



LITTLE ROCK SCHOOL DISTRICT

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

August 26, 2021 5:30 PM

- I. Welcome and Greetings**
 - A. Meeting Outline**
- II. District Celebrations**
- III. Public Comments**
 - A. Public Comments**
- IV. District Updates**
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 - B. Classified Personnel Policy Committee Report**
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 - C. Personnel Changes**
- VI. Educational Services**
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- VII. District Plan of Support/School Improvement Plans**
 - A. District Plan of Support/ School Improvement Plans (Action)**
- VIII. 2020-2021 ACT Aspire Results Report**
 - A. 2020-21 ACT Aspire Results Report**
- IX. Summer Learning Programs Report**
 - A. Elementary Summer Learning Opportunities Report**
 - B. Secondary Summer Learning Opportunities Report**
- X. Finance & Support Services**
 - A. June 2021 Board Financial Report (Preliminary)**

XI. Board Comments

Adjournment



LITTLE ROCK
SCHOOL DISTRICT

LITTLE ROCK SCHOOL DISTRICT

**810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS**

August 26, 2021 5:30 PM

Agenda (revised)

- | | |
|---|------------------------------|
| A. Welcome and Greetings | V. Hatter, President |
| B. District Celebrations | M. Poore, Supt. |
| C. Public Comments | |
| D. District Updates | |
| 1. Certified PPC | L. Austin |
| 2. Classified PPC | J. Eason |
| E. Consent Agenda (Action) | |
| 1. Board Minutes | |
| 2. Personnel Recommendation | |
| F. Pearson Online & Blended Learning Contract Option (Action) | |
| G. District Plan of Support/ School Improvement Plans (Action) | |
| H. 2020-21 ACT Aspire Results Report | D. Cummings &
M. Robinson |
| I. Summer Learning Programs Report | D. Smith &
R. Rutherford |
| J. Finance Updates | K. Bailey |
| K. Board Comments | |
| L. Adjournment | |

Board Public Comments for August 12th Meeting

Written Comment

Date: 08-25-2021 12:53:18

First Name: BARBARA

Last Name: WILLIAMS

Email Address: [REDACTED]

Topic: Covid classroom protection

Comment:

I was under the impression ALL schools had clear screens on student desk and 3-6 feet desk separation. Since I can not enter the school, I can only go on what my 10 yr. old grandson has told me. No dividers and he can touch the person next to him. Can someone please address this?

Board Public Comments for August 12th Meeting

Written Comment

Date: 08-23-2021 09:08:02

First Name: Alice

Last Name: Kunce

Email Address: [REDACTED]

Topic: Dunbar+MERV filters

Comment:

All of the filters in Dunbar were replaced last week, which is great.

However, they were replaced with MERV 8 filters instead of MERV 13s.

Our classrooms are back at full capacity despite rampant community spread. As a middle school, many of our children are still ineligible for the COVID vaccine. I would like to know why the district did not replace Dunbar's filters with MERV 13 filters, a known defendant against the COVID virus per the CDC guidelines. If the HVAC system is the reason, then why haven't ESSR funds been used to upgrade Dunbar's HVAC system so that better filtration is possible?

It would be great if an indoor air quality study of Dunbar could be completed so that we can make data-driven decisions regarding the health and well-being of our students and staff.

Board Public Comments for August 12th Meeting

Written Comment

Date: 08-20-2021 18:17:04

First Name: Carolyn

Last Name: Benton

Email Address: [REDACTED]

Topic: Covid-19

Comment:

All students need to be tested before they can attend classes

Board Public Comments for August 12th Meeting

Zoom presentation - Speak to Board

Date: 08-26-2021 11:02:35

First Name: Veronica

Last Name: McClane

Email Address: [REDACTED]

Topic: Agenda items

Comment:

Will be speaking to the board about agenda items.

Board Public Comments for August 12th Meeting

Zoom presentation - Speak to Board

Date: 08-26-2021 08:20:10

First Name: Anika

Last Name: Whitfield

Email Address: [REDACTED]

Topic: Pearson Online Learning Academy

Comment:

I hope to address the board during the live meeting via Zoom.

Board Public Comments for August 12th Meeting

Zoom presentation - Speak to Board

Date: 08-26-2021 06:32:07

First Name: Liz

Last Name: Morris

Email Address: [REDACTED]

Topic: Digital Ignite

Comment:

We have talked about learning loss, data driven instruction, formative assessments, PLC and every other buzzword. Talk is cheap. Solution tree, outsourcing/ contracting teachers, and losing student enrollment is expensive. Where is the real teaching and learning action for families who have chosen the virtual option. We have been surveyed until we are blue in the face. You know what we want. We want our OWN happy healthy LRSD students and teachers. My seventh grader still has no schedule, no teachers, and her advisor didn't even check in with the kids on Zoom yesterday. She just sat there waiting. My husband and I are both educators. I am deeply loyal to the district. My husband was forced to resign so he could stay home virtual with our kids. He was willing to teach virtual but there were no options given to teachers. Teachers and LRSD families need options and trust from our leaders. When I come home from teaching all day with packed in person classes, in the middle of this pandemic my kid says, "Mom, when is school going to start? I just want school." When and how are you going to answer our kids. Let's figure it out with "the power of US."

Board Public Comments for August 12th Meeting

Zoom presentation - Speak to Board

Date: 08-26-2021 00:16:56

First Name: Anika

Last Name: Whitfield

Email Address: [REDACTED]

Topic: Bond refunding

Comment:

Planning to speak to board during the Zoom meeting.

Board Public Comments for August 12th Meeting

Zoom presentation - Speak to Board

Date: 08-25-2021 22:50:03

First Name: Russ

Last Name: Racop

Email Address: [REDACTED]

Topic: Karla Beth Lasiter

Comment:

Why is this former PCSSD teacher that forced a student to scoop his poop out of a toilet allowed to substitute teach at Forest Park Elementary school?

Board Public Comments for August 12th Meeting

Zoom presentation - Speak to Board

Date: 08-24-2021 19:24:25

First Name: Jeff

Last Name: Hood

Email Address: [REDACTED]

Topic: Registration

Comment:

Registration

Board Public Comments for August 12th Meeting

Zoom presentation - Speak to Board

Date: 08-21-2021 00:02:40

First Name: Katrina

Last Name: Jelley

Email Address: [REDACTED]

Topic: Quarantines and learning loss

Comment:

I would like to speak about plans for large quarantines and how to mitigate learning loss.

Perry, Jasmine

From: Smith, Pamela
Sent: Friday, August 27, 2021 11:45 AM
To: Poore, Mike; Adams, Greg; Callaway, Evelyn; Hatter, Vicki; Johnson, Norma J; Mason, Michael; Morning, Sandreckia; Noland, Ali; Wilson, Leigh Ann; Wood, Jeff
Cc: Perry, Jasmine; McGee, Keith; Hutchinson, Michael
Subject: FW: Board Comments inhibited by Zoom last night / Registration as a Social Justice issue

Good Morning!

Please find below a public comment from Reverend Jeff Hood, a parent in the District, who requested that I send directly to you. I have already forwarded for inclusion in the meeting records. Thanks!

Pam



Pamela Smith
Communications Director
Department of Communications

pamela.smith@lrzd.org
501.447.1030 office
501.539.0224 cell
501.447.1161 fax

LRSD.org

From: [REDACTED]
Sent: Friday, August 27, 2021 12:43 AM
To: Smith, Pamela <Pamela.Smith@lrzd.org>
Subject: Board Comments inhibited by Zoom last night / Registration as a Social Justice issue

Ms. Smith. Thank you for allowing me to submit in writing the comments I intended to give at the Board meeting last night. As you know, Zoom would not let me on for whatever reason. I would appreciate it if you would place these comments in the record and distribute them to the Superintendent and the Board. Please let them know that I do welcome a conversation on this matter. Keep the faith. Rev. Dr. J [REDACTED] (by email here or by phone at [REDACTED])

Good evening, I am Rev. Dr. J [REDACTED]...I am an activist and theologian [REDACTED]. My wife is Dr. E [REDACTED]...and she is the new Professor/Program Director of Art Education at the University of Arkansas at Little Rock [REDACTED]. Together, we are the proud parents of [REDACTED]. That's right... [REDACTED]. We have lived at [REDACTED] for right at two weeks. What should have been a time of adjustment for our children in their new school has turned into an almost two week delay. The

reason? We couldn't get anyone to register our children. When I first called registration to ascertain about the process ([REDACTED]), I was laughed at...literally. When I called back, I was told about online registration (and that I could have the conversations about special needs once I got them into the system). Before I hung up, I was told that it might take a while because the district doesn't have enough money for [REDACTED]. Then, I filled out all of the online information...but it wouldn't take my documents. When I tried to call the office to get direction on how to fix it, nobody answered. When someone finally did the next day, I was asked if I knew how to properly use a computer and then I was hung up on. So, then I had to go downtown to hand them the documents manually. I was told that I would get a call when they were registered. That was seven days ago...and I still have yet to receive that call. Thankfully, our local school was able to force our kid's registration through. But...even then...there were multiple pieces of information on their registration that were wrong. If we had not been virulent (and major supporters of public schools), I have no doubt that our kids would still be waiting to go to school. Surely, this is not the first impression that you want people to have of the district.

With that said, I don't think I'd be here tonight if this was just us. Throughout this journey, I have spoken to families throughout the district (especially single mothers) who have had their lives upended by the inadequacies of the district's registration process. There was a waitress (who lives in the apartment complex down the street from us) who couldn't work and was struggling to pay the rent because she had been waiting over a week for her kid to start school. There was a mother at the park whose computer crashed in the midst of her registering her kid...and she was forced to take an unpaid day off from work to go downtown...which made things tight for the rest of the month. There was an undocumented family at a local restaurant that described their fears of filling out documents online or going to a government office downtown. I could go on and on. The conversations have been plentiful...and made me realize that this is more than just a matter of annoyance...this is a social justice issue...real people are facing real consequences because the registration process in this district is so bad.

While I might be an expert at many things...school registration is not one of them... but I think I can offer a solution that did keep coming up...placing all registration in local schools. To do otherwise, allows this distant failing mechanized process to continue. I don't think it's too much to ask to want the person who is registering a child to actually care about the child that they're registering...and care is of course always a local phenomenon.

Amen.



LITTLE ROCK SCHOOL DISTRICT

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

DATE: August 26, 2021 5:30:00 PM
FROM: Mike Poore
Superintendent of Schools
SUBJECT: Donations of Property

BACKGROUND:

The Little Rock School District receives donations from businesses and individuals on a regular basis. It is the policy of Little School District that donations are not formally accepted until they are approved by the Mr. Poore, Superintendent.

RATIONALE:

District policy states that, in order to maintain the centralized fixed asset property accounting system, all property donation requests are forwarded to the Director of Procurement. The Procurement Department forwards the requests, along with the appropriate recommendations, to Mr. Poore, Superintendent for acceptance and approval. In order for proper recognition and appreciation to be conveyed to the donor, donor's name and current mailing address should be included in the donation memo.

FUNDING:

None

RECOMMENDATION:

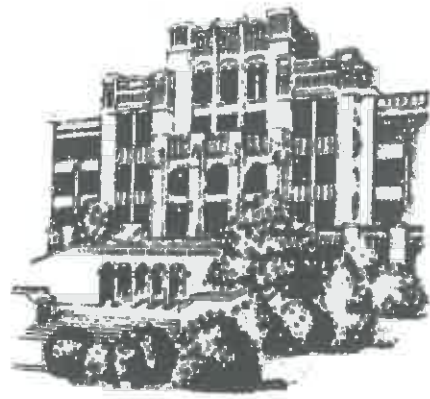
It is recommended that the attached donation requests be approved and accepted in accordance with the policies of the Little Rock School District.

PREPARED BY:

Darral Paradis, Director of Procurement

Little Rock Central High School

*1500 South Park Street
Little Rock, Arkansas 72202
Phone 501-447-1400
Fax 501-447-1401*



DATE: 8/03/2021

TO: DARRAL PARADIS, DIRECTOR OF PROCUREMENT

FROM: NANCY ROUSSEAU, PRINCIPAL

Nancy Rousseau

SUBJECT: DONATION

Charles A. Albers of 2717 So. Monroe in Little Rock, Arkansas 72204, Class of 1970 has made a generous donation of artwork in the amount of \$733.63 to Little Rock Central High School.

It is my recommendation that this donation be accepted in accordance with the policies of the Little Rock School District.

[Signature]



CLOVERDALE MIDDLE SCHOOL

To: Mr. Darral Paradis, Director of Procurement

From: *WR* Mrs. Wanda Ruffins, Principal

Date: August 9, 2021

Re: Donation

Arkansas Children Hospital has donated \$500.00 to the Cloverdale Middle School. We sincerely appreciate this donation, which will provide incentives and materials for Cloverdale faculty and staff members.

We recommend that this donation be accepted in accordance with the policies and procedures of the Little Rock School District.

**Scott Allen, Director
Community Engagement
Arkansas Children's Hospital
1 Children's Way, Slot 669
Little Rock, AR 72202**



Fair Park

Early Childhood Center



TO: Darral Paradis, Director of Procurement

FROM: Judith Milam, Principal

DATE: July 28, 2021

RE: Donation: Roy and Christine Sturgis Charitable and Educational Trust of Arkadelphia
C/O Lisa Speer and Kathy Findley, Trustees
P.O. Box 493
Arkadelphia, AR 71923

The Roy and Christine Sturgis Charitable and Educational Trust of Arkadelphia, wishes to make a cash donation to Fair Park Early Childhood Center in the amount of \$10,185.00 for items on the Fair Park proposal to the Sturgis Foundation.

It is recommended that this generous donation be approved with thanks in accordance with the policies of the board. Thank you for your consideration.

Sincerely yours,

A handwritten signature in black ink that reads "Judy Milam".

Judy Milam,
Principal/Coordinator

CC: Mr. Darian Smith
Executive Director of Elementary Education



PINNACLE VIEW MIDDLE SCHOOL



July 28, 2021

TO: Mr. Darral Paradis, Director of Procurement
FROM: Mrs. Takecia Campbell, Principal *TCC*
RE: Donation

Subaru of Little Rock graciously donated \$2,500 to Pinnacle View Middle School to assist in the purchase of a shed to house our new chickens that will be used in our new EAST Agriculture course.

We recommend that this donation be accepted in accordance with the policies and procedures of the Little Rock School District.

Subaru of Little Rock
12121 Colonel Glenn Road
Little Rock, AR 72210

Thank you.

A handwritten signature in blue ink, appearing to be the initials "TCC" followed by a flourish.

Board Meeting August 26, 2021

DONATIONS

SCHOOL/DEPARTMENT	ITEM	DONOR
Central High School	Donation of artwork in the amount of \$733.63	Charles A. Albers
Cloverdale Middle School	Donation of \$500.00 for incentives and materials for faculty	Arkansas Children's Hospital
Fair Park	Donation of \$10,185.00	Roy and Christine Sturgis Charitable and Educational Trust of Arkadelphia
Pinnacle View Middle School	Donation of \$2500 to purchase shed for chickens	Subaru



**LITTLE ROCK SCHOOL
DISTRICT**

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

DATE: August 26, 2021 5:30:00 PM
FROM: Mike Poore
Superintendent of Schools
SUBJECT: Minutes for July 2021 includes special meetings on July 6 and 26, agenda meeting
July 8 and regular board meeting on July 22.

RECOMMENDATION:

Administration recommends approval of the minutes submitted.

