

2018-2019
Annual Report to the Public

September 24, 2018



MELBOURNE SCHOOL DISTRICT

MELBOURNE SCHOOL DISTRICT BOARD OF DIRECTORS

- ❖ Mr. Jason Lawrence, President
- ❖ Mr. Phillip Edwards, Vice President
- ❖ Mr. Matt Rush, Secretary
- ❖ Mr. Rusty Campbell
- ❖ Mr. Robert Cooper
- ❖ Mr. Phillip Ferguson
- ❖ Mr. Jason Miller

ADMINISTRATION

- ❖ Superintendent – Mr. Dennis Sublett
- ❖ Federal Programs Coordinator/Preschool Director – Mrs. Amanda Bledsoe
- ❖ High School Principal – Mr. Jim Carroll
- ❖ Elementary Principal – Mrs. Lori Loggains

ACCREDITATION STATUS

- ❖ Melbourne Elementary School – Accredited
- ❖ Melbourne High School – Accredited

ANNUAL MEASURABLE OBJECTIVE (AMO) FOR PERFORMANCE AND GROWTH IN MATH, LITERACY, AND GRADUATION RATE

- ❖ The 2011 Arkansas Benchmark scores for each school became the baseline AMO. Each year, thereafter, the schools are expected to increase scores in math and literacy in elementary and high school. The graduation rate is expected to increase in high school yearly as well.
- ❖ Interventions and actions for improving the graduation rate and increasing proficiency in math and literacy are addressed in the school's improvement plan which can be found on the district website, <http://bearkatz.k12.ar.us>.

STATE REPORT CARD AND [SCHOOLDIGGER.COM](https://www.schooldigger.com)

- ❖ Arkansas State Report Card score for Melbourne Elementary School: A
- ❖ Arkansas State Report Card score for Melbourne High School: A
- ❖ According to [schooldigger.com](https://www.schooldigger.com), Melbourne School District is ranked 24th in the state with Melbourne Elementary being 49th out of 480 schools and Melbourne High School being 51st out of 262 schools.

PRELIMINARY REPORT FOR SCHOOLS OF MELBOURNE SCHOOL DISTRICT

Melbourne Elementary School

2017 All Students		2017 Targeted Achievement Gap Group	
English Language Arts	68.27%	English Language Arts	61.31%
Mathematics	69.74%	Mathematics	60.12%

Melbourne High School

2017		2018	
English	80%	English	79%
Reading	43%	Reading	46%
Math	48%	Math	50%
Writing	42%	Writing	State scores not released for 2018.
Science	43%	Science	44%

DATA ANALYSIS

- ❖ State law requires data analysis to determine gaps in achievement according to subpopulations of students. With a rural, fairly homogenous student population, there were no perceived differences in achievement.

TESS (TEACHER EXCELLENCE SUPPORT SYSTEM)

- ❖ Beginning 2013-2014, teachers and administrators received training for the new teacher evaluation system, TESS. The 2011 Arkansas General Assembly introduced and passed legislation to standardize comprehensive evaluation and support for licensed educators and passed legislation to standardize comprehensive evaluation and support for licensed educators and non-licensed teachers employed in public charter schools under a waiver of teacher licensure requirements granted by the State Board of Education in the schools' charters. TESS was amended in the 2013 Legislative session.
- ❖ TESS provides districts with a blueprint to operationalize a standardized, valid, and reliable evaluation and support system focused on professional growth of educators as measured by professional practice as well as student growth and achievement. This evaluation and support system, coupled with Arkansas' longitudinal data system will provide state, district, and school educators with essential feedback to ensure College and Career Readiness (CCR) access and achievement for all Arkansas students.

