

Annual School Performance Summary and Improvement Priorities IMBODEN AREA CHARTER SCHOOL 2025–2026 Reflection and 2026–2027 Plan

School Context and Year-in-Review

Imboden Area Charter School (IACS)—under the leadership of **Scott James, Director**, and **Candis Ring, Assistant Director**—serves an intimate student body of approximately 45 students across grades K–8 at its modernized facility in Black Rock, Arkansas [I1]. Following the transition of **Lisa Lewallen, Retired Administrative Assistant**, the school has restructured its back-office operations to maintain tight fiscal and attendance compliance registries. This facility stabilization significantly bolstered student retention and provided dedicated physical space for intensive tier-2 and tier-3 interventions [I1].

The defining historical trend of this year is the stark variance between state-leading academic growth models and absolute student proficiency bands. In official state-level reviews, IACS distinguished itself as the **#1 middle school for overall student growth in Arkansas**, logging a top-ranked overall student growth score of 86.13 and the **highest Middle ELA growth score in the entire state at 87.42**.

Despite these massive growth intervals, absolute proficiency tracking on the **ATLAS (Arkansas Teaching & Learning Assessment System)** remains low, specifically mirroring a regional trend where average grade-level reading and mathematics proficiency benchmarks sit near 35-36% [I1]. The school learned that while its hyper-small class structures (averaging 5 students per class) accelerate academic recovery exceptionally well, a vast majority of students arrive with severe foundational deficits.

With a total enrollment of 45 students, every single student represents roughly 2.2% of the total school performance data. Consequently, the core takeaway is a strategic imperative to transition these rapid individual growth trajectories into higher absolute proficiency bands to safeguard students against strict Arkansas LEARNS Act third-grade retention rules [I1].

Retrospective Reflection on 2025–2026

IACS performed exceptionally well against its prior-year academic growth goals but showed insufficient progress in shifting absolute proficiency distributions out of the lowest assessment brackets.

- **Growth Metrics:** Improvement in the English Language Arts (ELA) vertical cohort was significant. The school achieved state-wide recognition by scaling its ELA growth score to 87.42, driven primarily by fully aligning its curriculum with the Science of Reading.
- **Proficiency and Math Trajectories:** Progress in absolute third-grade reading proficiency and overall middle school math proficiency was modest to insufficient. While the campus earned a State "B" District Letter Grade due to its heavy growth indexing, math metrics lagged behind ELA progress by an 11.2 percentage point margin.

- **Key Insights:** The school now believes that its small classroom infrastructure and specialized teacher assignments mattered most in executing the growth turnaround. However, it recognizes that targeted, adaptive computerized tools must be structured more aggressively to move lower-performing cohorts up to grade-level proficiency before spring testing.

Priority Goal 1: Accelerate Foundational Reading and Early Literacy Proficiency

Goal Statement: Increase the percentage of K–3 students performing at or above grade-level proficiency benchmarks on the final spring assessment by 15.0 percentage points. This shields early learners from state retention mandates and secures long-term reading trajectories. This goal will be achieved by implementing daily structured tutoring blocks, expanding high-quality instructional materials (HQIM), and deploying targeted literacy intervention specialists.

Measurement Definition Block

Driver 1: High-Frequency Structured Tutoring Blocks

Why this driver matters: Daily, small-group tier-2 phonological tutoring provides the immediate corrective instruction required to translate raw student growth into absolute grade-level mastery [I1].

- **Metric:** Percentage of K–3 classrooms meeting the mandate of 45 daily minutes of undisturbed, evidence-based reading interventions [I1].
- **Definition:** Complete adherence requires 100% of master schedules containing designated literacy blocks, verified via weekly walk-throughs [I1].
- **Baseline:** 75% scheduling compliance across early elementary tracks.
- **Target:** 100% schedule compliance by September, maintained through the spring cycle.
- **Evidence source:** Master schedule records, administrator walk-through logs, and teacher lesson planners.
- **Review cadence:** Reviewed bi-weekly by Scott James, Director, and Candis Ring, Assistant Director.
- **Leadership response if off track:** If scheduling or delivery stalls, leadership will re-allocate elective blocks and deploy internal instructional coaches to co-teach and re-anchor the schedule.

