade each year until we reach and maintain ourselves as an "A" school.

Statewide, 10th grade proficiency rates are the lowest of all grades assessed, so it must be considered independently from other grades to examine our relative performance.

In 2019, we exceeded state proficiency rates for 10th graders for several of our key student groups. ELA state proficiency rates were exceeded by All students (+2.5 percentage points), Caucasian

students (+9.2 pp), Economically Disadvantaged students (+7.7 pp), Students with Disabilities (+24.6 pp) and Non-English Learners (+10.7 pp). Our proficiency rates in 10th grade mathematics were also higher than the state rates for several groups: African American (+7.5 pp), Economically disadvantaged (+0.3 pp), SWD (+10.5 pp)

### ***Academic Growth***

Growth is also an important measure of school performance. In 2019, we exceeded state value-added growth rates for 10th graders for several of our key student groups in ELA. All students (+0.44 points), Caucasian students (+2.1 pts), non-Economically Disadvantaged students (+2.7 pts), Students without Disabilities (+0.3 pts) and Non-English Learners (+1.43 pts).

### ***Graduation Rate***

We have not had a graduation rate figure into any of our ESSA Index scores up to this point, because we have not had a whole cohort graduation rate. It was estimated by the Office for Education Policy at the University of Arkansas that we would have had a “C” if our projected graduation rate would have been factored into our ESSA index. Next year, we will receive the benefit of our graduation rate (which is above the state average).

For the 2018-2019 school year, our 4-year graduation rate for all students is 91.4,% exceeding the state rate of 87.6%. Our 5- year graduation rate is 100% compared to the state at 90.2%. We are proud to report exceeding the state average graduation for Hispanic, Caucasian and Economically Disadvantaged student populations. Of the populations with a large enough sample size to be reported, only EL students were slightly less likely to graduate from Future School than statewide rates.

## **2. What are your current challenges?**

Our current challenges, other than those obviously related to COVID, are predominantly building capacity within our team and our structure to adequately address the significant deficiencies that many of our students possess. The vast majority of our students come to us below grade level in both literacy and math. Many of them also may suffer from poor attitudes toward school and their own ability to learn. We have a limited amount of time to turn things around, since we currently serve grades 10-12.

While some of our teachers are veterans, we also have many new teachers or teachers coming into the profession from alternative routes. In some ways this serves us well, as their role as advisors is so different than the traditional role of someone whose primary responsibility is teaching a academic content. Our advisors serve as social workers, counselors, mentors, college and career guides, and so many other roles. They take their advisory and craft it into a family that stays together during its time at Future School. With all of that work, it can be easy for the academic pieces to become deemphasized.

So maintaining focus on the academic growth of our students and building appropriate systems of intervention for those who are behind while equipping our teachers to provide those interventions is probably our primary challenge, outside of those created by COVID.

### **3. What is the plan for addressing those challenges? (If plan is outlined in the District Support Plan or School Improvement Plan, please provide the link to the plan)**

Standardized academic assessments such as the ACT Aspire allow our instructors to identify and plan for areas of strength and needed growth for students. Instruction and learning, particularly in Mathematics, English Language Arts and Science, is informed through these assessments. We have already seen this to be true with our current assessment and intervention process by utilizing test results to inform instruction in order to close achievement gaps.

Through consistent and meaningful assessment throughout the year, instruction is informed to effectively move student learning to the next level from struggling to excelling. Our students' ability to achieve these academic goals, by showing growth and achievement on the ACT Aspire is also a key component to college and career readiness. As students demonstrate mastery of tested objectives, they will also demonstrate their ability to graduate on time. Growth and achievement demonstrated on the Act Aspire also illustrates our students' critical thinking abilities to allow them to compete after high school both in college and career in Fort Smith, statewide and beyond.

Beyond academic assessments, we also measure real-world preparation based on reaching defined college and career objectives. Through the following assessment tools, our students and their learning teams evaluate progress towards becoming prepared for a 21st century workforce and post-secondary education; semester exhibitions (Please see Appendix IV for Semester Exhibition Rubric), mentor feedback and references, employment opportunities, parent feedback, journals/self reflection. Our activities to achieve stated goals as well as the assessments to report progress assist us in showing growth in college and work readiness goals. For example, as a result of our advising focus and self-reflection processes through journals and exhibitions, 69% of graduates are confident in exceling after high school. Whereas, only 34% of graduates from our home district that don't offer this approach report the same.

In addition to academic achievement identified by state assessments, the assessment tool of a student portfolio or success plan helps us reach our goal of graduating each student ready for college and work. Students graduating with a success plan/portfolio demonstrate readiness through their experience and learning as illustrated by student exhibition work, high school and, at times, college transcripts, professional resume and references, self-reflection documentation and strategy for accomplishing post high school graduation goals.

Although not mandated by the state, we believe monitoring and evaluating student performance for preparation for life after high school to be a priority. Students and their parents, alike, benefit from this level of self-evaluation so as to graduate with confidence and preparation to succeed in college and career.

As well, our industry and community partners have indicated that closing not only the academic achievement gap, but the readiness gap for recent graduates in college and career is paramount to 21st century success. We ensure that 100% of students participate in authentic internships or internship projects, energizing student motivation and building lifelong learners with a personalized connection and eagerness to learn about the world around them.

Finally, as educators, we know that when students feel supported and confident in their home lives, they excel at school. As discussed in our parent engagement strategy, we connect with families and aim to reach the goal of 90% of our families participating in family engagement events each year. Many of our families face daily challenges associated with generational poverty and the instability that comes with it. By achieving our goal of parent engagement, we will improve outcomes for students as we involve and value those they depend on and love.

Future School uses a project-based curriculum, tailored to the individual interest and needs of the student. While maintaining state standards, instructors provide a variety of interdisciplinary project options to students that are tailored to their individual internship experiences. Over the last four years, we've explored several different curricular options from self-written to the comprehensive Summit learning platform. We are in the process of reviewing the curriculum in each of our disciplines.

In the past year, our school has focused on a curriculum review for Math. Currently, the Math department is in the process of revising its curriculum by participating in AR Math QuEST, a state-wide professional development focus for mathematics. AR Math QuEST (Quantitative Essentials for Students and Teachers), is a two-year learning opportunity for mathematics educators grades K-12. It is described as a journey for ambitious teaching that promotes equity and engagement of all students in meaningful mathematics learning experiences of reasoning and problem-solving. AR Math QuEST empowers educators and families to help students develop positive identities as doers of mathematics to increase student achievement. The National Council of Teachers of Mathematics (NCTM)'s Mathematics Teaching Practices and the Standards for Mathematical Practice are the research-based foundation for exemplary teaching and learning. In conjunction with AR Math QuEST, we are also adopting Illustrative Mathematics for the curriculum. IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This process has been supported with common planning time, on-site visits from Math QuEST consultants, and facilitation and coaching from our curriculum coordinator.

