

Comprehensive Progress Report

Mission: Mena Public Schools mission is to ENGAGE COMMUNITY; INSPIRE STUDENTS; PREPARE GRADUATES!

Vision: The Mena Public School vision is to be a collaborative community of life-long learners and independent thinkers who strive beyond academic excellence and contribute to our society, our world, and our future.

Goals:

Goal 1: All students will make significant growth toward academic proficiency and will demonstrate leadership characteristics in their classroom, in their school, and in their community as a whole.

Goal 2: We will support the personal growth of each student by providing integrated opportunities for students to develop effective personal, social, and technology skills.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Improving the school within the framework of district support			
		IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The district makes every effort within hiring practices to select those individuals who are most competent and ready to implement the strategies and skills required for the position at hand. Training and support are provided through both building and district level supports and resources as well as the area cooperative support and resource. Recruitment remains a challenge due to shortage of teachers and this leads to a training issue due to varying levels of ability and background. District personnel work with each building to assess where the needs are and what supports need to be in place for them.	Limited Development 07/30/2021		
How it will look when fully met:			Fully implemented, there will be a clear procedure in place for training of new employees, expectations both at the district and building level, and requirements for meeting those expectations. Supports will be in place including mentoring on site and professional growth plans that address individual needs as well as guiding steps for achieving those goals.		Bridget Buckley	05/06/2022
Actions				0 of 1 (0%)		
7/30/21			Action 1: District level training for new employees.		Bridget Buckley	05/06/2022
Notes: Revision of the new employee training will occur on a yearly basis.						

		IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			District and building leaders work together to develop goals and strategies that work toward the vision and mission of the district. Building leaders work with their administration to develop specific plans for implementation. District leadership provides support and resources as needed and leads accordingly.	Limited Development 08/03/2021		
<i>How it will look when fully met:</i>			When fully implemented, each building leader will make decisions that coincide with district goals and community needs while securing reasonable efforts to do so within their buildings. Each leader works together to ensure that building goals are compatible with district goals.		Bridget Buckley	05/06/2022
<i>Actions</i>						
<i>Notes:</i>						

Core Function:	District Context and Support for School Improvement
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Effective Practice:			Taking the change process into account			
		IB01	The district operates with district-level and school-level improvement teams.(16)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Authentic Professional Learning Community Building Meetings at each campus to achieve a High Reliability School.</p> <p>The PLC process will have educators and administrators working together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p> <p>Campus SIPs teams will meet as a district SIP team.</p>	Limited Development 01/14/2019		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
<i>How it will look when fully met:</i>			<p>Authentic Professional Learning Community Building Meetings at each campus will meet monthly at a minimum to achieve a High Reliability School.</p> <p>The PLC process will have educators and administrators working together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p> <p>Representatives of the campus SIP teams will meet as a district SIP team.</p>	Objective Met 11/05/20	Paulette Sherrer	12/10/2019
Actions						
	1/14/19		<p>District Admin will lead a High Reliability book study with campus administration.</p> <p>District Admin will lead Summer PD on Effective PLCs at each campus.</p> <p>Building Admin will facilitate and lead effective PLCs monthly.</p> <p>Representatives of the building SIP team will meet as a district team.</p>	Complete 12/02/2019	Paulette Sherrer	05/01/2020

Notes:						
1/14/19	District teams will be set 1/15/2019 Campus teams will be developed from those representatives and building leadership. Campus teams will meet monthly. District teams will meet twice a year.		Complete 05/01/2019	Paulette Sherrer	05/01/2020	
Notes:						
Implementation:			11/05/2020			
Evidence	12/10/2019 Prior agendas are sent out, minutes are kept, and follow-up meetings are planned.					
Experience	12/10/2019 Our leadership HRS PLC meets the first Monday of each month. Prior agendas are sent out, minutes are kept, and follow-up meetings are planned.					
Sustainability	12/10/2019 We will continue to meet the first Monday of each month the second semester of this year.					
		IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.(17)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Limited Development 08/03/2021			
Each building has developed an improvement plan with their faculty and staff to address building level needs and growth indicators. Comprehensive needs assessments will be completed within each building with parents, students, and stakeholders to gather information and further the goals and strategies with the building.						
How it will look when fully met:				Bridget Buckley	05/06/2022	
Each building level improvement plan will be based on stakeholder input and adjusted accordingly. Faculty and staff will be familiar with the plans and growth objectives will be developed in conjunction with the plan.						
Actions						
Notes:						

		IB07	The district ensures that school improvement initiatives include research-based, field-proven programs, practices, and models.(22)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	District leadership will work to provide support and resources to building leadership and staff including professional development opportunities and guiding coalitions that will engage community, parents, students, and staff in consistent dialogue regarding needs and progress.	Limited Development 08/03/2021		
		How it will look when fully met:	All buildings will fully implement PLC practices within the building and will develop plans in conjunction with district leadership to further the strategies and goals within each area. Improvement plans, vision, mission, and day to day practices will mirror the research based model.		Bridget Buckley	08/01/2022
		Actions				
		<i>Notes:</i>				
		IB13	The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542) (AllDistricts)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Our district monitors progress of the extended learning time programs. We have before and after school tutoring and our 21st CCLC grant that has before and after school programs. Our AE Hub also offers extended learning programs at alternate times.	Limited Development 10/11/2017		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
		How it will look when fully met:	Continue with the process we have in place. We are also applying for a district conversion charter to offer a Polk County Virtual Academy.	Objective Met 12/10/19	Paulette Sherrer	12/10/2019
		Actions				
		10/11/17	Present before the Charter Authorizing Panel - 10-19-17.	Complete 03/12/2018	Jeanne Smith	10/19/2017
		<i>Notes:</i>	We have sent in our application. We have held our public meeting and multiple stakeholder meetings. We will present our final presentation at the 10-17-17 board meeting.			
		1/14/19	Have a K-12 PCV enrollment of 25 for the 2018-2019 school year.	Complete 01/15/2019	Jeanne Smith	05/01/2019
		<i>Notes:</i>				
		1/14/19	Increase our PCV enrollment from 25 to 50 for the 2019-2020 school year.	Complete 09/02/2019	Benny Weston	05/01/2020