Driver 2: Data-Driven Diagnostic Tracking

- **Why this driver matters:** Frequent diagnostic checking ensures that instructional interventions immediately pivot to match student phonetic skill gaps before summative assessments occur.
- **Metric:** Student progress tracking on intermediate, computer-adaptive literacy diagnostics.
- **Definition:** The percentage of targeted tier-2 and tier-3 students hitting their individualized short-term growth goals.
- **Baseline:** 58% of struggling readers meeting interim milestones.
- **Target:** 80% or more of targeted readers meeting mid-year and winter interim growth expectations.
- **Evidence source:** ATLAS interim diagnostic platform reporting dashboards.
- **Review cadence:** Reviewed monthly during Professional Learning Community (PLC) staff sessions.
- **Leadership response if off track:** If data stagnates, the student is moved into an immediate tier-3 protocol, prompting a mandatory student success team meeting with the parents to adjust their learning plan.

Driver 3: Science of Reading Curriculum Alignment

- **Why this driver matters:** Using non-aligned, balanced-literacy legacy materials directly dilutes the efficiency of reading remediation and creates instructional gaps.
- **Metric:** Percentage of instructional staff scoring at "Full Implementation" on the state-approved Science of Reading observation rubric.
- **Definition:** Staff must successfully demonstrate explicit phonics instruction, structured vocabulary builds, and decoding exercises during observations.
- **Baseline:** 70% of instructional staff demonstrating full alignment during baseline checks.
- **Target:** 100% full implementation marked across all primary classrooms by the winter benchmark.
- **Evidence source:** Formal principal observation rubrics and DESE curriculum audit logs.
- **Review cadence:** Quarterly evaluations conducted by school administration.
- **Leadership response if off track:** Mandate immediate peer-shadowing with leading ELA educators alongside targeted professional development modules funded by Title II Part A.

Outcome Measure

- **Primary outcome metric:** The absolute percentage of K–3 students scoring at Level 3 ("Ready") or Level 4 ("Exceeds") on the final Spring ATLAS ELA assessment.
- **Baseline:** 35.8% grade-level proficiency baseline.
- **Target:** 50.8% absolute grade-level reading proficiency for the spring evaluation window.
- **Midyear progress check:** Progress is tracked via the Winter ATLAS Interim Assessment. If 65% of the student population meets or exceeds intermediate growth targets, the school is on pace.
- **Success judgment:** The goal will be officially judged as "Met" if final, certified DESE School Report Card data records a minimum 15.0 percentage point gain in combined K–3 reading proficiency.

Priority Goal 2: Accelerate Middle Level Mathematics Mastery

Goal Statement: Reduce the total cohort of middle school students (grades 4–8) scoring in the "Needs Support" performance band on the state math exam by 15.0 percentage points. This balances the school's mathematics performance with its top-ranked language arts growth trends. The goal will be achieved by integrating computer-adaptive acceleration software, restructuring math remediation time blocks, and providing teacher training on data parsing.

Measurement Definition Block

Driver 1: Computer-Adaptive Software Utilization

- **Why this driver matters:** Computer-adaptive tracks pinpoint individual conceptual gaps in mathematics (e.g., fractions, integers), allowing our small classes to move at an accelerated pace.
- **Metric:** Average active student minutes logged per week on approved adaptive math platforms.
- **Definition:** Successful utilization requires every student to average a minimum of 60 active instructional minutes per week.
- **Baseline:** 35 minutes average weekly usage per student.

- **Target:** 60+ minutes weekly average achieved by October 1st and maintained throughout the academic year.
- **Evidence source:** Software vendor usage analytics and automated teacher administrative reports.
- **Review cadence:** Monitored weekly by mathematics instructional staff.
- **Leadership response if off track:** If minutes fall short, administrative staff will re-allocate afternoon enrichment time into structured lab blocks to guarantee software access.

Driver 2: Professional Learning Community (PLC) Data Refinement

- **Why this driver matters:** Teachers must continuously analyze assessment items to align daily math lessons with specific ATLAS testing standards.
- **Metric:** Percentage of math PLC meetings dedicated entirely to mapping interim item descriptors.
- **Definition:** At least one PLC meeting per month must be strictly documented as a data-dive session, complete with student artifact tracking.
- **Baseline:** Informal, ad-hoc data reviews without standardized recording.
- **Target:** 100% compliance with formal, monthly documented math data-dives.
- **Evidence source:** Signed PLC attendance logs, formalized meeting agendas, and archived action plans.
- **Review cadence:** Monthly review by school administration.
- **Leadership response if off track:** If data-dives do not occur, administration will personally facilitate the next scheduled PLC session to re-establish expectations.

