

**CALLED SCHOOL BOARD MEETING**

**Wynne, Arkansas  
September 26, 2011**

<p><b>Roll Call</b></p>	<p>A called meeting of the school board was held on Monday, September 26, 2011, to deliver the Wynne School District's Report to Patrons. The following were present: Mr. Melvin Taylor, Mrs. Carol Brown, Mr. Spencer Parker, Dr. Neall Jackson, Mrs. Stacie Patterson and Mr. Carl Easley, Interim Superintendent. The following individuals were also present: Mrs. Jeannine Brawner, Mrs. Hope Lattimore, Mrs. Shirley Simmons, Mrs. Brenda McGill, Mrs. Sabrina White, Mrs. Ruby Richmond, Mr. Clyde Collins and Mrs. Renett McGraw, Community Members; Mrs. Susan Brown, Mrs. Adrianna Brown, Mrs. Janice Young, Mrs. Phyllis Stegall, Mrs. Era Bankston, Mrs. Teresa Johnson, Mrs. Sherry Breckenridge, Mrs. Shatavia Robinson, School Personnel; 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. Keith Watson, Senior High School Principal; Mrs. Sandra Smith, Senior High School Asst. Principal; Mr. Steve Morris, Senior High School Asst. Principal; Mrs. Kathy Lee, Asst. Superintendent; Mrs. Glenda Vance, Special Services Director; Mr. Jerry Lee, Director Facilities &amp; Transportation; Mrs. Frankie Sullivan, Business Manager Mr. Lindell Staggs, KWYN and Mr. Jay Bell, Wynne Progress.</p>
	<p>Carl Easley, Interim Superintendent, began the report by talking about the challenges facing the district during the coming years. He stated that our biggest challenge is shared with all other districts in the state as well as 47 other states. That challenge is converting to a national common core curriculum.</p> <p>The implementation schedule for the common core curriculum is for grades K-2 this year, grades 5-8 during the 2012-13 school year and grades 9-12 in the 2013-14 school year. He stated that the next generation accountability system, which will replace the current No Child Left Behind (NCLB) accountability system, is designed to ensure that every student has access to an education that prepares them for success in college and career with national common core assessments at every grade. He stated that the administration and teachers will be up to the challenge of implementation over the next three years as the district continues to receive direction on implementation from the Arkansas Department of Education.</p> <p>A second challenge faced by the district will be to continue to be a district that is financially stable. Mr. Easley stated that due to the influx of federal stimulus money over the last three years, our district has been able to keep present staffing levels, replace outdated technology, give employee bonuses, and renovate school facilities and at the same time maintain healthy carry over balances at the end of the school year. With the end of stimulus funding, reduced federal funding and the continued loss of student enrollment, the district must look closely at the number of people it employs both certified and non-certified, student to teacher ratios and how it uses its money in the total operation of the school.</p>

	<p><b>Mr. Easley stated that as you will hear from the principals and the assistant superintendent, the district is focused on improving student achievement and closing achievement gaps that exist with the goal of all students graduating from high school, ready for college, ready for work and ready for life.</b></p>
<p><b>High School</b></p>	<p><b>Mr. Keith Watson, High School principal, gave a report for his building. Mr. Watson began by sharing the 7 priorities of the high school:</b></p> <ul style="list-style-type: none"> <li><b>• Priority 1: MATHEMATICS</b></li> <li><b>• Priority 2: LITERACY</b></li> <li><b>• Priority 3: PARENTAL INVOLVEMENT</b></li> <li><b>• Priority 5: WELLNESS</b></li> <li><b>• Priority 6: SPECIAL EDUCATION</b></li> <li><b>• Priority 7: SAFE ORDERLY AND DRUG FREE ENVIRONMENT</b></li> </ul> <p><b>Special emphasis is placed on 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 contracts with The Learning Institute in Hot Springs to provide EOC assessments throughout the school year. This will allow teachers to preview data in order to provide remediation of skills not mastered.</b></p> <p><b>Mr. Watson stated they are extremely proud of their math scores at the high school in particular in Algebra 1 where 90% of Algebra 1 students scored proficient or advanced in 2010-11 compared to 69% of the state. All groups met the AYP goal. Seventy-nine percent of the Geometry students scored proficient or advanced compared to 73% of the state, with all groups also meeting the AYP goals. The State Annual Measureable Objective (AMO) Goal for math was 73.4; the combined score was 86.7, with no group below the AMO goal.</b></p> <p><b>Mr. Watson commented on how the Class of 2012 can be proud of the work they did on the Literacy exam last year, with 62.5% of the students scoring proficient or advanced. This is the highest percentage WHS has ever had. The combined population of proficient and advanced students improved from 55.7% to 62.5 proficient and advanced compared to the state average of 64%. The group of students classified as Economically Disadvantaged moved from 41.8% to 50.6 %, while the African American group of students scoring proficient or advanced moved from 27.5 proficient or advanced to 39.2% proficient or advanced with a state average of 40%.</b></p> <p><b>Due to literacy scores not reaching the state AYP Annual Measureable Objective (AMO) or target score of 75.81, Wynne High School is considered to be in School Improvement Year 4 Targeted Intensive Improvement. Mr. Watson repeated a statement made recently by the President who stated that “if something is not changed in the No Child Left Behind Law, over 80% of the schools in the United States will be in some form of school improvement.”</b></p> <p><b>“We do feel that literacy is crucial to everything we teach and we are committed to providing the best learning environment possible for students to gain these skills without sacrificing the other content areas that must be</b></p>