2018-2019 ENROLLMENT

- ❖ Melbourne Elementary School – 456
- ❖ Melbourne High School – 398
- ❖ Bearkatz Academy - 101

PRELIMINARY TITLE I FUNDS 2018-2019

TITLE PROGRAM	2018-2019
Title I	\$199,179.61
Title IIA	\$27,853.54
Title VI State	\$14,031.19
Professional Development	\$23,853.00
NSLA	\$252,480.00
Alternative Learning Environment (ALE)	\$358.00

TITLE I FUNDS

- ❖ Title I funds are used schoolwide to supplement the state mandated curriculum in math and literacy. The annual allocation of funds is distributed to Melbourne Elementary and Melbourne High School based on areas of concern for each in literacy and math.
- ❖ Title I funds are designated for the following: certified personnel, paraprofessionals, response to intervention with technology inclusion through the computer labs, Accelerated Read/Math site license, supplemental response to intervention literacy and math software for the computer labs, Orchard and Mimio Ware, Smart Boards, Chromebooks and components, and numerous other supplementary materials and supplies for the classrooms on each campus.
- ❖ Title I District Set Aside Money for Melbourne Schools allocation is budgeted and used for the following: welfare, health, and homeless materials and supplies. It is also used for Federal Programs Coordinator salary and benefits, parental involvement materials and supplies for centers and meetings, and professional development above the 60 hour requirement for purchased services, salaries, benefits, materials, and supplies.

TITLE IIA AND TITLE IV FUNDS

- ❖ Title II A and Title IV funds were transferred into Title I for the 2018-2019 school year.

ALE (ALTERNATIVE LEARNING ENVIRONMENT), PROFESSIONAL DEVELOPMENT, & TITLE VI FUNDS

- ❖ ALE funds are designated for employee salaries and benefits.
- ❖ Professional Development funds are utilized for the expenses associated with staff development including instructor salaries/benefits, supplies, meals, and travel.
- ❖ Title VI funds are allocated for instructional related technology to enhance the math and literacy programs.

2018-2019 NSLA STATE CATEGORICAL FUNDING

❖ NSLA funding is budgeted and utilized for the following: nursing salary and benefits, district staff for improvement of instruction, before and after school enrichment, a counselor, a district resource officer, dyslexia interventionists and tutors, preschool aides, books, personnel for early intervention through enrichment for high school in danger of failing or dropping out, and ACT summer prep programs. All NSLA funding is budgeted for personnel and materials/supplies above standards and will benefit instruction in math, literacy, college and career, parental involvement, etc...

GIFTED AND TALENTED

- ❖ Each school in the Melbourne School District has a Gifted and Talented program. Students may be referred to the program by teachers, a student's parents or guardians, and by peers. Upon referral, a committee will review all applicants and accept those that meet the guidelines set forth by the Arkansas Department of Education and Melbourne School District.

PARENTAL INVOLVEMENT PLAN

- ❖ Melbourne School District has a Parental Involvement Plan posted to the following website: <http://bearkatz.k12.ar.us>. Each campus has a designated Parent/Teacher center. In addition, teachers send home information on parenting and parental involvement along with other enrollment information at the beginning of each school year.
- ❖ Open House is held annually on each campus giving students and parents an opportunity to visit the classrooms and meet teachers and staff. Orientation is held for grades 5, 7, and 9 at this time as well.
- ❖ Other parental involvement activities throughout the year include: “Parents Make the Difference” evenings, Family Math/Science/Literacy Nights, Senior Citizens’ Dinner at Christmas, Grandparents’ Day for Preschool and Kindergarten, Sixth Grade Parents’ Night, Art Exhibit and Community Cookout, and numeral other parental involvement activities.
- ❖ Melbourne School District also has a Facebook page which keeps parents and community members up-to-date on activities at all campuses.

MELBOURNE SCHOOL DISTRICT

OTHER INFORMATION

- ❖ District and State Required Information can be found on the Melbourne School District website, <http://bearkatz.k12.ar.us>.
- ❖ Parents/Guardians can access TAC on the website to view students' grades and school announcements.
- ❖ The district website also provides a page for each school with up-to-date information.
- ❖ The district currently offers 38 courses required by standards for accreditation for enrollment each year. A letter is sent to households concerning courses offered as required by Arkansas law.
- ❖ Melbourne School District has a Child Internet Safety Plan in place as required by law. This plan helps to insure that students are not exposed to pornographic, violent, or other undesirable content while using the internet at school. This plan is included in the Student Handbook and is viewable on the school website.