Driver 3: Target Student Math Intervention Tracks

- **Why this driver matters:** Given our small enrollment of 45 students total, missing just a few target individuals significantly alters campus metrics. Students tracking in the lowest tiers require immediate small-group adjustments.
- **Metric:** The percentage of tier-2 and tier-3 students attending scheduled math tutoring sessions.
- **Definition:** Targeted math intervention students must maintain a minimum 90% attendance rate for scheduled tutoring blocks.
- **Baseline:** 72% attendance rate across afternoon intervention blocks.
- **Target:** 90% or higher attendance rate sustained across all grading periods.
- **Evidence source:** Digital student sign-in logs and teacher attendance sheets.
- **Review cadence:** Reviewed bi-weekly by the lead interventionist.
- **Leadership response if off track:** If student attendance drops, the school will trigger parental notifications and initiate counseling interventions to resolve barriers.

Outcome Measure

- **Primary outcome metric:** The total percentage of students in grades 4–8 classification bands scoring in the "Needs Support" category on the Spring ATLAS Math assessment.
- **Baseline:** 42.0% of middle school students currently tracking in the lowest performance band.
- **Target:** Reduce the total percentage of students in the "Needs Support" band down to 27.0% or less.
- **Midyear progress check:** Evaluated using winter interim assessments. Success is indicated if the percentage of students projected to score in the lowest band drops by at least 8.0 percentage points mid-year.

- **Success judgment:** The goal will be judged as "Met" if official DESE Assessment Data files confirm that the overall percentage of middle level students in the lowest bracket decreased by 15.0 percentage points or more.

Priority Goal 3: Curtail Campus Chronic Absenteeism

Goal Statement: Decrease the campus chronic absenteeism rate by 5.0 percentage points for the academic year [I1]. This recovers vital instructional time and improves the school's overall School Quality and Student Success (SQSS) performance score [I1]. This goal will be achieved by launching a tiered parental outreach system, standardizing attendance incentives, and holding early intervention panel reviews [I1].

Measurement Definition Block

Driver 1: Tiered Parental Outreach Systems

- **Why this driver matters:** In a student body of 45, if even a few students are frequently absent, the schoolwide chronic absenteeism rate spikes. Early communication disrupts patterns before thresholds are crossed [I1].
- **Metric:** Percentage of unexcused student absences triggering a same-day phone call or automated parent alert.
- **Definition:** 100% of unexcused absences must receive a direct outreach action by 10:00 AM on the day of the absence.
- **Baseline:** 80% outreach execution rate within the legacy framework.
- **Target:** 100% immediate outreach execution across all student absence events.
- **Evidence source:** eSchoolPLUS student management software log registries and automated system reports [I1].
- **Review cadence:** Monitored weekly by the administrative office under the oversight of Assistant Director Candis Ring.
- **Leadership response if off track:** If outreach metrics drop, administration will re-assign morning office workflows to guarantee communication occurs before the daily deadline.

Driver 2: Attendance Incentive Tracking

- **Why this driver matters:** Positive reinforcement structures build strong attendance habits across the broader student populations, boosting overall morale [I1].
- **Metric:** Percentage of student cohorts maintaining an attendance rate of 95% or higher each month.
- **Definition:** Tracking the growth of the student group earning recognition through the monthly "Perfect Attendance" incentive program.
- **Baseline:** 68% of the student body averaging a 95% attendance rate or better.
- **Target:** 85% or more of the student body meeting the monthly attendance incentive criteria.
- **Evidence source:** Monthly campus attendance reports pulled from state systems.
- **Review cadence:** Reviewed monthly during school board meetings.
- **Leadership response if off track:** If attendance figures dip, leadership will refresh the incentive models, gathering student input to boost engagement.

Driver 3: Early Intervention Attendance Panels

- **Why this driver matters:** Holding face-to-face meetings with families after 5 unexcused absences helps identify and resolve root causes like transportation or health barriers immediately [I1].
- **Metric:** Percentage of families crossing the 5-absence threshold who complete an intervention meeting.
- **Definition:** 100% of qualifying families must participate in a conference to sign an Attendance Improvement Plan.
- **Baseline:** 55% completion rate of formal parent intervention panels.
- **Target:** 100% completion and documentation of required parent conferences.
- **Evidence source:** Signed Attendance Improvement Contracts and official committee minutes.
- **Review cadence:** Co-reviewed bi-weekly by Scott James, Director, and Candis Ring, Assistant Director.
- **Leadership response if off track:** If parents cannot attend in person, leadership will conduct mandatory home visits or virtual conferences to finalize the support plan.

