




# Earle School District

Annual Public Meeting – Welcome

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October 5, 2020



The Commissioner of Education assumed authority over the Earle School District on November 6, 2017. The Commissioner of Education acts in lieu of a local school board until such time that a school board is reinstated.



# District Academic Priorities (Knowles)

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1. Increase literacy achievement of students
  2. Increase math achievement of students
  3. Establish a strong Professional Learning Community across the district and develop a culture of collective responsibility
  4. Full implementation of PBIS district-wide



# General Information (Ms. Maples)

The mission of the Earle School District is to create a positive learning environment of high expectations, rigor, and intensive support in which each student is able to achieve academic success. Progress on Blended Learning - Ready for Learning information:

**Current Enrollment: 425 Students with 268 on-site and 157 virtual**

**Elem - 77 virtual & 128 on-site - 205**

**HS - 80 virtual & 140 on-site - 220**

**Arkansas State University Mid-South**

Concurrent Students – 23 students: 18 CTE and 5 General Education

**Total Staff: 80**

**38 Licensed**

**5 - Emergency Teaching Permit**

**2 - Long Term Substitutes**

**13 - Alternative Licensure Plan**

**Accreditation Status: Fully Accredited**



# Parent and Community Engagement

## (Maples)

### Partnerships

- City of Earle
- East Arkansas Family Health Center
- Earle Alumni Association Cardinal Club
- Earle Youth Athletic Association

We were awarded the TAP Grant of \$25,000. We began the activities of this grant during the summer months as the city is acting as the sponsor and advisor and we are gratefully for this partnership. Additionally, the city and district have collaboratively employed a resource officer for the elementary building.



# PBIS Updates (Coleman)

- ❑ In year two of implementing PBIS(Positive Behavior Interventions and Supports).
  - ❑ Disciplinary referrals are down 75%( Last year through week 6 101, this year 23 both campuses
  - ❑ SPDG(State, Personnel Development Grant) through ASU Jonesboro ends in December. But Mrs. Anne Merten and her team will still be available for any additional help.
  - ❑ PBIS rewards was purchased for both campuses. Its a system to collect data and track referrals on students.
- ❑ Upcoming PBIS Events include Zoom sessions and Webinars through ASU October-December
  - ❑ COACHING IN PBIS
  - ❑ CULTURALLY RESPONSIVE PRACTICES AND PBIS
  - ❑ INTEGRATING TRAUMA INFORMED SUPPORT IN PBIS



# Categorical Funds (Guess)

## ESA - \$789,576.00

- Use: Portion of some salaries; instructional materials; parent involvement; technology, after school tutoring

## Professional Development - \$17,076.00

- Use: Teacher training

## Declining Enrollment - \$140,395.00

- Use: Portion for bus lease

## Enhanced Transportation - \$54,471.00

- Use: Supplemental instruction

## CARES ACT FUNDING - 408,956.37

- Use: PPE Equipment  
Mental health providers, technology



# District Testing (Guess)

## NWEA K-2

Administered to our Kindergarten, first and second graders. This test measures a student's growth in math, reading and language

## Act Aspire 3<sup>rd</sup>-10<sup>th</sup>

Tests students' readiness in English, Math, Science and Reading

## ELPA 21 English Language Proficiency Assessment

Tests students in their readiness in English language proficiency

## DLM Dynamic Learning Maps

Measures what students with significant cognitive disabilities know and can do

## ACT given free to all 11<sup>th</sup> graders (only 3 free fee waivers)

Measures high school students' general educational development and their capabilities to complete college level work

## PSAT/NMSQT given to all 10th graders

Measures 10th graders general knowledge in math, language and reading



# Test Score Information (Bohanon)

- Earle Elementary School

## Dibels

Grade(s)	Core Support		Strategic Support		Intensive support	
	2019	2020	2019	2020	2019	2020
<b>K</b>	22 (52%)	14 (44%)	5 (12%)	7 (22%)	15 (36%)	11 (34%)
<b>1</b>	20 (67%)	18 (62%)	6 (20%)	2 (7%)	4 (13%)	9 (31%)
<b>2</b>	10 (32%)	9 (33%)	8 (26%)	9 (33%)	13 (42%)	9 (33%)
<b>3</b>	9 (29%)	2 (10%)	2 (6%)	5 (25%)	20 (65%)	13 (65%)
<b>4</b>	11 (35%)	4 (19 %)	11 (35%)	5 (24%)	9 (29%)	12 (57%)
<b>5</b>	19 (44%)	10 (56%)	8 (19%)	5 (28%)	16 (37%)	3 (17%)
<b>6</b>	15 (44%)	7 (54%)	12 (35%)	3 (23%)	7 (21%)	3 (23%)