We intend to move forward with curriculum reviews for each discipline in the coming years, as we acknowledge a lack of strong vertical alignment, articulation of standards, and accountability of learning within each of the disciplines. We hope to use the CSP funding to provide several supports in this process. One support will be the adoption of the Common Curriculum platform as a way of organizing and analyzing lesson plans, unit design, and curriculum alignment to standards. This powerful tool allows collaborative planning and standards tracking.

In year 2 after our curriculum review, we will implement Edulastic to create common formative assessments. Edulastic uses technology-enhanced assessments that work for teachers and leaders alike, to fix gaps and see growth. Multiple districts and schools have employed Edulastic to great success in improving test scores and student achievement. We believe the flexibility of this tool

parallels our desire for individualized, relevant learning experiences for students while allowing us to rigorously track student learning and hold ourselves accountable to our value of equitable access to high-quality educational experiences for all students.

Both of these implementations will be supported by our on-staff Curriculum Coordinator who has guided us in our implementation of PLCs. So far in our journey toward PLCs, we've created common planning time for each of our subject areas to allow them time to work on these initiatives. In addition, we will provide professional development for our curriculum coordinator to assist her in supporting these PLCs. We also intend to build in several curriculum workdays for the different disciplines, so they will have prolonged periods of time to dedicate to the work.

Additional support for students in our core subjects comes in the form of our RTI system. When students enroll at Future School, we pull past test data from StudentGPS and Triand. We also use STAR math and reading as additional diagnostic tools. These are our first steps in identifying students in need of additional support. Currently, we track these metrics in a google sheet Student Success Plan that each student's advisor monitors. Next year, we will move this data to Naviance as a way of having better tracking at the individual and building level. We also engage in periodic assessments throughout the year and use ongoing classroom checks for understanding as another method of identifying students in need of support.

We make use of an A&E (Academics and Enrichment) period twice a week as one means of providing this support. Teacher-led tutorials during this time allow teachers to reteach concepts and assist students in smaller settings while students who are excelling are allowed to work on passion projects, engage with community speakers, or find other ways to enrich their learning. We also provide small group time with our learning specialist at this time for the most at-risk learners. Through these interventions struggling students have improved reading abilities. In addition, students taking advantage of enrichment support have created groups such as our Environment & Agriculture Team (Green Team) and started a [bike Kiosk business](#) in partnership with Fort Smith's CBID.

## Imboden Area Charter School (K-8)

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### **1. What has happened that caused the school to earn a D or F?**

Several factors attribute to poor grades on the school's report card. First, Imboden Area Charter School has an extremely small student population per grade level. The average class size at IACS is ten or less, therefore any student with an outlying score dramatically effects overall results. Secondly, IACS has traditionally enrolled students from other local districts who are already significantly below grade level in reading and or mathematics. IACS tends to be sought out by families whose children are already experiencing difficulty in school, therefore bringing down proficiency rates as a whole. Next, IACS has always had a high population of students from low socioeconomic backgrounds. This level of poverty leads to a lack of resources available to students thus limiting student success. Numerous studies have repeatedly shown a significant correlation between poverty and poor student achievement. Lastly, IACS has continuously had a special education population of around 20%. This high percentage coupled with the fact that all students participated in state testing leads to an overall lower score on the school's report card.

### **2. What are your current challenges?**

Current challenges are very similar to the challenges IACS has faced for its existence. IACS is currently dealing with a significantly high percentage of low socioeconomic students, a moderately high percentage of special education students, and a large population of newly enrolled students coming in considerably below grade level. Student attendance has also become somewhat of a challenge with the Covid 19 pandemic.

### **3. How are you addressing those challenges?**

IACS is employing both Renaissance Learning's STAR Assessments, and the IStation Assessment tools to gather more data about student deficiencies. IACS is also utilizing an afterschool tutoring program for students performing below grade level in reading and or mathematics. All staff are working to complete the Science of Reading credentials, and one staff member has achieved ELLA, ELF, and Reading First certifications.

### **4. What will be different in the future?**

Future state school report card scores can be very dependent upon how DESE calculates scores. Again, IACS' student population is incredibly small which heavily skews data. IACS has received several awards over the past five years from the Office of Educational Policy at the University of Arkansas for high growth. IStation and STAR Assessments will continuously be used to guide classroom instruction with the end goal of higher overall scores.



**5. Do you have a plan in place to accomplish the change you desire?**

IACS school and district improvement plans are in place for the current school year. IACS will continue the steps needed to achieve full science of reading credentials. Data from periodic assessments will be analyzed every six weeks guiding instruction in the classrooms. Staff will meet biweekly to discuss any difficulties students are having, and or successes. IACS will also be employing DLM assessment for some students with severe disabilities rather than having them participate in state testing as has been done in the past.

**KIPP Delta Elementary Literacy Academy (PK-5)**  
**KIPP Delta Blytheville College Prep (K-6)**  
**KIPP Delta College Prep (6-8)**  
**KIPP Delta Blytheville Collegiate High (7-12)**  
**KIPP Delta Collegiate High (9-12)**

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**1. What factors contributed to the D or F letter grade?**

The factors contributing to the D letter grades were a mixture of environmental and organizational factors that coalesced to create a comprehensive district-wide challenge. For instance, we experienced: 1) a change in student population, 2) increased teacher turnover, 3) principal turnover, and 4) the adoption of anecdotal instructional practices. As KDPS grew, we garnered a reputation in our communities for successfully educating troubled students. As these students' enrollment increased, the district struggled to promptly adjust its practices and adopt effective district-wide organizational systems and structures that previously made some teachers and schools successful with this student population. Moreover, the discontinuation of Teach For America in the Delta led to teacher shortages compounded by some staff's early promotion into senior positions.

**2. What are your current challenges?**

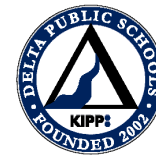
Our current challenges are nested in the Pandemic. Our students and schools (support staff, teachers, leaders) are in uncharted waters in modern American life. We are courageously implementing a continuous improvement approach of continually learning, implementing, reflecting on data and our practices, and promptly adjusting as we seek to provide our students with a range of best in class evidence-based academic and socio-emotional supports. Additionally exacerbated by the Pandemic are the funding disparities between charter school districts and traditional school districts.