Outcome Measure

- **Primary outcome metric:** The total percentage of students classified as chronically absent (missing 10% or more of total enrolled school days) [I1].
- **Baseline:** 14.5% campus chronic absenteeism rate.
- **Target:** Reduce total campus chronic absenteeism to 9.5% or lower.
- **Midyear progress check:** Calculated at the conclusion of the second grading quarter. The school is on track if the mid-year chronic absenteeism rate sits below 10.0%.
- **Success judgment:** The goal will be judged as "Met" if the finalized, certified DESE School Environment Report Card reflects a year-end chronic absenteeism rate of 9.5% or less [I1].

Capacity-Building and Support Priorities

To guarantee the successful execution of the 2026–2027 priority goals, Imboden Area Charter School (IACS) will deploy targeted administrative, instructional, operational, and governance support structures. This capacity-building strategy directly addresses our lean administrative model following the transition of Lisa Lewallen, Retired Administrative Assistant, and focuses resources onto our weakest baseline performance areas: absolute reading and math proficiency.

1. Instructional & Leadership Capacity Building (Aligned to Goals 1 & 2)

- **High-Impact Driver Focus:** *Driver 1.3 (Science of Reading Alignment) and Driver 2.2 (PLC Data Refinement).*
- **Targeted Support Framework:** Scott James, Director, and Candis Ring, Assistant Director, will transition 30% of their operational schedules into dedicated classroom coaching loops. This directly mitigates our 70% baseline in fully aligned literacy instruction. The school will utilize **Title II-A funds** to contract a regional Literacy Instructional Coach. This specialist will provide job-embedded training on the ATLAS diagnostic dashboard.

- **PLC Standardization:** School leadership will supply teachers with standardized data-tracking templates. These tools eliminate the historical "ad-hoc" review vulnerability. This change guarantees that professional learning community hours are exclusively focused on mapping interim test item descriptors.

2. Operational Back-Office Restructuring (Aligned to Goal 3)

- **High-Impact Driver Focus:** *Driver 3.1 (Tiered Parental Outreach) and Driver 3.3 (Early Intervention Attendance Panels).*
- **Targeted Support Framework:** Following the retirement of Lisa Lewallen, the school's daily attendance tracking workload has been redistributed to maintain compliance. Assistant Director Candis Ring will assume oversight of the **eSchoolPLUS management platform**.
- **Automated Support Infrastructure:** To scale up from our 80% baseline call efficiency, the board has authorized the deployment of an automated, text-and-voice parent alert system linked directly to eSchoolPLUS. This tool guarantees 100% notification execution by 10:00 AM daily. It offloads manual processing, freeing up office workflows to schedule mandatory parent intervention panels immediately when a student reaches 5 unexcused absences.

3. Governance Oversight & Fiscal Alignment

- **High-Impact Driver Focus:** *Financial Stability and Resource Allocation.*
- **Targeted Support Framework:** The IACS School Board will restructure its monthly meeting agendas to review a dual-layered operational report. This report details monthly fund balances alongside active student attendance data. Because every individual student represents 2.2% of our total performance metrics, the board will actively track attendance drops as a direct threat to state foundation funding.
- **Budget Prioritization:** The board has formally re-allocated unspent operational lines into **Title I Part A** and **Title IV Part A** federal accounts. This action secures funding for adaptive math software, localized attendance incentives, and targeted afternoon tutoring salaries throughout the 2026–2027 academic cycle.

Core Instructional Software Portfolio (2026–2027)

To eliminate localized proficiency gaps and achieve the goals outlined in our renewal plan, the Imboden Area Charter School (IACS) Board of Directors has authorized the procurement, deployment, and auditing of the following high-quality instructional software applications [I1]. These platforms align directly with the Arkansas Division of Elementary and Secondary Education (DESE) requirements and federal funding mandates [I1]:

1. Foundational Literacy & Dyslexia Tracking (Goal 1 Support)

- **Amira Learning (with Istation Intelligent Growth Engine):** Serves as our primary AI-powered universal reading diagnostic and oral reading fluency intervention platform. It provides immediate feedback loop metrics directly to classroom educators to fulfill Science of Reading compliance checkpoints.
- **Lexia Core5 / PowerUp Literacy:** Deployed for explicit, individualized foundational skills instruction across tiers 1, 2, and 3, targeting students with identified decoding or phonemic deficits.