	<p>taught at the high school level, stated Mr. Watson. “We hold to what The Bill and Melinda Gates Foundation has stated: that we should <i>think of literacy as a spine; it holds everything together. The branches of learning connect to it, meaning that all core content teachers have a responsibility to teach literacy.</i>”</p> <p>Mr. Watson summed up his report by sharing some of the things they are doing to improve the area of literacy which are:</p> <ul style="list-style-type: none"> <li>• Added additional professional development for their teachers in the area of Literacy</li> <li>• Have 10 minutes of silent sustained reading each day</li> <li>• Asked their teachers in all subject areas to use open response questioning on exams</li> <li>• Increased emphasis on reading, writing and critical discussions in the content areas</li> <li>• Have all 11<sup>th</sup> grade students work on benchmark type work during enrichment period 3 days per week</li> <li>• Teachers have collaborative planning periods to work on curriculum planning, etc.</li> <li>• Professional learning communities meet weekly to discuss teaching strategies and student achievement</li> <li>• Added one section of 9<sup>th</sup> grade English to our co-teaching model along with one section of 10th grade English and one section of Algebra 1</li> <li>• Added the response to intervention program in which students that have identified deficiencies in the areas of reading and math will receive extra help</li> </ul>
<p><b>Junior High School</b></p>	<p>Mr. David Stepp, principal of the Junior High School, gave the report for his building. He commented that parental involvement plays an integral role in education. Since school has begun, Wynne Junior High has hosted their Annual 6<sup>th</sup> Grade Orientation Night where incoming sixth graders and their parents tour the facility and meet the teachers. This event is always well attended and provides a welcoming atmosphere for new students and parents. On Thursday, September 22, their first parent conference night was held with an outstanding number of parents in attendance. The annual Math and Literacy night, which is an opportunity for parents to learn more about the curriculum in these areas, is scheduled for October 3 at 6:00 at the Junior High cafeteria. Parents also receive a copy of their child’s benchmark scores from the April 2011 exam. In addition to strident efforts made by the Wynne Junior High faculty to educate students, parents must also be highly commended for their involvement in the process as well.</p> <p>Mr. Stepp said that the Wynne School District has always been on the cutting edge of educational programs. Each year, Wynne Junior High School identifies areas in which to improve. Over the last two school years, the Junior High’s math and literacy teachers have teamed with special education teachers to provide co-taught classrooms for students who need additional support and a more intensive learning environment. The result of the co-teaching classes has been a steady increase in benchmark scores in both literacy and math. Since co-teaching classes proved to be successful, they are continuing with this educational opportunity this year. Their expectations of student achievement have increased, and they are looking</p>

forward to another year of improved student accomplishment.

Wynne Junior High offers additional educational opportunities for students in eighth grade. Beginning in 2007-2008, the school began providing pre-AP Math and English courses for eighth graders. Pre-advanced placement courses provide a more interactive educational experience for students, and this exposure facilitates them to attain higher level thinking skills. Wynne Junior High offers open enrollment to any student who wants to take pre-AP Math or English. There are no criteria for choosing either of these courses. Students have the choice to take these more demanding classes that begin preparing them for advanced courses in high school.

