

CALLED SCHOOL BOARD MEETING

Wynne, Arkansas
September 20, 2010

Roll Call	<p>A called meeting of the school board was held on Monday, September 20, 2010, to deliver the Wynne School District Report to Patrons. The following were present: Mr. Gene Boeckmann, Mr. Melvin Taylor, Mrs. Carol Brown, Dr. Neall Jackson and Dr. Benjamin Perry, Superintendent. Mr. Spencer Parker was unable to attend. The following individuals were also present: Rev. Donnie Willis, Mrs. Angela Baxter, Primary Teacher; Mrs. Sherry Breckenridge, Parent Coordinator; Mr. Charles Wimbush, High School Counselor; Mr. Bob Morris, Transportation; Mrs. Debbie Heath, Primary School Principal; Mrs. Cindy Kinard, Primary School Asst. Principal; Mrs. Sandra Hollaway, Intermediate School Principal; Mr. David Stepp, Junior High School Principal; Mr. Blake Marsh, Junior High Asst. Principal; Ms. Robbie Roach, Junior High School Dean of Students; Mr. Keith Watson, Senior High School Principal; Mrs. Kathy Lee, Elementary Asst. Superintendent and Mr. Carl Easley, Secondary Asst. Superintendent.</p>
Wynne Primary	<p>Many positive things are happening at Wynne Primary School. Positive Behavior Support System or PBSS will be fully implemented. This is an initiative designed to encourage and support positive behavior by all students. The faculty has developed school-wide behavioral expectations that are being taught in every classroom. Teachers are using the Stop and Think Social Skills curriculum to teach children skills that are necessary to be successful in the school environment. School staff members are looking for opportunities to recognize and reinforce positive behavior. With the help of grants from the Youth Advisory Council and the Cross County Drug and Alcohol Abuse Prevention Coalition, purchases have been made to support the program. When a person visits Wynne Primary in the next few weeks, he/she will see colorful flags displayed beside classrooms to motivate and reward students for positive behavior and to celebrate their success.</p> <p>At WPS, the student population is approximately 685 students in kindergarten through 2nd grade, which is an increase from about 650 last year. The school has 12 kindergarten classes, 11 first grade classes, and 9 second grade classes, along with many support classes. Students do not take an Arkansas Benchmark Exam until grade 3, so the WPS is considered a feeder school to Wynne Intermediate School. The school shares the responsibility for preparing students for the Third Grade Benchmark Exam, and they share the same accountability status based on Benchmark results. Although the combined population in WIS consistently performs higher than the state average, one of the sub-populations, students with disabilities, has not met the adequate yearly progress required by the state. For this reason, the school improvement status is Targeted Intensive School Improvement Year 4. A Supplemental Educational Services Program will be offered for after-school tutoring for those students who qualify under Title I guidelines, and intervention services will be available to students who demonstrate the need during the school day.</p> <p>The Response to Intervention (RTI) Program at the Primary School is a three tiered approach. Tier I consists of core instruction in literacy and</p>

	<p>math aligned with the Arkansas Frameworks and based on research-based effective strategies. Teachers provide Tier II intervention in the classroom, working with small groups or individual students on specific skills. Tier III intervention is provided by three Reading Recovery teachers, two math intervention teachers, one early intervention teacher, and three highly trained aides who provide additional instruction for students in flexible groups throughout the year. As a part of core instruction, all students receive literacy instruction in a small group setting in order to meet the needs of both struggling learners and more advanced readers.</p> <p>The Arkansas Consolidated School Improvement Plan (ACSIP) consists of the priorities of literacy, math, wellness, and special education. Research-based practices are included in the plan to improve student achievement. One of the practices that will be expanded this year at WPS is Classroom Walk Through. This practice consists of academic coaches, teachers, and administrators making daily walks through classrooms to collect data regarding teaching and learning. This data will be analyzed and used to improve instructional practices. Wynne Primary staff will also participate in the process of Total Instructional Alignment. This process will enable the staff to align the curriculum with the new Common Core Standards that have been adopted and will soon be implemented in Arkansas and across many other states.</p> <p>The vision of WPS is to be a friendly learning community committed to achievement and respect for all. This community of learning extends to adults, as well as children. Teachers work as a professional learning community as they meet weekly in collaborative teams facilitated by math and literacy coaches. These meetings are designed to help all teachers improve teaching and learning in the classrooms. Activities during the team meetings include book studies, training by the academic coaches, analysis of data and student work, and the sharing of ideas. School Prevention Review Intervention Team (SPRINT) meetings are also conducted so teachers can work collaboratively as a problem solving team to provide assistance when individual students struggle to meet academic or behavioral goals.</p> <p>The staff exhibits a high level of professionalism and dedication to students. The school invites parents and community members to provide the support needed to help it reach the district's goal, beginning in kindergarten, of preparing students for a bright future and success in the 21st century.</p>
<p>Wynne Intermediate</p>	<p>Wynne Intermediate is working diligently to meet its mission statement. Eighty-five percent of students in grades 3-5 scored proficient and advanced in mathematics and seventy-five percent of students in grades 3-5 scored proficient and above in literacy. Fifth grade students scored 58% percent proficient and advanced on the fifth grade science. These scores are well above the state average. However, the school is currently in School Improvement as Targeted Intensive Year 4 because one sub-population, special education, did not meet adequate yearly progress. Our combined population is scoring above the state average. The achievement gap for students is being narrowed. To meet AYP, the school must meet the requirements for grades 3-5 in the areas of mathematics, literacy and 5th grade science for all sub-populations.</p> <p>The math program is a standards based math program, Investigations in</p>