PREPARED BY:

Michael Hutchinson, Board Clerk

Minutes
Meeting of the Little Rock School District Board of Education
Administrative Offices Board Room
July 6, 2021

Meeting commenced at 5:30 p.m.

In attendance: Mr. Michael Mason, Ms. Evelyn Hemphill Callaway, Ms. Vicki Hatter, Ms. Norma J. Johnson, Mr. Greg Adams, and Mr. Jeff Wood

Present via Zoom: Ms. Ali Noland

Absent: Ms. Leigh Ann Wilson, and Ms. Sandrekia Morning

Also in attendance:

Mr. Michael Poore, Superintendent

Dr. Keith McGee, Deputy Superintendent

- I. Welcome and Greetings – Ms. Hatter opened the meeting and asked Mr. Adams to lead the Pledge of Allegiance.
- II. Call to Order
- III. Public Comment’s – There were no public comments.
- IV. Superintendent’s Presentation
 - a. Job Description Chief Deputy Finances and Operation Officer (Action)
 - b. Personnel Recommendation (Action)

Mr. Poore made his presentation for the position of Kelsey Bailey, LRSD Chief Financial Officer. He talked about salary studies in comparable positions. He talked about some added funding to the District that came under the department of Finance, Mr. Bailey. He stated that the Board will receive a budget for employee salary increases. He asked that the Board approve the salary increase and approve the title change of the Chief Financial Officer to Chief Deputy Finance and Operations Officer.

Mr. Wood moved that the LRSD School Board approve the position of Deputy Chief Finance and Operations Officer. The second came from Ms. Johnson. Opposing the motion was Ms. Callaway. The motion passed six to one.

Mr. Wood moved that the LRSD School Board authorize the Superintendent to proceed with hiring Kelsey Bailey for the role of Deputy Chief Finance and Operation Officer under a three-year contract at \$210,000 per year. Mr. Mason seconded. A vote was taken. There was brief discussion. The Board voted. Opposing the motion was Ms. Callaway. The vote passed six to one.

- V. Adjournment – A motion was made by Mr. Wood to adjourn. The second came from Ms. Johnson. The motion passed unanimously. The meeting ended at 5:48 p.m.

Minutes
Meeting of the Little Rock School District Board of Education
Administrative Offices Board Room
July 8, 2021

Meeting commenced at 5:32pm

In attendance: Mr. Michael Mason, Ms. Evelyn Hemphill Callaway, Ms. Leigh Ann Wilson, Ms. Vicki Hatter, Ms. Norma J. Johnson, Mr. Greg Adams, and Mr. Jeff Wood.

In attendance via Zoom: Ms. Sandreckia Morning and Ms. Ali Noland

Absent: None

Also in attendance:

Mr. Michael Poore, Superintendent

Dr. Keith McGee, Deputy Superintendent

Special Board Meeting Agenda

I. Welcome and Greetings

Ms. Hatter, LRSD Board President opened the meeting and asked Mr. Mason to lead the Pledge of Allegiance. Ms. Hatter asked for a moment of silence for Ms. Kim Maginn who was an employee of the district and died. Mr. Poore added that she had an impact on the Terry Elementary School.

II. Public Comments

Mr. Poore said that three people signed up for virtual comments. He announced Ms. Veronica McClane who was not on the Zoom. He then introduced Ms. Elizabeth Deere. She spoke as a parent about the safety of her child in school, and that he is too young to be vaccinated. She also spoke against the COVID leave ending for staff. Mr. Poore introduced Ms. Katrina Jelley, who spoke about the Ready for Learning Plan and the mask mandate, which she supports. Mr. Poore read the comments from Ms. Sylvia Harris, who supports masks. Ms. Geraldine Coleman supports masks and a 4-day school week. Ms. Jennifer Eddy, a teacher who has children in LRSD, supports the wearing of masks, specifically for children under vaccination age. Ms. Mary Thomas wrote of her support of masks. Ms. Jameshia Braxton also supports children wearing masks. Ms. Becky Olson who spoke of children not wearing masks. Lattice Miller is in support of masks. Ms. Melanie Kramer wrote that she wants children in masks. Ms. Angela Hunter wrote about masks and supports wearing them, particularly those too young for vaccines. Ms. Alexis Sanghera stated she supports virtual learning. Mr. Poore introduced Ms. Veronica Paulson who spoke about showing the teachers support for the upcoming school year. Also she spoke of her child going back to school with some unmasked children.

III. Personnel Recommendations

Mr. Poore stated that it is important to hear these recommendations to staff the schools. A motion was made by Mr. Wood that the LRSD School Board approve the personnel changes noted in the Board packet. A second was made by Ms. Wilson. A vote was taken and passed unanimously.

IV. Adjourn for Agenda Setting Meeting

A motion was made to adjourn meeting by Ms. Wilson and seconded by Mr. Mason. The vote passed unanimously.

Agenda

I. Welcome and Targets for Meeting

Ms. Hatter welcomed all to the agenda meeting.

II. Update on Agenda Setting Committee

Ms. Hatter stated that Ms. Noland and Ms. Wilson were appointed to serve on the committee and they will discuss agenda setting policy for the Board. Ms. Callaway volunteered to be on the committee. Ms. Noland asked about the committee adhering to the legal aspect of meetings. Ms. Hatter stated that the meetings would all be broadcast.

III. Ready for Learning Update

a. Ready for Learning Presentation

Mr. Poore stated they will continue to look at COVID leave and added that parents will be allowed to sign up for virtual school up to the beginning of the school year. Dr. Keith McGee, deputy superintendent, made a presentation stating that the students and the staff are the top priority. He reviewed the key discussion topics, recommendations for the plan, the ESSER I expenditures report, ESSER II expenditures report, and a funding source report. He explained that the ARP ESSER funds have not been spent as they are waiting for the guidelines. He reviewed the next steps and timeline for the Ready for Learning Plan. Mr. Poore added that if the district has to pivot to virtual, LRSD is ready in the event that COVID numbers rise. There was brief discussion.

IV. Proposed Agenda for July 22, 2021

a. Proposed Agenda Outline

Ms. Hatter began reviewing the agenda. She asked for questions for sections 1 – 4. Then Ms. Hatter asked for input for sections 5 - 7. Mr. Poore stated that the report for Special Programs will give the Board an update on what the District is doing and what is being planned for the Special Services department. The Board asked that a special report be added regarding the millage.

D. Proposed Agenda for July 22, 2021

I. Welcome and Greetings V. Hatter, President

II. Celebrations

III. Public Comments

IV. Districts Reports

i. Certified PPC Report L. Austin

ii. Classified PPC Report J. Eason

V. Ready for Learn Plan (Action) K. McGee

VI. Special Services Report C. Steele

VII. Finance Report K. Bailey

VIII. Policy Updates E. Walker

IX. Committee Assignments

Ms. Callaway asked what committees were developed. Ms. Hatter responded that the committees were sent out to the Board in the packet. Ms. Noland asked that Mr. Walker address COVID leave policy and employee pay raises. Mr. Poore said that COVID leave is being discussed by the PPC and the salary increase will be on the August agenda meeting.

Ms. Hatter talked about the District being removed from Level 5 from the state today and explained we are now on Level 4. She congratulated the LRSD staff. Mr. Poore expressed his appreciation for all who continue to support LRSD. He also invited the Board to a news conference, in conjunction with the City, to announce this new status.

X. Adjournment

Ms. Wood made a motion to adjourn the meeting. Ms. Wilson made a second to the motion. The motion passed unanimously. The meeting adjourned at 7:16 p.m.

Minutes
Meeting of the Little Rock School District Board of Education
Administrative Offices Board Room
July 22, 2021

Meeting commenced at 5:34 p.m.

In attendance: Mr. Michael Mason, Ms. Sandrekkia Morning, Ms. Evelyn Hemphill Callaway, Ms. Leigh Ann Wilson, Ms. Ali Noland, Ms. Vicki Hatter, Ms. Norma J. Johnson, and Mr. Greg Adams and Mr. Jeff Wood

Absent: None

Also in attendance:

Mr. Michael Poore, Superintendent
Dr. Keith McGee, Deputy Superintendent

Welcome and Greetings – Vicki Hatter, board president, opened the meeting. She asked Mr. Mason to lead the Pledge of Allegiance. Words of expression came from Director Adams who said he gets inspiration from the LRSD teacher, Ms. Kim Maginn, who died and her family who has been speaking out in support of vaccinations in honor of their mother.

II. Celebrations – Mr. Poore begin with ViPs president Tammy Blaylock who acknowledged she will be introducing five community partnerships with JA Fair K-8 Preparatory Academy. Colton’s Restaurant Group will be providing student and staff incentives for the school year. First Security Bank will commit their financial literacy and banking education programs. She also introduced Harbor Environmental and their partnership emphasizing the engineering component. LR Water Reclamation Authority will also be a partner in supporting the school STEM curriculum. And lastly she announced St. James United Methodist Church as a partner.

Mr. Poore congratulated Bobby Portis of the Milwaukee Bucks for winning the NBA Championship and is a graduate of Little Rock Hall High School, Class of 2013. Also, he acknowledged Coach Scooter Register for being inductee of the AAA Hall of Fame. Jacki Scott, Mann Middle School teacher, was named the Outstanding Formal Environmental Educator. Allison Dorer received the opportunity to be one of 250 high school students nationally to serve as a Congress-Bundesta Youth Exchange Student. He recognized Director Sandrekkia Morning who presented at a national conference. He told of the three-day Leadership Institute held for district employees. He mentioned the Back-to-School Celebrations which will include vaccination clinics and school supplies. They will be held at LR Southwest on July 31 and August 21. There will be a drive-through registration at Rockefeller Early Childhood Center. He also announced the dates of the Town Hall Meeting which will be held at each high school in the district on July 2, August 3-5 and August 9.

III. Public Comments - There are a total of five written comments and a couple on Zoom. Stacy Gip wrote about enforcing masks in the schools. Darby Beranek wrote supporting the district students wearing masks. Judith Murray wrote that teachers should not be penalized sick days due to COVID. Ms. Brittany Slagle stated support of masks in the schools. Ms. Claudia Cranberry wrote that her child is too young for a vaccination, and she supports masks. Ms. Stacey McAdoo wrote she wants the board to demand that the legislature support masks. Mr. Poore then introduced those who presented by Zoom beginning with Ms. Theresa Knapp Gordon. Ms. Meagan Person was introduced and not on the Zoom. Ms. Katrina Jelley was also introduced but not present. Mr. Andrew Carberry spoke to the board about teachers wearing masks. Ms. Katrina Jelley joined the Zoom and thanked the board for keeping the community engaged.

IV. District Reports

A. Certified Personnel Policy Committee Report

Ms. Austin was unable to attend.

B. Classified Personnel Policy Committee Report

Ms. Eason announced that they had a resolution for the board to act on COVID-19 vaccination incentive and COVID-19 leave. She met with the classified committee, and it was approved. They also reviewed the HR section comprehensive compensation proposal, and it will be presented to the board.

V. Special Services Report

A. Division of Special Programs Report

The presentation was made by Mrs. Cassandra Steele, director of special programs, who introduced her staff and discussed the mission of special programs. She stated that there are 3,163 students who have been identified with disabilities. She explained the monitoring process for their division, along with the support they provide for teachers. She told of LAB classes, which are designed to teach appropriate behavior and social-emotional skills. She shared some of the challenges faced by special programs. Ms. Steele stated that they held a Summer Literacy and Math Enrichment program which the teachers enjoyed. Her presentation was followed by a brief question and answer period with the board.

VI. Consent Items (Action)

A. Donations of Property

B. Minutes - June 2021

C. Personnel Changes

Mr. Mason moved that the LRSD School Board approve the Consent Agenda items as follows: 1) Donation of Property, 2) the minutes for the June 10 and June 24 meetings and 3) personnel changes as recommended by the Administration. It was seconded by Ms. Johnson. The motion passed by eight members. Ms. Morning was out of the room.

VII. Student Registration

A. Legal Transfer Requests (Action)

B. Virtual Academy Registration

Dr. Freddie Fields gave a brief explanation of the legal transfer as an option for parents who missed the school choice deadline. He spoke of the student transfer procedures and stated that these parents met those standards. A motion was made by Ms. Wilson for the LRSD School Board to approve the student transfer petitions as presented by the Administration. A second was made by Ms. Johnson. The motion passed with eight votes. Ms. Morning was out of the room.

VIII. Educational Services

A. Resolution on COVID-19 Vaccination Incentive and COVID-19

Dr. Keith McGee presented that the vaccination incentive is currently for the employees and consideration is being discussed for giving incentives for students as well. He then explained COVID-19 Sick Leave would cover 10 paid sick days. Both PPC groups did support this resolution. He provided the estimated cost for sick leave. He also reviewed the quarantine and isolation protocol. The timeline for next steps was presentation.

IX. Human Resources

A. Resolution on COVID-19 Vaccination Incentive and COVID-19 Leave (Action)

A motion was made by Ms. Noland that the LRSD School Board approve the updated COVID-19 resolution which includes a vaccination incentive of \$300 and reinstate the COVID-19 leave through December 2021. Ms. Noland made the motion and it was seconded by Ms. Wilson. The motion passed by six. Ms. Callaway and Ms. Morning were absent from the room.

B. Comprehensive Compensation Proposal - For Informational Purposes Only

Mr. Poore introduced Mr. Robert Robinson, Director of HR and stated that this topic will possibly be an action item for the board in October. Mr. Robertson said that this document before the board is one of the goals in rightsizing the district. Mr. Poore added that he has been in discussion with various employee groups for a salary increase which will play out in a three-year plan.

X. Finance & Support Services

A. June 2021 Board Financial Report (Preliminary)

Mr. Bailey reported on the teacher increases being proposed and gave some historical data regarding the raises. He stated that most of his financial report is the same from the previous month.

B. Bond Refunding & Extension of Debt Service Mills (Action)

Mr. Poore stated that there were four different options and the Administration recommends that the Board select the highest financing option.

It was moved by Ms. Johnson that the Administration's request to move forward with preparing the necessary debt service millage extension documents to generate up to \$300 million of

construction funds with Jack Truemper of Stephens Public Finance to be presented to the Board in August 2021. A second was made by Mr. Mason. A vote was taken. The vote passed, with eight votes. Ms. Morning was out of the room.

XI. Board Policy and Regulations

A. Section 6—School, Home and Community Relations (First Reading)

B. LRSD Adoption of Revisions to Section 5—Curriculum and Instruction (First Reading)

Mr. Walker, LRSD staff attorney, gave the first reading of Section 6 and stated there were minimal changes. Section 5 is being reviewed by Curriculum and Instruction. There were questions about sexual orientation and gender identity. This was a first reading so no action was required.

XII. Closing Remarks – Ms. Hatter asked for closing remarks. She stated that the agenda policy meeting will be scheduled and the board would receive proposed meeting dates. Mr. Woods stated that the board should start setting goals for administration. Ms. Noland gave a shout out to Hall High School for their successful block party. And, she expressed that there should be a special meeting on COVID-10 issues. Mr. Adams said he will be absent from all of the Town Hall meetings.

Adjournment – A motion was made by Ms. Wilson to adjourn. A second was made by Mr. Mason. The meeting ended at 8:38 p.m.

Minutes
Meeting of the Little Rock School District Board of Education
Administrative Offices Board Room
July 26, 2021
5:30pm

Meeting commenced at 5:30 p.m.