**3. What is the plan for addressing those challenges? (If plan is outlined in the District**

**Support Plan or School Improvement Plan, please provide the link to the plan)**

Please find our Academic Theory of Action attached to this document and the link to our District Support Plan on our website here: <https://kipppdelta.org/state-required-information>. If there are any questions, please feel free to contact Mr. Hill at [william.hill@KIPPDelta.org](mailto:william.hill@KIPPDelta.org) or via his cell at 870-714-5355.

## KIPP Delta Public Schools 2020-21 Academic Theory of Action



**KIPP DELTA**  
PUBLIC SCHOOLS

**Our Vision:** Every child grows up free to create the future they want for themselves and their communities.

**Our Mission:** Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose – college, career, and beyond – so they can lead fulfilling lives and build a more just world.

### **Our Beliefs:**

- Every child deserves a transformative education that leads to their ability to think critically, reason intentionally, and actively engage in the world as an informed global citizen.
- Children will rise or fall to the level of the expectations of the adults in their lives.
- An appropriate education must be equitable, culturally responsive, and holistic.
- Success in life depends on both academics and character.
- Great schools form genuine partnerships with their families and communities based on mutual respect and shared moral and academic goals.
- Authentic engagement requires a commitment to active listening and collaborative processes.
- Continuous improvement necessitates that we intentionally embrace change, innovate often, and remain focused on goal attainment.

### **Strategic Objectives for SY 2020/21:**

1. Ensure that all students and families experience KIPP Delta Public Schools as a welcoming, respectful, and supportive community where they belong.
2. Adopt and implement a guaranteed and viable college and career-ready curriculum across all KIPP Delta Public Schools core content areas and grade levels.
3. Continuously improve our teacher's capacity to provide high-quality literacy instruction across all content areas.

- Love Is:**
- 1. Patient – showing self-control.** The leader must model good behavior. You must create an environment that is safe for people to make mistakes without worrying about some crazy person going off half-cocked.
  - 2. Kindness – giving attention, appreciation, and encouragement.** Kindness is about how we act, not how we feel. Active listening requires sacrifice, an extension of ourselves, to block out the noise and truly enter another person's world-even for a few minutes.
  - 3. Humility – being authentic and without pretense or arrogance.** Humility is not thinking less of yourself; it's thinking about your-self less. We all need each other. Humbleness is nothing more than a true knowing of yourself and your limitations. Seeing yourself as you truly are, being real and authentic with people and discarding the false masks.

**4. Respectfulness – treating others as important people.**

**5. Selflessness – meeting the legitimate needs of others.** Meet needs not wants even if it means sacrificing your own needs and wants. Give people what they legitimately need for their mental or physical well-being.

**6. Forgiveness – giving up resentment when wronged.** Forgiveness is not about pretending bad things didn't happen or not dealing with things as they arise. To the contrary, we must practice assertive behavior with others, not passive doormat behavior or aggressive behavior that violates the rights of others. Assertive behavior is being open, honest, and direct with others but is always done in a respectful manner. Forgiving behavior is dealing with situations as they arise in an assertive manner and then letting go of any lingering resentment.

**7. Honesty – being free from deception.** Honesty with people is also the tough side of love and brings balance to love. Honesty is about clarifying expectations for people, holding people accountable, being willing to give the bad news as well as the good news, giving people feedback, being consistent, predictable, and fair. Our behavior must be free from deception and dedicated to the truth at all costs.

**8. Commitment – sticking to your choices.** True commitment is a vision about individual and group growth along with continuous improvement. The committed leader is dedicated to growing, stretching, and continuously improving – committed to becoming the best leader they can be and that the people they lead deserve. It's a passion for the people and the team, pushing them to become the best they can be.

*We build the capacity of leaders to provide excellent support to our teachers so that our teachers provide excellent instruction to our students.*

## Big Goals

### Achievement

- Reading - 50% or > of students will score ready or exceeding on ACT Aspire.
- Math - 50% or > of students will score ready or exceeding on ACT Aspire.
- English – 50% or > of students will score ready or exceeding ACT Aspire.
- Science – 50% or > of students will score ready or exceeding ACT Aspire.

### Adult Practice

- All K-12 Teachers will implement CITW.
- All teachers will provide lesson plans one week in advance and engage in lesson plan review before teaching the planned lessons.
- Teachers will regularly engage in PLCs and use the protected time for standards-based planning, data analysis and improving instructional practice.

### Accountability

- Graduation Rate of 97% or >.
- Student enrollment of 1,258 or >.
- Parent satisfaction rating of 80% or >.
- Student satisfaction rating of 70% or >.
- Teacher PD rating of 90% or >.
- Teacher satisfaction rating of 80% or >.
- Teacher retention rating of 80% or >.

**If we improve our instructional core by...  
Goal 2: Adopt and implement a guaranteed and viable college and career-ready curriculum across KDPS core content areas and grade levels.**

### **Curriculum:**

- Implement standards-based lesson planning
- Implement CKLA: K-5
- Implement Shurley English: 1-10
- Implement My Perspectives: 6-12
- Implement FOSS Science: K-7
- Implement Eureka Math: K-5
- Implement Saxon Math: 6-12
- Implement DIBELS: K-12

### **Instruction:**

- Implement CITW Instructional Framework for all Tier-1 instruction
- Implement 3-1-1 instructional model
- Implement Lexia 30 min per day for all students reading below a 1185L
- Implement HillRap for all Tier 2 reading students

### **Assessment:**

- Implement common assessments across all core content areas
- Implement Academic Impact Presentations for data analysis, review, and org planning

### **Culture of Support and Continuous Improvement**

- Implement continuous improvement approach
- Build staff knowledge of RCCP in black schools

***...then we will reach or exceed our achievement goals!***

Professional Development

Professional Learning Communities

Instructional Coaching

Leadership

## School Strategic Actions

- All teachers K-12 will participate in an 8 session CITW PD series.
- All teachers K-12 and SPED will complete the Science of reading PD series.
- LA teachers in grades K- 8 will participate in a 3 session CKLA PD series.
- LA teachers in grades 9-12 will participate in a 3 session Perspectives PD series.
- All science teachers in grades K-12 will participate in a 3 session Science PD series.
- All Math teachers in grades K-12 will participate in a 3 session Eureka/Saxon Math PD series.
- Each school will establish a regular protected time for grade level PLCs.
- Each school will implement PLCs based on the KDPS PLC guide.
- Principals/APs will conduct 1 formal observation each day and provide instructional coaching to the observed teacher using the CITW Framework.
- Principals will lead 2 PWTs per day and use the data to plan school-based PD and instructional coaching activities and monitor progress towards implementing of instructional priorities for curriculum, instruction, assessment, and intervention.
- Principals and coaches will facilitate the implementation of the District Instructional Framework.
- Principals/APs will develop, submit and implement a Theory of Action aligned to their overall school improvement plan with clearly defined priorities, instructional goals, and activities to support teacher learning, development and instructional effectiveness.
- Principals/APs will establish clear expectations for curriculum, instruction, assessment, and intervention aligned with KDPS priorities.