Number, Data, and Space. This curriculum helps students develop a deep sense of mathematics and become mathematical problem solvers using various strategies. Two literacy coaches and one math coach provide professional development for all teachers. These coaches teach model lessons, lead professional learning communities, and monitor the progress of students.

To help all students succeed, four certified teachers and one literacy aide provide interventions for at-risk students for literacy. The school also has one certified teacher and special education aide to provide assistance for struggling students in the area of math. In addition, struggling learners are provided with three interventionists hired utilizing stimulus money to provide math, literacy, and behavior interventions in small group settings and in the regular classroom. The school continues to use the Barton Method which is a researched based literacy program for struggling learners. The program is a phonics based program which helps to increase fluency. The school has also implemented Quick Reads Fluency Builder and 95% Group Blue Print Phonics.

In the computer lab, JEDI, a web based program is used for students to work on specific learning expectations targeted to each student’s needs. This program also has a home connection.

WIS has upgraded its technology. Interactive Promethean boards, net books, and IPod touches have been added to classrooms.

To promote wellness the school has partnered with the Cross County Hometown Health Coalition to implement a character building program, Positive Action. Positive Behavior Support System has also been implemented. Two counselors provide a counseling program based on the National Counseling Model providing individual and small group guidance programs for students as well and prevention guidance lessons in the classroom.

WIS is thankful for the community involvement in our school: the Cross County Extension Agency, Master Gardeners, and 4-H Club under the direction of Richard Klerk, has helped with our gardening project, the Fire Department has helped our students meet AR goals through the “Get Fired Up To Read Nights,” the Wynne Rotary donated dictionaries and thesaurus for students, the Kiwanis Club sponsors the Terrific Kids program, the Union Valley Baptist Church sponsored a tutoring event and Reading Camp. The Cross County Ramblers are helping organize the first ever Kid’s Marathon which will help fund a walking track around the Primary and Intermediate School. Many businesses have donated to the school and PTA. New playground equipment was provided by the PTA.

Two faculty members Pam Gaskin and Davya Swaite were recognized as National Board Certified Teachers.

Wynne Junior High Wynne Junior High School has begun the school year with a determination to equip all students with the skills necessary to achieve success. Providing the most effective educational experience for our students is the major priority at the junior high school, and it is the goal of each educator on the campus to help each child reach his/her personal level of success. The

faculty strives to educate its young people and instill the importance of being lifelong learners.

At the core of every effective educational system is active parental involvement. Wynne Junior High School began the school year with record-breaking attendance by parents. On August 17, the annual sixth grade orientation night was attended by 87% of incoming sixth graders' parents. The math/literacy night was held Thursday, Sept. 18, with parents of sixth, seventh, and eighth graders filling the cafeteria. Led by literacy coach Bundy Hickey and math coach Sharon Sisk, parents were given the opportunity to watch their children perform academically. Parents were given the opportunity to listen to sixth grade students read a play. Seventh grade students spoke as characters from Greek mythology in full costume. Students from all grades also read poetry and conducted book talks. Parents also experienced being in a math classroom with their child in a data/graphing activity. Parents received their child's benchmark scores so they could see the importance of math and literacy as it pertained to their child. Wynne Junior High hopes to continue the impressive turnout of parents for the first parent visitation for the school year.

Each year, WJHS identifies areas in which to improve. An addition to the master schedule last year included some of our math and literacy teachers being teamed with special education teachers to provide co-teaching classrooms for students who need additional support and a more intensive learning environment. As a result of the co-teaching, there was an increase in benchmark scores in both literacy and math. Since co-teaching classes proved to be successful, the school is expanding co-taught classrooms.

The faculty should be commended for their diligence to provide the best education possible to the students. Teachers encourage students to be lifelong learners and also model this by constantly learning new ways to teach.

