

# North Elementary Together We Rise

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2023-24

Annual Report to the Public

Presenter: Pamela Smith,  
Principal

# Welcome North Team

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Certified Staff/ 1240 Waivered  
Teachers:

Certified (4)

Waivered ( 11) includes CSE shared

Classified Staff:

12

# Big Ideas and Core Values

At North Elementary, We

- ❑ Ensure that ALL students learn at high levels
- ❑ Create a culture of collaboration
- ❑ Focus on Results

## ★ Student Enrollment

- PreK 79
- Kindergarten 84

## ★ Data

→ School Letter Grade- D

→ Goals / Expected Outcomes

- a. Strengthen Core Instruction (TIER 1)
- b. Continued focus on and commitment to ensure the learning of ALL students using data to inform (Professional Learning Communities)
- c. Pacing Essential Standards for both PreK and K to answer critical questions
  - What do we want our students to know?
  - How will we know if they are learning?
  - How will we respond if students do not learn?
  - What will we do fo students who have already learned?

# How We Reach Learning Targets:

## ➤ CORE INSTRUCTION RESOURCES

### ○ Prek

- Wonders
- Launch Pad
- Heggerty
- Epiphany

### ○ Kindergarten

- CKLA (ELA)
- Heggerty
- I-Ready (Math)
- Epiphany



# What Systems and Processes are being Implemented?

## → PLC (Professional Learning Communities)

Collaboration is focused on 4 critical questions:

- ★ What do we want students to know and be able to do?
- ★ How will we know if they have learned it?
- ★ How will we respond when they don't learn it?
- ★ How will we respond when they do learn it?

Identify essential state standards for what students must learn and be able to do; build assessments together; discuss instructional strategies/practices; discuss interventions; In our PLT meetings, we essentially **plan, learn, and grow together**

## → Strategies

## → Intervention

- ◆ Small group time
- ◆ WIN ( What I Need Time)

→

## How do we know Students have Mastered it?

- ◆ Progress Monitoring with Data
  - CFAs (common Formative Assessments)
  - I-Ready ( beginning, middle, & end)
  - DIBELS

# CELEBRATIONS

- Brag Tags
- Targets
- Data Boards

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- Incentives ( attendance)
- Student of the Month
- End of the Year Celebration
- Teacher celebrations



**Carroll Smith Elementary**  
**Report to the Public**  
Presenter: Mrs. Tynga Coleman

**Introduction of Staff**

- Certified Staff: 13
  - Principal, Asst. Principal, Counselor, Reading Specialist, and 2 Interventionists
  - 5 Core Teachers, 1 GT Teacher, 1 SPED Teacher
- Waiver Staff: 14
  - 4 Pull-Out Teachers, 11 Core Teachers
- Paraprofessionals: 7

**Student Enrollment**

- 319

**Public School Rating**

- CSE's 2021-2022 School Letter Grade: D (58.51) approx. 7 points from a Letter Grade C
- School Letter Grade consists of:
  - ❖ Weighted Achievement (35%): To calculate schools' weighted achievement scores, point values are assigned to each of the four academic achievement levels:
    - ★ In Need of Support Level: 0 pts.
    - ★ Close Level: ½ pt.
    - ★ Ready Level: 1 pt.
    - ★ Exceed Level: 4 pts
  - ❖ Student Growth (50%)
    - ★ What is a Growth Model? A growth model describes the change in student achievement over a period of time. The growth model used in Arkansas is a value-added growth model that helps answer the question: How much did a student grow this year compared to how much we thought he/she would grow based on what we know about his/her achievement in prior years (the student's score history)?
    - ★ School Quality & Student Success (15%)
      - Student Engagement (Attendance: 95%-100%: 1pt; 90%-95%: .5pt; and Below 90%: 0pts)
      - Science Achievement & Growth;
      - and Reading at Grade Level

