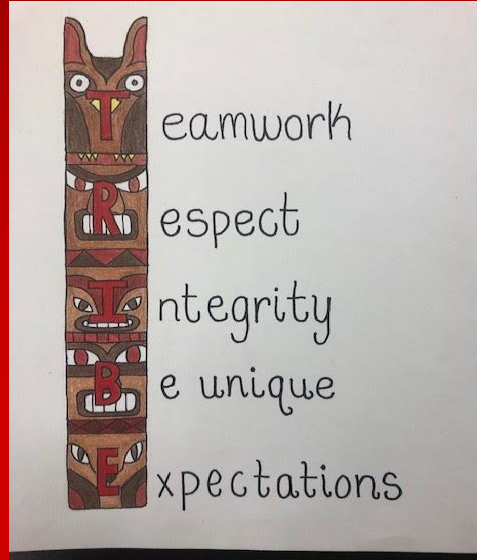


MD Williams Intermediate School

Annual Report to the Public
September 16th, 2019



Enrollment:

2018

6th - 149

5th - 161

4th - 178

5th - 166

Total: 654

@ 702

2019

160

186

167

167

680 * at one point we were

Grade Level Teachers

2018-19

2019-20

3rd grade

8

7

4th grade

7

7

5th grade

6

7

6th grade

6

6

Our Direction

Vision

MD Williams learning community will help create productive citizens by providing a safe, respectful, positive environment, by fostering a love for learning, and helping to ensure each child achieves to their maximum capability and potential.

Mission

Students and staff at MD Williams Intermediate School are developing effective learning habits which empower us to be ready to learn, respectful to others, and responsible for our own actions. We strive to be compassionate leaders that promote self worth and encourage life-long learning.

2018-19 ACT ASPIRE Benchmark
Comparisons
% Met Readiness

Math, English, Reading

Math % Met Readiness

Grade	3rd 6th	4th	5th	
2017	59.0%	57.0%	67.5%	69.5%
2018	51.8%	47.9%	46.2%	69.0%
2019	52.5%	43.0%	47.8%	41.8%
State	62.10%	53.80%	49.30%	

Pocahontas English 3-Year ACT Aspire Comparison 2018-19

English % Met Readiness

Grade	3rd 6th	4th	5th	
2017	74.8%	69.1%	78.6%	82.8%
2018	72.4%	76.8%	69.0%	75.2%
2019	68.8%	64.0%	73.2%	73.3%
2019	70.4%	68.888%	70.888%	

Pocahontas Reading 3-Year ACT Aspire Comparison 2018-19

Reading % Met Readiness

Grade	3rd 6th	4th	5th	6th
2017	24.5%	26.5%	31.7%	37.7%
2018	25.3%	35.2%	26.9%	42.6%
2019	24.4%	34.9%	42.7%	26.7%

R.I.S.E. & Dyslexia:

- **R.I.S.E. Initiative :**
 - Continued work, certified teachers trained, prescribed pathways and awareness by year 2021.
 - Reading & Reading Comprehension
 - Connections Training 3rd grade teachers?

- **Dyslexia student needs:**
 - Identifying the number of students & the need(s) to be served this year.
 - Para's trained: Connections & Phonics First programs, small group interventions.
 - Mrs. Bell working with small groups Dyslexia needs.

Literacy Plan - Review

- What are we doing in our building right now as a Curriculum for Literacy?
 - Review of Resources & Journeys Curriculum, breaking it down.
- Review current practices: Define what small groups are, RTI what is going on?
 - We need Push-in help instead of pull-out in the classroom as “best practice”.
 - Intervention vs. Remediation
- Are essential standards being taught in the classroom? How do we know?
 - Teachers will spend PLC time collaborating and working on dissecting the standards.
 - Time spent focus on one standard at a time, teach to the standard, student mastery of the standard.
 - Teacher use of Exit ticket, documentation of student understanding.
 - Vertical & Horizontal alignment.
 - Crosswalk curriculum
 - Can we do a monthly or weekly Standard check or screener.

Literacy Plan Continued

- Working with NEA Co-op Specialists: District Team Meetings & Building Level Meetings
 - Scheduled meetings throughout the school year.
 - Review of our data, dig deeper, establish a process.
 - Professional Development
 - Mini lessons, modeling, classroom management.
 - Classroom Observations
 - Assigned peer observations
 - Targeted feedback
 - Collaboration with teachers and administration
 - Are all classrooms adequately teaching & to the standards?
 - Why? Or Why not?

School Information & Reports

My School Information Data Site:

<https://myschoolinfo.arkansas.gov/Schools/Detail/6103011>