

Comprehensive Plan Report

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

November 29, 2016

IZARD COUNTY CONSOLIDATED HIGH SCHOOL NCES - 50002101300

IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in **RED**.

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)

Status Objective Met 3/30/2016

Assess	Level of Development:	Initial: Limited Development 03/29/2016
		Objective Met - 03/30/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Although a School Community Council for the school exists, currently we have very few team members that are parents. This should be easily corrected going forward as we need to recruit more parents to be involved with our team structure.
Plan	Assigned to:	Eve Hatman
	How it will look when fully met:	Once this objective is fully met, our team structure (School Community Council) will be made up as a majority of parents. Evidence needed will be the list of School Community Council team members.
	Target Date:	03/01/2016
	Tasks:	
	1. Contact parents by phone or email to recruit as a School Community Council Team Members.	
	Assigned to:	Eve Hatman
	Added date:	03/29/2016
	Target Completion Date:	03/01/2016
	Comments:	The School Messenger contact that we use for inclement weather and other important information has all parents telephone and email addresses listed so this resource can be used when contacting parents.
	Task Completed:	3/1/2016 12:00:00 AM
Implement	Percent Task Complete:	100%

	Objective Met:	3/30/2016
	Experience:	3/30/2016 Although very time consuming, it was also very rewarding knowing that so many parents relished the opportunity to be a part of the team.
	Sustain:	3/30/2016 Being able to find a parent to replace one if they decide to no longer be a part of the team or if the suddenly move.
	Evidence:	3/30/2016 Evidence of this objective can be found sign-in sheets, agendas, and minutes.
Indicator	ID04 - All teams prepare agendas for their meetings.(39)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	Agendas and minutes of all meetings are kept on file in the building principal's office. To sustain these efforts, we must continue to plan agendas and maintain excellent record keeping.
	Added date:	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	
Status	Add a Task Tasks completed: 1 of 1 (100%)	
Assess	Level of Development:	Initial: Limited Development 03/29/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Being a small school makes it very difficult meeting twice a month due to the many responsibilities placed on our staff. Meetings are conducted as much as possible, but sometimes those meetings have to be cancelled or rescheduled due to other school functions or responsibilities taken on by key leadership members.
Plan	Assigned to:	David Harmon
	How it will look when fully met:	This plan will be met when the Leadership Team is able to meet twice a month for an hour or more each month. Evidence will consist of agendas and minutes of each meeting.
	Target Date:	08/22/2016
	Tasks:	
	1. The leadership team develops a year-long schedule and meets regularly (a minimum of twice per month). The leadership team meetings are a valued part of the school's culture and take place with or without the principal serving as the facilitator.	
	Assigned to:	David Harmon
	Added date:	03/29/2016
	Target Completion Date:	08/22/2016

		Frequency:	twice monthly
		Comments:	
		Task Completed:	3/29/2016 12:00:00 AM
Implement	Percent Task Complete:		100%

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/29/2016	
	Evidence:	Prior to planning Professional Development the Leadership Team takes into account classroom observations and PD is planned accordingly as well as any PD that is required by the Department of Education.	
		Added date:	

Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/29/2016	
	Evidence:	Teachers fill out Professional Growth Plans yearly which recognizes deficiencies based on classroom observations, personal evaluations, etc. This process will be done year to year to sustain efforts in recognizing the PD needs of our staff.	
		Added date:	

Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/29/2016	
	Evidence:	School offers Professional Development that results in improvements of instructor knowledge and instructional practice, as well as improved student learning outcomes which is provided many times by team leaders, the Morth Central Educational Co-op, or the Arkansas Department of Education. This is a practice which will continued yearly.	
		Added date:	