AMI DAYS

- ❖ Melbourne School District has applied for AMI Days (Alternative Method of Instruction) with the Arkansas Department of Education.
- ❖ If granted, these days will allow the superintendent the opportunity to decide if missed school days due to emergencies or exceptional circumstances are make-up days or AMI Days.
- ❖ Melbourne School District will provide packets focused on primary learning areas to all students for the allotted number of AMI Days. If an AMI day is used, the student will be able to complete the work from home. Teachers will be available via email throughout the day for any questions that students or parents may have.
- ❖ Upon returning to school, the papers will be submitted to teachers for grading. Completion of the work determines the students' attendance for the missed days.
- ❖ Students who have an IEP will have accommodations made to their AMI Days based upon their individual needs.

EARLY CHILDHOOD OPPORTUNITIES

- ❖ Melbourne School District offers an ABC Preschool Program at our Birth-5 years of age childcare center, Bearkatz Academy. Bearkatz Academy and the ABC Program is directed by Mrs. Amanda Bledsoe. ABC serves 40 students ages 3-5, and the curriculum is designed to prepare students for a success transition to public school.
- ❖ Melbourne School District participates in the HIPPY program that offers assistance to parents of preschool children through homebased early childhood instruction for children ages 3-5. HIPPY is dedicated to increasing the chances of a positive early school experience among children from educationally and economically disadvantaged backgrounds. The HIPPY program is facilitated by Mrs. Sarah McCandlis.
- ❖ Melbourne School District/Bearkatz Academy Special Education for Early Childhood is provided by Pediatric Therapy, Inc. for Birth to 3 years of age and by NAESC for ages 3-5 years.

MEAL SERVICES

- ❖ Melbourne School District offers meals to our students at all three campuses that are in accordance with USDA, SNP, and CACFP regulations to provide healthy meal options for students.
- ❖ All students are offered breakfast and lunch daily. Bearkatz Academy students are also offered an afternoon snack each day.
- ❖ Melbourne School District offers Free and Reduced meals to students whose families qualify. Applications are sent home upon enrollment, on the first day of school, and are available on our school website. Families may reapply at any time during the school year if income for the household or the number of household members change. The Free and Reduced Meal Coordinator for Melbourne School District is Mrs. Amanda Bledsoe.
- ❖ Current meal prices for elementary and high school students are as follows:
 - ❖ Breakfast - \$1.50
 - ❖ Lunch - \$2.75
 - ❖ Reduced Breakfast - \$0.30
 - ❖ Reduced Lunch - \$0.40

CHILD FIND

- ❖ Melbourne School District also participates in Child Find. Child Find is a legal requirement that schools find all children who may be eligible for special education services and provides these services to these children. Child Find covers all children ages birth to 21 years of age. This includes children who are being homeschooled or are in a private school.
- ❖ Any child suspected of a disability will be evaluated by the school. Mrs. Sarah Bookout, Melbourne School District Special Education LEA, facilitates this program.

FACILITIES

- ❖ The current administration office is located on the old elementary campus. We are in the planning process to look at building a new administration office on the same grounds as the high school and elementary.
- ❖ Bearkatz Academy and HIPPIY offices are located at the old elementary campus at 104 School Street.
- ❖ The new elementary campus is located next to the high school campus at 300 Bearkatz Drive.
- ❖ The high school campus, football field house, and new bus garage are also located at 300 Bearkatz Drive.