In attendance: Mr. Michael Mason, Ms. Evelyn Hemphill Callaway, Ms. Ali Noland, Ms. Vicki Hatter, Ms. Norma J. Johnson

Absent: Mr. Jeff Wood

Present via Zoom: Ms. Sandrekkia Morning, Ms. Leigh Ann Wilson and Mr. Greg Adams

Also in attendance:

Mr. Michael Poore, Superintendent

Dr. Keith McGee, Deputy Superintendent

I. Call to Order

II. Welcome and Greetings – Ms. Hatter, Board President, stated that the bulk of the special board meeting will take place via public comment. She asked Ms. Noland to lead the pledge of allegiance.

III. **Public Comments** - Mr. Poore introduced Ms. Teresa Knapp Gordon who spoke on her support of the mask mandate along with additional sanitary practices. Matt Olson was not present. Ms. Keneasha Scott, who is a parent, spoke in favor of local control. Ms. Alokita Karmakar was introduced but was not present. Srinivas Ayyadevara was also not present to speak. Ms. Ashley Simmons husband, Miles, spoke in support of a mask mandate. Mr. Madhu Setru Prakash and Mr. Manjusha Veetil were absent. Jacob Davis was not in favor of masks but in favor of choices. Ms. Sundadvalli Manickam was introduced but was not present. Mr. Derrick Burns and Ms. Constance Johnson were introduced but was not present. Mr. Matt Olson spoke in opposition to the mandate.

Mr. Poore stated that there were 85 written comments. He read several comments supporting the mandate and several comments which were against the mask mandate.

**IV. Resolution/ Seeking Support from Arkansas General Assembly/
Local School Districts on Mask Mandate 2021-22 School Year (Action)**

Ms. Hatter stated that the resolution was straightforward. She then asked for board discussion. Mr. Poore said that he felt that the district should have the right for local control. Ms. Noland read the proposed resolution verbatim. Mr. Adams moved that the

board accept the resolution as read. A second came from Ms. Wilson. A vote was taken. The resolution passed by eight votes. Mr. Wood was absent.

V. **Closing Remarks** – There were none.

VI. **Adjournment** - A motion to end the meeting came from Mr. Mason. The second came from Ms. Johnson. The motion passed unanimously. The meeting ended at 6:15 p.m.



LITTLE ROCK SCHOOL DISTRICT

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

DATE: August 26, 2021 5:30:00 PM
FROM: Mike Poore
Superintendent of Schools
SUBJECT: Personnel Changes

RATIONALE:

To staff allocated positions within the District

FUNDING:

Operating Fund

RECOMMENDATION:

It is recommended that the following personnel changes be approved.

A.C.A. 6-17-1502 allows school districts that hire teachers who have taught for three years in another district in Arkansas to add one additional year of probationary status for those teachers. LRSD has done this routinely for decades because it allows the District to assess the teacher's performance before they become non-probationary employees. It is therefore recommended that Arkansas teachers who have achieved non-probationary status and who are hired into the Little Rock School District will be provided one (1) additional year of probationary status. Teachers new to the District who have not completed three (3) successive years of employment will be probationary until the completion of three (3) successive years within the Little Rock School District.

Teachers employed with LRSD after the first student contact day of the school year are declared "Interim Teacher" and must reapply at the end of the school year.

PREPARED BY:

Robert Robinson, Executive Director of Human Resources

NAME	POSITION/SCHOOL	EFFECTIVE DATE
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Section A - Resignations/Terminations Certified Employees

1. BECTON, JAMILLE REASON: RESIGNATION	ELEMENTARY II/ BRADY ELEMENTARY	07-30-21
2. COLTERYAHN, HEATHER REASON: RESIGNATION	SPECIAL EDUCATION/ GIBBS MAGNET	08-05-21
3. FULLER, CYNTHIA REASON: RESIGNATION	SPECIAL EDUCATION/ MANN MAGNET	08-05-21
4. HARGIS-SOCARRO, ANGELA REASON: RESIGNATION	ELEMENTARY III/ ROBERTS ELEMENTARY	08-11-21
5. HOWARD, TANICA REASON: RESIGNATION	BUSINESS EDUCATION/ PULASKI HEIGHTS MIDDLE	08-11-21
6. ISGRIG, SARAH REASON: RESIGNATION	VIRTUAL SCH ELEMENTARY V/ TERRY ELEMENTARY	08-06-21
7. MCCASLIN, JENNIFER REASON: RESIGNATION	ELEMENTARY K/ ROBERTS ELEMENTARY	08-04-21
8. MCKNIGHT, CHRISTOPHER REASON: RESIGNATION	SCIENCE/ MABELVALE MIDDLE	07-29-21
9. O'CONNOR, JACQUELINE REASON: RESIGNATION	COUNSELOR/ HALL STEAM MAGNET	08-03-21
10. WHITE, KATRINA REASON: RESIGNATION	PROJECT LEAD THE WAY/ FOREST HEIGHTS STEM	08-06-21
11. WOOD SHIELDS, SHEILA REASON: RESIGNATION	SPECIAL EDUCATION/ WILLIAMS MAGNET	07-16-21

Section B - New Certified Employees

1. AQUINO, MAKENZIE	ELEMENTARY II/ ROBERTS ELEMENTARY	08-05-21
2. AUSTIN, GENE	PHYSICS/PHYSICAL SCIENCE/ SOUTHWEST HIGH	08-11-21
3. BARNETT, REBECCA	PROJECT LEAD THE WAY COMP SCI/ HALL STEAM MAGNET	08-03-21

Personnel Changes

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NAME	POSITION/SCHOOL	EFFECTIVE DATE
4. BECKETT, ROBERT	PHYSICAL SCIENCE/ CENTRAL HIGH	08-05-21
5. BETANCUR, KRISTIE	MULTI-SITE ELEM LITERACY COACH/ LITERACY	08-05-21
6. BRIZZOLARA, WHIT	VIRTUAL HIGH SCH PHYSICAL EDUCATION/ LR WEST HIGH	08-05-21
7. BROWN, DANIEL	SPECIAL EDUCATION/ CENTRAL HIGH SCHOOL	08-05-21
8. BRUCE, CHRISTOPHER	SOCIAL STUDIES/ PARKVIEW MAGNET	08-05-21
9. BUENO, EMILY	ELEMENTARY V/ ROBERTS ELEMENTARY	08-05-21
10. CAMPBELL, JOYCE	ELEMENTARY K/ M. L. KING ELEMENTARY	08-11-21
11. CAPPS, KELSEY	ENGLISH/ PULASKI HEIGHTS MIDDLE	08-05-21
12. CARTER, KAREN	SPECIAL EDUCATION/ STEPHENS ELEMENTARY	08-05-21
13. CHILTON, BONNER	ELEMENTARY PHYSICAL EDUCATION/ TERRY ELEMENTARY	08-05-21
14. COLLIER, CASSANDRA	VIRTUAL SCH ELEMENTARY IV/ TERRY ELEMENTARY	08-05-21
15. DAVIS, THOMAS	EXPL IND TECH EDUCATION/ MANN MAGNET	08-05-21
16. DAY, LAURA	ELEMENTARY II/ FOREST PARK ELEMENTARY	08-05-21
17. DUNBAR, ALICIA	SPECIAL EDUCATION/ MABELVALE ELEMENTARY	08-09-21
18. ESQUIREL-ORIZABA, RICHARD	ELEMENTARY K/ WILLIAMS MAGNET	08-10-21
19. FARRIS, ETHAN	ART/ MCDERMOTT ELEMENTARY	08-10-21

Personnel Changes
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August 26, 2021

NAME	POSITION/SCHOOL	EFFECTIVE DATE
20.FLOYD, STACEY	VIRTUAL HIGH CTE/BUSINESS/ LR WEST HIGH	08-03-21
21.FRYER, ALEXUS	ELEMENTARY IV/ WATSON ELEMENTARY	08-09-21
22.GADDY, LAMARCUS	ELEMENTARY III/ ROBERTS ELEMENTARY	08-12-21
23.GAVIN, ABBY	VIRTUAL MIDDLE SCH ENGLISH/ LR WEST HIGH	08-05-21
24.GILES, MOLLY	ELEMENTARY K/ JEFFERSON	08-05-21
25.GILLUM, DAVID	FRESHMAN SEMINAR/ PARKVIEW HIGH	08-05-21
26.GORDON, LAKRISTAL	ENGLISH/ CLOVERDALE MIDDLE	08-05-21
27.GREEN, IESHA	ELEMENTARY III/ BRADY ELEMENTARY	08-05-21
28.HAMPTON, AUNDREA	ELEMENTARY I/ BRADY ELEMENTARY	08-10-21
29.HARTNEDY, KATHLEEN	ELEMENTARY K/ ROBERTS ELEMENTARY	08-05-21
30.HICKS, TATIANA	FRESHMAN SEMINAR/ HALL STEAM MAGNET	08-05-21
31.HOGUE, KATELYN	ELEMENTARY K/ WAKEFIELD ELEMENTARY	08-05-21
32.HUDELSON, CHRISTIE	HIGH SCH ENGLISH/ SOUTHWEST HIGH	08-05-21
33.HUNTER, WANDA	ELEMENTARY III/ STEPHENS ELEMENTARY	08-09-21
34.JOHNSON, KIMBRA	ELEMENTARY ART/ MABELVALE ELEMENTARY	08-05-21
35.JONES, ANTONIO	ELEMENTARY IV/ CHICOT ELEMENTARY	08-05-21

Personnel Changes
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August 26, 2021

NAME	POSITION/SCHOOL	EFFECTIVE DATE
36. KEWAK, SIDNEY	SCIENCE/ HALL STEAM MAGNET	08-05-21
37. KEY, JESSICA	MATH/ MABELVALE MIDDLE	08-10-21
38. LARRY, TIA	ELEMENTARY I/ CARVER MAGNET	08-05-21
39. LEWIS, MEGHAN	MIDDLE SCH MATH I/ FOREST HEIGHTS STEM	08-05-21
40. LLOYD, DONNY	SPECIAL EDUCATION/ DUNBAR MIDDLE	08-05-21
41. LOONEY, ALEXIS	MEDIA SPECIALIST/ WESTERN HILLS ELEMENTARY	08-05-21
42. LOVELACE, JENNIFER	VIRTUAL HIGH SCH SCIENCE/ LR WEST HIGH	08-05-21
43. MADDEN, MARGO	READING/ SOUTHWEST HIGH	08-05-21
44. MARSHALL, STEPHEN	ELEMENTARY I/ BASELINE ELEMENTARY	08-05-21
45. MARTIN, EMILY	ELEMENTARY I/ FOREST HEIGHTS STEM	08-05-21
46. MCALLISTER, DESHANNON	SPEECH PATHOLOGIST/ CENTRAL HIGH	08-05-21
47. MCCRAW, SHIVA	VIRTUAL HIGH SCH SPECIAL EDUCATION/ LR WEST HIGH	08-13-21
48. MCCRAY, CANDACE	ELEMENTARY K/ FOREST PARK ELEMENTARY	08-05-21
49. MCDONALD, MICHELLE	ELEMENTARY II/ BRADY ELEMENTARY	08-05-21
50. MENDONCA, IRENE	SPECIAL EDUCATION/ OTTER CREEK ELEMENTARY	08-11-21
51. MILAM, BRITTANY	VIRTUAL SCH ELEMENTARY I/ TERRY ELEMENTARY	08-05-21

Personnel Changes
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August 26, 2021

NAME	POSITION/SCHOOL	EFFECTIVE DATE
52. MOORE, SHARON	ELEMENTARY V/ MCDERMOTT ELEMENTARY	08-12-21
53. MOUSER, TINA	ELEMENTARY K/ WILLIAMS MAGNET	08-05-21
54. MURDOCK, JOE	ELEMENTARY K/ ROBERTS ELEMENTARY	08-05-21
55. NELLIS LEE, KELSEY	ELEMENTARY III/ CARVER MAGNET	08-05-21
56. NICHOLSON, TRACY	ELEMENTARY IV/ WATSON ELEMENTARY	08-05-21
57. NIX, MISTY	CHEMISTRY/ SOUTHWEST HIGH	08-05-21
58. O'CONNELL, MARIA	ELEMENTARY V/ WATSON ELEMENTARY	08-05-21
59. ODOM, JERRI LYNN	ELEMENTARY III/ BASELINE ELEMENTARY	08-05-21
60. PARKER, DEMETRIUS	ELEMENTARY III/ WASHINGTON ELEMENTARY	08-05-21
61. PEARCE, CHRISTOPHER	VIRTUAL HIGH SCH ENGLISH/ LR WEST HIGH	08-05-21
62. PEARSON, TESSA	ELEMENTARY I/ WILLIAMS MAGNET	08-05-21
63. PERRY, ANGELLA	OFC TECH/ ESSENTIALS/ COACH/ J. A. FAIR PREPARATORY	07-19-21
64. PICKENS, ALIYAH	ELEMENTARY K/ FULBRIGHT ELEMENTARY	08-05-21
65. PHILLIPS, ERICA	ELEMENTARY K/ CHICOT ELEMENTARY	08-10-21
66. PINCKLEY, LAURA	ELEMENTARY READING/ WILLIAMS MAGNET	08-05-21
67. POLK, TONIA	ELEMENTARY K/ CHICOT ELEMENTARY	08-05-21

NAME	POSITION/SCHOOL	EFFECTIVE DATE
68. RICKS, ANJANETTE	ELEMENTARY II/ MABELVALE ELEMENTARY	08-05-21
69. SAMPSON, MORGAN	ELEMENTARY P3/ M. L. KING ELEMENTARY	08-30-21
70. SANDERS, BREANNA	VIRTUAL HIGH SCH SOCIAL STUDIES/ LR WEST HIGH	
71. SMITH, EMILY	ELEMENTARY I/ M. L. KING ELEMENTARY	08-05-21
72. SMITH, STEPHANIE	SPECIAL PROGRAMS VISION/ SPECIAL PROGRAMS	08-05-21
73. SOLLOWAY, AARON	SPECIAL EDUCATION/ LR WEST HIGH	08-05-21
74. STORM, CECILY	FRESHMAN SEMINAR/ LR WEST HIGH	08-05-21
75. THOMAS, DEBORAH	ELEMENTARY II/ MABELVALE ELEMENTARY	08-12-21
76. THORNTON, BRANDY	ELEMENTARY V/ MCDERMOTT ELEMENTARY	08-16-21
77. THORNTON, MONTY	MATH/ HALL STEAM MAGNET	08-05-21
78. WALLS, DALTON	ELEMENTARY MUSIC/ ROBERTS ELEMENTARY	08-05-21
79. WELLBORN - LADNER, JARED	ART/ SOUTHWEST HIGH	08-05-21
80. WILLIAMS-FOSTER, CAMRYN	DANCE AND DRAMA/ J. A. FAIR PREPARATORY	08-05-21

Section C - Certified Promotions/Contract Changes

1. GRIFFITH, KEYSHA
Transferred from ELEMENTARY READING – TCH925 (MEADOWCLIFF) to INSTRUCTIONAL FACILITATOR – TCH950 (STEPHENS)
2. FLOYD, ASHDON
Transferred from LANGUAGE ARTS – TCH925 (MANN) to MULTI-SITE SECONDARY LITERACY COACH – TCH950 (LITERACY)