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 that 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. The majority of students graduating from Wynne High School have opted to complete the Smart Core program which has resulted in hundreds of thousands of dollars in scholarship money. Wynne Junior High is elated to play an active role in guiding their young students in making educational choices that directly affect their futures.

Wynne Jr. High has been designated in year seven of Math and year eight in Literacy of school improvement. Although their students' scores from the April 2011 Benchmark exam were excellent, they still have areas in which to improve. As a whole, the students made astronomical gains on this year's benchmark exam. Although the students' scores were greatly improved, there are some students who need additional attention in identified areas. In an effort to improve the educational experience at the junior high, the school is continuing to undergo restructuring to provide the most effective curriculum for their students. With the help of educational specialists from JBHM, an educational company, their faculty is constantly receiving suggestions and ideas on how to improve their classrooms for the utmost success of all students. All of the sixth grade students have taken a computer screening assessment to identify their current needs in math and literacy which is part of a program called Response to Intervention. Response to Intervention, or RTI, is a process that integrates assessments and intervention, provides frequent progress monitoring and responds to child specific data. The essential components of RTI are a multi-level instructional and behavioral system, a screening process to gauge each child's math and reading level and progress monitoring. This program enables teachers to identify each child's academic deficits and then utilize data-based instructional techniques to best fit her/his needs. The junior high began a daily Response to Intervention period in all Math and English classes to address the specified areas of concern. Wynne Junior High School is dedicated to providing a progressive educational experience for the students, and they always appreciate professionals who are employed to help them achieve their goal.

	<p><b>Mr. Stepp said that he would like to personally commend the faculty for their diligence to provide the best education possible to their students. Teachers definitely choose to be lifelong learners when they take a position in a school because they are constantly learning new ways to educate children. Each teacher at Wynne Junior High is dedicated to equipping students with the knowledge and skills necessary to be productive members of society.</b></p>
<p><b>Intermediate School</b></p>	<p><b>Mrs. Sandra Hollaway, Wynne Intermediate School principal, began her report by stating their mission statement: “WE PLACE STUDENT SUCCESS ABOVE ALL ELSE.”</b></p> <p><b>She stated that they are working diligently to meet their mission statement and they are very proud of the fact that 89% of students in grades 3-5 scored proficient and advanced in Mathematics and 82% of students in grades 3-5 scored proficient and above in Literacy. Fifth grade students scored 59% percent proficient and advanced on the fifth grade science. These scores are well above the state and regional average. However, the Intermediate School is currently in School Improvement Year 5 because sub-populations did not meet adequately yearly progress. Their combined population is meeting above the state and region standard.</b></p> <p><b>The Intermediate’s priorities for ACSIP are Literacy, Math, Health Wellness, Special Education and Restructuring.</b></p> <p><b>In literacy, they are continuing to implement the Arkansas Comprehensive Literacy model with a transition to the Common Core State Standards. A team of teachers participated in the Arkansas Comprehension Model transformation to CCSS this summer. Two literacy instructional facilitators provide professional development and support the student learning environment. To create a stronger link between the Primary and Intermediate schools, one literacy instructional facilitator is shared with the second grade. Three highly qualified literacy specialists provide researched based tiers of interventions for struggling students through the response to intervention process in the classroom and in small groups. To monitor the progress of students, the school utilizes an assessment wall to display benchmark assessment data and the Learning Institute interim assessments.</b></p> <p><b>The math curriculum is research based and helps students develop a deep sense of mathematics and become mathematical problem solvers using various strategies. A math instructional facilitator provides professional development, curricular support and interventions. One highly qualified math specialist provides interventions for struggling students in the classroom and in a small group setting.</b></p> <p><b>The Special Education Priority includes implementing the co-teach model in all three grades and partnering with a mental health provider to coordinate services in the Alternative Learning Environment class.</b></p> <p><b>Our restructuring plan includes lead teachers and instructional facilitators monitoring the learning progress of students. Each leader is assigned four to six pods with the teacher leaders observing struggling learners and their interaction with the classroom environment. They will assist the teachers in developing appropriate interventions and monitoring their progress.</b></p>

