

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.

March 30, 2017

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 | Objective Met 3/30/2017 | |
| Assess | Level of Development: | Initial: Limited Development 03/29/2016 |
| | | Objective Met - 03/30/2017 |
| | 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% |
| | Objective Met: | | 3/30/2017 |
| | Experience: | | 3/30/2017 Only difficulty we had was finding a day where everyone could meet. |
| | Sustain: | | 3/30/2017 Team meetings will continue into the 2017-18 school year |
| | Evidence: | | 3/30/2017 Agendas |

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)

Status Tasks completed: 0 of 1 (0%)

| | | | |
|---------------|--|---|--|
| Assess | Level of Development: | Initial: Limited Development 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: | Although the principal attempts to spend that much time in the classroom, everyday "distractions" prevent this from becoming a reality. | |
| Plan | Assigned to: | David Harmon | |
| | How it will look when fully met: | When fully met, the Principal will be able to show from logs that 50% of the time is spent in the classroom | |
| | Target Date: | 05/24/2018 | |

Tasks:

| | | | |
|------------------|------------------------|--|--|
| | | 1. Create a log which records the amount of time spent in the classroom and the amount of time that is spent dealing with things that prevents being in the classroom. | |
| | | Assigned to: | David Harmon |
| | | Added date: | 03/30/2017 |
| | | Target Completion Date: | 10/02/2017 |
| | | Frequency: | weekly |
| | | Comments: | Create log to record distractions preventing time in the classroom |
| Implement | Percent Task Complete: | | 0% |

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)

Status Tasks completed: 0 of 1 (0%)

| | | | |
|------------------|--|---|--|
| Assess | Level of Development: | Initial: Limited Development 03/28/2017 | |
| | 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 classroom observations have always been a priority, the need to show areas of strength and weaknesses needs to improve. | |
| Plan | Assigned to: | David Harmon | |
| | How it will look when fully met: | When fully implemented, a report of all classroom observations with areas of strength and weaknesses will be developed without compromising the identity of any teacher. Evidence for such report will be from TESS evaluations. As principal, indicators of effective practice are used in conducting classroom observations. As principal, I will periodically aggregate the results to show patterns of practice and this information will be shared with the Leadership Team and with the entire instructional staff. The collected data will be used in planning professional development. | |
| | Target Date: | 05/15/2018 | |
| | Tasks: | | |
| | | 1. Before the end of the school year, the principal will break down all classroom observations and compile a table listing strengths and weaknesses of all teachers without identifying teachers. The collected data will be shared and proper professional development will be planned to address the areas of weakness to improve the quality of teacher instruction. | |
| | | Assigned to: | David Harmon |
| | | Added date: | 03/28/2017 |
| | | Target Completion Date: | 05/15/2018 |
| | | Frequency: | once a year |
| | | Comments: | Person responsible will be myself so no notes are needed |
| Implement | Percent Task Complete: | 0% | |

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) | | |
| 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 | Objective Met 3/30/2017 | |
| Assess | Level of Development: | Initial: Limited Development 03/29/2016 |
| | | Objective Met - 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: | 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% |
| | Objective Met: | 3/30/2017 |
| | Experience: | 3/30/2017 Experience was not something that was very difficult to accomplish. We have given tests such as these before so pursuing this objective wasn't very difficult. |
| | Sustain: | 3/30/2017 Our plan is to continue providing these tests to prepare our students for the ACT and ACT Aspire tests. |
| | Evidence: | 3/30/2017 Students have been tested three times for preparation regarding state testing. |
| 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: | | |
| Indicator | IIIA24 - All teachers encourage peer interaction.(133) | | |
| Status | Objective Met 3/30/2017 | | |
| Assess | Level of Development: | Initial: Limited Development 03/30/2017 | |
| | | Objective Met - 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: | A large number of teachers are beginning to encourage peer interaction in their classes, but a few are still not comfortable using this practice. | |
| Plan | Assigned to: | David Harmon | |
| | How it will look when fully met: | When fully met, all teachers will encourage peer interaction within their classroom. Peer interaction in small group settings will build student selfesteem,self-concept and identity. | |
| | Target Date: | 09/07/2016 | |
| | Tasks: | | |
| | 1. Provide PD for teachers regarding peer interaction and the positive reults within the classroom | | |
| | Assigned to: | David Harmon | |
| | Added date: | 03/30/2017 | |
| | Target Completion Date: | 08/22/2016 | |
| | Frequency: | once a year | |
| | Comments: | Teachers were provided PD and during classroom observations, all teachers were including peer interaction within their lessons. | |
| | Task Completed: | 9/7/2016 12:00:00 AM | |
| Implement | Percent Task Complete: | 100% | |
| | Objective Met: | 3/30/2017 | |
| | Experience: | 3/30/2017 Easily attainable. Most teachers that haven't been receptive to peer interaction in the past seemed to enjoy it this year | |
| | Sustain: | 3/30/2017 Monitoring classroom observations | |

