

# 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.

December 01, 2016

**IZARD COUNTY CONSOLIDATED MIDDLE 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** Tasks completed: 1 of 2 (50%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/28/2015	
	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:	Our school does have a team structure officially incorporated into our school governance. However, to become more effective we need to meet more regularly and implement the policies and we agree upon.	
<b>Plan</b>	Assigned to:	Billy McBride	
	How it will look when fully met:	Teams must meet twice monthly at regularly scheduled times. We will have agendas set forth and specific goals to accomplish as set forth by this plan. This must be incorporated into our school policy.	
	Target Date:	06/30/2016	
	<b>Tasks:</b>		
	1. Team meetings will be held twice monthly.		
	Assigned to:	Billy McBride	
	Added date:	03/29/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	twice monthly	
	Comments:	Team has met 10 times from October-March. Some meetings had to be rescheduled due to conflicts but this has been much improved.	
	<b>Task Completed:</b>	<b>3/18/2016 12:00:00 AM</b>	
	2. Present school policy to board that sets time tables for meetings and provides teams with clear objectives.		
	Assigned to:	Billy McBride	

		Added date:	03/29/2016
		Target Completion Date:	06/30/2016
		Comments:	This will be done in June when the school board adopts new policy.
<b>Implement</b>	Percent Task Complete:		50%
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/28/2015	
	Evidence:	Agendas are prepared for each meeting by the Principal or Process Manager.	
		Added date:	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 3/29/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/28/2015	
		<b>Objective Met</b> - 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:	We are meeting about once a month at the current time but are planning on meeting twice a month this school year.	
<b>Plan</b>	Assigned to:	Billy McBride	
	How it will look when fully met:	Teams have been meeting once monthly. We will set a meeting for the second and fourth Tuesday of each month.	
	Target Date:	10/30/2015	
	<b>Tasks:</b>		
	1. Teams will meet on the second and fourth Tuesday of each month.		
		Assigned to:	Sarah Sherrell
		Added date:	03/29/2016
		Target Completion Date:	10/30/2015
		Frequency:	twice monthly
		Comments:	Teams have met 10 times between October and March.
		<b>Task Completed:</b>	<b>10/30/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	3/29/2016	
	Experience:	3/29/2016 It was somewhat difficult to find the time to meet at a small school with each team member having so many different roles. However, we were able to fulfill the objective.	

	Sustain:	3/29/2016 Next year and in the future we will have to continue on the same path.
	Evidence:	3/29/2016 Meetings have been held each month.
<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2016
	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:	The elementary principal serves the building 1/2 time and he is also the elementary librarian 1/2 time.
<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	

### 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%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/28/2015
	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:	CWT's are utilized in order to make recommendations to the team about the strengths and weaknesses of instruction. However, the principal needs to collect more data and show it in a way to better guide the team.
<b>Plan</b>	Assigned to:	Billy McBride
	How it will look when fully met:	Principal will present data from CWT's to staff at individual meetings with teachers. The data will also be discussed at staff meetings monthly to see how the staff can best improve as a group.
	Target Date:	01/04/2016
	<b>Tasks:</b>	
	1. Principal McBride will share with the team what he has accomplished with his CWT's and meetings. The goal will be for the CWT's to guide the process of bettering instruction.	
	Assigned to:	Billy McBride

		Added date:	03/29/2016
		Target Completion Date:	01/04/2016
		Comments:	Principal McBride has used his observations to guide instruction and meet with his teachers to set appropriate goals. However, this is not yet fully implemented.
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	<b>Objective Met</b> 3/29/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/28/2015	
		<b>Objective Met</b> - 03/29/2016	
	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:	The classroom walk throughs are utilized to help with professional development planning. However the TESS assessments have not been utilized up to this point.	
<b>Plan</b>	Assigned to:	Eve Hatman	
	How it will look when fully met:	Professional development plan will be completed by the end of March. Student test data, CWT's and teacher observations will be used in the meetings to guide the process.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
	1. The March meetings will consist of reviewing the data and designing a professional development plan for the summer. This will be done in collaboration with the Northcentral educational cooperative service.		
	Assigned to:	Eve Hatman	
	Added date:	03/29/2016	
	Target Completion Date:	03/30/2016	
	Comments:	One March meeting has occurred and the Professional Development plan has been developed. The teachers will be given the plan at the April faculty meeting.	
	<b>Task Completed:</b>	<b>3/8/2016 12:00:00 AM</b>	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	3/29/2016	
	Experience:	3/29/2016 Data was pulled from classroom observations and testing to see where professional development was most needed. The committee then looked at the offerings at the Northcentral Cooperative and what we could offer here at school and developed a plan for the following school year.	
	Sustain:	3/29/2016 Each year the team will collect data and develop a plan for professional development.	

