

AGENDA

EARLE SCHOOL DISTRICT BOARD MEETING February 27, 2019

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.

Reports:

1. Superintendent's Report
2. Fiscal Report

Action Items:

1. No Action Items

Reviewed and accepted.

Johnny Key

Superintendent's Report

Superintendent's Report

February, 2019

Audit 2017-2018: Legislative Audit team members conducted an exit interview in early February with members of the District Leadership Team and representatives from the ADE Fiscal Support Unit. Preliminary results indicate substantial improvement from the 2016-2017 audit results, but there were still a few significant findings (mostly from the time prior to State Authority). The ADE Fiscal Unit in consultation with the Superintendent have filed a corrective action plan. The full report should be available in March.

Basketball Playoffs: The month of February has been filled with District, Regional, and State Playoffs. The Earle Boys and Girls teams will enter State Playoff competition as the number two teams from the 2A Northern Region. Both teams are highly ranked by the media based on strength of schedule this year. As reigning State Champs, the Earle community is hopeful and excited to embrace the final tournament of the season.

Tish Knowles: With the appointment of Tish Knowles to the role of Superintendent for SY 19-20, she has been hired by the district as the curriculum and school improvement specialist for the remainder of FY 19. Ms. Knowles has integrated easily into the district, and here prior work with the Earle staff as Crowley's Ridge Educational Service Cooperative Teacher Center Coordinator has permitted a rapid onboarding process. Ms. Knowles is facilitating the summer planning of professional development with the intent to maximize support from Crowley's Ridge.

State Board Report and AdvancED Diagnostic Review: The District Leadership Team has been consumed with the development of the report for the State Board of Education and in preparation for the AdvancED Diagnostic Review. Both activities require analysis and evaluation of the school improvement efforts; the collection of the school community perceptions of progress; and additional time from staff beyond the school day. The positive is that both activities are causing the District Leadership Team to reflect on current academic improvement efforts and to turn the attention to planning summer professional development and to

the planning of the school level improvement plans based on progress. The Progress Report to the State Board of Education was submitted on February 26, 2019, and there will be continual document uploads to AdvancED throughout February. The AdvancED site review team will be on-site the week of March 10.

Staff Visitations to Other Districts: To assist staff in expanding their thinking related to school improvement efforts, teams have begun the process of visiting other schools. Earle Elementary is specifically looking to adopt a phonics program for students in K-6. During the month of February, we took a team of teachers and administrators to visit two schools to observe teachers using programs with fidelity. We visited Rivercrest Elementary in Rivercrest School District to observe Phonics First and Herbert Carter Global Community in Marion School District to observe Reading Horizons. Both programs are Orton-Gillingham based. We are reviewing the data of both programs to determine which program would benefit our students.

Gifted and Talented Program Monitoring: Staff from the ADE GT Unit were onsite and conducted a review of the district's programs to serve highly capable/gifted students. Initial results shared at the exit interview reflected meaningful improvement in the service delivery plan for students. The program will be identified in compliance with recommendations for district consideration. An informal review conducted in February of 2018 had indicated the district efforts to not be in compliance and inadequate in addressing the needs of the district's most capable students. A written report will be forthcoming in March.

Personnel Policy Development: The licensed staff PPC have been meeting in January and February to update section 3 of the policy manual. The changes will be submitted for Commissioner approval in March of 2019. District leadership is attempting to establish monthly PPC meetings and the review of policies an ongoing practice.

Safety Meetings: Given that the high school is experiencing an "up-tick" in the number of student altercations, the District has implemented a procedure to review students having excessive numbers of referrals or deemed to pose a threat to peers. This process requires the student and parents to meet with a team at the district office to determine "threat" potential and to create safety plans. The review team consists of superintendent, principal, counselor, the parent

facilitator, and others as relevant to a specific child. Two professional "threat" assessments have been conducted and four families have been connected with mental health services as a result of the meetings to date.

School Resource Officer: The City of Earle has an MOU with the district to provide an officer during the work day. The person originally assigned has been unable to return to work due to health problems. The City has assigned a new resource officer for the duration of the school year. The County provides the SRO at the high school. These MOU arrangements provide for cost sharing and gives the school district a connection to both County and City law enforcement services.