Personnel Changes

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NAME	POSITION/SCHOOL	EFFECTIVE DATE
<u>Section D - Resignations/Terminations Non-Certified Employees</u>		
1. BAILEY, SHIRLEY REASON: RESIGNATION	CUSTODIAN (.50)/ WAKEFIELD ELEMENTARY	08-06-21
2. BROADNAX, DAVID REASON: RESIGNATION	CUSTODIAN/ PINNACLE VIEW MIDDLE	07-16-21
3. CARRIGAN, JEANETTE REASON: RESIGNATION	PRE-K AIDE/ ROMINE ECC	08-13-21
4. COATS, WANDA REASON: RETIREMENT	CHILD NUTRITION MANAGER/ DUNBAR MIDDLE	09-30-21
5. COOPER, LATEESHA REASON: RETIREMENT	BUS DRIVER/ TRANSPORTATION	07-30-21
6. EWING, PAVIA REASON: RESIGNATION	SECRETARY/ MABELVALE MIDDLE	07-26-21
7. KIMBLE, CARDALIA REASON: TERMINATION	SECURITY OFFICER/ FOREST HEIGHTS STEM	08-02-21
8. GRAYDON, DOROTHY REASON: RESIGNATION	CHILD NUTRITION WORKER/ WATSON ELEMENTARY	08-02-21
9. HOWARD, ASHLEIGH REASON: RESIGNATION	CHILD NUTRITION MANAGER/ CHILD NUTRITION	08-20-21
10. MABRY, RAGAN REASON: RESIGNATION	ELEMENTARY PREK AIDE/ ROMINE ECC	08-09-21
11. MARSHALL, GERALDINE REASON: RESIGNATION	BUS DRIVER AIDE/ TRANSPORTATION	08-09-21
12. MUQTASID, TAGEL REASON: RESIGNATION	FAMILY/COMMUNITY LIAISON/ SOUTHWEST HIGH	09-01-21
13. ONEAL, STEVEN REASON: RETIREMENT	SECURITY OFFICER/ HALL STEAM MAGNET	08-09-21
14. RODGERS, RHETT REASON: RESIGNATION	MEDIA CLERK/ MABELVALE MIDDLE	08-13-21
15. SAMUELS, ANDREA REASON: RESIGNATION	WAREHOUSE WORKER/ CHILD NUTRITION	08-13-21

NAME	POSITION/SCHOOL	EFFECTIVE DATE
16. SANDRESS, RIKKI REASON: RESIGNATION	MEDIA CLERK/ CENTRAL HIGH	07-29-21
17. TANNER, MARY REASON: RESIGNATION	ELEMENTARY AIDE/ OTTER CREEK	08-13-21

Section E - New Non-Certified Employees

1. ANDREWS, BRANDY	ELEMENTARY SPED AIDE/ ROBERTS ELEMENTARY	08-09-21
2. BEAL, DENISE	ELEMENTARY PRE-K AIDE/ FAIR PARK ECC	08-09-21
3. BOGARD, DANYELL	CHILD NUTRITION WORKER/ MCDERMOTT ELEMENTARY	08-18-21
4. BOGER-MEHALL, STEPHANIE	ELEMENTARY AIDE/ ROBERTS ELEMENTARY	08-09-21
5. BUTLER, JO ANN	ELEMENTARY PRE-K AIDE/ M. L. KING ELEMENTARY	08-12-21
6. BYNUM, JULIA	CHILD NUTRITION WORKER/ WILLIAMS MAGNET	08-03-21
7. CONWAY, VICTORIA	ELEMENTARY CUSTODIAN/ ROBERTS ELEMENTARY	08-16-21
8. CURRY, ANNETTE	ELEMENTARY AIDE/ ROBERTS ELEMENTARY	08-17-21
9. GARRETT, TYSEAN	ADULT ED AIDE (.50)/ ADULT EDUCATION	08-09-21
10. GRANT, TINA	CHILD NUTRITION WORKER/ MEADOWCLIFF	08-03-21
11. HARRIS, AISHA	ELEMENTARY PRE-K AIDE/ M. L. KING ELEMENTARY	08-09-21
12. JACKSON, ANNALEE	NURSE/ DUNBAR MIDDLE	08-09-21
13. JACKSON, VENISHA	SECRETARY/ EARLY CHILDHOOD	08-09-21

Personnel Changes
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August 26, 2021

NAME	POSITION/SCHOOL	EFFECTIVE DATE
14. JOHNSON, ALEXIA	CHILD NUTRITION WORKER/ FOREST PARK ELEMENTARY	08-16-21
15. JOHNSON, PATRICK	CUSTODIAN/ TERRY ELEMENTARY	08-09-21
16. KNIGHT, KAYLA	VIRTUAL HIGH SCH ATTENDANCE SECRETARY/ LR WEST HIGH	08-11-21
17. KOUYIAS, ALOMA	ELEMENTARY PRE-K AIDE/ FAIR PARK ECC	08-09-21
18. LANGEL, BELINDA	PRE-K AIDE/ BOOKER ARTS MAGNET	08-09-21
19. MAZIQUE, TEQUILA	SECRETARY/ BALE ELEMENTARY	07-22-21
20. MENGES, JAMES	PHONE SYSTEM ENGINEER/ INFORMATION SERVICES	08-16-21
21. MCJUNKINS, DEIDRE	VIRTUAL ELEMENTARY SECRETARY/ TERRY ELEMENTARY	08-09-21
22. MCKINNEY, JULIA	CN MANAGER-TRAINEE/ CHILD NUTRITION	08-02-21
23. MILLER, CASSANDRA	ELEMENTARY SPED AIDE/ CHICOT ELEMENTARY	08-09-21
24. MOORE, PELEIUPU	PRE-K AIDE/ CHICOT ELEMENTARY	08-09-21
25. MURPHY, SHIRLEY	CHILD NUTRITION WORKER/ J. A. FAIR PREPARATORY	08-03-21
26. NOONER, FAYRENE	ADULT ED AIDE/ ADULT EDUCATION	08-09-21
27. PERRY, BRANDI	ELEMENTARY SPED AIDE/ ROBERTS ELEMENTARY	08-09-21
28. PERRY, CHRISTINA	K-8 AIDE/ J. A. FAIR PREPARATORY	08-09-21
29. LOPEZ, BLANCA	ELEMENTARY PRE-K AIDE/ FAIR PARK ECC	08-19-21

Personnel Changes

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August 26, 2021

NAME	POSITION/SCHOOL	EFFECTIVE DATE
30. SANCHEZ, MARLENE	K-8 AIDE/ J. A. FAIR PREPARATORY	08-12-21
31. SMITH, CORY	CN WAREHOUSE WORKER/ CHILD NUTRITION	08-09-21
32. SMITH, RHONDA	NURSE/ CHICOT ELEMENTARY	08-09-21
33. SPRINGER, MARCUS	ELEMENTARY SPED AIDE/ ROBERTS ELEMENTARY	08-09-21
34. TURNER, LOUIS	ELEMENTARY AIDE/ WATSON ELEMENTARY	08-09-21
35. WASHINGTON, CHARITA	PARENT COORDINATOR/ STEPHENS ELEMENTARY	08-04-21
36. WATSON, WILLIAM	ELEMENTARY AIDE/ ROBERTS ELEMENTARY	08-09-21
37. WILLIAMS, DEVON	ELEMENTARY CUSTODIAN/ ROBERTS ELEMENTARY	08-03-21

Section F - Non-Certified Promotions/Contract Changes

1. CHISLEY, KATRINA Transferred from INSTRUCTIONAL AIDE- INA925 (FOREST HEIGHTS) to SECRETARY – CLK10 (FOREST HEIGHTS)
2. JOHNSON, COURTNEY Transferred from INSTRUCTIONAL AIDE- INA925 (FULBRIGHT) to ELEMENTARY K – TCH925 (FULBRIGHT)
3. WADE, RHONDA Transferred from PRE-K AIDE- INA925 (ROCKEFELLER) to PRE-K AIDE- INA12 (ROCKEFELLER)

EXECUTIVE SUMMARY

Topic: Outsourcing Ignite Digital Academy for Students on Waiting List 2021-22 School Year

Short Summary:

In July 2021, the state of Arkansas saw an surge of the COVID-19 cases (Delta Variant). As a result of the surge, Little Rock School District (LRSD) extended the deadline to parents to enroll into Ignite Digital Academy (IDA) for the 2021-22 school year. This extension brought an influx of students applying for IDA at the beginning of August 2021. Also, the extension created an sense of urgency to hire additional teachers for the IDA. This has been an challenge for LRSD and other school districts due to the shortage of teachers in the state of Arkansas. The Human Resources department of the LRSD has reached out to retired teachers for potential employment in the IDA with conjunction of the principals of IDA at the K-6 and 7-12 sites. This effort has led two (2) potential hires for IDA (K-6) site. The principal of the IDA (7-12) site is working the traditional principals to petition volunteer teachers to teach an extra course in the digital learning. The administration is confident that IDA (7-12) site will have all classes covered by Friday, August 27, 2021. Based upon the enrollment data, the IDA (K-6) site may need in the range of six (6) to thirteen (13) additional teachers. This includes the students that are listed on the waiting list.

Background:

The central office administration has explored numerous options to address the challenges at IDA. See below.

1. The LRSD central office team collaborated with the Arkansas Division of Elementary and Secondary Education (DESE) to modify the staffing model for the IDA that was approved by the State Board of Education in June 2021. At this time, DESE is not permitting any school district to modify their digital learning application.
2. The LRSD central office team is collecting and reviewing the data from the warm body count which ends on Friday, August 27, 2021 to review the potential reduction of teachers at various elementary and secondary schools who do not have a full teaching load. This cannot be completed until the eleventh (11) day of school which will be August 30, 2021. Also, the law requires all school districts in the state of Arkansas to drop students who have not attend school within the first ten consecutive days.
3. Finally, the LRSD central office team has explored the options of outsourcing the students on the waiting list for IDA. This will expedite the process of scheduling students with an licensed teacher by the state of Arkansas. The team looked at three (3) learning companies that are on the approved vendor list for DESE. The team reviewed Proximity Learning, Pearson Online & Blended Learning, and Stride Learning. The team reviewed the pros and cons of each company and determined that Pearson Online & Blended Learning is the best fit at this current time. However, the team is making this option a last resort if we cannot use the current staff within LRSD to teach the students at IDA.

The LRSD central office team collaborated with DESE regarding option #3. The DESE supported this effort and reminded the team that we must use an approved vendor listed on the DESE's website. DESE will work with district officials to complete the necessary paperwork if needed. This will be forthcoming.

The IDA will be monitored by the principals and the assistant principals by conducting classroom observations to observe live instruction, teacher engagement, and student engagement. Teachers will be evaluated using the Teacher Excellence and Support System (TESS) rubric which is used by all schools within the LRSD. The principals and assistant principals will be evaluated by the Executive Directors of Elementary and Secondary Education using the Leader Excellence and Development Systems (LEADS). The administration at IDA and central office will be monitoring student attendance, academic progress, grade reports, Common Formative Assessments, NWEA Map assessments, and ACT Aspire Summative assessments.

Recommendation:

- **Action Steps for Board of Education**

To grant the Superintendent of Schools: Mike Poore the authorization to enter into an contract with an approved vendor (Pearson Online & Blended Learning) if needed for the first semester that may extend to the second semester if the situation warrants. This one semester contract is not allowed to exceed a cost of \$600,000 value.

Key Points:

- I. Once approved, the team will meet with the LRSD Student Registration Office to review enrollment numbers and potential class reduction within elementary and secondary schools.**
- II. Once approved, the team will review the number of students enrolled in IDA including the waiting list. There have been some movement of students opting to return to in-person instruction.**
- III. Once approved, the team will determined if outsourcing is needed to teach the remaining students on the waiting list.**

Fiscal Impact

The district will follow the policy on compensating teachers who take on additional duties. The district will enter into an contract not to exceed \$600,000 including taxes with an online learning company (Pearson Online & Blended Learning) for the Fall semester with the potential to extend the services into the Spring semester if needed.

Date submitted: August 25, 2021

Submitted by: Dr. Keith McGee

EXECUTIVE SUMMARY

Topic: District Plan of Support 2021-22 School Year

Short Summary:

The Division of Elementary and Secondary Education (DESE) has developed progressive levels of support based on federal and state laws and regulations. These levels of support include general, collaborative, coordinated, directed, and intensive. LRSD has been placed in level 4: directed. Level 4 (directed) includes directly guiding the development and implementation of school level plans, resource allocation, monitoring, and evaluation. ACT 1082 indicates that a district will be placed in level 4 if 50% or more students score in need of support on the prior year's summative assessment for reading.

Background:

LRSD is asking for an approval of the district plan of support for the 2021-22 school year. The executive team has collaborated with DESE to create five (5) goals.

1. Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement.
2. LRSD will provide equitable access to high-quality teachers who will implement evidence-based instructional practices daily in all classrooms.
3. LRSD will establish and maintain a Literacy Program that is based on the science of reading and will result in increased reading achievement for all students and decrease the number of students scoring *'In Need of Support'* on the ACT Aspire Reading Assessment.
4. LRSD will establish and maintain a Mathematics Program that is based on scientific and researched-based strategies that will result in increased mathematics achievement for all students and decrease the number of students scoring *'In Need of Support'* on the ACT Aspire Mathematics Assessment.
5. LRSD will ensure all school facilities are well maintained and fiscal governance is focused on operational efficiency and fiscal solvency while still providing a high quality equitable education to all our students.

The executive team has added actions that will allow LRSD to accomplish the goals listed in the district plan of support. The DESE will provide assistance to LRSD to ensure that the goals are met and evaluated. The executive team will make a presentation to LRSD Board of Directors and State Board of Education quarterly on the progress of the plan.

Recommendation:

- Action Steps for Board of Education

Approve the District Plan of Support for the 2021-22 school year.

Key Points:

- I. Once approved, the plan will be uploaded on LRSD website.
- II. Once approved, the plan will be submitted to DESE.
- III. Once approved, the plan will be shared with district and building leaders.

Fiscal Impact

The district has multiple investments of financial support to impact the district support plan. The resources include general, Title 1, and other federal funds (ESSER). The board will be updated on resources allocation on specific projects.

Date submitted: August 18, 2021

Submitted by: Dr. Keith McGee



LITTLE ROCK
SCHOOL DISTRICT

**District Plan of Support
2021-2022**

Superintendent: Mr. Mike Poore
Email: mike.poore@lrzd.org
Phone: 501-447-1000

PLAN

Needs Assessment:

The executive leadership team worked through the process of establishing a Theory of Action. Then reviewed School Improvement plans to identify common areas of focus and need, conducted a root cause analysis to identify problems of practice, and determined which data sets would need to be reviewed in preK- 12th grade in each area.

- 2021 ACT Aspire results show that 26.59% of students performed at the 'Ready' or 'Exceeding' level in Reading.
- 2021 ACT Aspire results show that 22.71% of students performed at the 'Ready' or 'Exceeding' level in Mathematics.
- 2020 - 21 Student Attendance rate was 91.7%.
- In 2020 - 21, 100% of K - 12 schools received direct support in the Professional Learning Community (PLC) process or High-Reliability Schools (HRS) Framework.