DISTRICT GOALS AND INTERVENTIONS

- ❖ Each building is incorporating a number of interventions to help students achieve and maintain proficiency in math and literacy and to become college and career ready.
- ❖ All faculty members have participated in a minimum of 60 hours of professional development and are exceeding state requirements.
- ❖ Through the use of Title funding, the district is able to provide the following: classroom reduction teachers, paraprofessionals for preschool through high school, Accelerated Reader and Math, technology for Smart Classrooms, Enterprise Licensing for technology, Literacy Lab in elementary, DIBELS in elementary, licensing for software for computer labs, Orcard and Odyssey Ware, Smart Boards and apps for technology inclusion, and wireless support for iPads, laptops, and Chromebooks.

SMART CORE CURRICULUM POLICY

- ❖ Smart Core is Arkansas' College and Career ready curriculum for high school students. College and Career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be College and Career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for College and Career readiness. All students should supplement additional rigorous coursework within their career focus.
- ❖ Students entering the seventh grade must choose the Smart Core Curriculum or the Core Curriculum. Upon completion of the sixth grade, each student's parents or guardians will receive a letter explaining the differences and options between these choices. Both the Smart Core and Core Curriculums will be outlined in this letter. Arkansas law requires that students complete 22 units if students choose the Smart Core option. However, Melbourne Schools require 23 units to qualify for graduation. Prior to the beginning of each school year, a parent meeting is held for seventh and ninth grade orientation where the principal and counselors discuss these various elements. All students will participate in the Smart Core unless a parent or guardian waves the right to do so. In the case of a waiver, the student will be required to participate in the Core Curriculum. Should a parent decide to change from one to another, the parent will sign a document indicating that they wish for their child to be moved in to the other program. Each student's parents will be required to sign consent forms indicating that they have been informed of and clearly understand the choices they have for their children. Students who transfer to other schools will have their informed consent forms and all other appropriate records forwarded to their new school. Informed consent documents will become a part of each student's permanent record. Staff will periodically attend continuing education workshops to stay current in Smart Core/Core Curriculum procedures.
- ❖ Beginning with the entering the 9th grade class of the 2014-2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate regardless of Smart Core or Core Curriculum choice. (Act 1280 of 2013)

DISTRICT POLICIES AND PROCEDURES

- ❖ Melbourne School District operates under School Board approved policies that are in accordance with Arkansas law.
- ❖ Melbourne School District has both certified and classified personnel policy committees to review policies for each group.
- ❖ School Board members received required annual school board training as outlined in ACA 6-13-629.
- ❖ In accordance with Act 1220 of 2003, Melbourne School District has a Health and Wellness Committee. This committee is responsible for addressing needs of students in areas of health and nutrition and providing plans and recommendations to improve the health, wellness, and nutrition of the district's students.

DISTRICT SAFETY PROCEDURES

- ❖ Monthly fire, tornado, earthquake drills are held.
- ❖ Bus evacuation drills are held.
- ❖ Intrusion training is provided for all faculty and staff of the district.
- ❖ A crisis intervention plan is kept up-to-date by the school resource officers and members of administration.
- ❖ First Aid Response Teams are being developed by the school nurses and school resource officer.

MELBOURNE ELEMENTARY REPORT TO THE PUBLIC

❖ Statistics for Melbourne Elementary School

- ❖ August 13, 2018 – First Day of School – 449 Students
- ❖ September 18, 2018 – 454 students
- ❖ 5 Kindergarten classrooms
- ❖ 4 First Grade classrooms
- ❖ 3 Second through Sixth Grade classrooms

❖ 2017 ESEA School Report for Melbourne Elementary

- ❖ Enrollment – 454
- ❖ Attendance Rate – 95.71%
- ❖ Poverty – 63.44%
- ❖ Special Education – 17.40%
- ❖ State Accountability – 80.59%
- ❖ Public School Rating - A

❖ All of the Melbourne Elementary School teachers except for one long term substitute and two teachers on ALPs.

❖ Melbourne Elementary has a Dyslexia Interventionist and a part-time aide in the room with the Dyslexia Interventionist. These two staff members serve 19 students, 2 to 3 days per week, for 40-45 minutes each time. These students are mostly served individually, but may be paired at times.