Attached Reports:

Rocci Malone and Becky Naylor, ADE support staff, were asked to give the District progress reports based on their work with the principals and staff. Ms. Malone has been assisting the principals as an executive coach with a specific focus on the implementation of the teacher evaluation process. Ms. Naylor has been the lead to assist the District in integrating the science of teaching reading into the elementary school staff pedagogy. The progress reports are attached. Please note these reports are not meant to be evaluative nor are they official documents. The reports are intended for the Earle School District Leadership Team to reflect on and plan for summer training.

Earle SD Principal Support Summary of Year to Date - February 14th

Principal support for both the high school and elementary principals were provided on the following dates:

July 17th

Oct. 22nd and 23rd

December 6th and 7th

February 13th and 14th

At the beginning of the year the principals were taken through activities to deconstruct the TESS framework, viewed practice video lessons, calibrated tagging and rating lesson evidence, practiced using the system of EdReflect to record and share the evidence collected and learned to use the video observation tool in EdReflect to collect evidence of performance, as well as encouraged to share videos with the teachers to mentor and support instructional growth. We determined on each campus which teachers would be in their Career Summative year, placed teachers in tiers of observation based on needed support, and created a timeline for the work during the first semester of the year. During the following visits the principals and I spent time together completing informal observations of teachers, walking their buildings observing structures, processes, and procedures. The principals each identified personal growth areas, established personal goals, and shared with me some of their collected observational data including conversations and areas of work they had completed with several of their teachers. During the February visit I shared with Dr. Wilde and Ms. Knowles that I had observed tremendous growth with both principals over the year.

On the high school campus, I observed:

- A much calmer learning environment
 - Students in class
 - Decreased hall traffic
 - No running or slamming of doors
 - Fewer students in the restroom at a time
 - No one yelling or screaming in the halls or in classrooms
- Increase in student supervision
 - Teachers in the hall supervising students during passing periods
 - Restroom supervision during lunches and passing periods
 - The coach in the hall during lunches ensuring appropriated behavior
 - SRO moved to a new location during lunches to help with supervision
- Structures, processes, and expectations
 - Collaboratively developed norms and expectations for support staff
 - Student collaboration and development of student dress expectations
 - Hall pass and tardy rules and expectations with accountability for both the student and the teacher
 - Restructuring of lunches to remove students from halls so that classes are not disrupted

- Teacher and staff professional dress expectations improved and observed
 - Principal, teacher and staff ownership for student success
 - Increased Safety
 - Majority of the classroom doors locked during instruction
 - Teachers expect a pass from students that come in late
 - Improved supervision of the front entrance to direct visitors to the office
 - Expectations of signing in and out of the building
 - Instruction
 - Principal engagement increased with observing and providing feedback to teachers
 - Lesson model expectations development, shared, and monitored
 - Improved teacher and student engagement
 - Improved climate
 - Teachers and students observed calm, smiling, welcoming, professional, and happy to be at school.
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On the elementary campus, I observed:

- A much calmer learning environment
 - Teachers were not yelling or talking down to students
 - No running or slamming of doors
 - Students calm, respectful, and followed rules without direction
- Instruction
 - Principal engagement increased with observing and providing feedback to teachers
 - Lesson model expectations development, shared, and monitored
 - Improved teacher and student engagement
- Improved climate
 - Teachers and students observed calm, smiling, welcoming, professional, and happy to be at school.

Although much work is still needed in the areas of collaborative teams (PLCs), systems and structures, safety, curriculum and instruction, and climate; I have had the pleasure of working with motivated and hardworking leaders that are taking on this difficult work with passion, enthusiasm, and an eagerness to learn and make an impact on these schools and the community.

Summary of RISE Support from Crowley's Ridge Educational Cooperative Specialists and ADE Regional RISE Trainer Support.

We try to offer support every few weeks. Sometimes multiple people are on campus, and sometimes only one. The grade levels have been divided between the four RISE support specialists (Angle Bandy, Dawn Bessee, Karla Jones, Beckie Naylor) so each specialist works with one or two grade levels.