Priorities:

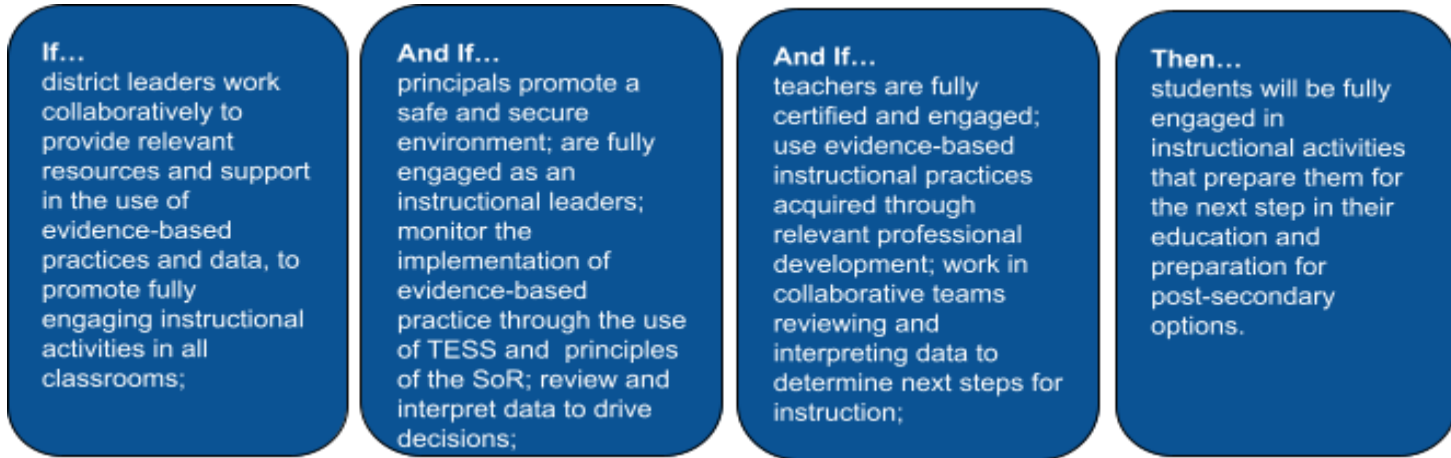
1. Increase reading achievement by prioritizing the use of human capital, ESSER Funding, 1003 Grants and other funds to support the LRSD Literacy Program
2. Establish, support and maintain high functioning professional learning communities in all buildings
3. Implement and Support the District's Ready for Learning Plan by supporting the school-level plans

Goals:

1. Teachers and administrators will build a **safe, supportive, and collaborative culture** to **increase student achievement and growth**.
2. Provide **equitable access to high-quality teachers** who will implement **evidence-based instructional practices** daily in all classrooms.
3. Establish and maintain a **Literacy Program that is based on the science of reading** and will result in increased **reading achievement for all students** and decrease the number of students scoring '*In Need of Support*' on the ACT Aspire Reading Assessment.

4. Establish and maintain a **Mathematics Program that is based on scientific and researched-based strategies** that will result in increased mathematics achievement for all students and decrease the number of students scoring *'In Need of Support'* on the ACT Aspire Mathematics Assessment.
5. Ensure all school facilities are well maintained and fiscal governance is focused on operational efficiency and fiscal solvency while still providing a high quality equitable education to all our students.

THEORY OF ACTION:



Goal 1: Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement and growth.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Provide training for staff in the following to support creation of safe & supportive school cultures: <ul style="list-style-type: none"> ● Social-Emotional Learning (SEL) 	<ul style="list-style-type: none"> ● Sr. Director of Student Services ● Director of ECE ● Superintendent 	August October January April June	<ul style="list-style-type: none"> ● Agendas & Sign in Sheets for professional development ● Discipline Reports ● Attendance Reports ● HRS Surveys (1.1 & 1.2)

<ul style="list-style-type: none"> ● Cultural Responsiveness ● Conscious Discipline ● Restorative Justice ● Crisis Prevention Intervention (CPI). 			
<p>Provide training and support to all schools for implementation of the following to support creation of supportive & collaborative school cultures:</p> <ul style="list-style-type: none"> ● High-Reliability Schools (HRS) ● Professional Learning Communities (PLC) 	<ul style="list-style-type: none"> ● Executive Directors of Elementary, Secondary and C & I 	<p>August October January April June</p>	<ul style="list-style-type: none"> ● Agendas & Sign in Sheets for professional development Contractual agreements for schools involved in (HRS and PLC) PD ● Focus Walks ● Master Schedules ● HRS Surveys
<p>Support the establishment of leadership teams/guiding coalitions for schools to establish formal ways to provide input, as a part of the multi-year plan of support for Professional Learning Communities and High-Reliability Schools.</p>	<p>Executive Directors of Elementary, Secondary and C & I Principals/School Leaders</p>	<p>October January April</p>	<p>School Improvement Plans Attendance at work sessions Exit survey feedback</p>
<p>Provide training, feedback and support on the implementation of Professional Learning Communities with a focus on Common Formative Assessments through the PLC Assessment Academy.</p>	<p>Executive Directors of Elementary and Secondary School Leadership Deputy Superintendent</p>	<p>July September December March</p>	<p>Focus Walks Artifacts from collaborative meetings such as team goals, essential standards, collective commitments, common formative assessments, etc. Master Schedules</p>

Expand the Arkansas Grade-Level Reading Campaign to include all LRSD schools with an emphasis on improving school attendance through the Feet to the Seat Initiative.	Director of RtI/PD	Monthly	Monthly attendance reports of staff and students Building level promotion of “Feet to the Seat” activities Quarterly PD
Continue the Family and Community Engagement Initiative which provides the framework through which families, educators and communities can work together to improve teaching and learning.	Parent Involvement Coordinator Director of ViPS	Monthly	National Network Partnership School Annual Report (John Hopkins University) Quarterly Parent Involvement Report
Establish and implement a district wide RtI system by: <ul style="list-style-type: none"> • Creating and implementing a district RtI Manual • Provide training to building administration and RtI teams • Monitor and support implementation of RtI Manual policies at school level • Provide RtI Academy training through Solution Tree to schools. 	<ul style="list-style-type: none"> • Director of PD/RtI • Director of Support Services • Executive Directors of Elementary & Secondary Education • Executive Director of Curriculum & Instruction 		RtI Manual RtI Academy Overview
Ready for Learning Expectations		District Plan	
<ul style="list-style-type: none"> • Ensure the continuity of teaching and learning by providing: 	<ul style="list-style-type: none"> • a guaranteed and viable curriculum that includes: 	Schoolology Professional Learning Communities Lexia Foundations	

		Just Words Wit and Wisdom Heggerty Wilson Reading System Perspectives Illustrative Math - K-5, Alg I, Alg II, Geo Dreambox Kiddom Envision Calculus for AP Understanding Statistics Math our World	
	○ blended learning (K-12), and	Schoology - Learning Management System	
	○ diagnostic assessments (K-8)	NWEA	
● Using effective technology for parents and students		All students will have the opportunity to check out a District technology device (parents will be expected to complete a technology agreement) that is to be used to participate in lessons and complete assignments. Connectivity devices will be available for checkout, based upon demonstrated need.	
● Provide support for parents and students Family and Community Engagement Plan Support Parent Page on DESE Website		Parents and student will be offered virtual training or guidance in the following: <ul style="list-style-type: none"> ● The District's LMS- Schoology ● Social Emotional Learning ● Health and Safety Protocols 	
Goal 2: Provide equitable access to high-quality teachers who will implement evidence-based instructional practices daily in all classrooms.			
ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Revisit district essential standards for core content areas and provide yearly training, review, and revision on those standards. Each	Curriculum & Instruction Team Executive Director of Curriculum & Instruction	August 2021- May 2022	Essential Standards Documents Training Notes & Agendas

building will determine additional essential standards and common formative assessments.			
Facilitate the review or creation of pacing guides, year-at-a-glance documents and instructional materials for all core content Areas.	Curriculum & Instruction Team	June - October	Documents posted online
Provide support to leaders on the use of EdReflect and TESS training for faculty and administration to maintain effective feedback for instructional improvement in the classroom.	Director of RtI/PD	Monthly	Insight Reports Principal feedback through EdReflect LRSD EdReflect/TESS Training Guide
Conduct monthly focus walks to provide data to principals indicating the evidence-based practices being utilized in their buildings.	Executive Directors of Elementary, Secondary and Curriculum & Instruction	Monthly	Focus walk data Audit Tool
Provide professional development, model lessons, and coaching rooted in evidence-based practices.	Director of RtI/PD Curriculum & Instruction Team	Weekly	Focus Walk Data Support Surveys PD Calendar
Provide job embedded support to teachers in evidence based practices through the PLC process: Each school will implement: <ul style="list-style-type: none"> ● Planning using 4 Critical Questions of a PLC ● Common Formative 	Curriculum & Instruction Team	Weekly	Focus Walk Data Support Surveys PD Calendar

<p>Assessment creation, implementation, and data analysis</p> <ul style="list-style-type: none"> • Scheduled time for PLCs • Identification essential standards 			
<p>Provide training and support for the creation and use of common formative assessments in all content areas K-12</p>	<p>Curriculum & Instruction Team</p>	<p>August 2021- May 2022</p>	<p>Agendas Support Surveys Assessment Drive</p>
<p>Implement a multi-tiered system of support to provide a system of support to ensure that departments, schools, and administrators receive additional time and support that is timely, directive, diagnostic, and systematic.</p>	<p>Executive Director of Curriculum & Instruction Executive Director of Elementary Executive Director of Secondary Curriculum & Instruction Team</p>	<p>August 2021 - May 2022</p>	<p>MTSS Plan PD Calendar</p>

Goal 3: Establish and maintain a Literacy Program that is based on the Science of Reading (SoR) that will result in increased reading achievement for all students and decrease the number of students scoring In Need of Support on the ACT Aspire Reading Assessment.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<p>Establish structures for literacy instruction by:</p> <ul style="list-style-type: none"> • clarifying the roles and responsibilities of instructional facilitators. • ensuring all licensed employees are trained in SoR by the end of 2021-22 	<p>Executive Director of Curriculum and Instruction</p> <p>Director of K-12 Literacy</p> <p>District Dyslexia Specialist</p> <p>Director of RtI/PD</p>	<p>Monthly update</p>	<p>LRSD Roles and Responsibilities of Instructional Facilitators</p> <p>LRSD SoR Training Monitoring Tool</p> <p>LRSD RTI Manual</p> <p>LRSD Literacy Assessment Plan</p>

<p>SY and are on the appropriate pathway based on their job assignment.</p> <ul style="list-style-type: none"> ensuring at least one administrator per building completes the R.I.S.E. Assessor Training. ensuring appropriate interventions are identified, provided, and monitored for students in need of additional support as outlined in the LRSD Dyslexia Plan. creating and publishing year at a glance and pacing guides. publishing and training on the LRSD RTI Manual. creating and publishing a literacy assessment plan. 			
<p>Monitor the fidelity of implementation of adopted literacy materials by:</p> <ul style="list-style-type: none"> conducting weekly focus walks based on identified Science of Reading look-fors. ensuring that purchased literacy materials are available to all teachers prior to the start of school. ensuring the instructional 	<p>Executive Directors of Elementary, Secondary and C & I Director of K-12 Literacy District Dyslexia Specialist District Instructional Facilitators Director of Assessment</p>	<p>Weekly focus walks Review of materials needed and schedules April - June NWEA</p>	<p>LRSD Adopted Literacy Materials Focus Walk Data LRSD Suggested Schedule Master Schedule Review Review of NWEA MAP and Reading Fluency Data CFA Data</p>

<p>day allows for adequate time to teach all components of the literacy block, collaborative team meetings and providing required interventions.</p> <ul style="list-style-type: none"> ● reviewing NWEA data after each administration. ● Reviewing CFA data for instructional units. 			
<p>Provide support in literacy by:</p> <ul style="list-style-type: none"> ● prioritizing the use of ESSER, 1003 and other funds to provide additional coaching and support. ● creating and implementing a literacy plan of support for all stakeholders; ● establishing demonstration schools and model classrooms for Foundations, Just Words and Wit and Wisdom; ● prioritizing time Instructional Facilitators spend in classrooms supporting teachers; ● providing and ensuring implementation of Lexia at all elementary school sites; ● providing continual literacy focus during district-lead administration meetings. 	<p>Executive Director of Curriculum and Instruction</p> <p>Director of K-12 Literacy</p> <p>District Dyslexia Specialist</p>	<p>Prioritize funds by September 15</p> <p>Coaching visits from vendor October - May</p> <p>Monthly Administrator Meetings</p>	<p>1003 Grant Application</p> <p>ESSER Budget</p> <p>LRSD Literacy Support Plan</p> <p>Feedback from vendors</p> <p>Administrative meetings, agendas, documents and principal survey</p> <p>Science of Reading Professional Development Status</p>

<ul style="list-style-type: none"> • Providing additional support and coaching for implementation of Wit and Wisdom. • Provide training for 3-12 literacy and Social Studies teachers in the new writing curriculum. 			
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Goal 4: Establish and maintain a Mathematics Program that is based on scientific and researched-based strategies that will result in increased mathematics achievement for all students and decrease the number of students scoring *'In Need of Support'* on the ACT Aspire Mathematics Assessment.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Establish structures for mathematics instruction by: <ul style="list-style-type: none"> • clarifying the roles and responsibilities of instructional facilitators. • ensuring all K-5 teachers are trained in the following by August 2022: <ul style="list-style-type: none"> ○ Illustrative Math ○ Kiddom (LMS for IM) • ensuring all 6-12 math teachers are trained in the adopted math curriculum for their grade level/content area by August 2022: • ensuring appropriate interventions are identified, provided, and monitored for students in need of additional support through analysis of assessment data during the PLC process • creating and publishing year at a glance and pacing guides. 	Executive Director of Curriculum and Instruction Director of K-12 STEM District Math Lead Teacher Director of RtI/PD	Monthly update	LRSD Roles and Responsibilities of Instructional Facilitators LRSD Math Training Monitoring Tool LRSD RTI Manual

<ul style="list-style-type: none"> publishing and training on the LRSD RTI Manual. 			
<p>Monitor the fidelity of implementation of adopted mathematics materials by:</p> <ul style="list-style-type: none"> conducting weekly focus walks based on identified look-fors. ensuring that purchased mathematics materials are available to all teachers prior to the start of school. ensuring the instructional day allows for adequate time to teach, collaborative team meetings, interventions, and extensions reviewing NWEA data after each administration. Reviewing CFA data for instructional units. 	<p>Executive Directors of Elementary, Secondary and C & I</p> <p>Director of K-12 Mathematics</p> <p>District Instructional Facilitators</p> <p>Director of Assessment</p>	<p>Weekly focus walks</p> <p>Review of materials needed and schedules April - June</p> <p>NWEA</p>	<p>LRSD Adopted Math Materials</p> <p>Focus Walk Data</p> <p>LRSD Suggested Schedule</p> <p>Master Schedule Review</p> <p>Review of NWEA MAP Data</p> <p>CFA Data</p>
<p>Provide support in mathematics by:</p> <ul style="list-style-type: none"> prioritizing the use of ESSER, 1003 and other funds to provide additional coaching and support. creating and implementing a mathematics plan of support for all stakeholders; prioritizing time Instructional Facilitators spend in classrooms and PLCs supporting teachers; providing continual mathematics focus during district-lead administration meetings. 	<p>Executive Director of Curriculum and Instruction</p> <p>Director of K-12 Literacy</p> <p>District Dyslexia Specialist</p>	<p>Prioritize funds by September 15</p> <p>Coaching visits from vendor October - May</p> <p>Monthly Administrator Meetings</p>	<p>1003 Grant Application</p> <p>ESSER Budget</p> <p>Feedback from vendors</p> <p>Administrative meetings, agendas, documents and principal survey</p>

Goal 5: Ensure all school facilities are well maintained and fiscal governance is focused on operational efficiency and fiscal solvency while still providing a high quality equitable education to all our students.			
	PERSON(S)	MONITORING	EVIDENCE OF MONITORING