2. Middle Level Mathematics Acceleration (Goal 2 Support)

- **i-Ready Assessment & Personalized Learning (Math):** Leveraged across grades 4–8 to provide diagnostic screening data and create adaptive, individualized student pacing paths. This maps directly back to the specific conceptual test items evaluated by the state's summative exams.
- **IXL Learning (Math Module):** Used daily during mathematics remediation time blocks to provide real-time standard-alignment verification data. This ensures students achieve standard mastery before entering intermediate assessment windows.

3. Administrative Back-Office Systems (Goal 3 Support)

- **eSchoolPLUS (with integrated Apptegy Thrillshare automated alerts):** Serves as our primary student database infrastructure [I1]. It is configured to run daily automated attendance reports and text/voice parental broadcasts by 10:00 AM for any unexcused absences [I1].

Governance and Monitoring Commitment

To guarantee that the priority goals are not merely compliance exercises but active drivers of student achievement, the Imboden Area Charter School (IACS) Board of Directors, alongside school leadership, will execute a rigorous, institutionalized monitoring loop during the 2026–2027 cycle [I1].

GOVERNANCE RUNTIME EVALUATION LOOP	
WEEKLY	Director Review of eSchoolPLUS Attendance Data
BI-WEEKLY	Leadership Cohort Review of Instructional Minutes
MONTHLY	Full Board Progress Checks on ATLAS Interim Metrics
QUARTERLY	Formal On-Track Judgments & Intervention Actions

1. Internal Leadership Review Cadence (Weekly & Bi-Weekly)

- **Operational Execution:** Director Scott James and Assistant Director Candis Ring will conduct a brief operational sync every Monday morning [I1]. This session will audit automated eSchoolPLUS attendance reports to flag families approaching the 5-absence threshold [I1].
- **Instructional Execution:** Every two weeks, leadership will pull digital analytics from *i-Ready*, *Lexia*, and *Amira Learning*. This ensures that classes are hitting their mandated weekly instructional minutes. Teachers whose cohorts fall below the usage metrics will receive immediate in-class technical coaching.

2. Board-Level Discussion Cadence (Monthly)

- **Standardized Agenda Item:** The school board will establish a mandatory, recurring agenda item at every monthly public session: "*Academic and Operational Progress Review under the 2026–2027 Renewal Framework.*" [I1]
- **Data Reporting Portfolio:** Director Scott James will present a color-coded dashboard matching the drivers defined in this document [I1]. This dashboard will highlight:
 - The percentage of K–3 students meeting short-term growth goals on ATLAS interim diagnostics [I1].
 - Middle school mathematics platform engagement metrics.

- The absolute campus chronic absenteeism percentage [I1].
- APSCN financial ledgers confirming zero negative-balance risks.

3. Structured Correction Protocol (When Off Track)

If a driver metric stalls for two consecutive reporting months, or if winter interim diagnostic projections show a gap larger than 5% against our spring targets, the board and administration will trigger a three-step **Leadership Response Protocol**:

- **Step 1: Rapid Resource Deployment:** The board will authorize emergency budget transfers from unexpended operational lines to increase funding for afternoon tutoring hours. This allows the school to shrink intervention group sizes to a 1:2 ratio.
- **Step 2: Instructional Schedule Inversion:** Administration will freeze non-core enrichment classes for lagging student cohorts. This time will be replaced with focused remediation blocks until the next data cycle verifies performance recovery.
- **Step 3: Compulsory Parent Re-Engagement:** For students driving chronic absenteeism figures or scoring persistently in the lowest assessment tiers, leadership will issue a mandatory summons to parents or guardians. This meeting will be used to sign an enforceable academic or attendance recovery compact.

Section I: Charter School & Sponsoring Entity Profile

- Sponsoring Entity / Public Agency Name: Imboden Area Charter School
- Name of Public Charter School: Imboden Area Charter School
- School LEA Number (4 Digits): 3840
- Physical & Mailing Address: 800 Beech St, Black Rock, AR 72415
- Name of Principal, Director, or CEO: Scott R James
- Contact Phone Number: 870-869-3015 Fax Number: _____
- Contact Email Address: scott.r.james@iacs.k12.ar.us [1, 2]

Section II: Renewal Request Parameters

- Number of Years Requested for Renewal (1-20): 5 years
- Current Approved Student Enrollment Cap: 125
- Grade Levels Currently Served: K-8 [1, 2]