| | | | |
|------------------|---|--|--|
| 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: | |
| Indicator | HS05 - The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.(5515) | | |
| Status | Objective Met 3/30/2017 | | |
| Assess | Level of Development: | Initial: Limited Development 03/30/2017 | |
| | | | Objective Met - 03/30/2017 |
| | 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: | Currently the school provides some after school tutoring on campus and offers some after school tutoring off campus (Horseshoe Bend Library). We also provide summer school, ACT classes, and Virtual classes that can be done at school or at home. The school ALE program is also set up to accommodate students needs to where they can access school work at home as well. | |
| Plan | Assigned to: | David Harmon | |

| | | |
|------------------|--|---|
| | How it will look when fully met: | Increase the amount of time provided for after school tutoring both on and off campus. |
| | Target Date: | 09/05/2016 |
| | Tasks: | |
| | 1. Visit with the literacy and math chairs to check on their availability to offer tutoring more time during the week. After school tutoring would increase to three days a week for on campus and at least two days a week at the Horseshoe Bend Library. | |
| | Assigned to: | David Harmon |
| | Added date: | 03/30/2017 |
| | Target Completion Date: | 09/05/2016 |
| | Comments: | After visiting with department chair, it was determined that on campus after school tutoring would be provided three days a week (Tuesday, Wednesday, & Thursday) from 3:10-5:00 pm. Also off campus after school tutoring will be two days (Tuesday & Thursday) a week at the Horseshoe Bend Library from 3:30-5:30. |
| | Task Completed: | 9/5/2016 12:00:00 AM |
| Implement | Percent Task Complete: | 100% |
| | Objective Met: | 3/30/2017 |
| | Experience: | 3/30/2017 Very easily attainable |
| | Sustain: | 3/30/2017 Nothing other than scheduling off campus time and site |
| | Evidence: | 3/30/2017 Sign in sheets; Payroll vouchers |
| Indicator | HS06 - The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(5516) | |
| Status | Objective Met 3/30/2017 | |
| Assess | Level of Development: | Initial: Limited Development 03/30/2017 |
| | | Objective Met - 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 school is in partnership with Virtual Arkansas which provides classes on-line. |
| Plan | Assigned to: | David Harmon |
| | How it will look when fully met: | The school will be in partnership with Virtual Arkansas which provides content and credit recovery on-line. ICHS also has in place an ALE program that will allow students the same opportunity for all classes with the exception of math beyond Algebra I, but those classes will be picked up by Virtual Arkansas. |
| | Target Date: | 01/02/2017 |
| | Tasks: | |

| | | |
|------------------|------------------------|---|
| | | 1. Reach an agreement with Virtual Arkansas for students that have failed previous courses the opportunity to for credit recovery |
| | | Assigned to: Carol Burke |
| | | Added date: 03/30/2017 |
| | | Target Completion Date: 01/02/2017 |
| | | Comments: |
| | | Task Completed: 1/2/2017 12:00:00 AM |
| Implement | Percent Task Complete: | 100% |
| | Objective Met: | 3/30/2017 |
| | Experience: | 3/30/2017 Relatively easy partnership with Virtual Arkansas |
| | Sustain: | 3/30/2017 Continued partnership with Virtual Arkansas |
| | Evidence: | 3/30/2017 Eschool - Report Cards showing credit recovery |

High School: Opportunity to Learn

Prepare students for post-secondary options

Indicator HS07 - The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 03/30/2017

Evidence: Our high school offers a curricula that increases college preparedness including dual credit, Pre-Ap coursework and AP coursework. In addition, these classes are equitably assessable to all students and taught by highly qualified teachers properly trained in the content and strategies necessary to teach these offerings.