ACTIONS (Do)	RESPONSIBLE	TIMELINE	
<ul style="list-style-type: none"> Continue to update district master facilities plan for normal preventive maintenance and develop a comprehensive facilities strategic plan that addresses current and future facilities needs. 	Director of Maintenance & Operations, Deputy Chief Finance & Operations Officer, Board of Directors Superintendent	Annually March 2022	Annual Master Plan Update Comprehensive Facilities Strategic Plan Completion of Capital Improvements
<ul style="list-style-type: none"> Develop a “Right-Sizing” staffing allocation formula within the framework of state standards and/or district staffing goals. 	Deputy Superintendent, Chief Deputy Finance & Operations Office, Human Resources Director, & Executive Directors: Curriculum, Elementary, & Secondary	September 2021 - February 2022	Board Approved Staffing Allocation
<ul style="list-style-type: none"> Develop and implement a plan for the district budget to prevent deficit spending. 	Deputy Chief Finance & Operations Officer and Board of Directors Superintendent	Annually in September	Annual budget review and approval

EVALUATION (Check)		
Method used to Evaluate the Effectiveness of School Improvement Plans	Person(s) Responsible	Target Date

Goal 1 - Review of year-end discipline, attendance, focus walk, professional development data and stakeholder survey data.	Executive Leadership Team	<ul style="list-style-type: none"> ● October 2021 ● January 2022 ● April 2022 ● July 2022
Goal 2- Review School-level plans and evaluate level of implementation by reviewing the evidence/ artifacts at each school site. Review implementation plans and data from the Curriculum & Instruction department for evidence of implementation and effectiveness of programs and initiatives.	Executive Leadership Team	<ul style="list-style-type: none"> ● October 2021 ● January 2022 ● April 2022 ● July 2022
Goal 3 and 4- Analyze student assessment data (NWEA, ACT. and ACT Aspire Math and Reading) for increases in student achievement as well as growth by grade level as a district and in individual schools .	Executive Leadership Team	<ul style="list-style-type: none"> ● NWEA Data - <ul style="list-style-type: none"> ○ October 2021 ○ January 2022 ○ April 2022 ● ACT Aspire - July 2022 ● ACT - June 2022
Goal 5 - Ensure all school facilities are well maintained and fiscal governance is focused on operational efficiency and fiscal solvency while still providing a high quality equitable education to all our students.	Chief Deputy of Finance and Operations Superintendent	<ul style="list-style-type: none"> ● September 2021 ● October 2021 ● January 2022 ● February 2022 ● March 2022 ● April 2022 ● May 2022

The following waivers were requested through submission of the Assurance and Application for Arkansas Ready for Learning:

Waivers	Explanation for waivers the district chooses to use. For any left blank, the district has chosen not to use it.
Ark. Code Ann. 6-17-117 (Non Instructional duties - only for the purpose of implementing ADH requirements and guidelines regarding health and safety)	
Ark. Code Ann. 6-17-204(b)	

(Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	
Ark. Code Ann. 6-17-205(b)(2) (Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	
Ark. Code Ann. 6-17-2304(b) (Classified employee policies – only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	
Ark. Code Ann. 6-17-2305(c)(2) (Classified employee policies – only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	

The following waivers apply only on days, or portions of days, when technology-based approaches are the primary instructional delivery, for specific groups of students that are receiving their instruction primarily through technology-based approaches, or for staff providing instruction primarily through technology-based approaches, or if necessary to implement ADH requirements or guidelines:

Waivers	For the waivers you choose to use, explain what that looks like in the district.
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<ul style="list-style-type: none"> Ark. Code Ann. 6-16-102(a)(1) through (a)(5)(E)(i)(b), and (c) (School Day) Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day) 	
Ark. Code Ann. 6-17-111(a) (Duty-free lunch)	
Ark. Code Ann. 6-17-114 (Planning time)	
Ark. Code Ann. 6-17-211 (Employee leave)	
Ark. Code Ann. 6-17-812(a)(2) (Class size)	
<ul style="list-style-type: none"> DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03 	
<ul style="list-style-type: none"> DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1 	
<ul style="list-style-type: none"> DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Sec. 7.10.1 and 7.10.2 	
<ul style="list-style-type: none"> Standard for Accreditation 1-A.5 	
Act 1240 Ark. Code Ann. 6-17-902, 6-17-919	

*Federal budget must be uploaded into Indistar

*AESAA Rule 8.03.3 The public school and public school district shall continuously monitor school-level improvement plans for implementation fidelity and progress throughout the year of implementation.
8.03.3.1 Documentation of the monitoring shall be made available to the public school district board of directors.



**LITTLE ROCK SCHOOL
DISTRICT**

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

DATE: August 26, 2021 5:30:00 PM
FROM: Mike Poore
Superintendent of Schools
SUBJECT: 2020-21 ACT Aspire Results Report

PREPARED BY:

Dr. Danyell Cummings, Director of Testing



LITTLE ROCK
SCHOOL DISTRICT

Little Rock School District ACT Aspire Report

August 26, 2021

Purpose

- To provide an overview of the 2021 ACT Aspire results to the LRSD Board of Directors (BOD)
- To provide an example of one of the ways we look at data to help our students



Key Discussion Topics - 2021 ACT Aspire Results

- ESSA Indicators
- District ACT Aspire Data
- School ACT Aspire Data
- ACT Aspire Results for Two Schools
- The Process of Looking at Data to Help Our Students Achieve



ESSA Indicators--Elementary and Middle School

Weighted Achievement Score 80.8

Schools earn a percentage of points for student achievement. Schools earn more points per student in successively higher achievement levels. Schools can earn points above 100% when more students achieve at the highest achievement level compared to the lowest level.

- Weighted Achievement is weighted at 35% of the ESSA School Index
- For details:
<https://tinyurl.com/y7ujhqr9>

Value-Added Growth Score 86.8

Schools earn points based on students' value-added growth scores in the content areas of math and English language arts, as well as English language proficiency (where applicable).

- Growth is weighted at 50% (non-high schools) or 35% (high schools) of the ESSA school Index.
- For details:
<https://tinyurl.com/y7ujhqr9>

School Quality and Student Success Score 74.05

The SQSS indicator combines measures of student engagement, readiness, completion and success criteria.

- SQSS is weighted at 15% of the ESSA school index.
- For details:
<https://tinyurl.com/y7ujhqr9>





ESSA Indicators--High School

**Weighted
Achievement
Score**
61.47

Schools earn a percentage of points for student achievement. Schools earn more points per student in successively higher achievement levels. Schools can earn points above 100% when more students achieve at the highest achievement level compared to the lowest level.

- Weighted Achievement is weighted at 35% of the ESSA School Index
- For details:
<https://tinyurl.com/y7ujhqr9>

**Value-Added
Growth Score**
82.22

Schools earn points based on students' value-added growth scores in the content areas of math and English language arts, as well as English language proficiency (where applicable).

- Growth is weighted at 50% (non-high schools) or 35% (high schools) of the ESSA school Index.
- For details:
<https://tinyurl.com/y7ujhqr9>

**School Quality
and Student
Success Score**
57.05

The SQSS indicator combines measures of student engagement, readiness, completion and success criteria.

- For details:
<https://tinyurl.com/y7ujhqr9>

15%

**4-Year
Graduation Rate**
94.64

Schools earn a percentage of points based on the four-year and five-year adjusted cohort graduation rate. The four-year rate is weighted at 10% of the overall ESSA Index Score.

**5-Year
Graduation Rate**
97.09

The five-year rate is weighted at 5% of the overall ESSA Index Score.

- SQSS is weighted at 15% of the ESSA school index.
- For details:
<https://tinyurl.com/y7ujhqr9>

ESSA Indicators (cont.)

Component	Weight of Indicator within Index Grades K – 5 & 6 - 8		Weight of Indicator within Index High Schools
Weighted Achievement Indicator	35%	Weighted Achievement and Academic Growth	70% total with Weighted Achievement accounting for half (35%) and School Growth Score accounting for half (35%)
Growth Indicator Academic Growth English Language Progress	50%		
Progress to English Language Proficiency*	Weight of indicator in School Value-Added Growth Score is proportionate to number of English Learners	Progress to English Language Proficiency*	Weight of indicator in School Value-Added Growth Score is proportionate to number of English Learners
Graduation Rate Indicator 4-Year Adjusted Cohort Rate 5-Year Adjusted Cohort Rate	NA		15% total 4-Yr = 10% 5-Yr = 5%
School Quality and Student Success Indicator	15%		15%



District ACT Aspire Data

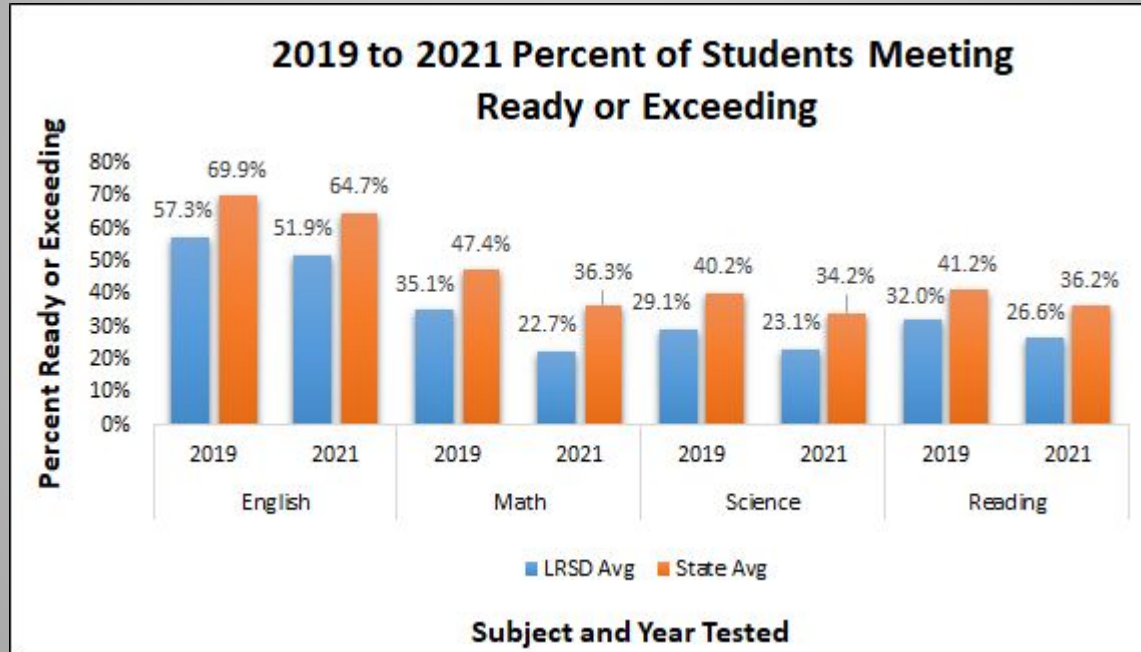
The Little Rock School District (LRSD) faced the international pandemic beginning in the 2019-2020 academic year. As a result of the pandemic, schools were closed and the administration of the 2020 state assessments were waived for states across the country, including Arkansas. Since there were no 2020 ACT Aspire data, pre-pandemic 2019 ACT Aspire data are used to provide context for understanding the 2021 ACT Aspire scores.

- Both the LRSD and the State struggled to increase the percent of students performing at the Ready or Exceeding indicators in 2021 for all subjects tested when compared to the pre-pandemic results of 2019.
- When comparing the LRSD 2021 scores to the State 2021 scores, the LRSD mirrors the directional performance of the State for students in all subjects.



District ACT Aspire Data

- Overall in Math, Science, and Reading, a lower percent of students performed at Ready or Exceeding and a higher percent of students performed at Close and In Need of Support for the LRSD and the State.



District Percent Ready or Exceeding by Grade Level

Comparison of 2019 to 2021 Percent of Students Meeting Ready or Exceeding by Grade

Grade	English		Math		Science		Reading	
	2019	2021	2019	2021	2019	2021	2019	2021
3	61.7%	47.1%	51.3%	32.4%	30.5%	22.2%	31.0%	21.6%
4	57.0%	46.2%	41.6%	27.1%	33.0%	25.2%	37.6%	30.0%
5	62.5%	57.8%	38.1%	21.4%	31.1%	23.3%	32.9%	25.7%
6	60.3%	56.5%	36.5%	21.9%	31.5%	24.6%	32.3%	25.2%
7	67.1%	66.6%	33.5%	24.0%	31.0%	28.0%	28.2%	26.4%
8	62.1%	58.7%	34.3%	21.4%	28.0%	23.3%	41.1%	37.4%
9	42.8%	42.2%	25.6%	18.5%	25.3%	20.3%	27.9%	25.6%
10	45.2%	40.8%	19.9%	15.0%	22.5%	17.9%	25.0%	20.8%
LRSD Avg	57.3%	51.9%	35.1%	22.7%	29.1%	23.1%	32.0%	26.6%

- Most elementary schools met their 95% tested, but several students did not test due to covid concerns.
- Up to 284 fewer LRSD students tested per grade at the middle and high school levels in 2021 than 2019.



School Percent Ready or Exceeding by Grade Level

Increase in Percent of Students Meeting Ready or Exceeding by Grade from 2019 to 2021

Reading

- Grade 3: 7 schools--Baseline, Brady, Chicot, Dodd, Meadowcliff, Pulaski Heights, Western Hills
- Grade 4: 6 schools--Carver, Chicot, FHSA, Jefferson, Pulaski Heights, Washington
- Grade 5: 3 schools--FHSA, Forest Park, Fulbright
- Grade 6: 1 school--Pulaski Heights
- Grade 7: 3 schools--Dunbar, Mann, Pulaski Heights
- Grade 8: 2 schools--Pinnacle View, Pulaski Heights
- Grade 9: 2 schools--Southwest, West
- Grade 10: 1 school--West

Math

- Grade 3: 2 schools--Dodd, Meadcliff
- Grade 4: 1 school--Pulaski Heights
- Grade 5: 2 schools--FHSA, Forest Park
- Grade 9: 2 schools--West
- Grade 10: 1 school--West



School Percent Ready or Exceeding by Grade Level

Increase in Percent of Students Meeting Ready or Exceeding by Grade from 2019 to 2021

Science

- Grade 3: 5 schools--Brady, Chicot, Dodd, Meadowcliff, Pulaski Heights
- Grade 4: 3 schools--Chicot, Jefferson, Pulaski Heights
- Grade 5: 3 schools--FHSA, Forest Park, Fulbright
- Grade 6: 1 school--Mabelvale
- Grade 7: 2 schools--Mann, Pulaski Heights
- Grade 9: 1 school--West
- Grade 10: 1 school--West

English

- Grade 3: 1 school--Dodd,
- Grade 4: 1 school--Pulaski Heights
- Grade 5: 7 schools--Dodd, FHSA, Forest Park, McDermott, Meadowcliff, Terry, Watson
- Grade 6: 2 schools--Mabelvale, Pulaski Heights
- Grade 7: 3 schools--Dunbar, Mabelvale, Pulaski Heights
- Grade 9: 2 schools--Southwest, West
- Grade 10: 1 school--West



ACT Aspire Results

Don Roberts Elementary

Math

School Name	Grade	2019 Math % In Need of Support	2021 Math % In Need of Support	Diff 2019-2021	2019 Math % Close	2021 Math % Close	Diff 2019-2021	2019 Math % Ready	2021 Math % Ready	Diff 2019-2021	2019 Math % Exceeding	2021 Math % Exceeding	Diff 2019-2021
ROBERTS	3	4.60%	12.10%	7.50%	7.90%	15.00%	7.10%	28.50%	32.10%	3.60%	58.90%	40.70%	-18.20%
ROBERTS	4	6.50%	7.80%	1.30%	19.00%	22.70%	3.70%	31.50%	42.90%	11.40%	42.90%	26.60%	-16.30%
ROBERTS	5	3.20%	4.10%	0.90%	17.20%	29.90%	12.70%	45.20%	43.50%	-1.70%	34.40%	22.40%	-12.00%

- Achievement is higher for grades 3-5 with the majority of students performing at Ready and Exceeding.
- The green highlight shows an increase in percent when comparing 2021 to 2019.
- A higher percent of students performed at In Need of Support for 3rd-5th, Close for 3rd-5th, and Ready for 3rd & 4th in 2021 than in 2019.