Progress observed:

- One kindergarten teacher is incorporating what has been learned during RISE, the onsite support, and studying on her own during her instruction.
 - The first and second grade teachers are very supportive of the support received and are implementing the recommended changes.
 - One third grade teacher has taken suggestions on how to schedule what goes on inside of the literacy block. Her time management is much better.
 - The fifth/sixth grade writing teacher is a novice teacher. She is using ACT Aspire Performance Descriptors to help determine the needs of her students. She is organized and good with time management. She's incorporating word study into her instruction.
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Other observations:

- Relationships are being made between the teachers and specialists, and some teachers are trying to implement what we model or talk with them about.
- Several grade levels appear to have one stronger teacher who is able to take the lead. We use that classroom to first model and introduce strategies, following up with more modeling and support in the weaker classroom.
- Many teachers are non-traditional teachers and do not have the pedagogy or methodology needed for their content area.
- Students are often not required or given the opportunity to read texts. Teachers seem to rely on short passages for instruction.
- Teachers don't always have the necessary material (decodable texts, manipulatives, instructional material for SPED and intervention teachers, etc.)

Next steps:

- Continue to work on filling in the gaps of content knowledge with teachers.
- Plan with teachers to enable them to implement what has been learned in RISE.
- Focus on decoding and encoding instruction in grades k-3.
- Focus on enhancing comprehension in grades 4-6.
- Work with teachers and Interventionists to use assessment data to determine needs of students, and how to best provide instruction to meet these needs.
- Monitor students' response and engagement in relation to instruction.
- Support teachers in using provided RISE resources.
- Create capacity in Earle employees so they can take over supporting their own staff, with lessened support from the cooperative and state.

Fiscal Report

Budget Summary

EARLE SCHOOL DISTRICT(1802000)

		FY19 as of 2019-02-14		
Beginning Balance				Ending Balance
<u>7/1/2018</u>				<u>2/28/2019</u>
	Revenue		Expenditures	
223,977.25	3,238,819.86		3,620,741.85	(157,944.74)
			FY19 Budget	
Beginning Balance				Projected Balance
<u>7/1/2018</u>				<u>6/30/2019</u>
	Revenue		Expenditures	
223,977.25	5,204,111.81		5,157,206.18	270,882.88
			FY18	
Beginning Balance				Ending Balance
<u>7/1/2017</u>				<u>6/30/2018</u>
	Revenue		Expenditures	
509,663.29	5,152,258.19		5,437,944.23	223,977.25
			FY17	
Beginning Balance				Ending Balance
<u>7/1/2016</u>				<u>6/30/2017</u>
	Revenue		Expenditures	
420,145.54	5,075,042.22		4,985,524.47	509,663.29
			FY16	
Beginning Balance				Ending Balance
<u>7/1/2015</u>				<u>6/30/2016</u>
	Revenue		Expenditures	
1,042,661.32	5,101,032.81		5,723,548.59	420,145.54

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Feb 14, 2019

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
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EARLE SCHOOL DISTRICT 2
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 19