## Academic Team

- The Academic Team will provide professional development to facilitate the implementation of the District Instructional Framework.
- The Academic Team will provide PD series in each core subject area and curriculum material aligned to the district Instructional framework.
- The Academic Team will provide targeted, just-in-time support to schools to successfully implement PLCs across grade levels.
- The Academic Team will support schools to analyze their data in each core content area and grade level and promptly adjust instructional support to teachers.
- The academic Team will support schools to establish SMARTE student learning goals for all students K-12.
- The Academic Team will provide academic audits of schools to monitor the implementation of instructional expectations.
- The Academic Team will develop comprehensive curriculum guides in the areas of Math, Science, Social Studies and ELA aligned to each grade level's Power Standards.
- The Academic Team will create lesson plan templates for each instructional area aligned to the district instructional framework.
- The Academic Team will align SPED to best practices.



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# Pine Bluff Elementary

STATE RESPONSES

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# 1 Pine Bluff Elementary's grades of F are primarily due to:

- a. Weighted Achievement in ELA and Math with more than 60% and 30% respectively of the scholars in the "In Needs Support" category
- b. School Quality and Student Success Score with 13% of students reading on grade-level and almost 30% of scholars Chronically Absent
- c. Our Value-Added Growth Score of 76.69 was not enough to boost the score out of the F range

# 2 What are your current challenges?

## a. COVID-19

- i. Immediate Pivot to Virtual Instruction from March to June
- ii. Impact on Workforce during the 2020-2021 school year
- iii. Overcoming academic, logistical, and assessment challenges

## b. Student Engagement

- i. Lack of Parent Engagement and Awareness
- ii. High Number of Chronically Absent Students
- iii. High Number of students with trauma and social-emotional needs

## c. Academic

- i. Majority of scholars not meeting grade-level expectations in Reading
- ii. Gaps in Math
- iii. Closing Achievement Gap through Virtual Instruction

# 3 What is the plan for addressing those challenges? (If the plan is outlined in the District Support Plan or School Improvement Plan, please provide the link to the plan)

## a. COVID-19

- i. Identified the best learning format for each scholar for the Spring and 2020-2021 school year and provided the required curriculum and technology
- ii. Hired extra personnel to fill in gaps when a staff member is out ill or teaching virtually
- iii. Hired tech support for teachers and students only to better support their needs and relieve pressure from teachers
- iv. Personal Protective Equipment Provided to all students
- v. Social Distancing measure in place throughout the building
- vi. Safety procedures and protocols in place for staff, students, and parents

## b. Student Engagement

- i. Increased Parent communication throughout the summer and school year and the modes of communication
- ii. Identified students that are at-risk, using an Attendance Task Force, we make daily phone calls to check-in and do home visits if necessary
- iii. HOUSES (Community-Building Program based off the Ron Clark Academy Model), Restorative Practices and Positive Communication Initiative are in place to encourage a sense of community, nurture social development, develop a sense of ownership of actions and making things right with peers and staff, and teach important formal communication skills
- iv. The Culture Coordinator and Wellness team deliver social-emotional services for scholars and training to teachers
- v. Community Partnerships that meet the needs of our students and families in and out of the classroom including Coding, Reading, Adult Education, and Mentoring

**c. Academic**

- i. [District Literacy Support Plan](#)
- ii. [Ready For Learning](#)
- iii. All teachers are RISE Science of Reading trained or currently in the program
- iv. Response to Intervention Program in place since September to ensure each student receives instruction on their level. A research-based program being utilized to support and monitor student growth in the areas of reading, mathematics, and science; IXL program. Data is routinely collected and analyzed to facilitate personalized learning opportunities
- v. Wit and Wisdom Curriculum Training & Implementation
- vi. Phonics First Curriculum Training & Implementation
  1. Dyslexia Small Groups
  2. Response to Intervention
- vii. Small-Group Reading Block
  1. Focuses on the Science of Reading and tailors the learning to the specific growth areas
- viii. Built in time for teachers to specifically attend to the needs of the virtual students
- ix. Provide ongoing professional development on delivering hybrid instruction through SWIVL and Zoom, using research-based strategies in ELA and across the curriculum- Science, Math, and Social Studies- to improve overall literacy proficiency
- x. All staff participate in school and regional Professional Learning Communities centered around data-driven instruction and literacy
- xi. E-Learning Fridays are used for teacher-delivered and/or requested professional development to ensure it meets the needs of each staff member



# Appendix A

## Challenge, Solution, Results and Action Plan Chart

Impact of COVID-19		
CHALLENGES	ACTION PLANS	SOLUTION RESULTS AND ACTION PLANS
<p><b>COVID-19: March to May</b></p>	<p>All students were provided a device for doing work if they had access to the internet.</p> <p>For students that did not, we provided work that was grounded in learning gaps, conducted regular Zoom sessions, and tracked engagement for students based on daily participation and completion of work.</p>	<p>Our students were able to continue learning through Zoom instruction, completing assignments through Google Classroom, and paper assignments.</p> <p>For teachers, our pivot to virtual instruction provided all staff the opportunity to gain experience with delivering virtual instruction and engaging students.</p>
<p><b>COVID-19: Impact on Workforce</b></p>	<p>Covid-19 has presented us with challenges never before seen. However, all staff have accepted the task at hand and are doing everything in their power to be effective educators.</p> <p>To combat the virus, all summer PD was virtual. There were multiple self-directed learning opportunities for staff to help them stay up to date on virtual teaching.</p> <p>There are procedures in place and all necessary material has been provided (distanced rooms, desk and face shields, masks, wipes, etc.)</p> <p>A full time sub has been hired to be present for staff calling in sick or who have to work virtually.</p> <p>As a result, staff and scholars are safe, happy, and protected.</p>	<p>We have had one staff member and one scholar test positive for Covid-19 earlier in the year. Both have fully recovered. Our protocols and procedures have kept everyone safe and prevented spread of the virus. It has also allowed the safe return/re-entry of scholars who are in need of in-person instruction.</p>
<p><b>COVID-19: Overcoming academic, logistical, and assessment challenges</b></p>	<p>Along with teachers, school leaders are engaged in a weekly campus-based and bi-weekly regional professional learning community focused on improving student engagement and literacy for onsite and virtual learners.</p> <p>This time and space has proved invaluable in getting on the same page as a region and sharing ideas on the priority areas. Currently, we are looking through data and sharing strategies to ultimately improve each of our schools.</p>	<p>Virtual meetings allow for teachers to collaborate with peers across the region. As a result, teachers are gaining knowledge and best practices from each other all while understanding the importance and improving their engagement strategies.</p>