	<p><b>Skills Tutor is a web based program where students work on specific learning expectations targeted to each student’s needs. This program also has a home connection.</b></p> <p><b>Wynne Intermediate is excited about their technology additions this year. They are adding 2 interactive Promethean boards and net books.</b></p> <p><b>To promote wellness we have implemented the Positive Behavior Support System. Two counselors provide a counseling program based on the National Counseling Model and providing individual and small group guidance programs for students and prevention guidance lessons in the classroom.</b></p> <p><b>Mrs. Hollaway stated that they are very thankful for the community involvement in their school: PTA, Wynne businesses, Cross County Extension Agency, Master Gardeners and the 4-H Club under the direction of Richard Klerk, for helping with their gardening project, the Fire Department for helping the students meet AR goals through the “Get Fired Up To Read Nights”, the Wynne Rotary for donating dictionaries and thesauruses for the students, the Kiwanis Club for their STARS of the WEEK program and the Union Valley Baptist Church for sponsoring a tutoring event and Reading Camp. They are especially proud to be partnering with the Cross County Ramblers for the Kid’s Marathon and the work Martin Smith and Keeli Smith are doing to help them with their goal of creating a walking track around the Primary and Intermediate School.</b></p> <p><b>In closing her report, Mrs. Hollaway said “I am thankful for a dedicated and committed staff and especially for Mrs. Lyons, Assistant Principal. These people are responsible for our successes.”</b></p>
<p><b>Primary School</b></p>	<p><b>Mrs. Debra Heath, principal of Wynne Primary School, gave the report for her building and began by stating that they have a great opportunity and responsibility to help the school district’s youngest students have a successful and positive beginning to their school years. The teachers and staff work diligently to provide an excellent education in a friendly, respectful environment for the 670 students in kindergarten through second grade.</b></p> <p><b>This year, a major change at the Primary school is the implementation of the Common Core State Standards. Recently, Arkansas joined approximately 44 states in adopting these new learning standards. Implementation for kindergarten through second grade began this year. The entire faculty of Wynne Primary School participated in training on the Common Core during the summer. They have two instructional facilitators in the area of Literacy and one in the area of Math. These leaders are continuing to attend on-going training regarding Common Core and they are leading the process of revising and aligning their curriculum with the new standards. New instructional materials have been ordered. Literacy and math instructional facilitators are meeting with teams of teachers each quarter to plan instruction. The goal of the Common Core is to prepare students for college and career in our global society and students and parents will notice changes in teaching and learning. With implementation</b></p>

of Common Core, math standards are taught with more depth and students will be working with larger numbers than in the past. In the area of literacy, students will experience shared reading of exemplar literature and discussion of these works will enrich literacy instruction and skill development. Technology will be included in instruction across the curriculum. As part of their ACSIP plan, more interactive white boards will be purchased to expand technology integration into all subject areas.

In order to help all children meet these high learning expectations, it is important that the young students learn self-management skills and develop positive behaviors, allowing them to focus their attention on learning. At the Primary School, they have implemented the Positive Behavior Support System (PBSS) to help their students develop these skills. Three staff members of the school are attending two-year training courses provided by the Arkansas Department of Education which are designed to help school leaders facilitate successful implementation of PBSS. Their local PTA group has assisted them with this initiative by providing rewards to encourage positive behavior. School-wide expectations for the classrooms and other areas of the school have been developed to provide consistency in helping children learn expectations. Teachers are providing instruction regarding behavioral expectations and self-management skills.

A Three-Tiered Response to Intervention (RTI) plan is in place in the Primary School for students who struggle to meet academic or behavioral goals. This includes core instruction for all students utilizing research-based instructional materials, classroom interventions provided by the classroom teachers and small-group or individual interventions provided beyond the classroom. Interventions beyond the classroom are provided by four certified teachers, two counselors, and three highly-trained Para-professionals in the areas of literacy, math or behavior. This year, the staff at Wynne Primary has been restructured into learning pods of five or six teachers with facilitators assigned to ensure that students who struggle behaviorally or academically are receiving appropriate interventions. Teachers will work in collaborative problem-solving teams to plan appropriate interventions for these students.