## Data

- **EOY Overall ACT Aspire Assessment (3rd & 4th)**

- Spring 2022 ACT Aspire Scores: Reading: Ex-3%, R-9%, C-18%, NS-70%
  - ◆ **Goals/Expected Outcomes:** Carroll Smith Elementary School's Reading Score, on the 2022 – 2023 ACT Aspire, will have a minimum of **39% or higher of students, scoring at Ready or Exceeding**; a minimum of **46% or higher of students scoring at Close**; and a maximum of **15% or less of students scoring at In Need of Support**.
- Spring 2022 ACT Aspire Scores: Math: Ex-4%, R-20%, C-52%, NS-24%
  - ◆ **Goals/Expected Outcomes:** Carroll Smith Elementary School's Math Score, on the 2022 – 2023 ACT Aspire, will have a minimum of **50% or higher of students, scoring at Ready or Exceeding**; a minimum of **38% or higher of students scoring at Close**; and a maximum of **12% or less of students scoring at In Need of Support**.
- Spring 2022 ACT Aspire Scores: Science: Ex-3%, R-16%, C-18%, NS-63%
  - ◆ **Goals/Expected Outcomes:** Carroll Smith Elementary School's Science Score, on the 2022 – 2023 ACT Aspire, will have a minimum of **37% or higher of students, scoring at Ready or Exceeding**; a minimum of **48% or higher of students scoring at Close**; and a maximum of **15% or less of students scoring at In Need of Support**.
  - ◆

- **EOY Overall iReady Assessment (1st & 2nd)**

- Reading: Ex-14, R-16%, C-60%, NS-10%
  - ◆ **Goals/Expected Outcomes:** CSE's 1st & 2nd Grade Reading Score, on the EOY 2022 – 2023 iReady , will have a minimum of **60% or higher of students, scoring at Ready or Exceeding**; a minimum of **35% or higher of students scoring at Close**; and a maximum of **5% or less of students scoring at In Need of Support**.
- Math: Ex-9%, R-13%, C-60%, NS-18%
  - ◆ **Goals/Expected Outcomes:** CSE's 1st & 2nd Grade Math Score, on the EOY 2022 – 2023 iReady, will have a minimum of **52% or higher of students, scoring at Ready or Exceeding**; a minimum of **39% or higher of students scoring at Close**; and a maximum of **9% or less of students scoring at In Need of Support**.

### **How We Will Improve**

- Making sure teachers understand the standards they are to teach and can effectively communicate that to students. We are utilizing Dr. Dickey's Epiphany School Resources.
- Teachers receiving or have received Science of Reading training where they learn how students read in order to teach them how to read.
- Teachers using two new resources that will be used to help students reads:
  - CKLA: Core Knowledge Language Arts (1st & 2nd)
    - ❖ [\(CKLA\)](#) is a comprehensive program (Preschool–Grade 5) for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences.
  - HMH(Houghton Mifflin Harcourt): Into Reading (3rd & 4th)
  - In Class & School-Wide Interventions
    - ❖ iReady Paths
    - ❖ Ready Math Interventions
    - ❖ ARG: Assessment and Remediation Guide (CKLA Intervention Lessons)
    - ❖ HMH Interventions
    - ❖ Interventionists & Reading Specialist (Work w/students in class as well as during the school-wide intervention period)

### **How Do We Know Students Have Mastered It?**

- Progress Monitoring w/Data
  - Common Formative Assessments (CFAs):
  - DIBELS (Fall, Winter, Spring)
  - iReady (Fall, Winter, Spring: Grades 1-4)
  - iReady Growth Monitoring (monthly)
  - ACT Aspire (End of Year (Grades 3- 4th
  - ❖ Growth Monitoring is designed to be administered monthly, but may be administered as frequently as every week in failure.