Student Engagement and Attendance

CHALLENGES	ACTION PLANS	SOLUTION RESULTS AND ACTION PLANS				
<p><b>Student Engagement: Increasing Parent Engagement and Awareness</b></p>	<p>21st Century Grant opportunities - in the past they have hosted multiple events, the dance team performs at community events, and currently, they are providing tutoring and learning academically to all PBLCS parents and scholars.</p> <p>Increased parent communication through social media, learning management system, Remind, Class Dojo, ClassTag, Attendance Team Communication, and Title 1 Night.</p> <p>Surveys for parent satisfaction with communication and delivery of instruction.</p>	<p>We have continued our strong relationships with families and continue to ensure they are happy and supported. Surveys show families are much happier now with virtual learning than they were at the beginning of the year (25% ranked Great in August, 48% ranked Great in Nov - of families that responded - still collecting results).</p> <p>We are accommodating to bring in-person scholars back on-site on a case by case basis.</p>				
<p><b>Student Engagement</b></p>	<p><b>Student Engagement: Attending to Social-Emotional Needs of all students</b></p> <p><b>HOUSES</b> This occurs every Monday morning for all scholars and Thursday afternoons for in-person. This time is focused on non-academic, social-emotional learning that promotes good citizenship and relationship building. Scholars and staff are excited to be a part of it and represent their house. There is a focus on teaching scholars how to be better community members and citizens.</p> <p>Culture Coordinator meets with scholars virtually and in-person that have been identified needing additional attention.</p> <p>Positive Communication Initiative Scholars are taught through the Ruby Payne curriculum on the importance of different types of language. A large emphasis is placed on using Formal Language in the workplace (school). This includes respectful language that is positive and kind to all. Staff reinforce these expectations and scholars are recognized for exhibiting formal language.</p> <p>Social-Emotional Learning lessons. Each lesson focuses on a Habit of Success that scholars learn about. These Habits are taught and integrated into the material, and they stress the importance of hard work and a strong mindset to achieve success.</p>	<p>Current Attendance Data</p> <table border="1" data-bbox="1149 898 1437 1014"> <tr> <td>AUGUST 77.45%</td> <td>OCTOBER 93.22%</td> </tr> <tr> <td>SEPTEMBER 82.67%</td> <td>NOVEMBER 91.72%</td> </tr> </table> <p>Last year, we had almost 30% of scholars listed as chronically absent. We currently have</p> <p>We have not had any scholars all year have to leave for the school day due to behavior. All of our in-person behavior has been able to be addressed by support staff through push-in or pullout, with the scholar then returning to class. All scholars with continuous behavior concerns receive regular intervention and check-ins</p> <p>Scholars are becoming a closer community and behavior issues are decreasing with the multiple practices and initiatives in place to support good citizenship in the building.</p>	AUGUST 77.45%	OCTOBER 93.22%	SEPTEMBER 82.67%	NOVEMBER 91.72%
AUGUST 77.45%	OCTOBER 93.22%					
SEPTEMBER 82.67%	NOVEMBER 91.72%					

<p><b>Student Engagement</b></p>	<p>Restorative Practices. These practices are utilized as proactive approaches to behavior with check-ins, reflections, and discussion time to determine how issues can be fixed and relationships healed. These practices create strong relationships and understanding amongst staff and scholars.</p> <p>Community Gathering Time (built into the schedule). This time is often student led and focuses on scholars talking to and sharing with each other.</p> <p><b>Student Engagement: Leveraging Community Support</b></p> <p><b>Friendship High School</b> *Offering their students opportunities to observe and help our young scholars, and ours to see a high-school in action and utilize facilities after Covid-19 is gone.</p> <p><b>University of Arkansas at Pine Bluff</b> *Wrote them a letter to help get a grant, we will receive plants/material for our garden in the spring</p> <p><b>RoboticsPlus</b> *Free coding classes for almost 30 of our scholars during the after-school program</p> <p><b>PEN and Pencil - Rev. Turner</b> *Mentoring and African-America History with the renowned PEN or Pencil program</p> <p><b>The Excel Center</b> *Offers free education classes for adults who want to get their highschool diploma</p> <p><b>New St. Hurricane Baptist Church</b> *Donated funds for teachers to buy supplies</p> <p><b>Walmart</b> *Donated for our fundraiser</p> <p><b>21st Century After School Program</b> *Offers after school tutoring, employs many of our staff and parents, and provides support for all scholars and parents</p>	<p>Scholars have a chance to participate in new adventures outside of “normal academics”. Scholars are learning about computer coding and the history of famous African Americans. These partnerships show that Pine Bluff Lighthouse Charter is not only a staple in the community, we also support our scholars and our local organizations. These partnerships give our scholars more opportunities to learn about different professions, and we support the community by providing time and people to participate in programs around the city.</p>
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Academic Achievement and Teacher Development

