



Annual Report to the Public

July 20, 2020

Campus	Smackover Elementary School
Accreditation Status for 2019-2020	Accredited
School Improvement Status for 2019-2020	B - General Collaborative Support
Goals for 2020-2021	<p>Goal # 1: Smackover Elementary School teachers will use a variety of data to guide instructional support for student achievement:</p> <ul style="list-style-type: none">• (K-2) Data from Renaissance Testing, DRA, CORE, and PAST assessment. These assessments will be used to determine areas of need and areas of proficiency.• (3-4) Data from ACT Aspire Interim and writing prompts to determine extra support for students.• All grades will use data walls to track students, guide instruction, and determine students in need of skills.• (K-2) will use administer running records weekly to determine the next steps for small group instructions.• (K-2) Give writing assessments and score with a check list to determine what mini-lessons need to be taught, and how to group students during writing instruction.• (3rd/4th) Giving ACT Aspire Interim assessments three times a year. The format of the assessments exposes types of questions as on the summative evaluation.• Grades K-4 will take writing grades 2 times per month on skill(s) taught during the read aloud with a writing constructed response.• Use a writing checklists to score writing weekly.• (3rd/4th) Assess students with one constructed response in all content areas at least every two weeks and take a grade on them.• The principal, assistant principal, and instructional facilitator will conduct classroom walk-throughs to provide support to teachers using the explicit instructional model.• Staff will focus on building relationships with parents: To improve student attendance, family engagement, and increase student growth goals based on achievement testing.



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Campus	Norphlet Middle School
Accreditation Status for 2019-2020	Accredited
School Improvement Status for 2019-2020	D – General Collaborative Support (Targeted Assisted for Special Education)
Goals for 2020-2021	<ol style="list-style-type: none">1. Implement reading comprehension intervention for students identified as in need of support.2. Continue co-teaching in math and English for 6th – 8th grade students identified for special education; extend co-teaching to 5th grade students receiving math and English special education services.3. Resume cumulative testing in all core subject areas at semester and at the end of the school year.4. The principal, assistant principal, and instructional facilitator will conduct classroom walk-throughs to provide support to teachers using explicit instructional models.5. Conduct interim assessments three times a year.6. Vertical alignment of core subjects in 5th – 8th grades.7. Continually review curriculum document and adjust as necessary to ensure that all students master state standards as evidenced by common formative assessments.



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Campus	Smackover High School
Accreditation Status for 2019-2020	Accredited
School Improvement Status for 2019-2020	C – General Collaborative Support
Goals for 2020-2021	<p>Our goals for the 2020-2021 school year are to Improve Reading Proficiency & Establish a Blended Learning Model. Our focus is Reading, which based on student learning data, would have the greatest impact on 9th-12th grade student achievement.</p> <p>Smackover High School will use student learning data to identify students in need of instructional support, provide early interventions, and implement effective classroom strategies in order to increase student growth and enhancement.</p> <p><u>Actions to Improve Reading Proficiency:</u></p> <ul style="list-style-type: none"> • 9-12 R.I.S.E. Awareness Training Yr. 1(Face-to-Face) - 2 Days • 9-12 R.I.S.E. Awareness Online Training Yr. 1 - 1 Day • Reading Comprehension Strategies Training - 1 Day • Data Analysis, Instructional Planning & Assessment PLC Meeting - 7 Total • Literacy and Science teachers will create cross-curricular core strategies to close curriculum gaps and address weaknesses in both areas; Math and Elective teachers will develop activities to integrate Tier 3 vocabulary and Latin roots into daily instruction - October PD Day • Vertical alignment meetings for core teachers and reading comprehension planning meetings for elective teachers to discuss and implement strategies for closing curriculum gaps and promoting student growth in the subject area of Reading - February PD Day • 9th & 10th grade intervention meetings to determine enrollment of students for the reading comprehension program. • Core teachers will implement Spiral Reviews through bell ringers, homework, small groups, etc. to present standards/concepts throughout the school year. • 9th-12th Grade Differentiated Instructional Strategies meeting with Gifted & Talented Coordinator • Weekly grade level meetings for core teachers to analyze student data, discuss student needs, and provide instructional support. • Walk-through, indirect, informal and formal observations providing feedback to support teacher improvement and build capacity.

Smackover High School will establish a blended learning model to allow continuation of student learning content standards through both technology-based and face-to-face instructional approaches.

Actions to Provide Instruction Through a Blended Learning Model:

- Use of online resources including Google Classroom, Khan Academy, and other digital content as determined by the teacher.
- Teachers will develop 3-5 days of “bridge” assignments which will be accessed through Google Classroom.
- The following Google Apps will be used as part of our comprehensive Learning Management System (LMS): Google Classroom, Google Meet, Google Calendar and Gmail.
- Teachers will incorporate digital content from Lincoln Learning for students using Buzz as a supplementary LMS if needed.
- Assistant principal will attend train-the-trainer sessions presented by Arkansas Public School Resource Center.
- Lincoln Learning & Buzz Training - 1 Day
- Provide a digital course with professional learning for teachers to use specific to utilizing an LMS and providing blended learning.
- Develop a digital learning engagement rubric for participation grades.
- Teachers will utilize remote learning tools on a weekly basis to ensure that students have mastered logging into the LMS, accessing digital content, and submitting assignments remotely.
- Provide 1:1 technology (one chromebook for every student).



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Campus	Smackover-Norphlet School District
Accreditation Status for 2019-2020	Accredited
School Improvement Status for 2019-2020	Level 1 – General Collaborative Support
Federal Programs Classification	All schools are Title I, Part A, Schoolwide Schools.
Goals for 2020-2021	<p>The Smackover-Norphlet School District will support each campus in the following ways during the 2020-2021 school year:</p> <ul style="list-style-type: none">• Develop and implement reentry plans that are focused on the safety of students and faculty while supporting the continuity of teaching and learning• Conducting monthly district leadership team meetings that encourage collaboration between campus and district leaders• Providing professional development opportunities that are aligned to the needs of the campus• Offering on-site support for school improvement• Arranging specialized programming to support individual student needs including Alternative Learning Environment, Special Education, English Language Learners, Gifted and Talented, 504, Dyslexia, School Based Health Center, RTI Behavior, RTI Academic, guidance counseling, migrant, and homeless• Providing resources that support safe and secure campuses• Offering financial supports to campuses that are aligned with the needs of the campus• Monitoring progress towards student achievement goals• Offering services which support human resources needs within the district• Providing technology resources and support that are aligned with the needs of the campus