

Arkansas HOLT MIDDLE SCHOOL

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Comprehensive Plan Report

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

10/25/2016

HOLT MIDDLE SCHOOL NCES - 50612000863

FAYETTEVILLE 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 Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/08/2015

Evidence:
-CORE Teaming
-Subject level teams
-Encore Teaming
-Para Teaming

Indicator ID04 - All teams prepare agendas for their meetings.(39)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/08/2015

Evidence:
All agendas are located where each team member can access and edit on a daily basis. They are shared with the administration as well. Admin is also present in team meetings.

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 Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/08/2015

Evidence:
ACSIP Leadership Team meets twice a month. School Leadership Team meets twice a month. PLC teams meet twice a week.

Indicator 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)

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 09/19/2016

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: Later

Plan	Assigned to:	Matt Morningstar
	How it will look when fully met:	Leadership Team (MM, RG, and BH) will meet often to go over CWT data and plan specific PD tailored to student success.
	Target Date:	05/31/2017
	Tasks:	1. Find common themes and areas in the data that could be a foundation for successful PD before the 1st semester is over.
	Assigned to:	Becky Hall
	Added date:	09/22/2016
	Target Completion Date:	01/01/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/08/2015
	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:	MM, RG, and BH are implementing CWT's every week starting this school year.
Plan	Assigned to:	Matt Morningstar
	How it will look when fully met:	Based upon the Principal, AP, and IF's digital summary reports of classroom observations, we will plan effective professional development based on the needs of our staff. We will use digital evaluation tools such as Google Forms to document and evaluate classroom observations. From that documentation, we can easily sort and evaluate the professional needs in our building. Professional Development opportunities will be offered based upon those needs, and the goals will be clearly attached to PD agenda. For example, from observations if we determine "engagement" is a weakness in our instruction, we will provide an engagement PD that directly meets those needs.
	Target Date:	05/31/2017
	Tasks:	1. Look at CWT data to pinpoint an area(s) that teachers would like more PD on.
	Assigned to:	Matt Morningstar
	Added date:	11/02/2015
	Target Completion Date:	01/01/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/08/2015
	Evidence:	PGP Annual Review Process

1-2 Observations with Ratings
Ability to change to better enhance the goal selection

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

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 10/08/2015

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: Core and Encore Teachers meet weekly in their PLC groups to discuss data and student achievement. Personalized PD is an ongoing challenge when it comes to Encore teachers.

Plan Assigned to: Becky Hall

How it will look when fully met: Based upon staff self-evaluations and formal observations, staff will be provided differentiated professional development to best meet their needs. In order for PD to be differentiated, high quality, and ongoing, we need to equip teacher leaders with the skills to provide in-house high quality training. In order to provide evidence, we will survey teachers and use their feedback to document this objective is being fully met.

This is also directed by the district PD goal for the year. We also have a building direction from one year to the next.

Target Date: 05/31/2017

Tasks:

1. Create a pre-PD teacher survey.

Assigned to: Becky Hall

Added date: 11/02/2015

Target Completion Date: 01/01/2017

Comments: Use Google Drive Forms to create pre-PD teacher survey

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

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%)

Assessment Level of Development: Initial: Limited Development 10/27/2015

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (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: Double Blocked ELA
Interventions within blocked time
SSELA

Plan Assigned to: Sarah Jewell

How it will look when fully met: Through our RTI process and weekly PLC's, we will monitor the progress of strategies related to school improvement. We will need student progress monitoring pieces in math and literacy to determine if students are making gains.
We do not currently offer extended learning programs after school or in the summer.

Target Date: 05/31/2017

Tasks:

1. Brainstorm the specific progress monitoring pieces that will be used in ELA and Math.

Assigned to: Becky Hall
 Added date: 11/02/2015
 Target Completion Date: 01/01/2017

Comments:

2. Talk with Becky Hall about the ACT Aspire Interim testing that has occurred twice during the 2nd semester of last school year and when we will test this fall. What are the implications?

Assigned to: Sarah Jewell
 Added date: 04/07/2016
 Target Completion Date: 01/01/2017

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (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 **Objective Met** 9/22/2016 9/22/2016

Assessment Level of Development: Initial: Limited Development 10/27/2015

Objective Met - 09/22/2016 09/22/2016

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (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: Highly Qualified via Networking

Plan Assigned to: Richard Guthrie
 How it will look when fully met: We will diligently collaborate with the district to recruit new teachers. Through collaboration with the district, we can research how other highly effective schools recruit a diverse group of highly qualified educators to support school improvement. IN order to document and provide evidence for this objective, we would need to maintain employment statistical data such as student performance and retention rates of teachers.

Target Date: 05/31/2016

Tasks:

1. Collaborate with district officials on effective practices to recruit teachers. Talk with other local districts on their efforts.

Assigned to: Richard Guthrie
 Added date: 11/02/2015
 Target Completion Date: 05/31/2016
 Comments:
 Task Completed: 08/01/2016

Implement Percent Task Complete:
 Objective Met: 9/22/2016 9/22/2016
 Experience: 9/22/2016
 Framing Our Future Plan

Sustain:	9/22/2016 Framing Our Future
	9/22/2016 Framing Our Future Plan
Evidence:	9/22/2016 Framing Our Future
	9/22/2016 The board approved Framing Our Future Plan/Strategic Plan.
	9/22/2016 Framing Our Future/Strategic Plan goes in front of the School Board and is adopted.

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		
Assessment	Level of Development:	Initial: Full Implementation 10/27/2015	
	Evidence:	Grade Level Team Planning Time Subject Specific Planning Time Instructional Facilitator Team Planning Time	

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	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/27/2015	
	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:	Implement ACT Aspire Assessments ELA Common Assessments	
Plan	Assigned to:	Blaine Sanders	
	How it will look when fully met:	Holt will implement formative assessments created by PLC teams to continually monitor the progress towards standards-based objectives. Documentation will be kept digitally to compare common assessment data. We also will implement the ACT Aspire Interim Assessments.	
	Target Date:	05/31/2017	
	Tasks:	1. Brainstorm the different formative assessments to be used for this objective.	
	Assigned to:	Blaine Sanders	
	Added date:	11/02/2015	
	Target Completion Date:	01/01/2017	
	Comments:		

Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/19/2016	

Prime Time (PLC) Minutes

Expecting and monitoring sound instruction in a variety of modes

Status	Full Implementation
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Evidence: TESS
District Curriculum Maps
State Frameworks

Expecting and monitoring sound classroom management

Status	Full Implementation
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Evidence: Later

Explain and communicate the purpose and practices of the school community

Status	Full Implementation
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Evidence: "We Believe" Statements

Ensure content mastery and graduation

Status Tasks completed: 0 of 1 (0%)

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: Financial Literacy
School Counselors Guidance Sessions
Career Preference Assessment
Rigor and Relevance of Standards

How it will look when fully met: We will implement learning experiences such as Financial Literacy day to provide support and guidance for students in the area of finances. In addition, we will collaborate with other schools in the district to enhance our support for students to prepare them for college and career readiness. Formative assessments, student surveys, and parent surveys will be used to provide evidence that this objective is being fully met. Also, the guidance counselors will actively produce their guidance findings to the student and faculty as in the Flint-Cooter Preference test results.

Tasks:

1. Brainstorm some formative assessments or surveys that could guide this objective.

Assigned to: Jane Corrigan

Added date: 11/02/2015

Target Completion Date: 01/01/2017

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)