CHALLENGES	ACTION PLANS	SOLUTION RESULTS AND ACTION PLANS
<p><b>Reading Achievement: Implementing Evidence-Based Literacy Strategies</b></p>	<p>All teachers have gone through K-6 RISE Training, are currently going through RISE Training, and receive weekly professional development for implementing and assessing literacy strategies.</p> <p>District Literacy Specialist provides training and coaching for cross-curricular literacy strategies for leaders and select teachers. The specialist also conducts weekly walk-throughs using a Science of Reading-aligned look-for check-list with instructional leaders to provide specific and relevant feedback.</p> <p>Teachers use the data to identify common gaps and aligned strategies to help fill gaps.</p> <p>Scheduling and providing small-group instruction for Virtual Students.</p> <p>The team meets weekly in grade level meetings and regional PLCs to share data, discuss progress monitoring, and share best practices.</p>	<p>All virtual scholars receive time each day to work with the teacher and the in-person scholars in a synchronous environment. Scholars receive at least an hour and a half for math and reading with their teacher and for small group time.</p> <p>Based on current progress monitoring data from DIBELS, of those scholars who have been assessed this school year, 92% of them are showing growth.</p> <p>Based on Fall NWEA and August IXL Diagnostic Assessment, every student has a personalized learning plan based on specific learning gaps.</p> <p>Teachers are using Heggerty, Phonics First, EPIC, and RISE strategies to teach reading.</p>
<p><b>Weighted Achievement: Teacher Development</b></p>	<p>Five-week summer training focused on identifying and teaching Essential Learning Standards, delivering synchronous instruction using the learning management system and Zoom, and meeting with families to ensure they are prepared for virtual education.</p> <p>Continue virtual training on using SWIVL and other technology.</p> <p>Regional Professional Learning Communities to partner in identifying and overcoming challenges.</p> <p>Weekly staff development and learning opportunities centered around improving relationships, increasing pedagogical knowledge for virtual and blended learning, and engaging in professional learning communities.</p> <p>School based PLCs with a focus on grade band data using common templates and a sharing of best strategies</p>	<p>More teachers are becoming certified and continuing their education.</p> <p>All K - 6 teachers and all ELA teachers are RISE/BrainsReads trained or currently going through the process.</p>

<p><b>Weighted Achievement: Increasing Student Achievement with COVID-19 limitations</b></p>	<p>All students have been provided a device and, if needed, access to the internet using hot spots.</p> <p>Training on using a Hybrid Virtual Approach to ensure in-person and virtual students are getting a similar experience.</p> <p>Activities designed to engage Virtual students.</p> <p>Track engagement based on completion of assignments, quality of work using rubrics, grades, and attendance.</p> <p>All teachers have specific schedules that allow for synchronous learning and specific time for in-person/virtual learners. Thus, scholars receive small group, highly engaging time with their teacher that is more meaningful.</p> <p>Teachers provide small group instruction during the allocated time in the schedule working on NWEA and IXL identified skills gaps</p> <p>Teachers modify assignments and instructional delivery as needed to meet all requirements of the IEP or 504, with assistance from the designated K - 6th grade paraprofessional and the SPED teacher.</p>	<p>3rd - 6th grade is currently projected to have 16% of scholars reading on grade level. This is an initial number based on the Fall 2020 NWEA data. This gives us a starting point to focus our targeted instruction.</p> <p>All teachers must have a set amount of classwork, formative grades, and summative grades per nine weeks to help track scholar progress.</p> <p>By providing breakout room groups and instruction tailored to individual needs, we are addressing scholars where they are and making sure they grow from their current academic levels.</p> <p>Communication logs help teachers keep up with their constant communication with families.</p>
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## Appendix B - Data

What % of Primary Students  
Are Reading At or Above Grade  
Level As Defined by Meeting or  
Exceeding 50th Percentile on  
NWEA Reading?

**61%**

Grade K  
18 Students

**23%**

Grade 1  
13 Students

**5%**

Grade 2  
19 Students

What % of Grade  
3+ Students Are  
Projected to  
Pass their State  
Assessment in  
Reading?

**0%**

Grade 3  
20 Students

**17%**

Grade 4  
23 Students

**17%**

Grade 5  
29 Students

**24%**

Grade 6  
25 Students

**15%** School Wide (97 Students)

What % of Grade  
3+ Students  
Are Projected  
to APPROACH  
Passing their State  
Assessment in  
Reading?

**30%**

Grade 3  
47 Students

**49%**

Grade 4  
51 Students

**26%**

Grade 5  
31 Students

**47%**

Grade 6  
30 Students

**38%** School Wide (159 Students)



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# Pine Bluff CPA (7th/8th)

STATE RESPONSES

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# 1 Pine Bluff CPA's grades of D are primarily due to:

- a. Weighted Achievement in ELA and Math with approximately half of the students in the "In Needs Support" category
- b. School Quality and Student Success Score with almost 10% of students reading on grade-level and 33% of students Chronically Absent
- c. Our Value-Added Growth Score of 80.99 helped boost the score out of the F range

# 2 What are your current challenges?

## a. COVID-19

- i. Immediate Pivot to Virtual Instruction from March to June
- ii. Impact on Workforce during the 2020-2021 school year
- iii. Overcoming academic, logistical, and assessment challenges

## b. Student Engagement

- i. Lack of Parent Engagement and Awareness
- ii. High Number of Chronically Absent Students
- iii. High Number of students with trauma and social-emotional needs

## c. Academic

- i. Majority of scholars not meeting grade-level expectations in Reading
- ii. Gaps in Math
- iii. Closing Achievement Gap through Virtual Instruction

# 3 What is the plan for addressing those challenges? (If the plan is outlined in the District Support Plan or School Improvement Plan, please provide the link to the plan)

## a. COVID-19

- i. Identified the best learning format for each scholar for the Spring and 2020-2021 school year and provided the required curriculum and technology
- ii. Hired extra personnel to fill in gaps when a staff member is out ill or teaching virtually
- iii. Hired tech support for teachers and students only to better support their needs and relieve pressure from teachers
- iv. Personal Protective Equipment Provided to all students
- v. Social Distancing measure in place throughout the building
- vi. Safety procedures and protocols in place for staff, students, and parents

## b. Student Engagement

- i. Increased Parent communication throughout the summer and school year and the modes of communication
- ii. Identified students that are at-risk, using an Attendance Task Force, we make daily phone calls to check-in and do home visits if necessary
- iii. HOUSES (Community-Building Program based off the Ron Clark Academy Model), Restorative Practices and Positive Communication Initiative are in place to encourage a sense of community, nurture social development, develop a sense of ownership of actions and making things right with peers and staff, and teach important formal communication skills
- iv. The Culture Coordinator and Wellness team deliver social-emotional services for scholars and training to teachers
- v. Community Partnerships that meet the needs of our students and families in and out of the classroom including Coding, Reading, Adult Education, and Mentoring



**c. Academic**

- i. [District Literacy Support Plan](#)
- ii. [Ready For Learning](#)
- iii. Our 7th and 8th grade ELA teacher is RISE certified and leads the Summit Learning Team
- iv. Response to Intervention Program in place since September to ensure each student receives instruction on their level. A research-based program being utilized to support and monitor student growth in the areas of reading, mathematics, and science; IXL program. Data is routinely collected and analyzed to facilitate personalized learning opportunities
- v. Built in time for teachers to specifically attend to the needs of the virtual students
- vi. Provide ongoing professional development on delivering hybrid instruction through SWIVL and Zoom, using literacy strategies in ELA and across the Science, Math, and Social Studies
- vii. All staff participate in school and regional Professional Learning Communities centered around data-driven instruction and literacy
- viii. E-Learning Fridays are used for teacher-delivered and/or requested professional development to ensure it meets the needs of each staff member