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)		
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Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/29/2016	
	Evidence:	The school offers block scheduling for upper level math subjects and also provides after school tutoring in the areas of math and literacy at the school and at our local community library. We also offer built in remediation classes during the school day which provides students that scored below the mandated state requirements to get extended learning time in the areas of math, literacy, and science. This will be continued on a yearly basis.	
		Added date:	
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/29/2016	
	Evidence:	At the beginning of the 2015-16 school year, all teachers (100%) met highly qualified status. To successfully recruit highly qualified teachers, the school strategically markets our strengths through the school website, social media, and the general media. We also post job openings on our online website, advertising on other online venues (e.g. Teacher Ed), advertising through newspapers, and contacting Arkansas State University to get names of highly qualified candidates to pursue. These posting provide information on the standards required for each job. Candidates are selected by their area of licensure or demonstration of their ability to effectively teach in the content area. Our recruiting techniques are evaluated by reviewing teacher turnaround and student achievement. To sustain these efforts, the district will continue using these methods to support our school improvement.	
		Added date:	
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/29/2016	
	Evidence:	Instructional teams design standards aligned units of instruction for each subject and grade level. This is done during professional development meetings in the summer. During the school year, the plans are discussed and improved/modified during instructional meetings.	
		Added date:	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)		
Status	Add a Task Tasks completed: 2 of 2 (100%)		
Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	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:	In the past, we have used Target Testing with marginal results. Some teachers use the PLATO system which offers Pre, Post, and Mastery assessments. For future implementation, we plan to take full advantage of the formative assessments offered by ACT and ACT Aspire.	
Plan	Assigned to:	Carol Burke	
	How it will look when fully met:	Counselor, Carol Burke, will attend ACT/ACT Aspire Training to learn how to set up assessments.	
	Target Date:	01/29/2016	
	Tasks:		
	1. Counselor, Carol Burke, will attend ACT/ACT Aspire Training to learn how to set up assessments.		
	Assigned to:	Carol Burke	
	Added date:	03/29/2016	
	Target Completion Date:	01/29/2016	
	Comments:		
	Task Completed:	1/29/2016 12:00:00 AM	
	2. Students will be given the assessments throughout the school year. The data gathered from these assessments will guide teacher instruction and target each students specific needs.		
	Assigned to:	David Harmon	
	Added date:	03/29/2016	
	Target Completion Date:	10/03/2016	
	Frequency:	three times a year	
	Comments:	Since the ACT/ACT Aspire is new to the state of Arkansas and our Testing Coordinator wasn't trained until January 29, 2016. Full implementation of this plan will begin in October of 2016. Our school will set aside three dates at the beginning of the school year: October, December, and March for all students to be assessed using ACT/ACT Aspire interim/formative assessments.	
	Task Completed:	3/29/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 03/29/2016

Evidence:

The teachers follow Common Core Standards and the Curriculum Frameworks. The ACT Aspire test we is aligned to the Common Core Standards. Teachers write their lesson plans from the standards and the frameworks. Standards are cited in the lesson plans.

Added date:

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 03/29/2016

Evidence:

We have a Parent/Student/Teacher/Principal Compact in place that provides information for what parents can do to support their students at home. Teachers send emails or make phone calls to give parents information regarding their student's progress and offer advice on how parents can maintain or build on that progress at home. We host an open house at the beginning of the school year and two Parent/Teacher Conferences during the school year that are highly attended by parents where they have the opportunity to meet with each student's teachers and discuss student achievement.

Added date:

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 03/29/2016

Evidence:		<p>High School Counselor, Carol Burke, meets with incoming freshman and their parents to make sure everyone understands the curriculum needed to attend college. All students that choose Smart Core entering their freshman year of high school must meet with the counselor who will then in turn consult with the parent before they can discontinue the Smart Core route and choose Common Core. Mrs. Burke also with assistance from financial aid officers from our local college set up a Senior Night where parents can obtain help filling out the FASFA form, help with college applications, and obtain financial aid information on the institution of their choosing. All seniors attend a College/Career Day at Ozarka College that has representatives of every college withing the state in attendance along with all branches of the military. The school also provides ACT Prep to students in grades 9-12 each summer within two weeks of the last day of school. Those students that participated in ACT Prep can take the ACT test on campus at no cost. By the time students enter their Junior year, the ACT is provided for each student at no cost to the student. The school also provides to each student, two College Days, to be used at their convenience. Mrs. Burke also makes contact with all senior parents regarding any scholarship opportunities that become available.</p> <p>Regarding career readiness, our students take an interest inventory during the eighth grade. Much like students that plan on attending college, students are granted opportunities to visit and possibly shadow prospective employers during their senior year of high school. Mrs. Burke also notifies students and their parents of any potential job opportunities that become available.</p>	
		Added date:	