

# 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.

March 30, 2017

## IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT NCES - 500021

Key Indicators are shown in **RED**.

<b>District Context and Support for School Improvement</b>	
<b>Improving the school within the framework of district support</b>	
<b>Indicator</b>	<b>IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)</b>
<b>Status</b>	<b>Full Implementation</b>
	Level of Development: Initial: <b>Full Implementation</b> 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:

<b>Indicator</b>	<b>IA11 - The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.(11)</b>		
<b>Status</b>	Tasks completed: 2 of 4 (50%)		
	Level of Development:	Initial: <b>Limited Development</b> 03/30/2017	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 is currently being implemented sporadically across the district.	
<b>Plan</b>	Assigned to:	David Harmon	
	Added:	03/30/2017	
	How it will look when fully met:	Full implementation of the indicator will look different from a district to school to classroom level. At a district level, we will use Facebook, our website, and our call program SchoolReach to distribute information. Schools will have the same methods of communication open to them in addition to sending notes home with students. Teachers will be required to keep their online grade books current, and all parents will have access to those accounts. In addition and as appropriate, teachers will send information to parents via notes, text message, and email.	

	Target Date:	05/12/2017
	<b>Tasks:</b>	
	1. Designate a staff member to be the point lead for district information dissemination.	
	Assigned to:	Fred Walker
	Target Completion Date:	08/12/2016
	Comments:	Staff member in charge will be Steven Walker.
	<b>Task Completed:</b>	<b>08/08/2016</b>
	2. Inform staff members of the point lead and have all news information pertinent at a district level given to that person.	
	Assigned to:	Fred Walker
	Target Completion Date:	08/19/2016
	Comments:	This information was communicated to staff during professional development in the week before the start of school.
	<b>Task Completed:</b>	<b>08/12/2016</b>
	3. Monitor program to make certain social media platforms are saturated with school news.	
	Assigned to:	Steven Walker
	Target Completion Date:	05/12/2017
	Frequency:	twice weekly
	Comments:	
	4. Communicate among team members regarding information that needs dissemination and appropriate form to distribute information.	
	Assigned to:	David Harmon
	Target Completion Date:	05/12/2017
	Frequency:	weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	2 of 4 (50%)

<b>Indicator</b>	<b>IA13 - The district works with the school to provide early and intensive intervention for students not making progress.(13)</b>		
<b>Status</b>	Tasks completed: 3 of 4 (75%)		
	Level of Development:	Initial: <b>Limited Development</b> 03/30/2017	
	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 school, like all schools, seeks to provide early and intensive intervention for our students; however, we lack a written intentionality about pursuing the objective to make sure students are not missed.	
<b>Plan</b>	Assigned to:	Eve Hatman	

	Added:	03/30/2017
	How it will look when fully met:	An RTI plan must be in place at each of our three schools and the components of those plans must be carried out by designated faculty. As a result, students should be showing growth in their learning.  Evidence would include copies of the RTI plans, agendas and minutes of meetings, and data gathered.
	Target Date:	05/05/2017
<b>Tasks:</b>		
	1. Establish the district expectation for development and implementation of RTI plans.	
	Assigned to:	Fred Walker
	Target Completion Date:	07/15/2016
	Comments:	Plan is on file.
	<b>Task Completed:</b>	<b>07/15/2016</b>
	2. Designate a person at each school responsible for development of school RTI plans.	
	Assigned to:	Fred Walker
	Target Completion Date:	07/15/2016
	Comments:	Elementary- Kensity Wheat Middle- Maggie Campbell High- Carol Burke
	<b>Task Completed:</b>	<b>07/15/2016</b>
	3. Ensure RTI plans are on file from each school. Communicate expectation for follow-through of plan.	
	Assigned to:	Fred Walker
	Target Completion Date:	08/12/2016
	Comments:	Plans are on file.
	<b>Task Completed:</b>	<b>09/02/2016</b>
	4. Meet regularly with member from each school's RTI team.	
	Assigned to:	Eve Hatman
	Target Completion Date:	05/05/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	3 of 4 (75%)