The students at WJHS have many opportunities to excel. In the 2008-2009 school year, the school began providing pre-AP math and English courses for eighth graders. Beginning in sixth grade, students and parents are introduced to the Smart Core Curriculum. Smart Core is a required curriculum that is part of Smart Future, a state initiative focused on improving Arkansas public high schools for all students so they are prepared for life beyond graduation. This curriculum actually begins when the students enter high school, but by choosing this educational route, they are already planning for their future. Upon completion of the Smart Core curriculum, students will be prepared for any educational institution after graduation including college or technical school. Nearly 100% of all WJHS students have opted for the Smart Core program.

WJHS has been designated in year six of school improvement. Dedicated efforts are in motion to appeal this status and recognize the school for the vast gains that have been achieved. Although students' scores from the April 2010 Benchmark exam were exemplary, it still has areas in which to improve. As a whole, the students made astronomical gains on this year's benchmark exam. Eighty-three percent of the students scored proficient or above in math, which is a three percent increase from last year. Seventy-eight percent of the students scored proficient or above in literacy, which is

	<p>an eight percent increase from the 2009 results. Although the students' scores were greatly improved, there are some students who need additional attention in identified areas. In an effort to meet the needs of all students, the school is continuing to undergo restructuring to provide the most effective curriculum for our students. With the help of educational specialists from JBHM, an educational consulting company, the faculty is constantly receiving suggestions and ideas on how to improve their classroom instruction for the utmost success of all students.</p>
<p>Wynne High School</p>	<p>The high school continues to emphasize improvement in the areas of biology, math and literacy. Math and literacy coaches will continue to assist teachers with instructional strategies and data analysis of the classrooms. The district has continued to contract with the Learning Institute in Hot Springs to provide EOC assessments throughout the school year. This will allow teachers to preview data to provide remediation of skills not mastered.</p> <p>The number of students proficient or advanced on Algebra 1 EOC assessments has continued to increase with 87.3 % scoring proficient or advanced in 2009-10 compared with the state average of 69.2. THE STATE ANNUAL MEASUREABLE OBJECTIVE (AMO) (GOAL) WAS 64.6.</p> <p>Geometry scores improved to 80.3 up from 69.3 in 2008-09 compared to the state average of 69. THE STATE ANNUAL MEASUREABLE OBJECTIVE (AMO) (GOAL) for math was 64.6, which we had no group below.</p> <p>While we are pleased that we had more students score advanced in literacy than ever before at WHS, we are somewhat disheartened that our combined scores improved less than one percent. Our combined population of proficient and advanced students did improve from 56.1% to 56.9 P and A compared to the state average of 59.8%.</p> <p>The group of students classified as Economically Disadvantaged moved from 34.5% to 43.6 %, while our African American group of students scoring proficient or advanced (averaged 16.0% 06-08) actually decreased from 32.8% to 30.0 % with the state average being 29.4%.</p> <p>With our literacy scores not reaching the state AYP ANNUAL MEASUREABLE OBJECTIVE(AMO) or target score OF 67.75, WHS is considered in SCHOOL IMPROVEMENT YEAR 3 CORRECTIVE ACTION.</p> <p>Because of this WHS continues to place an increased emphasis on literacy. Some of the things the high school is doing to improve this area are:</p> <ul style="list-style-type: none"> • Added additional professional development for our teachers in the area of literacy. • Ten minutes of silent sustained reading each day. • Teachers in all subject areas to use open response questioning on exams. • Increased emphasis on reading, writing and critical discussions in the content areas. • All 11th grade students work on benchmark type work during

	<p>enrichment period, three days per week.</p> <ul style="list-style-type: none"> • Teachers have collaborative planning periods to work on curriculum planning, etc. • Professional learning communities meet weekly to discuss teaching strategies and student achievement. • We will have added 1 section of 9th grade English to our co-teaching model along with one section of 11 grade English and one section of biology. • Through stimulus funds, we have purchased unlimited software rights to Auto-skills Reading Academy for struggling readers. • Five teachers are attending literacy lab training at Harding University from stimulus funds. Classroom libraries are being purchased also. • We have created two sections of what we are calling Reading Academy for 9th grade students who need the extra time working on Reading skills. This class is a semester course. • JBHM Educational Consulting firm has been contracted to work with our teachers in reaching our struggling learners.
<p>Federal Programs</p>	<p>In less than two years in office as America’s 44th President, Barack Obama has sent the strongest possible signal that improving our education system will be one of the highest priorities of his administration, funding over \$400 billion dollars to education.</p> <p>As a result of these efforts, the American Recovery and Reinvestment ACT (ARRA), was signed into law on February 17, 2009. The U.S. Department of Education FY 2011 proposed budget will advance Presidents Obama’s agenda to reform the nation’s schools while making fiscally responsible decisions to cut ineffective programs and unnecessary personnel.</p> <p>The purpose of Federal Education Funds are to close the achievement gap through accountability and to ensure that children in every classroom enjoy the benefits of well-prepared teachers, research-based instruction, safe learning environments, and to improve our global competitiveness by targeting achievement in literacy, math and science.</p> <p>Title 1 is the largest federal K-12 program for local districts to improve the academic achievement of disadvantaged children. Additional Title 1 Stimulus Funds were added to state schools over a two year time frame 2009-2011. The WSD TI-A & TI Stimulus budget for 2010-11 is \$1,567,352 allotted to K-5 students in Wynne Primary and Intermediate Schools. The funds are to serve over 800 low income students in grades K-5 in a Title 1 school wide program. TI funds support salaries for literacy and math coaches, reading specialist and mathematics instructors, parent coordinator, federal coordinator, and admin/clerks to serve over 1300 students. In required set asides from TI funds is 20% for afterschool SES programs, 1% for Parental Involvement, and McKinney Vento Act – Homeless funds are set aside to assist students educational needs.</p> <p>Migrant funds are to ensure that children of farm related transient families receive full benefits from the same free public education provided to other children by addressing the needs of migrant children to better enable them to succeed academically. A budget of \$21,172 pays the salary of one</p>