# Test Score Information (Bohanon)

INTERIM #1`				INTERIM # 2			
	# tested	# of students meeting Benchmark	Within 5 points of Benchmark	# tested	# of students meeting Benchmark	Within 5 points of Benchmark	Change
<b>3rd</b>							
Reading	33	1	20	32	1	25	5
%		3%	61%	%	3%	78%	17.5%
Math	33	6	20	28	2	20	0
%	---	18%	61%	-----	4%	71%	10.8%
Science	33	0	11	28	1	9	-2
%	-----	0%	33%	----	3%	32%	-1.2%
<b>4th</b>							
Reading	30	5	22	29	6	20	-2
%	-----	17%	73%	-----	21%	69%	-4.4%
Math	30	3	26	29	6	24	-2
%	-----	10%	87%	-----	21%	83%	-3.9%
Science	30	5	17	29	2	14	-3
%	-----	17%	57%	-----	7%	48%	-8.4%

# Test Score Information (Bohanon)

INTERIM #1`			INTERIM # 2				
	# tested	# of students meeting Benchmark	Within 5 points of Benchmark	# tested	# of students meeting Benchmark	Within 5 points of Benchmark	Change
5th							
Reading	43	2	14	42	3	19	5
%	----	5%	33%	-----	7%	45%	12.7%
Math	39	2	37	36	7	36	-1
%	-----	5%	95%	-----	19%	100%	5.1%
Science	43	0	12	42	3	19	7
%	-----	0%	28%	-----	7%	45%	17.3%
6th							
Reading	35	6	23	35	12	31	8
%	-----	17%	66%	-----	34%	89%	22.9%
Math	35	6	33	35	11	33	0
%	-----	17%	94%	-----	31%	94%	0
Science	34	7	19	35	12	24	5
%	-----	21%	56%	-----	34%	69%	12.7%



# Corrective Actions to Improve Learning

## - Earle Elementary School (Bohanon)

### **Positive Behavioral Interventions & Support (PBIS)**

We are continuing to use an evidence-based framework for developing and teaching positive behavior. New this year is the addition of PBIS Rewards that allows staff to reward students when they demonstrate behaviors aligned to our P.R.I.D.E matrix.

### **WIN Wednesday**

The first weeks were utilized to build proficiency with the learning platforms- Google Classroom, Zoom, etc. However, this time is essentially dedicated for students that are working at or below benchmark (core subjects) to receive instructional support in one of three categories- acceleration, intervention, or remediation.

### **Common Team Time**

Teachers in grades k-3 having common planning time. Teachers in grades 4-6 have common planning time for their content area. All teams meet with the Instructional Facilitator on Mondays.



# Corrective Actions to Improve Learning

- Earle Elementary School (Bohanon)

## Curriculum

The curriculum work that was begun with Solution Tree during the 2019-20 school year has continued to be the foundation for our current work.

- A standards mastery document was created and will be utilized so that we are able to track the skills students have mastered, not only what has been taught. This document will be maintained and become part of the students' data folder.
- Our curriculum is being rewritten, as this is an ongoing process. Currently we have identified what we want our students to understand and be able to do (essential standards), created assessments (to measure what has been learned), and lessons that we feel will lead us to our desired results.
- Monitoring systems such as Dibels, interim assessments, observation and interaction, and formative assessments are being utilized to evaluate student learning and further work with curriculum alignment.
- We are partnering with CRESC to provide support for teachers in ELA, Math , and Science.



# Highlights (Bohanon)

## - Earle Elementary School

- Morning Movement Breaks have been adjusted from a school-wide group approach to individual classrooms. This provides time for us to set our climate for the day, time for students to be social and physically active as a means to start their day on an energetic note.
- Members of the Guiding Coalition attended PLC training to provide clarity for the implementation of HRS components.
- Opportunity Culture Grant recipient (district) - a leadership opportunity where teachers can advance their career without necessarily leaving the classroom through opportunities based on excellence, student impact, and leadership.
- We are fully staffed with all teachers being certified or in a program to acquire licensure. 46% new staff.
- Teachers are successfully providing instruction for students that are onsite and virtual, simultaneously.
- Provided technology training (9 sessions) to the parents of all virtual students prior to distributing their technology. Support is continuous and individualized as needed.
- Hotspots have been distributed to families based on need.