Evidence:	3/29/2016 The training at school will focus on team meetings and strategies of making them work. We will also focus on ACT Aspire and the interim assessments and how to use them. The Northcentral Cooperative will focus on Math training and programs.
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**Indicator IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 09/28/2015
	Evidence:	PGP are designed by the individual teachers utilizing Bloomboard. The principal and teacher then meet about the PGP and discuss the best course of action based on TESS data and CWT's.
	Added date:	

**Indicator IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 09/28/2015
	Evidence:	In cooperation with the Northcentral Educational Service Cooperative, we provide effective professional development to our staff. All state mandated professional development hours are fulfilled and at least 18 hours are based on the individual teacher's PGP.
	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** Tasks completed: 0 of 2 (0%)

<b>Assess</b>	Level of Development:	Initial: Limited Development 09/28/2015
	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 have several after school tutoring programs that serve a very important function for helping our students improve. We need to do a better job of monitoring the progress as this pertains to school improvement.
<b>Plan</b>	Assigned to:	Eve Hatman

	How it will look when fully met:	Charles and Danielle Treat offer tutoring at Horseshoe Bend Library on Tuesdays and Thursdays until 5:30. Danielle focuses on literacy while Charles focuses on Math. We will start using Plato to track the effectiveness of these tutoring sessions. We will also utilize the ACT interim assessments and track the students who regularly attend these sessions to better understand how well this program is working.
	Target Date:	03/30/2016
	<b>Tasks:</b>	
	1. Mr. and Mrs. Treat will take attendance at the tutoring sessions so we can monitor the effectiveness of the sessions.	
	Assigned to:	Eve Hatman
	Added date:	03/29/2016
	Target Completion Date:	10/01/2015
	Frequency:	twice weekly
	Comments:	We have started taking attendance at each tutoring session. However, we are not happy with the attendance at these sessions.
	2. The students who have attended tutoring will take the interim ACT Aspire tests along with the other students. These students will be monitored to see how they are progressing as compared to the other students.	
	Assigned to:	Eve Hatman
	Added date:	03/29/2016
	Target Completion Date:	04/29/2016
	Comments:	The number of students attending the after school tutoring sessions has not been satisfactory. We are coming up with plans to raise the number of students taking advantage of our tutoring sessions.
<b>Implement</b>	Percent Task Complete:	0%

### 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 09/28/2015

Evidence: Our central office and school board has done an excellent job of raising our salaries above the state minimum and to a point that they meet or exceed the area schools. We strive to provide a excellent work environment to retaining the highly qualified teachers currently on staff.

Added date:

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in aligning instruction with standards and benchmarks

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/28/2015	
	Evidence:	Instructional teams develop standards aligned units of instruction for each subject and grade level. This is done during development meetings during the summer. During the school year the plans are discussed and improved during the instructional team meetings.	
	Added date:		
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/28/2015	
	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:	This has been done in the past with target tests with marginal results. We are going to take advantage of the formative assessments provided by the new ACT Aspire tests this year.	
<b>Plan</b>	Assigned to:	Billy McBride	
	How it will look when fully met:	The ACT Aspire has formative assessments that the state of Arkansas has purchased for the school districts to utilize. We will give these assessments and monitor the students progress throughout the school year.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
	1. Mrs. Carol Burke will attend ACT Aspire meetings at the Northcentral Educational Cooperative to learn how to set up our interim assessments		
	Assigned to:	Billy McBride	
	Added date:	03/29/2016	
	Target Completion Date:	01/29/2016	
	Comments:	Mrs. Burke attended the meetings and has set up the interim assessments. One set of assessments have been given and data evaluated.	
	<b>Task Completed:</b>	<b>1/29/2016 12:00:00 AM</b>	
	2. Teachers will give the interim assessments in their class room at the appropriate times during the school year. The data will be used to guide instruction in the classroom and target each individual child.		

		Assigned to:	Billy McBride
		Added date:	03/29/2016
		Target Completion Date:	03/30/2016
		Comments:	One set of tests have been given and the data has been evaluated. Another test will be given before the Act aspire is given.
<b>Implement</b>	Percent Task Complete:		50%

### Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/28/2015	
	Evidence:	Teachers prepare their plans using the Understanding by Design template. This uses the curriculum documents mapped out along with the Common Core Standards to guide the teachers in their planning process.	
		Added date:	

### Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/28/2015	
	Evidence:	This compact is handed out with our student handbook at the beginning of every school year.	
		Added date:	

### High School: Opportunity to Learn

Ensure content mastery and graduation

<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/28/2015	



	Evidence:	We are preparing all students for college and a career. Vocational and technical services are provided for students, parents, and community members through after school programs, coordinating services with the local colleges and universities, the local coop, the workforce center, and surrounding businesses/organizations. Job training skills are addressed through the use of Career Coaches, guest speakers, and online assessment activities which include interest skills that are offered through courses such as Career Readiness.	
		Added date:	