migrant tutor.

The district is in its final year of a Reading First grant which funds are to promote high-quality reading instruction for GR K-3 in Wynne Elementary Schools. The district has received over 1.8 million in the past six years with \$162,568 to be expended before the end of December 2010.

Title II-A Improving Teacher Quality funds provide over \$3 billion for teacher professional development, training, recruiting high quality teachers and Class Size Reduction for lower grades. The Wynne School Districts allotment for 2010 FY is \$210,928. The funds have been placed in grades 1, 3, 4, and 5 to reduce class size number in an effort to improving student instruction.

Title ELL (English Language Learners) \$580 million to support Language Instruction for Limited English Proficient and Immigrant Students in nation schools. The Wynne School district has budgeted \$4310 to assist limited English speaking students.

Title IV-A Safe & Drug Free School (Alcohol, Drug, & Violence Prevention) is one of the federal fund cuts in education programs. A carryover balance of \$3776 will be budgeted by Sept. 30, and expended by December 2010 to provide support in professional development to staff and to foster character building, respect & drug free education to students.

The Title VI Rural School Fund budget is \$83,631. A large portion of the funds will be for professional development and support of new programs at the junior and senior high. Among the programs selected are JBHM Consultants, JBHM Struggling Learners and The Learning Institute.

Professional Development Funds of \$193,509.84 are to provide staff support and training in all subject areas, assessment, and student achievement. The PD funds are distributed to all four district buildings to enhance professional development for all staff. The focus of professional development will be State Benchmarks, Standard Based Mathematics and Literacy Programs, JBHM, RTI, The Learning Institute, Smart Accountability, and support to local Educational Cooperative at Harrisburg.

NSLA National School Lunch Act (Act 59- State funded) is to equalize education in Arkansas schools. The 2010-11 budget is \$857,298.88 and will be used to support education efforts of low socio-economic students. Funds will be utilized for professional development, classroom teacher salaries, extended day programs, and summer programs, hire ALE staff, Reading Recovery staff, Reading First Coaches K-3, Math & Lit Coaches in GR 6-12, Parent Facilitators, Parent Coordinator, Enrichment in Math & English GR5-8, one Counselor, Technology Staff and Early Intervening Teachers & Aides.

Alternative Learning Environment Funds are to support students in an alternate educational setting. \$76,181 has been received from the state to help the district fund local programs to hire 7.5 staff members. The district contribution to ALE program is \$282,677.

	<p>Special Education Funds serve eligible students who have special learning needs based on specific Federal & State Guidelines. Currently the district is providing services to approximately 314 students. IEP's are written on each student to address their special learning needs, the district employees 27 certified teachers, 26 student aides, one program supervisor & clerical staff to implement services. Five sources of funds provide services TVI-B Pass Through \$591,421., IDEA Stimulus \$489,286, Medicaid funds \$22,000, R MAC \$25,000 and the local contribution of over \$2.0 M.</p> <p>Gifted & Talented is a special needs program to support children that excel in advanced areas of study. Two certified staff are employed with a budget of \$147,752.</p> <p>ESEA and Stimulus allocations will give educators the resources they need to turn around the schools in the most trouble, and to build a foundation for success in schools for our youngest citizens. The Federal Program Budget soundly targets resources where they are needed most and working best. These funds enable the Wynne School District to continue delivering positive educational programs for all children.</p> <p>Arkansas school districts are required to have an on-site standards assurance review every five years. The district hosted a review team during the spring semester of the 2009-10 school year. On May 21, 2010, the district was notified that all four campuses were fully accredited meeting or exceeding all standards for public schools in Arkansas.</p>
Adj.	The meeting was then adjourned.

President

Secretary