Because Arkansas Benchmark Exams begin in third grade, Wynne Primary School is considered a feeder school to Wynne Intermediate School and the schools share the same status regarding the state's measure of adequate yearly progress. Although the scores of the combined population of all students on the elementary Benchmark Exams continue to exceed state averages, some of the sub-populations have not made adequate yearly progress as required by the state. This has resulted in a Year 5 School Improvement status. Both schools will be working together through joint leadership meetings to improve achievement of all sub-populations.

Mrs. Heath concluded her report by saying that with the high expectations that have been set in all areas, the staff of Wynne Primary School recognizes the need for strong partnerships with parents. Therefore, a new Parent and Community Involvement Committee has been established to plan activities or strategies to strengthen this partnership. We invite parents and community members to work hand in hand with us to help all students establish a firm academic foundation and love of learning that will carry them successfully through their educational experience and into a

	<p>bright future.</p>
<p><b>Federal Programs</b></p>	<p>Mrs. Kathy Lee, Assistant Superintendent, reported on the district’s federal programs. She stated that the purpose of Federal Education Funds is 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 I is the largest federal K-12 program to local districts to improve the academic achievement of disadvantaged children. The Wynne School District Title I-A &amp; Title I Stimulus budget for 2011-12 is \$1,075,452.00 and allotted to students in Wynne Primary and Intermediate Schools. The funds are to serve over 800 low income students in grades K-5 in a Title I school wide program. Title I funds support Literacy and Math Coaches, Reading Specialist and Mathematics Instructors, Parent Coordinator, Federal Coordinator and Admin/Clerks to serve over 1,300 students.</p> <p>Migrant funds are to ensure that children of farm related transit 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. The budget is \$22,000 for one Migrant Tutor.</p> <p>Title II-A, Improving Teacher Quality, will provide over \$3 billion for teacher professional development, training, recruiting high quality teachers and Class Size Reduction for lower grades. The district’s allotment for 2010 FY is \$180,664.00. The funds are placed in grades 1 - 5 to reduce class numbers to improve student instruction.</p> <p>Title ELL (English Language Learners) receives \$580 million to support Language Instruction for Limited English Proficient and Immigrant Students in nation schools. The WSD will budget \$4200.00 to assist limited English speaking students.</p> <p>Title 6, Rural Education School, has a budget of \$75,000.00. A large portion of the funds are for professional development and support of new programs to Wynne Junior High and Wynne High School. Some of those new programs are JBHM Consultants, JBHM Struggling Learners Programs and The Learning Institute.</p> <p>Professional Development Funds, of \$158,878.00 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 in order to enhance professional development for all staff. Focus is on Benchmarks, Standard Based Mathematics and Literacy Programs, JBHM, RTI, The Learning Institute, Smart Accountability and support to the local Co-op.</p> <p>NSLA, National School Lunch Act, (Act 59- State funded) is to equalize education in Arkansas schools. For 2011-12, the budget is for \$1,038,958.00 to support education efforts of low socio-economic students. Funds will be utilized for professional development, classroom teacher salaries, extended day programs, summer programs, hire ALE staff, Reading Recovery staff,</p>

	<p><b>Reading First coaches K-3, Math &amp; Lit coaches in Grades 6-12, Parent Facilitators, .5 FTE Parent Coordinator, Enrichment Math &amp; English Grades 5-8, Counselors, Technology Staff and Early Intervening Teachers &amp; Aides.</b></p> <p><b>ALE, Alternative Learning Environment, funds are to support students in an alternate education program. Eighty thousand dollars is received from the state to help the district fund local programs and hire 7.5 hour staff. District contribution to the ALE program is \$283,500.00.</b></p> <p><b>Special Education Funds serve eligible students who have special learning needs based on specific Federal &amp; State Guidelines. Currently, the Wynne School District is providing service to approximately 325 students. IEP's are written on each student to address their special learning needs. The district employees 28 certified teachers, 19 student aides, one program supervisor and clerical staff to implement services. The district receives five sources of funds: TVI-B = \$795,728, IDEA Stimulus = \$208,571, Medicaid funds = \$30,000, R-MAC = \$60,000 and local contributions of over \$1.8 M.</b></p> <p><b>Gifted &amp; Talented is a special needs program to support children that excel in advanced areas of study. It employs two certified staff and with a budget of \$148,700.00.</b></p> <p><b>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. Funds enable Wynne School District to continue delivering results for all children.</b></p>
Adj.	The meeting was then adjourned.

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**President**

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**Secretary**