ACT Aspire Results

Don Roberts Elementary Science

School Name	Grade	2019 Science % In Need of Support	2021 Science % In Need of Support	Diff 2019-2021	2019 Science % Close	2021 Science % Close	Diff 2019-2021	2019 Science % Ready	2021 Science % Ready	Diff 2019-2021	2019 Science % Exceeding	2021 Science % Exceeding	Diff 2019-2021
ROBERTS	3	15.90%	24.30%	8.40%	11.30%	15.70%	4.40%	20.50%	25.00%	4.50%	52.30%	35.00%	-17.30%
ROBERTS	4	17.90%	17.50%	-0.40%	16.70%	17.50%	0.80%	26.20%	32.50%	6.30%	39.30%	32.50%	-6.80%
ROBERTS	5	11.50%	15.00%	3.50%	22.90%	19.70%	-3.20%	31.20%	41.50%	10.30%	34.40%	23.80%	-10.60%

- Achievement is higher for grades 3-5 with the majority of students performing at Ready and Exceeding.
- The green highlight shows an increase in percent when comparing 2021 to 2019.
- A higher percent of students performed at In Need of Support for 3rd & 5th, at Close for 3rd & 4th, and at Ready for all grades in 2021 than in 2019.



ACT Aspire Results

Don Roberts Elementary

Reading

School Name	Grade	2019 Reading % In Need of Support	2021 Reading % In Need of Support	Diff 2019-2021	2019 Reading % Close	2021 Reading % Close	Diff 2019-2021	2019 Reading % Ready	2021 Reading % Ready	Diff 2019-2021	2019 Reading % Exceeding	2021 Reading % Exceeding	Diff 2019-2021
ROBERTS	3	13.90%	20.70%	6.80%	18.50%	27.10%	8.60%	28.50%	24.30%	-4.20%	39.10%	27.90%	-11.20%
ROBERTS	4	11.90%	16.90%	5.00%	16.10%	16.90%	0.80%	22.60%	20.80%	-1.80%	49.40%	45.50%	-3.90%
ROBERTS	5	14.00%	15.60%	1.60%	18.50%	19.00%	0.50%	30.60%	29.30%	-1.30%	36.90%	36.10%	-0.80%

- Achievement is higher for grades 3-5 with the majority of students performing at Ready and Exceeding.
- The green highlight shows an increase in percent when comparing 2021 to 2019.
- A higher percent of students grades 3-5 performed at the In Need of Support and Close indicator in 2021 than in 2019.



ACT Aspire Results

Bale Elementary

Math

School Name	Grade	2019 Math % In Need of Support	2021 Math % In Need of Support	Diff 2019-2021	2019 Math % Close	2021 Math % Close	Diff 2019-2021	2019 Math % Ready	2021 Math % Ready	Diff 2019-2021	2019 Math % Exceeding	2021 Math % Exceeding	Diff 2019-2021
BALE	3	22.80%	37.90%	15.10%	31.60%	29.30%	-2.30%	29.80%	32.80%	3.00%	15.80%	0.00%	-15.80%
BALE	4	39.10%	35.70%	-3.40%	40.60%	57.10%	16.50%	20.30%	5.70%	-14.60%	0.00%	1.40%	1.40%
BALE	5	34.20%	25.50%	-8.70%	46.10%	70.60%	24.50%	18.40%	3.90%	-14.50%	1.30%	0.00%	-1.30%

- The majority of all students performed at Close and In Need of Support.
- The green highlight shows an increase in percent when comparing 2021 to 2019.
- A higher percent of students performed at In Need of Support for 3rd, Close for 4th & 5th, Ready for 3rd, and Exceeding for 4th in 2021 than in 2019.



ACT Aspire Results

Bale Elementary Science

School Name	Grade	2019 Science % In Need of Support	2021 Science % In Need of Support	Diff 2019-2021	2019 Science % Close	2021 Science % Close	Diff 2019-2021	2019 Science % Ready	2021 Science % Ready	Diff 2019-2021	2019 Science % Exceeding	2021 Science % Exceeding	Diff 2019-2021
BALE	3	68.40%	74.60%	6.20%	10.50%	16.90%	6.40%	7.00%	3.40%	-3.60%	14.00%	5.10%	-8.90%
BALE	4	67.70%	75.70%	8.00%	18.50%	14.30%	-4.20%	13.80%	8.60%	-5.20%	0.00%	1.40%	1.40%
BALE	5	65.80%	74.50%	8.70%	13.20%	17.60%	4.40%	14.50%	7.80%	-6.70%	6.60%	0.00%	-6.60%

- The majority of all students performed at Close and In Need of Support.
- The green highlight shows an increase in percent when comparing 2021 to 2019.
- A higher percent of students performed at In Need of Support for 3rd-5th, Close for 3rd & 5th, and Exceeding for 4th in 2021 than in 2019.



ACT Aspire Results

Bale Elementary Reading

School Name	Grade	2019 Reading % In Need of Support	2021 Reading % In Need of Support	Diff 2019-2021	2019 Reading % Close	2021 Reading % Close	Diff 2019-2021	2019 Reading % Ready	2021 Reading % Ready	Diff 2019-2021	2019 Reading % Exceeding	2021 Reading % Exceeding	Diff 2019-2021
BALE	3	54.40%	71.20%	16.80%	21.10%	13.60%	-7.50%	15.80%	15.30%	-0.50%	8.80%	0.00%	-8.80%
BALE	4	52.30%	68.60%	16.30%	26.20%	20.00%	-6.20%	18.50%	8.60%	-9.90%	3.10%	2.90%	-0.20%
BALE	5	64.50%	78.40%	13.90%	22.40%	11.80%	-10.60%	9.20%	7.80%	-1.40%	3.90%	2.00%	-1.90%

- The majority of all students performed at In Need of Support.
- The green highlight shows an increase in percent when comparing 2021 to 2019.
- A higher percent of students performed at In Need of Support for 3rd-5th in 2021 than in 2019.



Key Areas of Concern

Reading

- Integration of Knowledge & Ideas
- Key Ideas & Details

Math

- Grade Level Progress
- Justification & Explanation



Key Areas of Concern--Reading by Demographics

Grade Level	Demographics	Skills of Most Concern
3	All	Integration of Knowledge & Ideas
4	All	Integration of Knowledge & Ideas
5	All	Key Ideas & Details
6	Female, Asian	Craft & Structure
	Male Black/African American Hispanic or Latino White	Integration of Knowledge & Ideas
7	Female, Asian Black/African American	Key Ideas & Details
	Male Black/African American Hispanic or Latino White	Integration of Knowledge & Ideas
8	All	Key Ideas & Details
9	All	Key Ideas & Details
10	Female	Craft & Structure
	Asian Male Black/African American Hispanic or Latino White	Key Ideas & Details



Key Areas of Concern--Math by Demographics

Grade Level	Demographics	Skills of Most Concern
3	All	Number & Operations in Base 10
4	Female Male	Number & Operations-Fractions and Grade Level Progress
	Asian White	Geometry
	Black/African American Hispanic or Latino	Grade Level Progress
5	Female	Data and Measurement
	Male Black/African American	Integrating Essential Skills
	Female Black/African American Hispanic or Latino	Grade Level Progress
	Asian White	Justification and Explanation

Grade Level	Demographics	Skills of Most Concern
6	Asian White	Geometry
	Female Male Black/African American Hispanic or Latino	Grade Level Progress
	Female Black/African American	Grade Level Progress
7	Male Hispanic or Latino	Justification and Explanation
	Asian White	Geometry
	Female Black/African American Hispanic or Latino	Grade Level Progress
8	Male Hispanic or Latino White	Justification and Explanation
	Asian	Geometry
	Female Male Black/African American Hispanic or Latino	Grade Level Progress
9	Female Male Black/African American Hispanic or Latino	Grade Level Progress
	Female Male Asian White	Algebra
	Male White	Justification and Explanation
10	Female Black/African American Hispanic or Latino White	Grade Level Progress
	Asian	Geometry
	Male White	Justification and Explanation



Steps to Address Key Areas of Concern

- Tier 1 Core Curriculum support

- Phase II & III Training for Math Implementation - September & November 2021
- WW Content Leader Training - September 2021
- 4 Critical Questions planning through PLCs
- Assessment Academy with Solution Tree
- Instructional support - implementation with fidelity
- Teaching & Assessing Cycle Implementation
- Reading Class Pilot 22-23 SY

- Tier II Intervention Support

- Supplemental Math Program support and Implementation - August -September
- Lexia implementation support and monitoring - September 2021
- Intervention schedules and implementation support for teachers
- Intervention Period Pilot 22-23 SY

- Tier III Intensive Support

- Dyslexia Intervention Support
- Curriculum Support for Special Education



The Process of Looking at Data to Help Our Students Achieve

How do we support students with these data?

We go a bit deeper. One way to do this is by looking at the ACT Aspire Subject Proficiency By Student report.



Looking at Data to Help Our Students Achieve



Assessed Apr 5, 2021 - May 7, 2021

BALE ELEMENTARY SCHOOL

Grade: 3

LITTLE ROCK SCHOOL DISTRICT, School ID: 6001017

Subject Proficiency by Student

Summative

Student Count	ENGLISH	READING	SCIENCE	MATH
Exceeding or Ready	25	9	5	19
Close or In Need of Support	34	50	54	39
Exceeding or Ready in 4 Subjects				
[Redacted]	↑ 418	✓ 416	↑ 423	✓ 416
	↑ 432	✓ 418	↑ 422	✓ 415
	✓ 415	✓ 416	↑ 423	✓ 415
Exceeding or Ready in 3 Subjects				
[Redacted]	↑ 418	✓ 417	417	✓ 413
	↑ 427	412	✓ 418	✓ 416
	✓ 415	414	✓ 418	✓ 413
	✓ 415	✓ 415	416	✓ 413
	✓ 415	✓ 415	416	✓ 415
Exceeding or Ready in 1 Subject				
[Redacted]	↑ 419	407	410	411
	408	408	414	✓ 413
	✓ 416	413	408	410
	408	408	408	✓ 413
	✓ 413	410	408	412
	✓ 413	411	406	408
	✓ 414	408	411	410
	409	406	410	✓ 414
	✓ 413	407	411	410

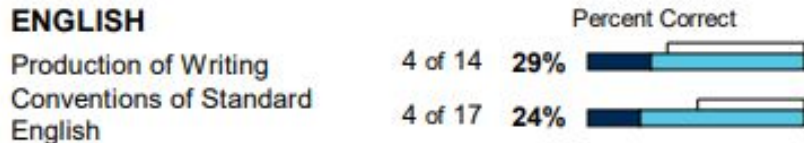


ACT Aspire Individual Student Report

Your Detailed ACT Aspire Results

The scores below represent your performance on reporting categories measured by the test. Reporting category designations are provided to help you to start to focus on strengths and weaknesses. Categories with only a few items may be less representative of your overall achievement in that category.

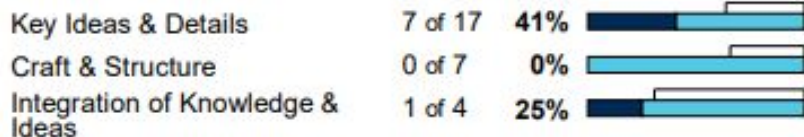
ENGLISH



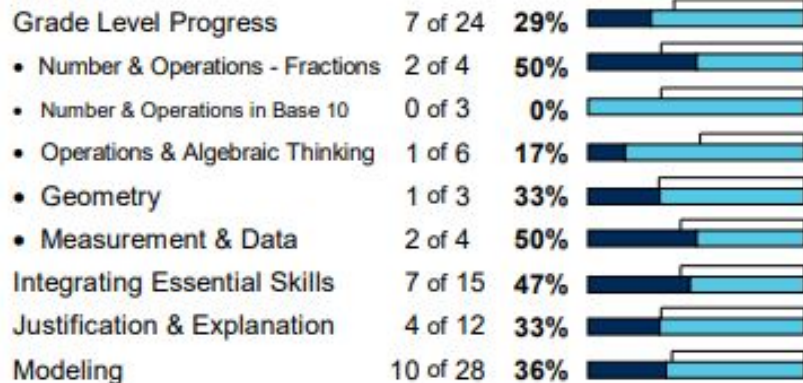
SCIENCE



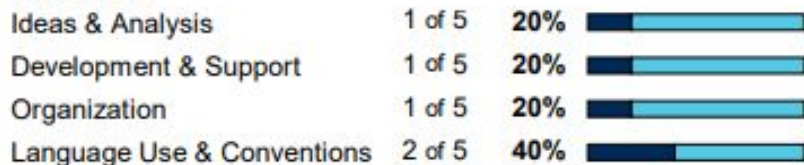
READING



MATH*



WRITING



ACT Readiness Range: Shows where a student who has met the ACT Readiness Benchmark on this assessment would typically perform.

* **Math** test questions can map to multiple reporting categories, so totals will exceed the number of questions on test.



ACT Aspire Individual Student Report

Improvement Ideas

ENGLISH

Production of Writing: In your writing, work on focusing and developing your topic, organizing your ideas so they are easy to follow, and expressing your ideas in a clear way.

Conventions of Standard English: Work on using nouns, verbs, adjectives, adverbs, pronouns, capitalization, commas, ending punctuation, quotation marks, and prepositions correctly. Be sure to combine sentence parts correctly.

READING

Key Ideas & Details: Read as many grade-level texts as you can. Work on identifying important details, drawing reasonable conclusions, recognizing main ideas and themes, and understanding how parts of a text relate to one another.

Craft & Structure: As you read, think about the purpose of texts and parts of texts, how texts are organized, how authors use point of view, and how information in texts can help you figure out what words mean.

Integration of Knowledge & Ideas: As you read, think about how authors present and support their ideas. Also read different texts on the same topic and think about how these texts are similar and different.



Learning Continuum

Edit Display Options	
Literature	
Literature: Craft and Structure	▼
Literature: Key Ideas and Details	▼
Informational Text	
Informational Text: Craft and Structure	▼
Informational Text: Key Ideas and Details	▼
Vocabulary Acquisition	
Context Clues and Reference	▼
Word Relationships and Nuance	▼



Learning Continuum - Class View

Growth: Reading 2-5 AR 2016

[Print](#)

Edit Display Options

Grouping Options

No Grouping

Group by Topic

Group by Standard



Standards Filters

Grade Level Standards

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 6 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 7 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 8 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grades: 9-10 |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grades: 11-12 |
| <input type="checkbox"/> Grade 5 | |



Learning Continuum

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- Interprets simile in context
- Interprets idiom in context
- Determines the meaning of a figurative word or phrase in context

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- Recognizes terms associated with poetry
- Recognizes terms associated with drama
- Analyzes how specific paragraphs contribute to plot in literary text

RL.3.6: Distinguish their own perspective from that of the narrator or those of the characters, distinguishing the difference between first- and third-person point-of-view narrations.