Added date:

High School: Opportunity to Learn

Extend learning opportunities for students

Indicator HS10 - The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships). (5520)

Status Tasks completed: 0 of 1 (0%)

Assess Level of Development: Initial: Limited Development 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: | Students are strongly encouraged by teachers and staff to participate in at least one extracurricular activity. We offer a variety of sports such as basketball, golf, baseball/softball, volleyball, bowling, track & field, cross country, along with a non traditional activity such as skeet shooting. Choir, band, drama, quiz bowl, student council, beta club, are just a few of the other activities that are provided. EAST class provides a number of students the opportunity to partner on community projects and we have a high number of students that begin their college education prior to graduation with the partnership of Ozarka College and Virtual Arkansas. Every student has the opportunity to participate and are strongly encouraged to do so, however; not all students participate in an activity mostly due to travel or budgetary issues on the family side. |
| Plan | Assigned to: | Carol Burke |
| | How it will look when fully met: | All teachers will promote a culture of achievement that sets high expectations for student participation; the school will ensure that all teachers promote a culture of achievement that sets high expectations for athletic opportunities, in enrichment offerings, and in internships. The school implemented an EAST Class for student service learning projects. |
| | Target Date: | 05/24/2018 |
| | Tasks: | |
| | 1. It is up to schools to provide more opportunities and remove barriers for students to engage outside of the classroom. We constantly look for more opportunities for student participation. | |
| | Assigned to: | David Harmon |
| | Added date: | 03/30/2017 |
| | Target Completion Date: | 05/24/2018 |
| | Frequency: | once a year |
| | Comments: | |
| Implement | Percent Task Complete: | 0% |
| Indicator | HS11 - The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5521) | |
| Status | Tasks completed: 0 of 1 (0%) | |
| Assess | Level of Development: | Initial: Limited Development 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: | Virtual courses are already in place using Virtual Arkansas where students can take online courses, college courses, credit recovery, etc. We also have in place partnerships with Ozarka College and the University of Arkansas at Monticello for concurrent credit courses. Plans are in place for a MASH internship with White River Medical Clinic |
| Plan | Assigned to: | Carol Burke |
| | How it will look when fully met: | When fully implemented, a partnership with White River Medical will be put into place providing a workplace internship for students going through the Biomedical classes offered by the school. |
| | Target Date: | 08/21/2017 |
| Tasks: | | |
| | 1. High School Counselor, Carol Burke, and Biomedical instructor, Rachel Faulkner, will meet with White River Medical Center to form a work internship for our student that are engaged in the medical classes. | |
| | Assigned to: | Carol Burke |
| | Added date: | 03/30/2017 |
| | Target Completion Date: | 08/21/2017 |
| | Comments: | |
| Implement | Percent Task Complete: | 0% |
| High School: Opportunity to Learn | | |
| Assist students with transitions | | |
| Indicator | HS13 - The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).(5523) | |
| Status | Objective Met 3/30/2017 | |
| Assess | Level of Development: | Initial: Limited Development 03/30/2017 |
| | | Objective Met - 03/30/2017 |
| | 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: | The school assists career bound students with specific planning processes, bringing in recruiters, and resume writing assistance. The school assists college bound students with every aspect of the application process. This includes that students take the correct entrance exams, assist students in completing college, scholarship and financial aid applications, and coordinate college visits. |
| Plan | Assigned to: | Carol Burke |
| | How it will look when fully met: | When fully met, our students will have more opportunities to attend job fairs. |
| | Target Date: | 10/10/2016 |

| | | | |
|------------------|---|-----------------------------|--|
| | Tasks: | | |
| | 1. High school counselor, Carol Burke, will schedule more opportunities for students to attend job fairs. | | |
| | Assigned to: | Carol Burke | |
| | Added date: | 03/30/2017 | |
| | Target Completion Date: | 10/03/2016 | |
| | Comments: | | |
| | Task Completed: | 10/10/2016 12:00:00 AM | |
| Implement | Percent Task Complete: | 100% | |
| | Objective Met: | 3/30/2017 | |
| | Experience: | 3/30/2017 Easily attainable | |
| | Sustain: | 3/30/2017 Reschedule yearly | |
| | Evidence: | 3/30/2017 Brochures | |
| | | | |