- DIBELS
- ❖ The DIBELS (*Dynamic Indicators of Basic Early Literacy Skills*) reading assessment is a test that teachers give to K-6 students to **assess their literacy skills in the fall, spring, and winter**. After receiving results, teachers will administer additional assessments to progress monitor students' growth based on their individual results: Students that tested On grade level: will be progressed monitored once a month, one grade level below: every two weeks, and two or more grade levels below: every week

### What Systems and Processes Are Being Implemented?

- PLC Process
  - ❖ Weekly PLT Meetings/Grade Level Meetings
    - ➔ Collaboration is focused on 4 critical questions:
      - ★ What do we want students to know and be able to do?
      - ★ How will we know if they have learned it?
      - ★ How will we respond when they don't learn it?
      - ★ How will we respond when they do learn it?
  - ❖ Identify essential state standards for what students must learn and be able to do; build assessments together; discuss instructional strategies/practices; discuss interventions; In our PLT meetings, we essentially plan, learn, and grow together
- Intervention
  - ❖ School-Wide Intervention Plan (entire campus has intervention beginning at 2:05-2:40)
  - ❖ In-Class Interventions (Teachers will provide interventions in the classroom)
  - ❖ Interventionists & Specialist (work with students in the classroom and during the school wide intervention)

### Celebrations

- Teachers are embracing Dr. Dickey's resources and see the importance of why it is important for them to teach the vocabulary in the standards to students so they can understand what they are supposed to learn and be able to do.
- Teachers meet 2 to 3 days weekly to plan lessons, build assessments, and analyze data.
- School-wide Intervention Plan is being implemented

# Osceola Middle School

## Report to the Public

Presenter: Ms. Kenya Leaks

- Welcome
  - Introduction of Staff
    - Certified / 1240 Waiver Teachers
    - Classified
  - Student Enrollment
- Data
- School Letter Grade
- Goals / Expected Outcomes

How To Improve:

- Curriculum
  - CKLA
  - I-Ready
- What Systems and Processes are being Implemented?
  - PLC
  - Strategies
  - Intervention
- How do We know Students have Mastered it?
  - Progress Monitoring with Data
    - CFA's
    - I-Ready
    - DIBELS

Osceola School District  
2022-2023

- Celebrate

# 2022 Osceola High School Report to the Public

Presenter: Ms. Toshiba Pugh

## Welcome

- Staff
  - 24 - Certified / ACT 1240 Waiver Teachers
  - 9 - Classified
- Student Enrollment - 296
- School Letter Grade - F

## Goals / Expected Outcomes

- Focus on Tier I instruction to increase mastery of foundational skills
- Restructure intervention time (NOLES)

## How To Improve:

### Curriculum

- I-Ready
  - Diagnostic testing to monitor student progress

### What Systems and Processes are being Implemented?

- PLC - 4 critical questions
  - Focus on question 1 & 2
    - What do we want students to know?
      - essential standards
      - performance-based objectives

# Osceola High School

## Report to the Public

- Intervention (NOLES)
  - Grades 9 & 10 - foundation skills
  - Grade 11 - College and Career-ready skills
- How do We know Students have Mastered it?
  - Progress Monitoring with Data
    - CFA's
    - I-Ready
- Partnerships
  - Arkansas Northeastern College
  - University of Arkansas
  - University of Arkansas Law School
  - HBCU Awareness Foundation
  - Left-hand, Right-hand Foundation
  - Osceola Police Department
- Celebrations
  - Students have attended 5 college tours
  - HBCU College Fair
  - Fall Career Fair
  - College Alumni Night

# **ALE / STAR Academy**

## **Report to the Public**

**Presenter: Ms. Christel Smith**

- Welcome
  - Introduction of Staff
    - Certified / 1240 Waiver Teachers
    - Classified
  - Student Enrollment
- Data
- School Letter Grade
- Goals / Expected Outcomes
  -

### How To Improve:

- Curriculum
  - CKLA
  - I-Ready
- What Systems and Processes are being Implemented?
  - PLC
  - Strategies
  - Intervention
- How do We know Students have Mastered it?
  - Progress Monitoring with Data
    - CFA's
    - I-Ready