

Comprehensive Plan Report

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

December 01, 2016

IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT NCES - 500021

Key Indicators are shown in **RED**.

District Context and Support for School Improvement		
Improving the school within the framework of district support		
Indicator	IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	Central office administrators meet with building administrators to review needs and discuss budgetary requirements. Data is disaggregated to determine the most pressing instructional needs in each building. Recommendations are then made to the IZard County School Board that are built on these recommendations.
	Added:	

Indicator	IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	The superintendent and building principals meet monthly. In these meetings the strengths and weaknesses of each school and each individual teacher are discussed. Teacher evaluations, classroom walk throughs, and test data are then studies to see what professional development is most needed and what personnel is most needed and where it is needed. The north central educational cooperative is an important partner in this process.
	Added:	

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	In the monthly district meetings. The building principals discuss the vision of their leadership. The obtain guidance from the other building principals and central office leadership. The building principals are allowed to establish a school-wide vision and culture. The principals have the authority over curriculum and instruction at their individual schools.

Added:

District Context and Support for School Improvement

Taking the change process into account

Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)		
Status	Add a Task		
	Level of Development:	Initial: Limited Development 03/29/2016	
		Objective Met -	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our district offers many after school programs for our students. Middle school tutoring is offered twice weekly at the Horseshoe Bend library. Both math and literacy are the primary focus. We also offer tutoring sessions after school 3 days a week at the High school campus. PLATO is utilized during the school day in remediation classes to help our students who have not gained proficiency on state testing. As a district we need to do a better job of monitoring the progress of our students within these programs.	
Plan	Assigned to:	David Harmon	
	Added:	03/29/2016	

How it will look when fully met:		<p>While opportunities are in place for students to receive extended learning time, we have not been diligent in making sure the neediest students are taking part in these programs. There are a variety of reasons why these students may not be participating in our extended learning time programs such as lack of transportation or motivation.</p> <p>Our first step in ameliorating this problem will be to make sure all students are fully apprised of the opportunities available for extended learning time. This will be done through a flyer sent out to all students and parents. Second, we will monitor which students are taking advantage of the programs and compare that to the list of students who are identified in need. Once we have identified students who would do well to take part in the programs, we will enlist the help of their teacher advisor to determine why the student is not participating. Once we have gathered that data, we can seek to find ways to fix identified problems.</p> <p>If transportation is an issue, we will provide rides to/from tutoring either via school bus or school vehicle. If motivation is lacking, we will have the student meet with his/her teacher advisor and/or other pertinent teachers to encourage the student to take advantage of opportunities which would behoove the student. Other identified problems will be dealt with as they come to light.</p> <p>When this objective is being fully met, we will see identified students who fully engage and are active in the extended learning time programs our school offers. This will be evidenced through rosters of student attendance and anecdotal records of teachers.</p>
Target Date:		05/20/2016
	Tasks:	
	1. Identify students particularly in need of extended learning time services whether for remediation or extended learning.	
	Assigned to:	David Harmon
	Target Completion Date:	11/06/2015
	Frequency:	twice a year
	Comments:	This information may be gathered from past statewide testing or from classroom teachers who identify struggling students.
	Task Completed:	11/06/2015
	2. Have all teachers responsible for extended learning time programs use sign-in sheets for student attendees. Analyze these sheets and make a list of students who are attending.	
	Assigned to:	Sarah Sherrell
	Target Completion Date:	11/06/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	11/06/2015
	3. Develop a list of students who are need of the program but not currently attending. Advise the teacher advisors of these students to schedule a meeting to ascertain why the student is not availing himself of the programs offered.	

		Assigned to:	David Harmon
		Target Completion Date:	11/27/2015
		Comments:	
		Task Completed:	11/13/2015
	4. Meet with committee to address identified needs of students.		
		Assigned to:	David Harmon
		Target Completion Date:	12/04/2015
		Comments:	
		Task Completed:	12/07/2015
	5. Follow up with sign-in sheets and identified student list to make certain students are taking advantage of extended learning programs.		
		Assigned to:	David Harmon
		Target Completion Date:	12/11/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	12/18/2015
Implement	Percent Task Complete:		5 of 5 (100%)

District Context and Support for School Improvement

Clarifying district-school expectations

Indicator	IC02 - The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	The district curriculum coordinator works very closely with the building principals and leadership teams to insure that the progress of each school is satisfactory. The building principals feel very comfortable in discussing all problems with her. She serves as both an guide and a restraint in the development of curriculum and instruction at each school.
	Added:	

Indicator	IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	Teacher instructional teams have worked together to form a district curriculum guide that is aligned both vertically and horizontally throughout the school. Revisions have had to be made based on test scores and changes in the state curriculum. Team meetings throughout the year and summer professional development is used to develop this curriculum guide.

Added:	
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School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)		
Status	No decision has been made		
	Level of Development:	Initial: Limited Development 03/29/2016	
		Objective Met -	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The team structure is embedded into the culture of each school. It is also written in the the district policy that teams will meet for the purposes of improving the schools. However, the individual goals and responsibilities are not outlined. This can be accomplished by improving the school governance policy and having the school board approve the new policies.	
Plan	Assigned to:	Billy McBride	
	Added:	03/29/2016	
	How it will look when fully met:	Our District Policy will define what teams are formed. It will determine how often that they meet, and it will define the roles of each team. The district policy will be complete by June 2017.	
	Target Date:	06/17/2016	
	Tasks:		
	1. Billy McBride will complete the district policy amendment to define the roles of each team in each school.		
	Assigned to:	Billy McBride	
	Target Completion Date:	06/01/2016	
	Comments:		
	Task Completed:	11/01/2016	
	2. The board will approve the amended district policy in the June board meeting.		
	Assigned to:	Fred Walker	
	Target Completion Date:	06/30/2016	
	Comments:		
	Task Completed:	11/01/2016	
Implement	Percent Task Complete:	2 of 2 (100%)	

Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)		
Status	In Plan / No Tasks Created		
	Level of Development:	Initial: Limited Development 11/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This indicator has commonalities and differences across the three schools of our district. A commonality involves disaggregation and dissemination of state-mandated test data which is done at all three schools each year. There are other additions to the data collecting that might look differently depending on which school is involved. The elementary school uses DIBELS and Classworks data. All schools use unit assessment data, teacher observational data, and anecdotal records to also guide these decisions.	
Plan	Assigned to:	Not yet assigned	
	Added:		