Impact of COVID-19		
CHALLENGES	ACTION PLANS	SOLUTION RESULTS AND ACTION PLANS
<p><b>COVID-19: March to May</b></p>	<p>All students were provided a device for doing work if they had access to the internet.</p> <p>For students that did not, we provided work that was grounded in learning gaps, conducted regular Zoom sessions, and tracked engagement for students based on daily participation and completion of work.</p>	<p>Our students were able to continue learning through Zoom instruction, completing assignments through Google Classroom, and paper assignments.</p> <p>For teachers, our pivot to virtual instruction provided all staff the opportunity to gain experience with delivering virtual instruction and engaging students.</p>
<p><b>COVID-19: Impact on Workforce</b></p>	<p>Covid-19 has presented us with challenges never before seen. However, all staff have accepted the task at hand and are doing everything in their power to be effective educators.</p> <p>To combat the virus, all summer PD was virtual. There were multiple self-directed learning opportunities for staff to help them stay up to date on virtual teaching.</p> <p>There are procedures in place and all necessary material has been provided (distanced rooms, desk and face shields, masks, wipes, etc.)</p> <p>A full time sub has been hired to be present for staff calling in sick or who have to work virtually.</p> <p>As a result, staff and scholars are safe, happy, and protected.</p>	<p>We have had one staff member test positive for Covid-19 earlier in the year. We have had no 7th/8th graders test positive. The staff member has fully recovered. With our procedures, we have been able to keep everyone safe and prevent spread of the virus. We have even been able to slowly let in scholars who need to be in-person. We have been able to do this safely.</p>

<p><b>COVID-19: Overcoming academic, logistical, and assessment challenges</b></p>	<p>Along with teachers, school leaders are engaged in a weekly campus-based and bi-weekly regional professional learning community focused on improving student engagement and literacy for onsite and virtual learners.</p> <p>This time and space has proved invaluable in getting on the same page as a region and sharing ideas on the priority areas. Currently, we are looking through data and sharing strategies to ultimately improve each of our schools.</p>	<p>Virtual meetings allow for teachers to collaborate with peers across the region. As a result teachers are gaining strategies from each other and improving their engagement strategies.</p>
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**Student Engagement and Attendance**

<b>CHALLENGES</b>	<b>ACTION PLANS</b>	<b>SOLUTION RESULTS AND ACTION PLANS</b>				
<p><b>Student Engagement: Increasing Parent Engagement and Awareness</b></p>	<p>21st Century Grant opportunities - in the past they have hosted multiple events, the dance team performs at community events, and currently, they are providing tutoring and learning academically to all PBLCS parents and scholars.</p> <p>Increased parent communication through social media, learning management system, Remind, Class Dojo, ClassTag, Attendance Team Communication, and Title 1 Night.</p> <p>Surveys for parent satisfaction with communication and delivery of instruction.</p>	<p>We have continued our strong relationships with families and are continuing to ensure they are happy and supportive. Surveys show families are much happier now with virtual learning than they were at the beginning of the year (25% ranked Great in August, 48% ranked Great in Nov - of families that responded - still collecting results).</p> <p>We are accommodating to bring in-person scholars back on-site on a case by case basis.</p>				
<p><b>Student Engagement:</b></p>	<p><b>Student Engagement: High Number of students Chronically Absent</b></p> <p><b>Healthy Relationships:</b> We identified CA students and those at risk of CA and began making daily phone calls, sending home letters, making house visits, and conducting weekly check-ins by the Attendance Team. This work happens every morning.</p> <p>Home visits - for those students that have really been out of touch we will visit the home, bring materials as needed, and set action plans to determine how to best support the student, virtual or in-person.</p> <p><b>Student Engagement: Attending to Social-Emotional Needs of all students</b> Culture Coordinator meets with students virtually and in-person that have been identified needing additional attention.</p>	<p>Current Attendance Data</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">AUGUST 65.77%</td> <td style="text-align: center;">OCTOBER 87.74%</td> </tr> <tr> <td style="text-align: center;">SEPTEMBER 77.88%</td> <td style="text-align: center;">NOVEMBER 87.83%</td> </tr> </table> <p>We have not had any scholars all year have to leave for the school day due to behavior. All of our in-person behavior has been able to be addressed by support staff through push-in or pullout, with the scholar then returning to class. All scholars with continuous behavior concerns receive regular intervention and check-ins</p> <p>Scholars are becoming a closer community and behavior issues are decreasing with the multiple practices and initiatives in place to support good citizenship in the building.</p>	AUGUST 65.77%	OCTOBER 87.74%	SEPTEMBER 77.88%	NOVEMBER 87.83%
AUGUST 65.77%	OCTOBER 87.74%					
SEPTEMBER 77.88%	NOVEMBER 87.83%					

Positive Communication Initiative students are taught through the Ruby Payne curriculum on the importance of different types of language. A large emphasis is placed on using Formal Language in the workplace (school). This includes respectful language that is positive and kind to all. Staff reinforce these expectations and students are recognized for exhibiting formal language. This initiative helps all to understand there is a safe and respectful school environment.

#### **HOUSES**

The Houses were implemented to promote positive community sense and relationship building amongst the staff and students. Everyone gets closer together and gets to know each other. There is a focus on teaching students how to be better community members and citizens. Focus is placed on social-emotional learning and working through things as a group.

Social-Emotional Learning lessons. Each lesson focuses on a Habit of Success that students learn about. These Habits are taught and integrated into the material, and they stress the importance of hard work and a strong mindset to achieve success.

Restorative Practices. These practices are utilized as proactive approaches to behavior with check-ins, reflections, and discussion time to determine how issues can be fixed and relationships healed. These practices create strong relationships and understanding amongst staff and students.

Community Gathering Time (built into the schedule). This time is often student led and focuses on students talking to and sharing with each other.

#### **Student Engagement: Leveraging Community Support**

Friendship High School- Offering their students opportunities to observe and help our young students, and ours to see a high-school in action and utilize facilities after Covid-19 is gone.