❖ Due to the success that was being seen with the APPLE Connections Dyslexia Intervention, the decision was made to train all teachers in kindergarten through second grade literacy and all Special Education K-6 teachers in APPLE Connections. APPLE Connections has additional training available for upper grades, and at some point, this may become an option as well.

❖ Our goal for this coming school year is to see each student show a gain in at least two areas of the ACT Aspire assessment and the STAR assessment given at the end of the school year.

MELBOURNE ELEMENTARY SCHOOL REPORT TO THE PUBLIC (CONT.)

2017 All Students		2017 Targeted Achievement Gap Group	
English Language Arts	68.27%	English Language Arts	61.31%
Mathematics	69.74%	Mathematics	60.12%

MELBOURNE HIGH SCHOOL REPORT TO THE PUBLIC

- ❖ Current enrollment – 398
- ❖ The 2017 graduation rate was 100%. The 2018 graduation rate has not yet been released.
- ❖ Melbourne High School currently has one teacher on an ALP for Physical Science: Kelli Swaim.
- ❖ The 2018-2019 student handbook is available on the school website and has been since August 1.
- ❖ The GT program serves our students through Pre-AP and AP courses.
- ❖ Part of our goal is to encourage students to become involved in extracurricular activities. Our current offerings include our list of sports teams, band, choir, student council, and other clubs.
- ❖ Advanced placement courses offered are AP Cal AB, Lit and Comp, US History, Language and Comp, and Biology.
- ❖ This is our 2nd year to have an advisory program. Teachers, students, counselors, and administrators have seen an increase in the number of students who have taken an active role in planning for their future by becoming more involved in the selection of their high school courses. The advisory program is also currently supplementing the Student Success Plan that is required by the state.
- ❖ Additions to high school credits include adding courses that will help prepare students not only for college, but also for careers that may not require a college or 4-year degree. These courses include Welding, Internship Program, Anatomy and Physiology, Orientation to Teaching, and a Transition Class for students with disabilities designed to increase student soft skills and preparation for the work place.

MELBOURNE HIGH SCHOOL REPORT TO THE PUBLIC (CONT.)

- ❖ ACT Aspire scores have been received, and individual results have been mailed to households. An incentive program has been implemented that rewards students for scoring “ready” and “exceeding”.
- ❖ The ACT Aspire Scores demonstrated growth in most areas.

2017		2018	
English	80%	English	79%
Reading	43%	Reading	46%
Math	48%	Math	50%
Writing	42%	Writing	State scores not released for 2018.
Science	43%	Science	44%

BEARKATZ ACADEMY

REPORT TO THE PUBLIC

- ❖ Bearkatz Academy has a current enrollment of 101 with plans to open another classroom of up to 10 students in January 2019. In addition, 20 students from Melbourne Elementary attend Bearkatz Academy's After School program daily.
- ❖ Bearkatz Academy is a Better Beginnings Level 3 Childcare Center. This is the highest achievable level for Arkansas.
- ❖ In January 2018, Melbourne School District was awarded an additional 20 ABC slots bringing our total available slots to 40. ABC (Arkansas Better Chance) grant provides early childhood education free of charge to families receiving the grant.
- ❖ Bearkatz Academy uses Adventures in Learning curriculum; Sing, Spell, Read, and Write curriculum; and is working to train teachers in APPLE Seed Connections to best prepare our students with dyslexia and/or other learning disabilities.
- ❖ Bearkatz Academy is also working on forming a Crisis Team in case of emergency. 100% of our staff is American Red Cross First Aid and CPR certified. Staff has also been trained in Glucagon and EPI pen administration.
- ❖ Staff committees have been formed for the 2018-2019 school year for event planning and parental involvement. A parental involvement committee has been formed as well.



QUESTIONS AND ANSWERS

A question and answer session was provided to all in attendance.