# Test Score Information (Dumas)

- Earle High School

*\*Due to COVID19 the 2020 ACT Aspire Summative was not administered.*

Grade(s)	English	Reading	Science	Math
	2019	2019	2019	2019
<b>Overall</b>	39%	16%	12%	7%
<b>7<sup>th</sup></b>	69%	14%	17%	10%
<b>8<sup>th</sup></b>	50%	43%	25%	14%
<b>9<sup>th</sup></b>	12%	7%	2%	0%
<b>10<sup>th</sup></b>	39%	10%	8%	5%



# Corrective Actions to Improve Learning

## - Earle High School (Dumas)

- Backward design model is being used in conjunction with constant and consistent student data monitoring to modify existing units of learning and ensure all assessments of learning are aligned to (essential) standards
- What I Need (WIN) Wednesday roll out demonstrated implementation of designed Multi-Tiered System of Support (MTSS) to ensure each student is receiving personalized support in core subjects
- Partner with Crowley's Ridge ESC to provide support for teachers in ELA, Math, and Science
- Partnership with PBIS Rewards to tangibly acknowledge and reward students when demonstrating behaviors aligned with our Positive Behavior Interventions and Support (PBIS) matrix





# Highlights (Dumas)

## - Earle High School

- Implemented Virtual Thursdays to ensure teachers and students are prepared for uninterrupted learning if schools were to close face to face instructions.
- Incorporated additional opportunities for interventions, remediations and enrichments, specific to the academic needs of each student.
- Increased support for seniors, providing additional opportunities to academic excellence (reinstating National Honor Society, hosting College and Career Fairs, etc)
- 100% Lesson Plan Submission
- Leadership Team attended PLC training and building was run in house with shared leadership without assistance from Central Office



# Facilities – Master Plan (A Maples)

## **Projects**

Completed - New Elementary School – August 2019

## **Slated for demolition**

Old PreK

## **Future projects**

High School Roof

Elementary Cafeteria HVAC

Paving the high school parking lot & driveway

**Determine any property that needs to be sold**



# Highlights (Luckett)

## - District Technology

### **The following items and services have been or will be implemented:**

A fully-functional wireless internet and network switching system for the new elementary building (Extreme Networks Model)

There are 32 wireless access points and 5 networking switches installed throughout the elementary building

A fiber optic cable running from the district office to the new elementary building that is capable of carrying 10Gbps of data

Secured a federal ERate grant to implement a new network and wired infrastructure at the elementary school

**45** Jigabot 360 degree robotic webcams with stands

**30** Promethean interactive whiteboards with chrome boxes

**50** Dell laptop computers

**OneCallNow** Parent Notification System

**FaxFinder** cloud faxing



# Stephens Financial Analysis

**Year Ended June 30, 2020**

**BEGINNING BALANCE \$496,037.26**

**Source of Revenues**

Local Revenues \$1,708,586.89

Revenues From County and Other School Districts 0

State Revenues \$4,037,392.97

**Unrestricted Federal Revenues**

Non-revenue Receipts, Net Transfers and Adult Education Revenue \$ 16,515.58

**Total Available Funds \$6,258,532.70**



# Stephens Financial Analysis

2019-20 - Year Ended June 30

EXPENDITURES:

Total Expenditures, Salary Fund \$2,233,735.54

Total Expenditures, Operating Fund \$2,885,127.32

Total Debt Service Expenditures \$ 558,693.76

Total Expenditures of Above  
\$5,677,556.62

**2019-20**

**2018-19**

**CLOSING CASH BALANCES:**

Total Receipts \$6,258,532.70

\$6,595,398.22



# Goals for the Future (Knowles)



Students reading on grade level

All teachers fully certified

High student engagement

Positive behavior

Increased enrollment

Positive environment and a healthy culture




# Questions










Title I Report to the Public (**Guess**)  
October 5, 2020





# Federal Funds - Allocations (Guess)

Title I \$478,924.55

- Use: Salaries, software, supplemental materials, after school instruction parent involvement, professional development

Title II-A - \$30,182.85

- Use: Tuition, professional development

Title IV - \$38,976.91

- Use: Safe and drug free schools, PBIS, materials, and supplies

Title V - 9,886.26

- Use: Technical support, supplies

Title VI-B - 151,852.63

- Use: Special education



# Questions