Notes: The State Charter Authorizing Panel approved a five year growth from 0-200.
 Year 1 - goal of 25
 Year 2 - goal of 50
 Year 3 - assess enrollment demand

Implementation:		12/10/2019		
Evidence	3/11/2018 Approval by State Charter Authorizing Panel. We will open Polk County Virtual Academy August 2018. We presently have 23 approved applicants of our Year One 25 student enrollment cap. Our student enrollment cap increased to 50 this 2019-2020 school year.			
Experience	3/11/2018 We presented before the State Charter Authorizing Panel.			
Sustainability	3/11/2018 21CCLC will continue at HHE for the 2018-2019 school year. LD & MHS are applying again for their own campus grant for 21CCLC.			

Core Function:		District Context and Support for School Improvement		
Effective Practice:		Clarify district-school expectations		
	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)	Implementation Status	Assigned To
Initial Assessment:		Central office designee, Assistant Superintendent Bridget Buckley, is the contact person for the schools and maintains an interest in each buildings progress toward their goals with consistent communication.	Full Implementation 07/30/2021	

		IC03	District and school decision makers meet at least twice a month to discuss the school's progress.(30)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			District leadership teams do meet a minimum of two times monthly to evaluate progress and set goals as needed.	Full Implementation 08/03/2021		
Core Function:			School Leadership and Decision Making			
Effective Practice:			Establish a team structure with specific duties and time for instructional planning			
		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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have various team members looking at data in different ways and at different times unique to their role. We met last yer as a district team to look at spring State Test data, district RTI data, and District Vertical Alignment data. Our goal is to include data and aggregated observation data in our weekly meetings. We are also looking at our subpopulations.	Limited Development 09/11/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			We will have meeting dates, agendas, and more consistent time spent on using district data to drive decision making to impact school improvement and professional development needs. The district level will facilitate and support the building level.		Bridget Buckley	05/06/2022
Actions				2 of 4 (50%)		
	9/11/16	Adding a consistent and relevant "District Data" component to the pre-agenda sent out before our weekly meetings.		Complete 08/14/2017	Paulette Sherrer	12/19/2016
<i>Notes:</i>						
	3/11/18	Monitor and facilitate building level meetings from the district level.		Complete 05/01/2018	Paulette Sherrer	05/01/2018
<i>Notes:</i>			Each campus has chosen this indicator as their focus for the 2018-2019 school year.			

12/4/18	<p>Authentic Professional Learning Community Building Meetings at each campus to eventually achieve a High Reliability School.</p> <p>The PLC process will have educators and administrators working together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p> <p>Meet with campus administrators and leadership teams to use the student data to guide Strategic Plans/School Improvement Plans to achieve growth on the ESSA School Index Score.</p> <p>Local, State, and Federal funds will be used to continue the evidenced based measures that showed benefits to student growth and support new goals. Summative ACT Aspire data will be used as evidence of growth and/or to identify continued areas in need of improvement.</p>		Bridget Buckley	06/01/2023
<p><i>Notes:</i> Authentic Professional Learning Community Building Meetings at each campus to achieve a High Reliability School.</p> <p>The PLC process will have educators and administrators working together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p>				
12/4/18	<p>Receive student data from each campus to compare across the district. This data will include ACT Aspire comparisons by grade levels, content, years, and subpopulations. Student attendance, discipline reports, and RTI data will also be received by each building. SMART Data will be utilized as much as possible.</p> <p>Meet with campus administrators and leadership teams to use the student data to guide Strategic Plans/School Improvement Plans to achieve growth on the ESSA School Index Score.</p> <p>Local, State, and Federal funds will be used to continue to supply the evidenced based measures that showed benefits to student growth and support new goals that are addressing continued areas in need of improvement.</p>		Bridget Buckley	05/06/2022
<i>Notes:</i>				
Implementation:		10/15/2018		

Evidence	10/15/2018 Compiled data and meetings.			
Experience	10/15/2018 Data has been and will continue to be compiled and reviewed. ESSA Meetings will continue.			
Sustainability	10/15/2018 Following our District Strategic Plan for Curriculum and Achievement.			

Core Function:		Conditions for Learning			
Effective Practice:		Meet the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed			
	CL12	All district personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5198)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All certified personnel have ethics training.	Limited Development 01/14/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		District Onboarding Ethics training will continue. Summer PD will be provided. District Behavior Interventionists will work with staff on each campus. Campus Counselors will be utilized in each building to continue to create a climate of acceptance for all.	Objective Met 12/10/19	Paulette Sherrer	05/01/2020
Actions					
	1/14/19	Add additional Ethics onboarding training for certified personnel.	Complete 12/10/2019	Paulette Sherrer	10/01/2020
Notes:					
Implementation:			12/10/2019		
Evidence	12/10/2019 completed with proof in our online employee training portal.				
Experience	12/10/2019 completed with proof in our online employee training portal.				
Sustainability	12/10/2019 continue offering the professional development and keeping accurate records though our employee training portal.				