PAGE NUMBER: 1
 MODULE NUM: STATNBEAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL	NO FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	1,273,048.41	-1,273,048.41
1001	OPERATING SALARY	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1223	PROF. DEVELOPMENT	.00	.00	.00	.00	.00	.00
1240	SP ED SUPV	.00	.00	.00	.00	.00	.00
1244	EXTENDED DAY	.00	.00	.00	.00	.00	.00
1275	ALTERNATIVE LEARNING	.00	.00	.00	.00	.00	.00
1281	NSL FUND	.00	.00	.00	.00	80,386.59	-80,386.59
1365	ARC TEACHER SALARY	.00	.00	.00	.00	34,194.26	-34,194.26
TOTAL	TEACHER SALARY FUND	.00	.00	.00	.00	1,387,629.26	-1,387,629.26
2000	FOUNDATION FUND	.00	.00	.00	.00	930,199.99	-930,199.99
2001	OPERATING FUND	41,469.10	2,820,284.16	3,486.47	80,000.00	541,835.86	2,243,403.87
2003	LIFE STRATEGIES/MENT	.00	.00	.00	.00	.00	.00
2218	DECLINING ENROLLMENT	79,019.25	58,520.00	.00	.00	58,963.60	78,575.65
2223	PROFESSIONAL DEVELOP	.00	15,209.00	.00	.00	12,676.00	2,533.00
2240	SP. ED. SUPERVISOR-5	7,568.04	.00	.00	.00	.00	7,568.04
2244	EXTENDED DAY	45,228.16	.00	.00	.00	.00	45,228.16
2271	GIFFED & TALENTED	195.00	.00	.00	.00	.00	195.00
2275	ALTERNATIVE LEARNING	1,537.70	.00	.00	.00	.00	1,537.70
2276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
2281	NSL FUND	335,219.11	457,326.00	.00	.00	.00	628,513.57
2282	NSL MATCH GRANT	25,633.50	35.95	.00	.00	.00	25,669.45
2293	SEC VOC AREA CENTER	14,713.11	14,218.92	.00	.00	20,041.61	8,890.42
2365	ARKANSAS BETTER CHAN	.00	14,389.70	9,828.00	.00	79,036.64	45,361.06
2373	HIPPY	.00	66,850.00	.00	.00	65,960.69	889.31
2380	INFANT/TODDLER PROG.	10,178.00	.00	.00	9,828.00	.00	889.31
2392	GEN FACILITIES FUND	12,166.00	.00	.00	.00	.00	12,166.00
2941	GOVTS' COMPUTER SCI G	2,520.20	.00	.00	.00	.00	2,520.20
TOTAL	FOUNDATION FUND	575,447.17	3,947,013.74	13,314.47	89,828.00	2,520.20	2,170,681.25
3000	BUILDING FUND	-300,000.00	4,111.92	.00	.00	.00	-300,000.00
3100	NEW ELEM CONSTRUCTIO	3,482,628.05	1,407,909.17	.00	.00	2,199,940.00	1,286,799.97
3404	ACADEMIC FACILITIES	3,182,628.05	1,412,021.09	.00	.00	3,277,228.71	1,317,420.43
TOTAL	BUILDING FUND	-300,000.00	175,073.56	.00	.00	380,002.35	-384,928.79
4000	DEBT SERVICE FUND	.00	193,767.44	.00	180,000.00	380,002.35	-45,693.91
5501	TITLE 1 REGULAR COMP	24,138.03	55,559.08	.00	.00	263,599.38	-45,693.91
5505	TITLE 1 SCHOOL IMPRO	.00	.00	.00	.00	55,559.08	.00
5509	LEARN & SERVE AMERIC	.00	.00	.00	.00	.00	.00
5560	QUALITY APPROVAL GRA	.00	.00	.00	.00	.00	.00
5595	T-II-D/TECH GRANT	.00	.00	.00	.00	.00	.00
6702	6-B PASS THROUGH FUN	9,507.43	56,615.50	.00	.00	77,889.60	-11,766.67
6750	MEDICAID	.00	7,317.49	.00	.00	450.00	6,867.49
6752	ARMAC	.00	.00	.00	.00	.00	.00

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 02/27/2019
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SELECTION CRITERIA: ALL