<b>Indicator</b>	<b>IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)</b>	
<b>Status</b>	<b>Full Implementation</b>	
	Level of Development:	Initial: <b>Full Implementation</b> 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:	

<b>Indicator</b>	<b>IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)</b>	
<b>Status</b>	<b>Full Implementation</b>	
	Level of Development:	Initial: <b>Full Implementation</b> 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

<b>Indicator</b>	<b>IB07 - The district ensures that school improvement initiatives include research-based, field-proven programs, practices, and models.(22)</b>	
<b>Status</b>	Tasks completed: 4 of 5 (80%)	
	Level of Development:	Initial: <b>Limited Development</b> 03/30/2017
	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:	We are in need of a program that will help us identify student academic need and address it on an individualized basis.
<b>Plan</b>	Assigned to:	Billy McBride
	Added:	03/30/2017
	How it will look when fully met:	A program will be implemented across the district that will help us diagnose academic weaknesses in our students and provide instruction at the point of need for our students. We believe a computer-based program will be the best solution for this problem.
	Target Date:	05/05/2017
	<b>Tasks:</b>	
	1. Do research into programs that are available that fit the need we have identified.	
	Assigned to:	Eve Hatman

		Target Completion Date:	07/08/2016
		Comments:	Eve Hatman attended several seminars that provided overviews of various programs. Eve Hatman and Billy McBride brought a team of teachers to listen to a presentation on the front-running program, Classworks.
		Task Completed:	07/08/2016
	2. Make a decision regarding the best program to fit our needs.		
		Assigned to:	Eve Hatman
		Target Completion Date:	07/15/2016
		Comments:	We have decided to choose Classworks.
		Task Completed:	07/15/2016
	3. Present desired program before superintendent for approval.		
		Assigned to:	Eve Hatman
		Target Completion Date:	07/22/2016
		Comments:	Superintendent Fred Walker has given approval to purchase Classworks in grades K-8. Grades 9-12 have the current PLATO program to work with.
		Task Completed:	07/22/2016
	4. Arrange for professional development to be provided for teachers.		
		Assigned to:	Eve Hatman
		Target Completion Date:	08/12/2016
		Comments:	Teachers in grades K-8 received a day's training in the Classworks online program.
		Task Completed:	08/12/2016
	5. Monitor implementation		
		Assigned to:	Eve Hatman
		Target Completion Date:	05/05/2017
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:		4 of 5 (80%)

<b>Indicator</b>	<b>IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 3/30/2017		
	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
		<b>Objective Met</b> - 03/30/2017	
	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.
<b>Plan</b>	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
	<b>Tasks:</b>	
	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.
	<b>Task Completed:</b>	<b>11/06/2015</b>

	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:
	<b>Task Completed:</b> 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:
	<b>Task Completed:</b> 11/13/2015
	4. Meet with committee to address identified needs of students.
	Assigned to: David Harmon
	Target Completion Date: 12/04/2015
	Comments:
	<b>Task Completed:</b> 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:
	<b>Task Completed:</b> 12/18/2015
<b>Implement</b>	Percent Task Complete: 5 of 5 (100%)
	Objective Met (initial): 03/30/2017
	Experience: 3/30/2017 Our after-school tutoring programs have been successfully running in two different locations for the last school year. A large percentage of our students live in or near Horseshoe Bend, which made it a logical choice as a site for after-school tutoring. Held in the Horseshoe Bend Library and ran by two of our teachers, the tutoring sessions are attended by a group of ten to twenty students each day. In addition, tutoring held at the high school is also well attended. All students are aware of available tutoring opportunities and are continually reminded.
	Sustain: 3/30/2017 These after-school learning experiences have become a part of our school culture, so we only need to continue as we have been doing. Funds will need to continue to stay in place to pay the teachers running these programs.
	Evidence: 3/30/2017 Sign-in sheets are on file and available upon request.