- Determines narrator's attitude in literary text
- Identifies the narrator in literary text

L.3.5.A: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- Interprets idiom in context
- Interprets metaphor in context
- Understands the meaning of common idioms



Next Steps & Timeline



Contact and Questions

Keith M. McGee, Ed.D.
Deputy Superintendent
Little Rock School District
810 W. Markham St.
Little Rock, AR 72201
Office: (501) 447-1007

Email:

keith.mcgee@lrsd.org

Shana Loring, Ed.D.
Executive Director of
Curriculum & Instruction
Little Rock School District
810 W. Markham St.
Little Rock, AR 72201
Office: (501) 447-1022

Email:

shana.loring@lrsd.org

**Danyell Crutchfield
Cummings, Ed.D.**
Director of Testing and
Accountability
Little Rock School District
810 W. Markham St.
Little Rock, AR 72201
Office: (501) 447-1185

Email:

danyell.cummings@lrsd.org

Maurecia Robinson, Ed.D.
Data Specialist
Testing and Accountability
Little Rock School District
810 W. Markham St.
Little Rock, AR 72201
Office: (501) 447-1186

Email:

maurecia.robinson@lrsd.org



EXECUTIVE SUMMARY

Topic: 2021 Elementary Learning Loss Summer Programming

Short Summary:

To address the effects on student learning, the LRSD offered summer learning opportunities. In past summers, the LRSD summer school program offered 3 – 4 sites, with a total of 950 – 1,100 seats available. Students were assigned to sites that may or may not have been their home school. Also, we would staff these sites with teachers from inside and outside the district. This summer, all elementary schools offered a learning loss program individually or with a partner site, mostly with their staff. The programs offered a half-day to a full day ranging from 18 – 21 days of programming. Each site developed and implemented a program to meet the needs of its students. The school site created a unique program, but all programs had literacy and math focuses. In comparison, our retention rate for this summer was above 65% compared to the summer of 2019 rate of just over 30%. With the support of the LRSD Board of Directors, we were able to utilize ESSER Funds and increase the hourly pay for all summer program employees.

Background:

LRSD did not offer a summer program for elementary students during the Summer of 2020 because of the COVID pandemic. To increase participation in summer programming, it was recommended we offer a summer program at every elementary school.

Evaluation:

To determine the effectiveness of the summer programming, LRSD used the NWEA for a Pre- and Post-assessment in Mathematics and Reading. The Spring NWEA assessment was used as the Pre-assessment and then we administered a Summer NWEA assessment for the Post assessment.

Action Steps to be taken:

Implement a summer learning program during the summer of 2022 to support continuous learning for students.

Date submitted August 18, 2021

Submitted by Darian L. Smith



ELEMENTARY SUMMER LEARNING OPPORTUNITIES

Little Rock School District

Darian L. Smith, Executive Director of Elementary School Leadership

SUMMER LEARNING OPPORTUNITIES

- Over the course of 18 months, the pandemic affected not only the health of school communities, but it also affected instruction and learning.
- To address the effects on student learning, the LRSD offered summer learning opportunities for elementary students.
- We hosted 18 sites that covered all elementary schools in LRSD and reached 2,484 students.
- The programs offered a minimum of 18 days of instruction up to 21 days of instruction during the month of June and ending before the 4th of July with one exception of Dodd & Romine that ended on July 9th.

SUMMER LEARNING OPPORTUNITIES RESULTS

Reading

- 1,643 students had matching data

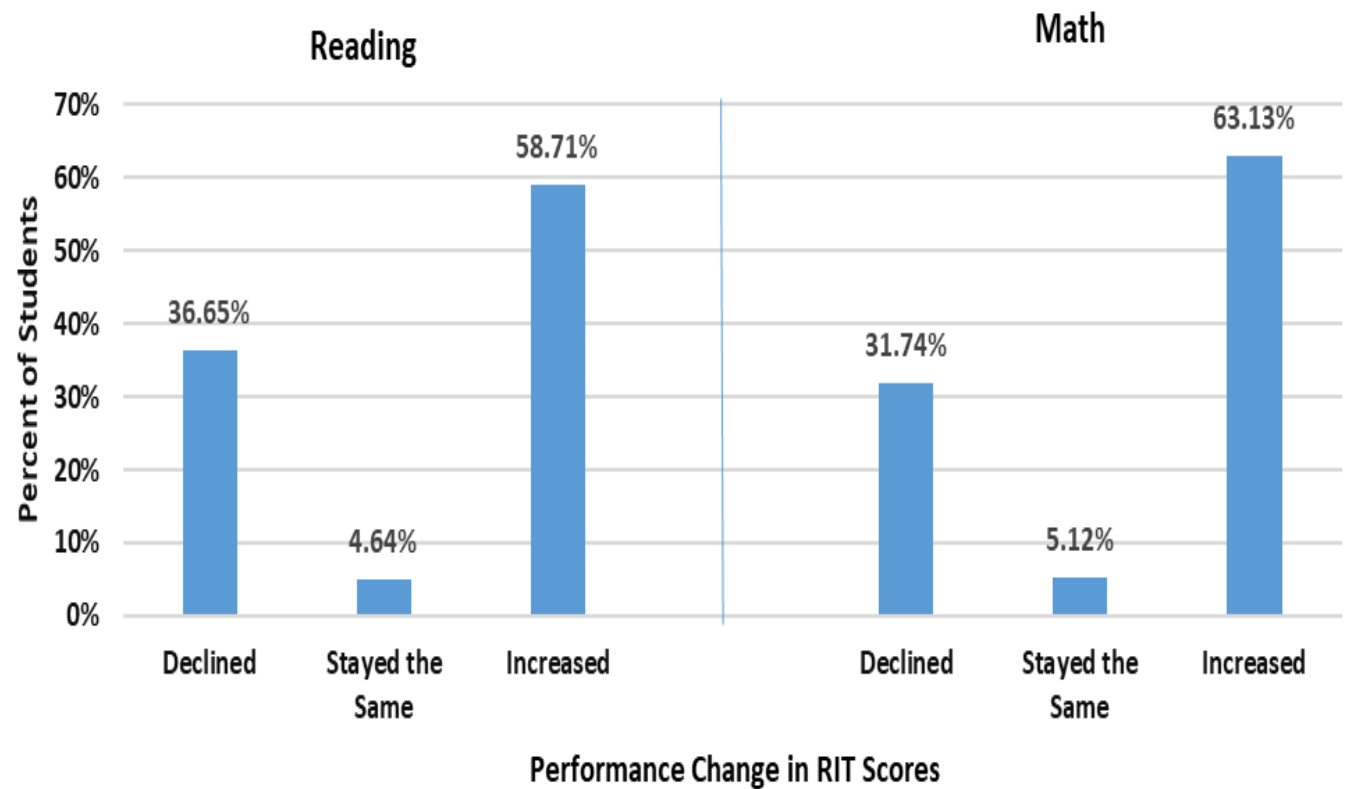
Math

- 1,601 students had matching data

What does the data represent?

It represents a student's RIT score. A RIT score is a scale score that indicates where a student is ready to learn or what is called a 'Zone of Proximal Development.'

Reading and Math
NWEA Spring to Summer Learning Opportunities



SUMMER LEARNING OPPORTUNITIES

- Doing the right work...
 - Professional Learning Communities (PLC)
 - A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
 - 4 Critical Questions
 - What do we want all students to know and be able to do?
 - How will we know they have learned it?
 - How do we respond when they have not learned it?
 - How will we extend the learning for students have learned it?

SUMMER LEARNING OPPORTUNITIES

- Next steps with our data
 - Schools have access to the following:
 - Class Report
 - View overall class performance
 - Analyze class needs by instructional areas
 - Student Profile
 - A complete picture of a student's growth and performance in one interactive report
 - Learning Continuum (How Do I plan for Instruction?)
 - Identifies learning statements corresponding to RIT scores so we can plan scaffolding and differentiated instruction
 - Groups students by the skills and concepts they need to develop
 - It is used for enrichment as well, we can use the RIT score to extended the learning for students who are Ready.



ANY QUESTIONS

Summer Learning opportunities

EXECUTIVE SUMMARY

Topic: Secondary Summer School

Short Summary:

All Secondary Schools were available for Summer Learning Opportunities during the month of June. 1927 students took advantage of the opportunities offered in our Middle and High Schools. Middle School students needed to complete course work in order to move on to the next grade level. High School students were able to complete course work in order to regain credits lost.

1. Middle Schools developed their own summer learning plan. High Schools used our credit recovery system Edmentum.
2. ESSER Funds were used to pay employees additional monies compared to previous years
3. The Power point will show some of the results from our summer efforts. A strong percentage of students attended a summer learning program.

Background:

The Board may remember that during the Summer of 2020 only High Schools were used for Summer School. Middle Level schools did not have Summer learning opportunities.

Evaluation:

The Board will have data from the Summer of 2021 shared with them regarding the outstanding efforts of our students.

Action Steps to be taken:

Consideration to continuing this past Summers efforts in Summer School.

1. Track students who are still behind regarding graduation requirements and each school has a plan to get them back on track.
2. Track students who were retained in Middle school and plan for supports that each student needs for success.
3. Continue before and after school tutoring, Saturday school, and the homework hotline.

Date submitted 8/18/2021

Submitted by Randy Rutherford



SECONDARY SUMMER SCHOOL

Randy Rutherford
Executive Director
Secondary Schools

SECONDARY SUMMER SCHOOL

SPECIAL THANKS:

Director Mr. Eric Henderson

All Summer School Administration

All Summer School Teachers

All of our students for working throughout the month of June

SECONDARY SUMMER SCHOOL- MIDDLE SCHOOL

SCHOOL	TOTAL STUDENTS	COMPLETED
CLOVERDALE	224	193
DUNBAR	42	42
FORREST HEIGHTS	11	11
HENDERSON	94	94
MABELVALE	164	151
MANN	138	135
PINNACLE VIEW	90	80
PULASKI HEIGHTS	57	57

SECONDARY SUMMER SCHOOL — HIGH SCHOOL

HIGH SCHOOL	TOTAL STUDENTS	CREDITS
CENTRAL	551	538
HALL	70	105 ½
PARKVIEW	244	143
SOUTHWEST	242	235

SECONDARY SUMMER SCHOOL - SUMMARY

MIDDLE SCHOOL TOTALS	TOTAL STUDENTS	COMPLETED
	820	763
93% SUCCESS RATE		

SECONDARY SUMMER SCHOOL — HIGH SCHOOL

HIGH SCHOOL TOTALS	TOTAL STUDENTS	CREDITS EARNED
	1107	2042 1/2
Students have until the end of the 1 st quarter to complete work started in Summer School		



Memorandum

DATE:

TO:

FROM:

SUBJECT: LRSD Student Retention Guidance FY 2021

Per the District Policy:The purpose of the following regulations is to provide guidelines for teachers and campus-level administrators to use in making decisions relating to promotion, acceleration, retention, and administrative placement of students from one grade to the next.

Elementary School

Pre K - 1: Students in grades Pre K-1 are not to be retained except under extenuating circumstances where the best interest of the child would clearly be served, according to multiple criteria and in consultation with the parent/guardian(s). Extenuating circumstances include, but are not limited to, excessive absences, lack of participation in pre-kindergarten, fetal alcohol syndrome, fetal drug addiction, and developmental delays.

Grades 2-5: The decision to retain a student in a grade will be made based on multiple criteria and in consultation with the parent/guardian(s), classroom teacher(s), and principal.

Prior to a decision to retain, the student's remediation plan must be implemented fully by the teacher, and Interim Reports must be sent home each quarter of failing work so that parents are alerted. In addition, contact with parents must be documented (such as the Parent- Teacher Conference Form and/or the parent-teacher conference) to show efforts made to prevent student failure or retention through intervention and remediation. Parent/guardian(s) must be notified by the end of the third nine week grading period and given reasons for the probable retention of the student. This notification (or attempts to encourage the parent's participation) must include a good-faith effort to include the parent/guardian(s) in a parent-teacher conference and must be documented in writing. Parent/guardian(s) must be advised of all available programs and services provided by the District to support the child's remediation. The documentation must include the date, persons involved, and results of the conference, and it must be placed on file.

If a student will reach age eleven (11) before June 1 of his/her third grade year, he/she may be administratively assigned from grade 2 to grade 4. If a student will reach age thirteen (13) by June 1 of his/her fifth grade year, he/she may be administratively assigned from grade 4 to grade 6.

Middle School

Grades 6-8: The following regulations are established to guide decision-making at grades 6-8. Any exceptions to these regulations will be the result of a collaborative decision involving the classroom teacher(s), the counselor, the principal, parent/guardian(s), and other appropriate staff. Such an exception must be based on multiple criteria, including criterion-referenced tests, grades, teacher/counselor predictions of success at the next level, extenuating circumstances, etc. An exception can be made for those students who can successfully earn credit for a failed course through a District-approved correspondence or distance-learning program or through summer school.



Grades will reflect the degree to which the student has achieved the core curriculum standards appropriate for the grade level. The parent/guardian(s) of any student likely to be retained must be notified through teacher/parent conferences relating to the Remediation Plan and quarterly Progress Reports of the student's low performance. In addition, parent/guardian(s) must be notified, in writing, by the end of the third nine-weeks grading period of the likelihood of retention and the need to attend summer school to make up failing grades. A student who fails either English or mathematics may be promoted to the next grade level if he/she earns a passing grade or above in summer school in either the English or mathematics course that was failed. A student who fails either English or mathematics and one other core curriculum course may be promoted to the next grade level if he/she earns a passing grade or above in summer school in either the English or mathematics course that was failed.

At the discretion of school officials, the student may be required to retake the other failed course or enroll in an extra remedial course during the next school year instead of allowing an elective course.

- A student who fails both English and mathematics must attend the full-day summer school program and earn passing grades in both subjects in order to be promoted.
- A student who fails both English and mathematics and either science or social studies must attend the full-day summer school program and earn passing grades in both English and mathematics in order to be promoted.
- A student who fails either English or mathematics and both science and social studies must attend the full-day summer school program and earn passing grades in English/mathematics and in science/social studies – two of the three failed courses.
- A student who fails all four core curriculum areas is not eligible for promotion and must be retained.
- A student who performs at the Below Basic level on the most recent criterion-referenced assessments or state Benchmarks in both literacy and mathematics may be retained if other student performance data verify the low performance and if scores are received by the school before the beginning of the next school year.
- A student who does not earn promotion the second year at a grade level in grades 6 or 7 may be administratively assigned to the next grade level. A student who will be age sixteen (16) before June 1 of his/her eight-grade year and who has not successfully completed the requirements for grade 8 may be administratively assigned to an alternative education program if program eligibility and placement criteria are met.

High School

Grades 9th-12th: A high school student must earn a minimum of 5.5 units of credit each year in order to be promoted to the next grade level, as follows:

- Sophomore (grade 10) 5.5 units
- Junior (grade 11) 11 units
- Senior (grade 12) 16.5 units



LITTLE ROCK SCHOOL DISTRICT

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

DATE: August 26, 2021 5:30:00 PM
FROM: Mike Poore
Superintendent of Schools
SUBJECT: June 2021 Preliminary Board Financial Report

RATIONALE:

Financial reporting is designed to keep the Board and the public informed regarding the District's current financial position. Financial reports are submitted for review and approval.

FUNDING:

N/A

RECOMMENDATION:

It is recommended that the June 2021 Board Financial Reports be accepted as a preliminary report only due to the fiscal year closeout is still a work in progress.

PREPARED BY:

Kelsey Bailey, Chief Financial Officer