**University of Arkansas at Pine Bluff-** Wrote them a letter to help get a grant, we will receive plants/material for our garden in the spring

**RoboticsPlus-** Free coding classes for almost 30 of our students during the after-school program

**PEN and Pencil - Rev. Turner-** Mentoring and African-America History with the renowned PEN or Pencil program

**The Excel Center-** Offers free education classes for adults who want to get their highschool diploma

Scholars have a chance to participate in new adventures outside of "normal academics". Scholars are learning about computer coding and the history of famous African Americans. These partnerships show that Pine Bluff Lighthouse Charter is not only a staple in the community, we also support our scholars and our local organizations. These partnerships give our scholars more opportunities to learn about different professions, and we support the community by providing time and people to participate in programs around the city.

	<p><b>New St. Hurricane Baptist Church-</b> Donated funds for teachers to buy supplies</p> <p><b>Walmart-</b> Donated for our fundraiser</p> <p><b>21st Century After School Program-</b> Offers after school tutoring, employs many of our staff and parents, and provides support for all students and parents</p> <p>These partnerships show that Pine Bluff Lighthouse Charter is not only a staple in the community, we also support our students and our local organizations. These partnerships give our students more opportunities to learn about different professions, and we support the community by providing time and people to participate in programs around the city.</p>	
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**Academic Achievement and Teacher Development**

CHALLENGES	ACTION PLANS	SOLUTION RESULTS AND ACTION PLANS
<p><b>Reading Achievement: Implementing Evidence-Based Literacy Strategies</b></p>	<p>Primary Promise: 7th/8th ELA teacher is RISE trained and leads the Summit Learning team.</p> <p>District Literacy Specialist provides training and coaching for cross-curricular literacy strategies.</p> <p>Based on Fall NWEA and August IXL Diagnostic Assessment, every student has a personalized learning plan based on specific learning gaps. There is built in RTI time in the morning and throughout the day when teachers and paras provide small group and one-on-one instruction to virtual and in-person students.</p> <p>Teachers used the data to identify common gaps and aligned strategies to help fill gaps.</p> <p>Scheduling and providing small-group instruction for Virtual Students.</p> <p>The team meets weekly to review data from the Summit platform, identify next steps, and determine the success of previous next steps.</p>	<p>All virtual scholars receive time each day to work with the teacher and the in-person scholars in a synchronous environment. Scholars receive at least an hour for math, reading, science, and social studies with their teacher and for small group time.</p> <p>Based on Fall NWEA and August IXL Diagnostic Assessment, every student has a personalized learning plan based on specific learning gaps.</p> <p>The ELA teacher is RISE trained and using project based learning to support all levels of learners. Scholars read novels and take tests/checkpoints that can be modified for each child's needs.</p>

<p><b>Weighted Achievement: Teacher Development</b></p>	<p>Five-week summer training focused on identifying and teaching Essential Learning Standards, delivering synchronous instruction using the learning management system and Zoom, and meeting with families to ensure they are prepared for virtual education.</p> <p>Continue virtual training on using SWIVL and other technology.</p> <p>Regional Professional Learning Communities to partner in identifying and overcoming challenges.</p> <p>Weekly staff development and learning opportunities centered around improving relationships, increasing pedagogical knowledge for virtual and blended learning, and engaging in professional learning communities.</p> <p>School based PLCs with a focus on grade band data using common templates and a sharing of best strategies</p>	<p>More teachers are becoming certified and continuing their education.</p> <p>The ELA teacher is RISE trained. The SPED teacher and paraprofessionals work to support all levels of scholars. Self-directed learning helps teachers guide scholars and individualize instruction to help every scholar grow.</p>
<p><b>Weighted Achievement: Increasing Student Achievement with COVID-19 limitations</b></p>	<p>All students have been provided a device and, if needed, access to the internet using hot spots.</p> <p>Training on using a Hybrid Virtual Approach to ensure in-person and virtual students are getting a similar experience.</p> <p>Activities designed to engage Virtual students (Youtube channel experience, student led activities, hands-on material sent home, synchronous lessons and student driven discussions).</p> <p>Track engagement based on completion of assignments, quality of work using rubrics, grades, and attendance.</p> <p>All teachers have specific schedules that allow for synchronous learning and specific time for in-person/virtual learners. Thus, students receive small group, highly engaging time with their teacher that is more meaningful.</p> <p>Teachers provide small group instruction during the allocated time in the schedule working on NWEA and IXL identified skills gaps</p> <p>Teachers modify assignments and instructional delivery as needed to meet all requirements of the IEP or 504, with assistance from the designated 7/8 grade paraprofessional and the SPED teacher.</p>	<p>7th/8th grade is currently projected to have 9% of scholars reading on grade level. This is an initial number based on the Fall 2020 NWEA data. This gives us a starting point to focus our targeted instruction.</p> <p>Teachers maintain constant communication with families and the attendance team. Once logged into class, teachers are using project based learning and self-directed time to meet scholars where they are, provide meaningful and individualized instruction, and grow scholars. Communication logs help teachers keep up with their constant communication with families.</p>

## Appendix B - Data

What % of Grade 7/8 Students  
Are Projected to Pass their State  
Assessment in Reading?

**9%**  
Grade 7  
44 Students

**8%**  
Grade 8  
25 Students

**9%**  
School Wide  
69 Students

What % of Grade 7/8 Students  
Are Projected to APPROACH  
Passing their State Assessment  
in Reading?

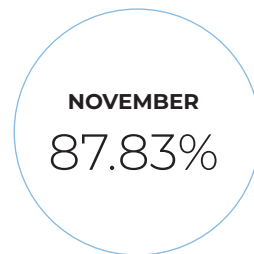
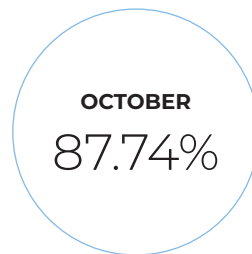
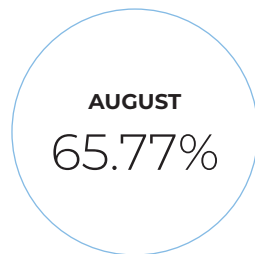
**16%**  
Grade 7  
44 Students

**28%**  
Grade 8  
25 Students

**20%**  
School Wide  
69 Students

## ATTENDANCE

7/8 Attendance Data 2020-2021



## Appendix B - Data

### MATH

Grade	20th Percentile and Below (Intense RTI)	65th and Above (On Grade Level)	90th and Above (Advanced Level)	Total # of Tests Taken
7	17	9	0	44
8	10	4	0	25

### READING

Grade	20th Percentile and Below (Intense RTI)	65th to 89th Percentile (On Grade Level)	90th Percentile and Above (Advanced Level)	Total # of Tests Taken
7	24	6	0	44
8	17	3	0	25