## District Context and Support for School Improvement

### Clarifying district-school expectations

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
	Level of Development:	Initial: <b>Full Implementation</b> 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:		

<b>Indicator</b>	<b>IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)</b>		
<b>Status</b>	<b>Full Implementation</b>		
	Level of Development:	Initial: <b>Full Implementation</b> 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:		

## School Leadership and Decision Making

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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 3/30/2017		
	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
		<b>Objective Met</b> - 03/30/2017	
	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.
<b>Plan</b>	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
<b>Tasks:</b>		
	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:	
	<b>Task Completed:</b>	<b>11/01/2016</b>
	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:	
	<b>Task Completed:</b>	<b>11/01/2016</b>
<b>Implement</b>	Percent Task Complete:	2 of 2 (100%)
	Objective Met (initial):	03/30/2017
	Experience:	3/30/2017 Meeting this objective only required deciding what the team structure would be and presenting that before the school board.
	Sustain:	3/30/2017 No continued work is required other than making updates each year.
	Evidence:	3/30/2017 Policies are on file and available upon request.

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 3/30/2017		
	Level of Development:	Initial: <b>Limited Development</b> 11/29/2016	
		<b>Objective Met</b> - 03/30/2017	
	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.
<b>Plan</b>	Assigned to:	Eve Hatman
	Added:	03/30/2017
	How it will look when fully met:	When this objective is being fully met in our district, the leadership team will be meeting regularly to aggregate data and make decisions based upon that data. These decisions will be in regard to instructional needs and professional development needed to address areas of need.
	Target Date:	12/16/2016
	<b>Tasks:</b>	
	1. Update the leadership team to reflect staff changes.	
	Assigned to:	David Harmon
	Target Completion Date:	09/02/2016
	Comments:	
	<b>Task Completed:</b>	<b>08/26/2016</b>
	2. Set a reoccurring expectation for leadership meetings and notify all team members.	
	Assigned to:	Fred Walker
	Target Completion Date:	09/02/2016
	Comments:	Meetings will be held at 9:30 in the board room on the first Friday of each month unless otherwise notified.
	<b>Task Completed:</b>	<b>08/26/2016</b>
	3. Develop a plan outlining what information needs to be gathered and who is responsible for gathering the information and getting it to the team members.	
	Assigned to:	Sarah Burns
	Target Completion Date:	09/02/2016
	Comments:	We will be using DIBELS scores in grades K-6 and Classworks data in grades K-8. All grades will have unit assessment data, teacher observational data, and principal walk-throughs.
	<b>Task Completed:</b>	<b>09/02/2016</b>
	4. Designate team member(s) who will aggregate data and disseminate it to the other team members.	
	Assigned to:	Fred Walker
	Target Completion Date:	09/02/2016
	Comments:	Eve Hatman will be in charge of this task.
	<b>Task Completed:</b>	<b>08/26/2016</b>
<b>Implement</b>	Percent Task Complete:	4 of 4 (100%)
	Objective Met (initial):	03/30/2017

	Experience:	3/30/2017 This objective has been difficult to obtain in the form we first imagined it happening. Our vision was to make decisions at a district-level using a wide variety of data about individual students but have realized that is a goal that should be at the individual school level. In the future, we will ask a representative from each school leadership team to report at the district level and only make decisions that affect overarching goals such as curriculum and professional development only.
	Sustain:	3/30/2017 We have revamped how we want this objective addressed and will pursue it in that form.
	Evidence:	3/30/2017 This objective was fully implemented, but we do not think it effective in the manner in which we carried it out. Evidence is on file of what we feel were efforts that, while certainly not wasted, could have been used more effectively in a different manner. While we have learned a lot through this process and will continue on, the process looks very different than what we first envisioned.