EARLE SCHOOL DISTRICT 2
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 19

PAGE NUMBER: 2
 MODULE NUM: STATWNGEAR

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6756	IMPROVING TEACHER QT	30,898.25	.00	.00	.00	13,721.02	17,177.23
6784	TITLE V-RLLIS	.00	.00	.00	.00	.00	.00
6786	TITLE IV STUDNT SUPPO	.00	.00	.00	.00	.00	.00
6790	DEPT. OF YOUTH SERV	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	64,543.71	313,259.51	.00	.00	411,219.08	-33,415.86
7000	EARLE SCHOOL ACTIVITY	11,628.45	18,270.00	.00	.00	4,923.72	24,974.73
7001	ESD CONCESSION STAND	6,962.38	14,556.78	.00	.00	7,889.21	13,629.93
7002	ACCTS PAYABLE A/P	500.00	.00	.00	.00	.00	500.00
7007	ATHLETIC GATE/DOOR	20,122.13	27,075.99	.00	500.00	41,505.77	5,692.35
7008	ANNUAL STAFF FUNDS	.00	.00	.00	.00	.00	.00
7010	BOY 5 RING DONATION	1,635.00	809.05	.00	.00	.00	2,444.05
7011	GIRL 5 RING DONATION	1,275.00	250.00	.00	.00	.00	1,525.00
7018	JR. CLASS ACTIVITY	993.80	8,213.95	.00	.00	.00	5,764.56
7019	PRE-SCHOOL ACTIVITY	2,813.61	2,849.40	.00	.00	3,443.19	5,663.01
7020	8TH GRADE CLASS ACTI	171.17	51.18	.00	298.88	.00	222.35
7024	7TH GRADE CLASS ACTI	.00	51.17	.00	.00	.00	51.17
7025	FRESHMAN CLASS ACTI	.00	51.18	.00	.00	.00	51.18
7026	SOPHMORE CLASS ACTI	.00	51.18	.00	.00	.00	51.18
7027	HISTORY CLUB ACTI	.00	102.35	.00	.00	.00	102.35
7030	BOYS BASKETBALL	.00	1,200.00	.00	.00	.00	1,200.00
7031	GIRLS BASKETBALL	.00	1,025.22	.00	.00	.00	1,025.22
7100	DONATIONS	.00	450.00	.00	.00	200.00	1,250.00
7101	CONSTRUCTION DONATIO	.00	65.00	.00	.00	.00	65.00
7107	HOMECOMING TAILGATE	.00	1,625.00	.00	.00	.00	1,625.00
7500	EARLE ELEM ACTIVITY	4,283.40	.00	.00	.00	932.96	692.04
7506	ELEM LIBRARY FUND	1,389.65	1,572.00	.00	.00	343.31	3,940.09
7509	ELEM FUNDRAISER(STUD	-151.05	.00	.00	.00	.00	3,161.65
7511	YOUNG LADIES CLUB	19.58	.00	.00	.00	.00	-151.05
7609	FUNDRAISER (TEACHERS	495.00	31.72	.00	495.00	.00	31.72
7700	BASKETBALL FUNDRAISE	863.00	.00	.00	.00	.00	863.00
7701	EHS ACTIVITY FUND AC	.00	.00	.00	.00	.00	.00
7702	ANNUAL STAFF	.00	.00	.00	.00	.00	.00
7703	EHS BAND	200.00	166.63	.00	.00	.00	166.63
7704	EHS BETA CLUB	-15,303.25	.00	.00	.00	.00	166.63
7707	EHS CHEERLEADERS	505.52	228.00	.00	.00	148.31	51.69
7708	EHS DRAMA CLUB	2,195.39	237.35	.00	.00	3,061.09	-18,136.34
7709	EHS FFA/VICA CLUB	497.70	.00	.00	505.52	.00	2,315.74
7710	EHS GENERAL ACCOUNT	2,164.71	.00	.00	497.70	117.00	2,315.74
7711	EHS LIBRARY	.00	.00	.00	.00	.00	.00
7712	EHS LOCKER FUND	555.02	.00	.00	2,164.71	.00	.00
7713	EHS SPANISH CLUB	125.00	.00	.00	.00	.00	.00
7716	SR CLASS 16/17 HENDE	.00	.00	.00	555.02	.00	.00
7717	SR CLASS16-N.CLAY	.00	.00	.00	125.00	.00	.00
7718	EHS STUDENT COUNCIL	1,364.00	.00	.00	.00	.00	.00
7720	EHS ART CLUB	2,455.75	307.05	.00	.00	70.00	2,692.80
7722	EHS ED TALENT SEARCH	1,455.04	.00	.00	.00	.00	1,455.04
7723	EHS FCLA (SR.)	17.48	1,198.17	.00	.00	100.00	1,115.65

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PAGE NUMBER: 3
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FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7724	EHS FCCLA (CR.)	.00	351.17	.00	.00	191.05	160.12
7728	EHS STUDENT CONSTRUC	60.00	.00	.00	60.00	.00	.00
7730	BETA CLUB ACTIVITY C	101.27	.00	.00	101.27	.00	.00
7732	ALUMNI	.00	.00	.00	.00	.00	.00
7733	STEM CLUB	510.00	.00	.00	.00	.00	510.00
7734	EHS FOOTBALL	.00	1,806.03	.00	.00	.00	1,806.03
7740	EHS - MODELING CLUB	.00	188.70	.00	.00	.00	188.70
7777	DISTRICT NEGATIVES	-52,536.30	-18,742.72	.00	.00	.00	-64,342.34
7800	16/17 RINGS - COLLEC	2,004.40	337.85	.00	.00	.00	2,342.25
7900	TEACHER COKE	128.27	409.66	.00	.00	.00	537.93
	TOTAL EARLE SCHOOL ACTIVITY FUN	.00	64,789.06	6,686.68	6,686.68	62,925.61	1,863.45
8000	FOOD SERVICE FUND	190,507.52	241,996.96	.00	.00	311,481.61	121,022.87
8657	FRESH FRUIT AND VEGE	.00	3,847.17	.00	.00	3,847.17	.00
TOTAL	FOOD SERVICE FUND	190,507.52	245,844.13	.00	.00	315,328.78	121,022.87
TOTAL		4,013,126.45	5,758,001.09	20,001.15	276,514.68	7,709,599.92	1,805,014.09

Action Items

No Action Items
